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CHINESE NATIONAL POLICY REGARDING FOREIGN EXPERTS:
PERCEPTIONS OF FOREIGN AFFAIRS DEANS

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Dissertation presented in partial fulfillment of the requirements
for the degree of
Doctor of Education in Educational Leadership

The University of Montana
Missoula, MT
May 5, 2011

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Chinese National Policy Regarding the Foreign Experts: Perceptions of Foreign Affairs Deans.

Chairperson: William P. McCaw, Ed.D.

This quantitative, non-experimental study described the perceptions of the Deans of the Foreign Affairs Office in public institutions of higher education in China regarding their agreement with, and implementation of, the current national policy concerning the employment of foreign experts. This study utilized a descriptive survey design. Data were collected using a self-designed web-based questionnaire. The sample for this study consisted of 116 participants providing a sample which closely represented the characteristics of the population.

Data were analyzed by comparisons between the categories of the individual demographic variables and the participants' perceptions regarding their agreement with, and implementation of, the national policy--the 1991 Provision. Frequencies and percentages of the responses among the different Deans were calculated using Microsoft Excel 2007. Spearman rho correlation coefficients were calculated using the IBM Statistical Package for Social Sciences (SPSS) Statistics 19 to determine whether there were statistically significant ($p < .05$) and statistically important ($r \geq .4$) relationships between the four variables (age, years in position, number of foreign experts employed, and number of foreign experts needed) and the participants' perceptions regarding their agreement with, and implementation of, the national policy.

Data from this study revealed that: (a) the vast majority of the Deans of the Foreign Affairs offices felt it was difficult or very difficult to implement the national policy, (b) the vast majority of the participants strongly agreed or agreed that the national policy—the 1991 Provision is outdated and needed to be updated, (c) there were no statistically significant and statistically important relationships between the each of the four variables (age, year in position, number of foreign experts employed, and number of foreign experts needed) and the participants' perceptions regarding their agreement with, and implementation of, the national policy—the 1991 Provision. However there were statistically significant and statistically important relationships of moderate strength between two variables (number of foreign experts employed and number of foreign experts needed) and the participants' perceptions regarding their agreement with the Articles 30 and 32 of the 1991 Provision.

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
CHAPTER ONE: INTRODUCTION TO THE STUDY	
Statement of the Problem.....	4
Purpose Statement.....	8
Research Questions.....	8
Definitions of Terms	9
Delimitations of the Study	10
Limitations of the Study.....	10
Significance of the Study	10
Summary.....	11
CHAPTER TWO: REVIEW OF THE LITERATURE	
Public Policy	13
Definition of Public Policy	14
Public Policy Making.....	14
Policy in Higher Education.....	15
Higher Education in China.....	17
Higher Education System in China.....	18
Reforms of Higher Education in China	20
Reform of Education Provision	20
Reform of the Financing System	21

Reform of the Job Placement	21
Reform of Recruitment	21
Reform of the Internal Administration.....	22
International Cooperation	22
Other Features of Higher education in China	23
History of Foreign Experts in Chinese Universities	23
Prior to 1949	23
After 1949	24
Between 1966 and 1976.....	25
In the 1980s and 1990s	25
Since 2000.....	27
Roles, Purposes, and Motivations of Foreign Experts in Modern China.....	28
Foreign Experts Roles in China	29
Purposes and Motivations of Employing Foreign Experts	29
Advantages of Using Foreign Experts	30
Language Teaching	31
Introduction of Foreign Culture	31
The Teaching Methodology	31
Disadvantages of Using Foreign Experts.....	32
Limited Teaching Experience	33
Lack of Systematic Teaching	33
Lack of Understanding the Chinese Culture	34
Inappropriate Evaluation of the Students.....	34

Administrative System of Foreign Experts.....	35
Current Administration of Foreign Experts	37
National Policy of Foreign Experts.....	38
The Deans' Challenges and Problems.....	40
Summary	42
 CHAPTER THREE: RESEARCH METHODOLOGY	
Research Design.....	45
Research Question and Hypotheses	46
Hypothesis.....	47
<i>A priori</i> Assumption.....	48
Variables of the Study	48
Population and Sample	50
Data Collection Procedure	53
Instrument	53
Validity	55
Reliability.....	56
Summary	57
 CHAPTER FOUR DATA ANALYSIS	
First Stage Data Analysis	61
Demographic Questions.....	61
Questions Addressing the Entire National Policy.....	65
Questions Addressing the Individual Articles.....	67
Questions Seeking Level of Agreement.....	68

Questions Seeking Level of Ease.....	69
Second Stage Data Analysis.....	71
Responses to Questions Seeking Level of Agreement.....	71
Responses to Questions Seeking Level of Ease.....	73
Third State Data Analysis	75
Demographic Variables in Relation to the Entire National Policy	76
Demographic Variables in Relation to the Individual Articles-Ease.....	76
Demographic Variable in Relation to the Individual Articles-Agreement.....	76
Gender	77
Age.....	79
Position	84
Year in Position	85
Student Size	90
Number of Foreign Experts Employed.....	95
Number of Foreign Experts Needed	99
Institution location	103
Institution type	108
Fourth Stage Data Analysis.....	113
Correlation Analysis.....	114
Age.....	114
Year in Position.....	115

Number of Foreign Experts Employed	115
Number of Foreign Experts Needed	117
Summary	119
CHAPTER FIVE FINDINGS, IMPLICATIONS, AND CONCLUSIONS	
Findings	121
Demographic Variables	121
Gender	122
Age	122
Position	122
Year in Position	122
Student Size	123
Number of Foreign Experts Employed	123
Number of Foreign Experts Needed	123
Institution Location	124
Institution type	124
Non-Respondents	124
Research Sub-Question One	125
Questions Addressing the Entire National Policy	125
Questions Addressing the Individual Articles	126
Demographics in Relation to the Entire National Policy	126
Demographics in Relation to Questions for Level of Ease	127
Demographics in Relation to Questions for Level of Agreement	128
Gender	128

Age	128
Position	129
Year in Position.....	129
Student Size	133
Number of Foreign Experts Employed	135
Number of Foreign Experts Needed	137
Institution Location.....	140
Institution Type	141
Research Sub-Question Two.....	143
Research Question	145
Implications.....	148
Policy Makers	148
Administrators of the Province, Municipality, and Autonomous region	149
Local Administrators.....	149
Institution Administrators	150
Deans of the Foreign Affairs Office.....	150
Recommendations for the Future Research	151
Conclusions.....	152
REFERENCES	153
APPENDICES	
Appendix A The National Policy--The 1991 Provision (English)	169
Appendix B The National Policy--The 1991 Provision (Chinese)	176
Appendix C Electronic Invitation (English)	181

Appendix D Electronic Invitation (Chinese)	183
Appendix E Questionnaire (English)	184
Appendix F Questionnaire (Chinese).....	196
Appendix G Demographics in Relation to Question 10	203
Appendix H Demographics in Relation to Question 11.....	204
Appendix I Demographics in Relation to Question 12.....	205
Appendix J Demographics in Relation the Questions for Level of Ease.....	206
Appendix K Spearman Rho Correlation Coefficients.....	207

LIST OF TABLES AND FIGURES

Table 1. Comparison of Higher Education in China in 1990 and 2008	5
Table 2. Population and Sample Comparisons (Institution Location)	51
Table 3. Population and Sample Comparisons (Types of Institutions)	52
Table 4. Responses to Questions 1-Gender, and 2-Age	61
Table 5. Responses to Questions 3 and 4.....	62
Table 6. Responses to Question 5	63
Table 7. Responses to Question 6	63
Table 8 Responses to Questions 7.....	64
Table 9. Responses to Questions 8.....	64
Table 10. Responses to Questions 9.....	65
Table 11. Responses to Questions 10.....	65
Table 12. Responses to Questions 11	66
Table 13 Responses to Questions 12.....	67
Table 14. Responses to Level of Agreement.....	68
Table 15. Responses to Level of Ease.....	70
Table 16. Responses to Level of Agreement-SA+A	72
Table 17. Responses to Level of Agreement-D+SD	73
Table 18. Responses to Level of Ease-VE+E	74
Table 19. Responses to Level of Ease-D+VD	74
Table 20. Gender in Relation to Level of Agreement-Differences	77
Table 21. Gender in Relation to Level of Agreement-SA+A.....	78
Table 22. Gender in Relation to Level of Agreement-D+SD.....	79

Table 23. Age in Relation to Level of Agreement-SA+A.....	80
Table 24. Age in Relation to Level of Agreement-D+SD.....	81
Table 25. Age in Relation to Level of Agreement-Differences.....	82
Table 26. Position in Relation to Level of Agreement-SA+A.....	83
Table 27. Position in Relation to Level of Agreement-D+SD.....	84
Table 28. Year in Position in Relation to Level of Agreement-SA+A.....	86
Table 29. Years in Position in Relation to Level of Agreement-D+SD.....	87
Table 30. Years in Position in Relation to Agreement-Difference.....	90
Table 31. Student size in Relation to Agreement-SA+A.....	91
Table 32. Student size in Relation to Level of Agreement-D+SD.....	92
Table 33. Student size in Relation to Level of Agreement-Differences.....	95
Table 34. # of Foreign Experts in Relation to Agreement-SA +A.....	96
Table 35. # of Foreign Experts in Relation to Agreement-D+SD.....	97
Table 36. # of Foreign Experts in Relation to Differences.....	99
Table 37. # of FE Needed in Relation to Agreement.....	100
Table 38. # of FE Needed in Relation to Level of Agreement-D+SD.....	101
Table 39. # of FE Needed in Relation to Agreement-Differences.....	103
Table 40. Locale in Relation to Level of Agreement-SA+A.....	104
Table 41. Locale in Relation to Level of Agreement-D+SD.....	106
Table 42. Locale in Relation to Level of Agreement-Differences.....	108
Table 43. Institution Type in Relation to Level of Agreement-SA+A.....	109
Table 44 Institution Type in Relation to Level of Agreement-D+SD.....	110
Table 45 Institution Type in Relation to Agreement-Differences.....	113

Table 46 Correlations: FE Employed and Questions 68 and 72	117
Table 47 Correlations: FE Needed and Questions 68 and 72	118

LIST OF FIGURE

Figure1. Administration Structure of Foreign Experts in China.....	2
Figure 2 Population and Sample Comparisons (Institution Location).....	51
Figure 3 Population and Sample Comparisons (Institution Type).....	52
Figure 4 Responses to Question 10 Addressing the Entire Policy	65
Figure 5 Responses to Question 11 Addressing the Entire Policy	66
Figure 6 Responses to Question 12 Addressing the Entire Policy	67

Chapter One: Introduction to the Study

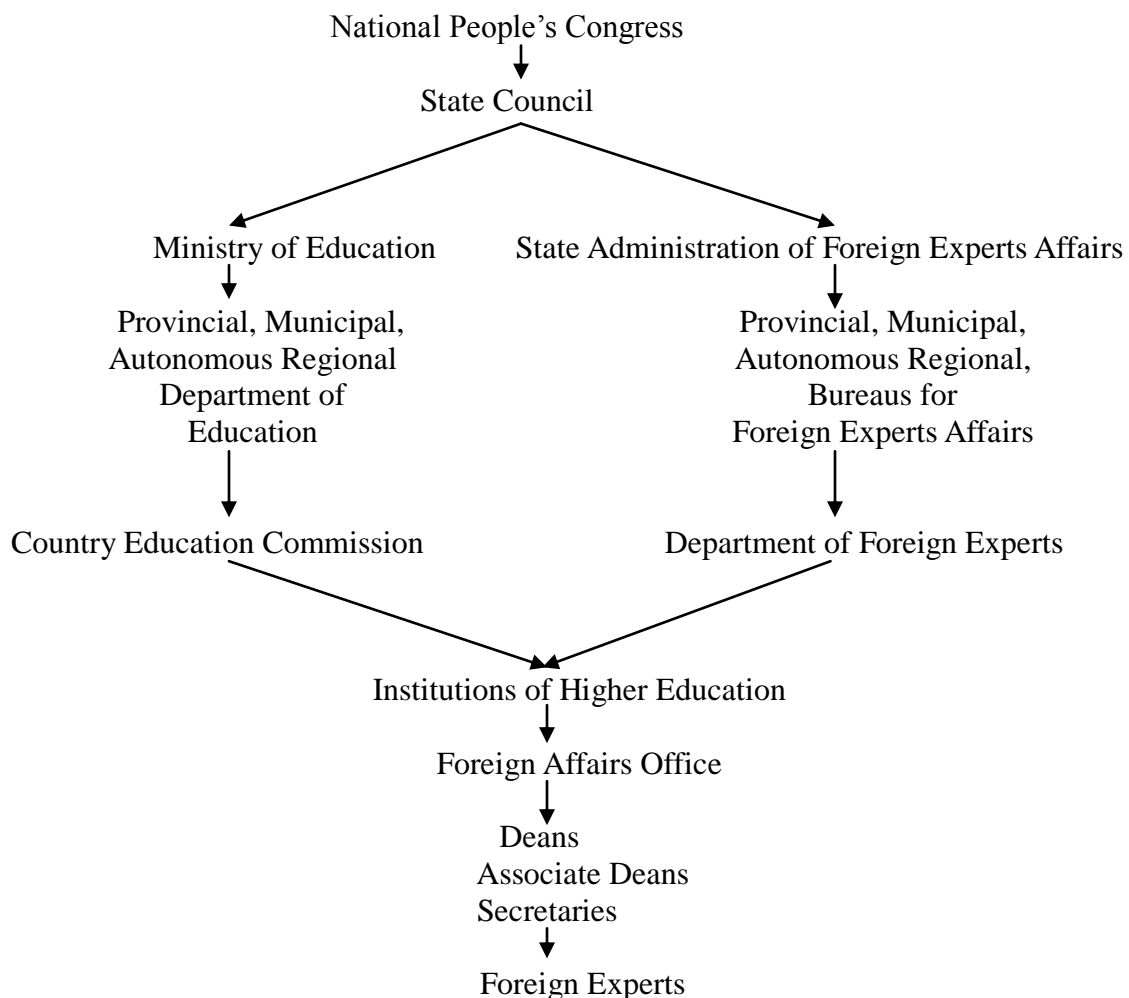
Since China joined the World Trade Organization in late 200, the nation has developed in almost every aspect of its society (Zhou, Xu & Fan, 2007). China is more open to the outside world today than when the reform policy was introduced and implemented in the early 1980s (Zheng, 2009). Institutions of higher education in China are also more open to the Western cultures (Mok, 2000; Yang, 2002). More and more foreign experts have been employed by these institutions, and they have contributed greatly to the modernization of Chinese society (Li & Wang 2000). “Foreign experts” refers to foreign teachers, researchers, scientists, and other foreign professionals with expertise who are employed by institutions of higher education in China to teach, conduct studies, or implement other exchange activities in areas such as English as a foreign language, international politics and law, international economics, western medicine, and engineering (Liu, 2004).

Foreign experts are currently administered at different levels within China (Figure 1). National People’s Congress (NPC) is the highest state body and the only legislative house in the People’s Republic of China. NPC is followed by the State Council which is the top national authority in charge of every aspect of the society. Under the State Council, two organizations co-chair the affairs of foreign experts. These two organizations are the Ministry of Education (MoE) and the State Administration of Foreign Experts Affairs (SAoFEA). The Ministry of Education is the top authority in charge of education at all levels in China. The State Administration of Foreign Experts Affairs is the designated department in charge of the nation’s introduction of foreign talents and foreign experts. At the provincial level, the State Administrations of Foreign Experts Affairs, as well as the Ministry of Education, have their

respective sub-divisions in each of the provinces, autonomous regions, and directly-administered municipalities.

Figure 1

Administration Structure of Foreign Experts of the People's Republic of China



At the county level, the respective county education commission is responsible for the foreign experts' affairs. At the institution level, every university or college that has the legitimate power to hire foreign experts has a Foreign Affairs Office (Ministry of Education,

2008). The Dean of the Foreign Affairs Office is responsible for the administration of all the foreign experts within the institution (Jin, 2006).

Higher education in China includes universities and colleges directly under the administration of ministries and agencies of the China Central Government, regular provincial universities, adult universities and colleges, advanced vocational institutions as well as other alternative forms of institutions of higher education that provide associate degrees requiring two or three years of study (Fan, 2006). According to the 2008 Statistics by the Ministry of Education (MoE), there were 2,004 higher education institutions, almost all of which now employ foreign experts (MoE, 2008).

Colleges and universities in China are administered through unified control at two levels: the Central Government and the provincial governments. The State Council and the Ministry of Education are the central government agencies that are responsible for making policy decisions, development plans, and reforms and for providing guidance to institutions of higher education at the national level (Fan, 2006). The Ministry of Education also directly controls 34 regular colleges and universities. The main responsibilities of provincial governments are to manage admission, specialties, fund-raising, and employment of graduates of colleges and universities in accordance with national policy and laws (Li, 2003).

However, the actual employment and daily administration of foreign experts are implemented by each individual institution which is responsible for hiring, training, providing adequate living services, and evaluating the foreign experts. Each institution has its own Foreign Affairs Office to handle all the issues concerning foreign experts (Lou, 2008). Each Foreign Affairs Office has a Dean who is responsible for the implementation of the national policy concerning foreign experts.

Problem Statement

At the beginning of the 1980s, China was still very much isolated from the outside world, and its economy was mainly a centrally-planned system (Mok, 2006). This situation limited the number of foreign experts who were hired to work in institutions of higher education (Li, 2003). During this time, different national policies concerning the employment and administration of foreign experts were formulated and promulgated by the State Council, The Ministry of Education, and The State Administration of Foreign Experts Affairs. These policies were the guidelines to control tightly the foreign experts' life and activities inside China (Rybak, 2009). For example, foreign experts hired during this period of time could only live in designated buildings and the gates to the buildings were locked at night (Chen, 2009). Those policies also stipulated that foreign experts should only travel to areas that were open to foreigners, and before each trip they should ask for permission from their direct authority- the Dean of the Foreign Affairs Office (Xiong, 2002).

The condition of hiring foreign experts in institutions of higher education in China was improved ten years later when in 1991 the Ministry of Education and the State Ministry of Foreign Experts Affairs of the People's Republic of China jointly formulated and promulgated the national policy "The Provisions on Employment of Foreign Experts in Higher Education" (Shi & Zhang 2008). This national policy is also named the 1991 Provision; it provides the Deans of the Foreign Affairs Offices in institutions of higher education with the guidance for the hiring and administrating foreign experts (Xu, 2009). The policy also allows more freedom for foreign experts to live, teach, and travel within Chinese territory (Jiang, 2008).

However, the situation of employing foreign experts in 2008 is much different from that of twenty years ago when the national policy of the 1991 Provision was first implemented

(Wang & Zhang, 2010). Table 1 shows that in 2008, the number of institutions of higher education in China increased 25 times that of 1990. In addition, the number of students in 2008 was almost 12 times more than in 1991. Finally, the gross enrolment rate of the year 2008 increased four times that of 1991 (Jiang & Huang, 2009; MoE, 2008; Shen, 2003; Tian, 2009).

Table 1

Comparison of Higher Education in China in 1990 and 2008

Year	No. Institution	No. Students	Gross Enrolment Rate
1990	206	2,500,000	6%
2008	2,663	29,070,000	24%

Note: Gross Enrollment Rate refers to the percentage of the college age students enrolled in higher education institutions.

With the rapid development of its economy and the society as a whole, more colleges and universities have been established in the last thirty years in China, and each year more foreign experts from overseas are hired to teach English and other subjects in colleges and universities throughout China (Yuan, 2009). According to Qiu and Liu (2006), there is a huge demand for foreign experts to work at all levels of education throughout China. The State Administration of Foreign Experts Affairs also reported in 2009 that China needs roughly 100,000 qualified foreign experts and foreign teachers annually, but the market supply of foreign experts can only meet around 70 percent of the demand. Under the above-mentioned conditions, many problems have occurred concerning the employment and administration of foreign experts in higher education throughout China.

First of all, according to Jiang (2008), the Deans of the Foreign Affairs Offices in institutions of higher education cannot implement the current national policy- the 1991

Provision. Because the demand for foreign experts exceeds the supply, the Deans have to hire people who are not qualified for the job (Shen & Han, 2010). On the other hand, in order to meet the institution demand, they have to employ the foreign experts who are not fully qualified in according with the requirement of the 1991 Provision (Hu & Liu, 2008). The reality is that some of those people hired from abroad are just English native speakers, not experts of teaching or research (Nie, 2001).

In addition, those foreign experts who are qualified foreign experts do not always complete their contract (Wang, 2004). The qualified foreign experts often quit one job and go to another school, usually because other schools offer better pay and better living conditions (Zhang, 2005). When this situation happens, virtually nothing can be done by the Deans of the Foreign Affairs Office in institutions of higher education, because either the hiring of those unqualified teachers was against the policy requirement in the first place, or, to make things worse, there is no updated policy from the national level to punish those qualified experts who leave their positions to pursue better positions in other institutions (Shen & Han, 2010). As a result, when a foreign expert leaves a school unexpectedly, there is no quick replacement for their vacancy (Jiang, 2008; Jin, 2006; Lou, 2006; Shao, 2003).

Moreover, because the policy of hiring the foreign experts is outdated and incomplete for the current situation in China (Zhang, 2008), even for those foreign experts who are hired within the policy, their actual competency is lacking because they are either not properly trained to handle Chinese culture or to deal with Chinese students with appropriate teaching methods (Lou, 2006; Tian, 2007; and Wu, 2005).

In addition, Jiang (2008), Zhou (2007), Gao (2005), and Li (2005) all observed that the existing policy---the 1991 Provision for the administration of foreign experts does not provide

the Deans of the Foreign Affairs Office with clear procedures and criteria to evaluate the work of foreign experts. These authors also articulated that foreign experts are often left in the classroom doing whatever they want, and that no formal process of evaluation and assessment is conducted to monitor the teaching quality.

Furthermore, some authors such as Tian (2007), Lou (2005), and Zhou (2007) reported that different experiences of the Deans of the Foreign Affairs Office were reported with regard to the employment and administration of foreign experts in different institutions. According to these authors, the Deans from large urban institutions have fewer problems of hiring qualified foreign experts because the better locations of their institutions and because they can provide better living conditions.

Similarly, those Deans from East China, North China, and Central South China are generally able to provide larger salaries to their foreign experts; they can, therefore attract more qualified applicants than those in the Northeast, Northwest, and South West regions have more difficulties in their attempt to hire enough qualified experts (Lou, 2005; Zhou, 2007). In addition, colleges and universities are reported to experience different problems and challenges because of their type, size, and location when it comes to attracting and hiring foreign experts (Zhen, 2009). While this phenomenon has been reported in the literature, the Deans' perceptions about their implementation of the current national policy---the 1991 Provision are still largely unclear (Zhang, 2007; Zhang 2009).

Thus, the Deans of the Foreign Affairs Office face challenges and dilemmas in implementing the national policy (Hu & Liu, 2008). On the one hand, they must deal with policy that was outdated (Wu, Shao, & Wang, 2005), on the other hand, they have to face the fact that there is an ongoing big demand for foreign teachers in China's foreign expert market.

The Deans have great difficulties to recruit qualified foreign experts to work in their respective institutions, and to administrate and evaluate those who are working in their colleges and universities (Kang, 2008; Li, 2008; Zhang 2008; Zhang & Zhang, 2010; and Zhang, 2008).

The Deans of the Foreign Affairs Office were reported to believe that the current national policy “The provisions of Employment of Foreign Experts and Foreign Teachers in Institutions of Higher Education”--the 1991 Provision, was outdated and needs to be reformed so that the quality of employment and administration of foreign experts in institutions of higher education can be improved (Zhen, 2009; Zhou 2007). However, there is no empirical evidence that has been conducted to investigate this particular issue.

Purpose Statement

This quantitative, non-experimental study describes the perceptions of the Deans of the Foreign Affairs Offices in institutions of public higher education in China regarding the extent of their agreement with, and implementation of, the current national policy, “The provisions on Employment of Foreign Experts in Instructions of Higher Education” – the 1991 Provision, which was jointly initiated and promulgated by the Ministry of Education and the State Ministry of Foreign Experts Affairs in 1991. This study provides critical information for the assessment of the national policy.

Research Question

The major research question was: What are the perceptions of the Deans of the Foreign Affairs Office in the public institutions of higher education in China regarding their agreement with, and implementation of, the entire national policy concerning the employment of foreign experts? In order to better address this major research question, two sub-questions were asked:

1. How do The Deans of the Foreign Affairs Office perceive the national policy?
2. What statistically significant and statistically important correlation exists between each of the nine demographic variables and the participant responses?

Definitions of Terms

For the purpose of this study, the following terms are defined:

The Dean of the Foreign Affairs Office. This term refers to the formal official appointed by a particular university who is in charge of all the issues concerning foreign experts in his/her institution (Xing, 2002). Responsibilities of the Deans include foreign experts' job advertisement, hiring, salary, visa application, health insurance, security, work load, evaluation, training, regulation, and the arrangement of travel and housing--the 1991 Provision .

Foreign experts. This term refers to the English native speakers who are invited to come to China to teach either English as a foreign language or other courses in English in colleges and universities in China for a minimum contract period of one semester (Ministry of Education, 2010).

The Foreign Affairs Office. This term refers to an office that exists in all educational organizations and administrative units that have contact with foreigners. The Foreign Affairs Office refers to the department within an institution of higher education where a Dean is appointed by the university and is in charge of foreign experts (Zhang, 2007).

Ministry of Education (MoE). This term refers to the Ministry of Education of the People's Republic of China, which is formerly a department of Central People's Government from 1949 to 1954, State Education Commission from 1985 to 1998. MoE is the agency of the State Council which regulates all aspects of the educational system in mainland China. This includes compulsory basic education, vocational education and tertiary education (Ministry of

Education, 2010, http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2797).

The 1991 Provision. This term refers to the national policy “The Provisions of Employment of Foreign Experts in Institutions of Higher Education” (Appendix A), jointly initiated and promulgated by the Ministry of Education, and the State Administration of Foreign Expert Affairs in 1991. Although, almost 20 years have passed since this policy was first implemented, the 1991 Provision is still the key guiding principle with regard to the administration of foreign experts in institutions of higher education in China (Wu, 2010).

State Administration of Foreign Experts Affairs (SAoFEA). This term refers to an administrative agency of the State Council of the People's Republic of China. It is responsible for certifying foreign experts to provide expertise in mainland China. (SAoFEA, 2010, <http://www.safea.gov.cn/english/intro/responsibilities.php>).

Delimitations of the Study

This quantitative, non-experimental study was delimited to the Deans of the Foreign Affairs Offices in institutions of public higher education in China.

Limitations of the Study

There is a possibility of response error, due to the Deans’ perceptions and willingness to be truthful. In addition, there was no guarantee that it was the Deans completing the survey. The low response rate due to the web-based questionnaire was another threat to the generalization of the research findings to the population.

Significance of the Study

The results of this study provide the first national empirical evidence on the perceptions of the Deans of the Foreign Affairs Office in public institutions of higher education in China regarding their agreement with, and implementation of, the current national policy--the 1991

Provision concerning the employment of foreign experts. These results could serve as an important reference for the Ministry of Education (MoE) and the State Administration of Foreign Experts Affairs (SAoFEA) in reviewing the current national policy--the 1991 Provision for employing foreign experts. Informed by the result of this study, the MoE and the SAoFEA could address the hiring foreign experts in public institutions of higher education in China by adjusting the national policy--the 1991 Provision concerning the employment of foreign experts.

The results from this study can inform the Deans across China how their perceptions regarding the implementation of, and agreement with, the current national policy--the 1991 Provision compares with their colleagues. This information could be used to assist the Deans as they modify their perceptions of the 1991 Provision.

In addition, from the results of this study, the Deans of the Foreign Affairs offices could be able to provide improved management and service regarding the foreign experts in their respective institutions. Finally, with the guidance of these results, the Deans of the Foreign Affairs Office would finally have data to address the current problems and challenges that they face when employing foreign experts.

Above all, this study, this study serves as a stepping stone for more future research. It fills a knowledge gap in this field.

Summary

China's opening up to the outside world since the early 1980s has made the employment of foreign experts possible for institutions of higher education in China. The national policy--the 1991 Provision has provided necessary and useful guidance for universities and colleges to administer foreign affairs (Jiang, 2008). However, because the 1991 Provision was initiated and promulgated almost 20 years ago, problems occur today due to the rapid development of

China's economy in the past thirty years. The situation of employment of foreign experts in higher education institutions is very different from that of twenty years ago (Huang, 2006). Policy concerning the administration of foreign experts is no longer appropriate for the healthy development of employing foreign experts to serve the students in higher education institutions in China (Han, 2010). The Deans of the Foreign Affairs Offices are facing new challenges and dilemmas when attempting to implement the policy (Zhang, 2008 & Zheng, 2009). The purpose of this quantitative descriptive survey study was to describe the perceptions of the Deans of the Foreign Affairs Offices regarding the implementation of the current national policy--the 1991 Provision concerning the employment of foreign experts in the institutions of higher learning in China. This study sought to provide data in order to inform the current policy in the hope that a new policy could be formulated for the employment of foreign experts in universities and colleges in China.

Chapter Two: Review of the Literature

This quantitative study describes the perceptions of the Deans in public institution of higher education in China who were in charge of the Foreign Affairs Office. Specifically, data collection focused on the implementation of the national policy--the 1991 Provision pertaining to the employment of the foreign experts. Foreign experts were mostly native speakers who were employed in these institutions and were overseen by the Deans of the Foreign Affairs Office.

This literature review first describes public policy in general, including its definition, forms, and policy making processes. Next, the review discusses the policy issues in higher education in America and in China, followed by an explanation of the background of the higher education system in China, including its brief history, reform initiatives, and current status. In addition, this study examines the history of foreign experts in institutions of higher education in China, followed by an exploration of the advantages and disadvantages of using foreign experts. Moreover, the roles, purposes, and motivations of foreign experts teaching in China are discussed. This review then provides a description of the current policy of employing foreign experts in China including the development, current status, strengths, and weaknesses of the policy. Finally, the administrative system of foreign experts is illustrated in addition to the new challenges and problems of administration of foreign experts in higher education in China.

Public Policy

Public policy affects people both profoundly and pervasively (Torjman, 2005). It influences virtually every aspect of our lives. It matters to everybody in a modern society (Wolf, 2007). For example, it is public policy that can decide the cleanliness of the water we drink, the

air we breathe in, the food we eat, the roads we drive on, the taxes we pay, and the minimum hourly wages we receive.

Definition of public policy. A generally accepted definition of public policy is difficult to find. For examples, Perters (2007) stated that public policy is “the sum of government activities” (p. 4). Harrington and Estes (2004) believed that it is a course of “actions” by the government to address a public issue (p. 7). For the purpose of this study, public policy is defined: “The broad framework of ideas and values within which decisions are taken and action, or inaction, is pursued by governments in relation to some issue or problem” (Brooks, 1989, p. 16).

Public policy-making. According to Venus (2010), there are three parts to public policy-making: (a) problems, (a) players, and (c) the policy. The *problem* is the issue that needs to be addressed. The *player* is the individual or group that is influential in forming a plan to address the problem in question. *Policy* is the finalized course of action decided upon by the government. In most cases, policies are widely open to interpretation by non-governmental players, including those in the private sector (Schuster, 2009).

In the United States, public policy is often administered through state or federal action such as legislation, regulations and administrative practices (Moore, 1996). Governments think of public policy as the principles, values, interests, and resources that underline the actions that will take place to solve public issues (Kilpatrick, 2007).

The Public policy-making process can be divided into three parts (Venus, 2010): (a) agenda-setting, (b) option-formulation, and (c) implementation. Within the agenda-setting stage, the agencies and government officials meet to discuss the problem at hand. In the second stage, option-formulation, alternative solutions are considered and final decisions are made regarding the best policy. Consequently, the decided policy is implemented in the final stage. The needs of

the society are a priority for the players involved in the policy-making process (Moore, 1996). Also, it is believed that the government will follow through on all decisions made by following the final policy (Kilpatrick, 2007).

Policy in Higher Education

The purpose of policy may be both general and specific, but the concept of policy has both a full and a limited meaning that is not always clear (Venus, 2010). For a clarification of policy in higher education, it is advisable to distinguish between public policy, as reflected in governmental action, and institutional policy, as it reflects the autonomy and independence of the separate colleges and universities (Cameron, 1973). Cameron advocated that an institutional policy does not usually follow directly from a public policy, which often causes confusion. Public institutions may often be directly influenced by state or community action, but institutional policy is a derivative of public policy only in the loosest sense. Similarly, public policy is more than an aggregation of institutional policy (Wolfe, 2007).

As for the policy for higher education, Cameron (1973) articulated the purposes and functions of policy as a conceptual focus for the problems and issues of higher education. Cameron suggested that the purpose of policy is to provide an overall principle for the specific functions of programs, plans, and decisions. The degree to which that principle is full and clear will vary with the area or level of policy, but some degree of intelligent structure must be given the process whereby programs, plans, and decisions are implemented (Cameron, 1973).

The clarification of policy issues would seem directly dependent upon a better understanding of policy itself. The nature, uses, and limitations of policy are not adequately understood and there is little evidence that educational leaders are any better prepared to debate policy than they were to handle the programmatic trial-and-errors of the past (Cameron, 1973).

Cameron continued to argue that because of its abstract nature, policy will be difficult for many educators to debate.

Policy-making and policy-implementation in higher education often have conflicts or controversies. Emad and Roth (2009) conducted an intensive study on the process of a vocational education reform. Their findings confirm that challenges for policy implementation are created because of the lack of robust connection and active engagement of implementers as the end-users in the design of the policy. To avoid such a disconnection, Emad and Roth suggested that the relation between the world of policy end users and the world of policy-makers should be carefully constructed. According to these researchers, this might be done through connecting the process of decision-making to implementation and carefully developing methods that encompass the demands of decision-makers and the needs and informational requirements of end users.

Individuals and groups often attempt to shape public policy through education, advocacy, or mobilization of interest groups (Kilpatrick, 2007). Torjman (2005) also noted that with policy there is no simple answer. Shaping public policy in Western society is different from in other forms of government such as an authoritative society like China. But it is reasonable to assume that the process always involves efforts by competing interest groups to influence policy makers in their favor (Li, 2007).

However, Hawker, Smith, and Weller (1979) articulated that the starting point for anyone who is producing policy is to realize that the policy may change over time but the adherence to the existing policy needs to be consistent. This is mainly because the values of society are continuously changing, and policy being the representation of society's preferences and ideals must change with them (Fullan, 2005). It is at this broad level that policy becomes a

complex interplay of social and economic decisions, prevailing ideas, institutions and individuals, technical and analytical procedures, and general theories about the way policy is made (Hawk et al., 1979).

Policy-making in China is different from that in western countries due to its social and political system. In China, The National People's Congress (NPC) together with the NPC Standing Committee is the highest state body and the only legislative house in the People's Republic of China to make basic laws, national policies, resolutions, decisions (Corne, 2002). According to Chapter 7 Article 52 of the "Rules of Procedure for the National People's congress of the People's Republic of China", bills or proposals put to the vote at a plenary meeting of a NPC session shall be adopted by a simple majority vote of all the deputies (NPC, 1989). However, according to *Week in China* (March, 2009), it is considered extremely embarrassing for the approval vote to fall below 70%. In order to better understand the policy issues concerning the administration of foreign experts in institutions of higher education in China, the next section of this literature review will provide the background about the system of higher education in China.

Higher Education in China

With the most people in the world, China also has the largest educational system in the world (Wu, 2010). According to the statistics from the Ministry of Education of the People's Republic of China, more than 200 million people received full time education in various schools and grade levels in 2007 (Ministry of Education, 2007). Chinese education is divided into childhood, primary, secondary, and higher education. The government implements compulsory education in the first 9 years of primary and junior secondary school education. Students are not required to pay tuition, but they do need to buy some textbooks and other minor items at a cost

of about 100 US dollars per year (Ministry of Education, 2008). Chinese education is mostly public; however private education programs have become more numerous (Lin, 2006).

Generally speaking, public education is considered the best in terms of quantity and quality (Yuan, 2000).

Higher education system in China. Since the implementation of the Reform and Opening-up to the Outside World policy starting from the early 1980s, the reform and development of higher education has made significant achievements (Xu, 2009). China has a higher education system with various forms, which encompasses basically all branches of learning, combines both degree-education and non-degree education and integrates college education, vocational colleges, undergraduate education, and graduate education (Fan, 2006). Higher education in China has played an important role in the economic construction, progress of science, and social development by increasing advanced talents and expertise for the modernization of socialism (Xu, 2009).

The higher education segment of the Chinese education system carries aspects of both the United States and the United Kingdom systems with a stronger affiliation to the US system. Two- and three-year colleges, referred to as short-cycle colleges, typically award associate degrees, and exist next to typical four-year colleges and universities which offer academic as well as vocational courses leading to bachelor degrees or higher (Brandenburg & Zhu, 2007). Chinese universities are divided into several categories: some directly under the Ministry of Education, others run by provincial, autonomous regional, municipal governments, and others are run by local institutions of high learning (Fan, 2006).

According to the statistics of the Ministry of Education of the People's Republic of China, the total number of students in all higher education institutions reached over 29 million

in 2008, and the gross enrollment rate for higher education reached 23.3% of the entire population that should go to college after their graduation from high school. There were a little more than 2 million faculty and staff members at regular institutions of higher education. The number of full-time teachers in higher education reached 1,237,500, an increase of 69,200 over the previous year. The student-teacher ratio was 17.23:1 (Ministry of Education 2008).

Though the Chinese economic system is more market-oriented at present, it used to be very highly centralized, as was the former higher education system with education provided by the central and local governments respectively and directly under their administration (Duan, 2003). Within a centralized educational system, the Ministry of Education controls all higher education institutions through policy-making, legislation, planning, funding, and evaluation (Li, 2008). The President of each institution works under the leadership of the Committee of Chinese Communist Party. The Committee of Academy and the Representative Conference of Faculty and Staff deal with faculty and staff issues within the institution and report to the President and the Secretary of the Committee of the Communist Party.

The disadvantages of the former education system in China were that the state undertook too many responsibilities; and the schools lacked the flexibility and autonomy to provide education according to the needs of the society; and, with central departments and local governments providing education separately, the structure of education was irrational and segmented (Shi & Zhang, 2008). There were too many single disciplinary and professional institutions of higher education. Due to the over-lapped disciplines, the efficiency of some institutions fell very low, which, in return, hampered the improvement of education quality (Ouyang, 2004)? Therefore, the current structural reform of higher education in China has become a key for other higher education reforms (Zheng, 2009)

Reforms of higher education in China. The reforms of higher education consist of five parts: (a) education provision, (b) financing system, (c) job placement, (d) recruitment, and (e) the inner-institute management, among which management reform is the most important and most difficult (Wu, 2006). The overall objectives of higher education reform in China are to smooth the relationships among government, society, and institutions in setting up and perfecting a new system in which the state is responsible for the overall planning and macro management, while the higher education institutions follow the laws and enjoy the autonomy to provide education according to needs of the society (Wu, 2006)

Reform of education provision. The structural reform of higher education has gained heartening achievements. In the field of education reform, the old system in which the government undertook the establishment of all institutions of higher education has been broken. A new system, in which the government takes main responsibility together with the active participation of society and individuals, has taken shape (Duan, 2003). The development of institutions of higher education run by social forces that embrace capitalism is fully encouraged and supported by the central and local government (Ministry of Education, 2006)

Wang and Zhang (2010) noted that the relationships among universities, government, and society have been gradually smoothed out by various ways such as joint establishment, adjustment, cooperation, and mergers. A two-level education provision system has taken shape in China where the central and local government will assume different responsibilities to provide education, with the former responsible for the overall planning and management. At the same time, the government streamlined their administration and delegated more power to the higher education institutions, expanding the autonomy of the institutions in higher education to provide education for the society according to the laws (Wang & Zhang, 2010).

Reform of the financing system. As for the reform of the financing system, Shen and Han (2010), and Wu (2010), stated that the old system in which the funding of higher education depended on only the government has been changed. A new system capable of pooling resources from diverse channels has been gradually established and perfected (Shen & Han, 2010).

Li (2003), and Shen and Han (2010) recognized that a new system in which all students should pay a reasonable contribution to their own higher education has taken shape. At the same time, a scholarship system for excellent students, both academically and morally, has been brought into practice. In addition, for students with family financial difficulties, a system that provides a loan, stipend, and part-time jobs has also been implemented, ensuring that no students drop out of school because of financial reasons.

Reform of job placement. In a highly centralized society, before the reform of the job placement policy in the 1980s, Chinese students in higher education did not have the freedom to choose where to work or what job they would select upon graduation from the universities (Burns, 1986). Typically, in those days, university graduates had to follow the order from the government to go wherever they were needed by the country and do whatever they were given. But the advantage of the old system was that once the students got their job placement their jobs would be a lifetime guarantee, meaning job security for the rest of their lives – the so-called “iron-bowl” phenomenon (Epstein, 1991). Since the reform of the job placement in the early 1990s, university students gradually gained the freedom to pursue what they want to do after their graduation (Cheng, 1995).

Reform of recruitment. Due to lack of human and capital resources, higher education was still regarded as for the elite in the 1980s. Only could the most capable students go to

college after the annual nation-wide examination. In the 1980s, the rate of college graduates to the entire population was under 10 percent (Gu, 2000). From 1999, the Ministry of Education decided to gradually expand the higher education sector. In 2007, the rate of college graduates had raised to over 20 percent (Shi & Zhang, 2008). This increase of college enrollment has helped institutions select more talents and expand the autonomy of schooling (Shen & Han, 2010).

Reform of internal administration. With regard to the reform of internal administration mechanisms, the key lies in the reform of the personnel system and the allotment system (Fan, 2006; Li, 2003). On the basis of reasonable organization structure, all the teaching staff fully carries out their responsibilities. Their working achievements are emphasized concerning the personal income allotment, which strengthens the encouragement mechanism in allotment and mobilizes the enthusiasm of the teaching (Li, 2003, & Xiong, 2002).

International cooperation. The Chinese government attaches great importance to the international cooperation and exchanges of higher education programs (Zhao, 2009). Since the reform and opening up to the outside world in the 1980s, international cooperation and program exchanges of higher education have become more and more active in China, and have achieved fruitful results (Zhang, 2006). In the past 20 years, China has established educational cooperatives and exchange relationships with 154 countries and areas, sent 300,000 students aboard for study in more than 100 countries and areas, received 210,000 foreign students from 160 countries and areas, sent 1,800 experts to teach aboard, and employed 40,000 foreign experts (Chen, 2009). Through the reform of the management of overseas students, the Chinese government adopted the policy of supporting overseas studies, encouraging students to return after they complete their studies and guaranteeing their freedom selecting their own institutions

(Melvin, 2006). Thus overseas students are encouraged to serve China in various forms after they finish their studies (Ministry of Education, 2009). By opening to the outside world, China has learned that the useful foreign experience has promoted the reform and development of higher education and has enhanced mutual understanding and friendship between China and other countries (Wang & Zhang, 2010).

Other features of higher education in china. Master and doctorate degrees are offered by universities and research institutions which are accredited by the State Council (Ministry of Education, 2005). It should be noted that China did opt for both three- and four-year programs of which doctorate degrees are only offered at four-year colleges and universities, while master degrees can often be earned at any kind of higher education institution. In contrast to four-year programs, three-year programs usually do not lead to a bachelor's degree. However, if a student chooses to enroll for an additional two-year period making the three-year program a five year program, he or she could receive a bachelor's degree (Shi & Zhang, 2008).

As previously mentioned, China's higher education experienced great reforms from the 1980s to the early 2000s. The number of foreign experts working in institutions of higher education has increased year by year (Duan, 2003). In the next section of the literature review, the history of employment of foreign experts in higher education in China will be provided.

History Review of Foreign Experts in Universities in China

This section will provide a brief introduction of the history of foreign experts in institutions of higher education in China: (a) prior to 1949, (b) after 1949, (c) between 1966 and 1976, (d) in the 1980s and the 1990s, and (e) since 2000.

Prior to 1949. Since the 1600s, foreigners have entered China in various official capacities (Porter, 1990). However, foreign educators, mostly western missionaries, did not

enter China as teachers, advisors, and administrators until the latter half of the nineteenth century (Xu, 2009). The Opium War in 1840 knocked open a door to China that had been closed to the outside world for thousands of years (Porter, 1990). Several Chinese men of insight suggested the idea of learning foreigners' strengths to defeat the foreigners (Xu, 2009). They advocated new schools to learn Western science and technology and to employ foreigners so that they could observe what foreigners do in order to eventually understand their counterparts (Peterson, 2002). In the late 1900s, more than thirty foreign affairs schools were established. Employment of foreigners made it possible for China to be exposed to Western science, which promoted the transition of China from a traditional autocratic culture to a more modern civilization (Porter, 1990). For better management and fewer conflicts, a sample contract was introduced to hire foreign teachers. This method to sign a contract with foreign experts was used and adopted in the late 1900s, and has continued to be implemented in the current institutions of higher education in China (Liu, 1996; Porter, 1990).

After 1949. After the founding of the People's Republic of China in 1949, China was still isolated from the Western World. However, more foreign ideas were necessary because of national adjustments and curriculum development in higher education (Brandenburg & Zhu, 2007). At this time China's education departments and institutions of higher education started employing foreign teachers. Those scholars who were officially employed through the central government level were addressed as foreign experts (Zeng, 1999). However, most of the foreign experts employed at that time were from the former Soviet Union and Eastern European countries, mostly socialist societies (Wu, 2010). In 1953, China's central government promulgated "The Notice on Strengthening the Function of Soviet Experts," which clearly pointed out that correctly studying and utilizing Soviet experiences was a major element for

China to accomplish successfully its goals in all fields (Yuan, 2000). Despite the turmoil and changes of Chinese society after the 1960s, foreign educators were always present in Chinese institutions of higher learning. During that time, China's universities not only followed the Soviet style to run their schools, but also employed a great number of Soviet experts to teach (Brandenburg & Zhu, 2007).

Between 1966 and 1976. During the ten years of the Great Proletarian Cultural Revolution (1966-1976), China not only tried to rid itself of traditional Chinese values, it also worked feverishly to rid itself of all foreign influence and to concentrate on learning from within (Porter, 1990). In those ten years, people who had knowledge and advanced skills were regarded as re-actionists who were believed to have the intention to overthrow the new Communist China founded by Mao Zedong. Mao claimed that America and other capitalist countries in Western Europe were "paper tigers" that we should not fear and that capitalist society was rotten to the core and should not be followed by an advanced socialist country like China (Mao, 1977). During this time, schools were closed and professors were sent to the countryside to work with peasants and workers. When Chairman Mao Zedong died in 1976, China's colleges and universities did not have many foreign experts. Those who were left were mostly from the former Soviet Union and other socialist countries of Eastern Europe (Hayhoe, 1989).

In the 1980s and the 1990s. In 1976, after the death of Chairman Mao and the arrest of the radical Gang of Four, the Cultural Revolution ended. Six years later in 1982, Liu (1996) reported that Deng Xiaoping, the paramount leader in China, stated that China would unswervingly follow a policy of opening to the outside world and actively increase exchanges with foreign countries on the basis of mutual equality and benefit. Deng also proclaimed that

China should respect knowledge and talents from home and abroad, and that education in China should embrace modernization, the world, and the future (Hawkins, 2000). Deng actively advocated that China should not only attract foreign capital, technology, and management skills and knowledge, but should also employ foreign talents (Wu, 2006). Thus, employing foreign experts was regarded as the key policy of Reform and Opening-up to the outside world (Hawkins, 1983; Peterson, Hayhoe & Lu, 2001).

Under the leadership of Deng Xiaoping, China promulgated two major regulations that brought about positive impacts on employment of foreign experts since the early 1980s. The first regulation was enacted on August 24, 1983, and entitled: “Decisions on the Introduction of Foreign Intelligence to Build China’s Four Modernization.” The second was issued on September 26, 1983 and was called: “The Tentative Provisions on Introduction of Foreign Experts to Work in China.” These two state official regulations played significant roles in attracting foreign experts by providing clear regulations on many of the issues regarding the employment of foreign experts such as the organization structure, the employing system, the compensation and benefits of experts, financial support, and work procedures. Since the early 1980s, employing foreign experts to teach and conduct research has been one of the important components of China’s Reform and Open-up policy (Porter, 1990; Peterson, Hayhoe & Lu, 2001).

Thus, since 1980, an increasing number of foreign experts have been invited to teach and work in different institutions of higher education throughout China. These experts have contributed greatly to the rapid development of China’s education, culture, science, technology, and economy (Wang, 2003). In the late 1980s, the nation also adjusted its policy on employment of more foreign experts by allowing institutions of higher education to give the experts longer

contracts for the greater interests of the institutions. In 1991, The State Bureau of Foreign Experts Administration established the “Friendship Award,” the highest award given to those foreign experts who are deemed to have contributed greatly to China’s social development in the fields of economy, technology, education, and culture. Each year, 50 winners are chosen for the award. From 1991 to 2004, over 800 foreign experts from 55 countries received the rewards (Sheng & Han, 2010). At present, 30 provinces, municipalities, and autonomous regions have set up such awards to recognize excellent foreign experts (Zhao, 2009).

Since the Year 2000. By the end of the 1990s, almost all colleges and universities had employed foreigners to teach (Xu, 2009). Since 2000, China has furthered its efforts to embrace foreign experts by providing special funds for institutions of higher education to attract more advanced talents from abroad to teach, conduct research, and exchange information and technology on their campuses (Zhang, 2006). In 2002, the “Project of Employing World Renowned Scholars” was established. In 2004, the Ministry of Education of the People’s Republic of China financially supported 370 programs from 22 different institutions of higher education (Hu & Liu, 2008). In the same year, the State Administration of Foreign Expert Bureau funded 64 programs to attract foreign experts, awarding each program over 530,000 dollars (Li, 2007). In the year of 2007 alone, the Chinese central government distributed over 63 million U.S. dollars to institutions to support 799 major programs that employ foreign experts (Wang, 2009). As stated by Han (2010) and also Zhang (2008), most colleges and universities in China have some foreign experts teaching different subjects.

In conclusion, the number of foreign experts in China has been increasing since 1978, in which, 1,350 people were employed. From 1979 to 1998, the total number rose to over 70,000,

more than 94 times of that in 1978. In the single year of 2008, over 34,000 foreign experts were employed in different institutions in China (MoE, 2009).

Foreign experts are playing more important roles in institutions of higher education in China (Cai, 2007). In the following section, the roles, purposes and motivations of foreign experts will be discussed.

Roles, Purposes, and Motivations of Foreign Experts in Modern China

Foreign experts in China are generally classified in one of the following three categories: (a) foreign economic experts, (b) foreign cultural and educational experts, and (c) foreign scientific and technological experts (Zhang, 2007; Zheng, 2009; Zhou, Xu and Fan, 2007). Foreign economic experts refer to foreign technological personnel and managers who are employed with the import of foreign technology and equipment to assist China's economic construction (Liao, 2008). These experts mainly include those foreign technique advisers and service people; technicians who are in charge of the installment of new imported equipment; managers including self-funded personnel who are responsible for translation, design, communication, testing, investigation, dealing with internal affairs of the companies and organizations; and engineers and managers working in the China-foreign joint venture companies (Wang, 2009).

Foreign cultural and educational experts refer to those teachers and staff who are working in institutions of higher education in the fields of publication, culture, arts, hygiene, and sports. All of these people enjoy the privileges of experts. Finally, there are foreign scientific and technological experts. Most of them are invited to come to China mainly to give lectures and participate in special forums; others are short-term experts to guide the scientific research,

design, and production of national projects. These experts can stay in China for several days or a few months.

While fully utilizing China's talents to take advantage of foreign technology and management skills, actively employing more foreign experts can greatly benefit the China's socialist modernization (Wang, 2009; Zhang, 2007). The experience of the last three decades has proved that introducing foreign talents is regarded as the long-term strategic policy for China, illustrating that human talents are the power which cannot be substituted by equipment, books, information, or graphs (Chen, 2009; Xing, 2002). Deng Xiaoping, the late paramount Chinese leader, stated in 1988 that China cannot become a first-class world power without human talents. Deng believed that human resources are the most important in building a modernized society. He suggested that China needs to make all the efforts to attract foreign experts, actively participate in the exchange of talents with foreign countries, and learn from foreign successes (Wang, 2004).

Foreign experts' role in China. The role of most foreign experts in Chinese higher education institutions is to teach English as a foreign language (Bai, 2001; Wang, 2004). But recently, Jiang (2008) noted that foreign experts' expertise at the more advanced and prestigious institutions is now used in areas such as linguistics, British and American literatures, Western culture and Western civilization, sociology, civil and business administration, cross-cultural communication, and advanced English writing. Moreover, the presence of foreign experts in the universities and colleges in China can provide invaluable opportunities to build a bridge between China and other Western nations so that students and faculty members can find the information and resources to study abroad (Hu and Liu, 2008; Porter, 1990).

Purposes and motivations of employing foreign experts. The purpose and motivation for Chinese universities to employ foreign experts are mainly to utilize foreign experts' expertise to modernize China, while foreign experts see their presence in China with multiple and various purposes and motivations. For example, Liao (2008) and Wang (2005) noted that foreign experts came to China with many purposes and motivations such as teaching language skills to Chinese students, experiencing Chinese culture, travelling, doing research, finding romance, searching for employment, or/and missionary work.

Employment of foreign experts in institutions of higher education in China has both advantages and disadvantages. The following two sections will explore these two issues respectively.

Advantages of using foreign experts. Foreign experts have played a great role in China's education (Zhang, 2008). The introduction of foreign experts has not only mitigated the shortage of teachers in relevant subject areas, but also has brought advanced knowledge and technology, novel teaching methodology and ideas, and rich and colorful foreign national culture (Li, 2007). In addition, employment of these experts has promoted education exchange, reform, and development of higher education in China (Wang, & Zhang, 2010).

Especially after the mid-1990s, along with the reform and expansion of China's higher education, more foreign experts were needed, and this continues today (Shen & Han, 2010). The joining of World Trade Organization and the shift of a national policy from a planned economy to the free-market means that a larger number of talents is needed to deal with international exchange, negotiation, and business transactions (Jin, 2006). Thus, foreign experts are mostly welcome in every university and college in China (Wu, 2006).

The advantages of utilizing foreign experts to teach in institutions of higher education can be summarized into the following three parts: (a) Language teaching, (b) culture introduction, and (c) teaching methodology.

Language teaching. With regard to language teaching, Li (2005), Zhang (2006), and Zhou (2007) all stated that the purpose of language teaching is to foster students to master language knowledge (phonetics, grammar, vocabulary) and develop the ability to communicate (listening, speaking, reading, and writing). These authors advocated that foreign experts as native English speakers have an irreplaceable advantage in terms of their pronunciation, word selection, and sentence structure, semantic, English culture, and customs. Moreover, foreign experts are generally good at applying humor and varieties of body languages to build an easy, harmonious, and happy learning environment (Rong & Liu, 2001). Under such circumstances, students in China can easily eliminate their fears and tension and can enhance their self-confidence so that the learning of English is improved (Wang, 2005).

Introduction of foreign culture. It is widely believed that language is the carrier of culture (Lou & Feng, 2006). After the reform of China's traditional method of foreign language teaching, teaching Western culture has been added to the foreign language teaching process (Wu, Shao, & Wang, 2005). Foreign experts as English native speakers can not only correct students' grammatical mistakes but also can provide the cultural background of Western society, which can enhance students' learning and understanding of foreign culture and customs (Zhang, 2008). Foreign experts can both deliberately and unconsciously impart advanced and excellent western culture and traditions such as: western value systems, aesthetics, social etiquette, customs, history, current events, and trends (Hayhoe, 1993). This will improve the students' ability to use

the language appropriately, enrich their knowledge structure, and enhance their all-round views (Fan, 2006; Wang, 2007; Zheng 2009).

Teaching methodology. When teaching methodology is compared with that of their Chinese counterparts, foreign experts pay more attention to each student's unique character and personality and are more student-centered (Zheng, 2009). This can facilitate students' enthusiasm and motivation to study. Students in the foreign experts' classes can express their own opinions freely and creatively, so their critical and independent thinking skills and potential talents are better developed (Chen, 2009; Xu, 2009).

At the same time, those foreign experts who have rich teaching experiences have brought new teaching methods to China, which has improved both the teaching quality of Chinese teachers and the exchange and communication between domestic and foreign experts (Lou, 2008). Thus, Chinese teachers benefit from the employment of foreign experts because even without the opportunity to go abroad and improve themselves (Tian, 2007). In addition, with the positive influence from some excellent foreign experts, Chinese teachers' research ability has also improved (Jiang 2008; Wu, 2010).

In conclusion, the employment of foreign experts in Chinese schools has benefited students, teachers, and the institutions. Students not only learn the language skills such as listening, speaking, reading, and writing, but also the western culture from their foreign experts. Chinese teachers in institutions of higher education can also improve their teaching methods by observing their foreign counterparts.

However, along with the advantages of using foreign experts in institutions of higher education, disadvantages do exist when utilizing foreign experts. The next section of the literature review will focus on this issue.

Disadvantages of Foreign Experts Teaching. Despite the advantages of foreign experts teaching, universities and colleges have experienced problems when using the foreign experts in their institutions. The following is a summary of the disadvantages of employing foreign experts in institutions of higher education.

Limited teaching experience. Zhou, Xu and Fan (2007), Zhang, X., (2007), and Zhang, B., (2006) all stated that in the early 2000s, some of the foreign experts employed had limited teaching experience. Not many of them had systematically studied linguistics, education, psychology, and other professional courses needed for qualified teachers, even though they are required by the policy--the 1991 Provision to have teaching certificates such as Teaching English as a Second Language (TESL) or Teaching English as a Foreign Language (TEFL) before their employment (Li, 2006).

Lack of systematic teaching. Another weakness of using foreign experts is their lack of systematic teaching (Wu, 2006; Yuan, 2009; Zhang, 2008). This problem is mainly because teaching materials in China are often assigned, and in the eyes of the foreign experts, these materials are often behind the time in terms of their contents (Li, 2007). Therefore, foreign experts often teach without following the provided textbooks and materials (Liao, 2008). The materials they select often lack consistency in terms of their degrees of difficulty (Qiu & Liu, 2006). Consequently, some students feel it is either too difficult or too easy to follow the lectures of their foreign experts (Wang & Zhang, 2010).

Moreover, the comparative short stay of foreign experts in China and their possible lack of experience in systematically planning and conducting teaching can lead to low expectations of quality (Lang & Zhang, 2004). In addition, some foreign teachers have neither clear teaching purposes, goals, and aims nor the full understanding of regulations of teaching. This could be

because these foreign experts are hired without teaching qualification or because their purposes of staying in China are not for teaching but for a holiday (Wu, 2006). All these factors contribute to the unsatisfactory teaching and learning experiences for Chinese students.

Lack of understanding the Chinese culture. A lack of understanding Chinese students and Chinese society as a whole is reported to be another weakness in the foreign experts in institutions of higher education (Wang & Zhang, 2010). The cultural differences between China and the Western world are major obstacles that prevent foreign experts from understanding the Chinese students. This problem was reported by Porter (1990) twenty years ago. Many foreign experts come to teach in China without understanding the Chinese language. Neither do they receive the proper training on the uniqueness of the Chinese culture (Xu, 2009).

Additionally, foreign experts often have difficulties knowing the students' level of English and subject proficiency because of the limited time that they can spend with each class (Shi & Zhang, 2008). It is a common practice in Chinese colleges and universities that each student has only one meeting per week with their foreign experts in each class, which is not mostly the case for Chinese teachers. Each class lasts only one and a half hours, which is not sufficient for foreign experts to get to know students very well in terms of their language proficiency or their individual personality and characters that are important for quality teaching (Jiang, 2008). Furthermore, because in most universities in China the class size is often over 50 (Jin, 2006), it is even harder for foreign experts to know their students as individuals.

Inappropriate evaluation of the students. Inappropriate evaluation of the students is considered another disadvantage of using foreign experts (Xiong, 2002). Because of a lack of training, the foreign experts hired in the same institution to teach the same subject give students inconsistent evaluations (Zhao, 2009). For example, when grading students one foreign expert

may pay more attention to the progress that students make during the study process and may pay less attention to the final exam, while another foreign expert does the opposite. Under these circumstances, students at the same level of competency eventually get different grades by different teachers, which creates problems of not treating students in the same way (Hu & Liu, 2008; Zhao, 2009; Zhang, 2006).

Foreign experts' teaching often generates the problems mentioned previously. It is believed that some of the problems can be overcome by providing them with better training (Chen, 2009). Other problems should be addressed by foreign experts themselves through their learning the Chinese language and improving their understanding of the Chinese culture (Li, 2003). Specifically, they should study more Chinese culture and learn to speak some Chinese before they apply for a job in China (Lou & Liao, 2005). Foreign experts should also go through the necessary training and obtain the required certificates such as the certificate for Teaching English as a Foreign Language (TEFL) or certificate for Teaching English as a Second Language (TESL) (Zheng, 2009).

To overcome the disadvantages of using foreign experts the Deans of the Foreign Affairs Office have the responsibility to deal with the problems. However, the outdated national policy—the Provision 1991 of employing foreign experts has frustrated the Deans (Wang & Zhang, 2010).

Administrative System of Foreign Experts

Originally, after the People's Republic China was founded in 1949, the administrative system of foreign experts in China was heavily influenced by the former Soviet Union (Bai, 2001; Wang, 2004). The Communist Party had the absolute leadership over the foreign affairs. The administrative power was excessively centralized with absolute power over almost

everything in the hand of Chairman Mao Zedong. Speaking at the meeting when the Ministry of Foreign Affairs of People's Republic of China was founded on November 8, 1949, Zhou Enlai, the first premier of new China, noted that in the past there had not been any official national policy for employing foreign experts in China, and that China had only met some foreign journalists. Zhou, however, believed that from then on China would make efforts to provide national policy to employ foreign experts for the construction of new China (Qiu & Liu, 2006).

Before the 1970s, China's foreign affairs administrative system had the following characteristics: (a) the Chinese Communist Party was the only central leader, (b) administrators of foreign affairs were highly trained politically but with little professional knowledge and training, and (c) foreign affairs were handled without consistency or legal basis (Porter, 1990; Rong & Liu, 2001; Zhou, Xu & Fan, 2007).

China's early administration of foreign affairs came under the influence of the former Soviet Union in addition to the two wars in China that happened before 1949, namely the Anti-Japanese Invasion War and the Civil War of 1945-1949 against Nationalist forces. This pro-Soviet system was later proved to greatly constrain the local communities and businesses (Brandenburg & Zhu, 2007)

During the 1970s, provinces, autonomous regions, and municipalities were allowed successively by the central government to establish their own Foreign Affairs Office (Li, 2005). Later in the same period and due to the increase of foreign affairs county government was granted similar authorizations (Gao, 2005). In the early 1980s, China started its Reform and Opening-up Policy to the outside world under the leadership of Deng Xiaoping. Many local organizations in the fields of economy, culture, and enterprises were allowed to set up their own Foreign Affairs Offices (Ministry of Education, 2008).

From the 1990s, a reform was carried out on the administration of foreign experts. The power of administrating foreign experts was even more distributed and decentralized. The central government was only in charge of the major policy related to the ultimate national interests such as border control, customs, and Taiwan and Tibet independence (Ouyang, 2004). Local authorities were allowed to be in the charge of other matters. Additionally, for the first time, foreign affairs employees were to be more pro-communism, younger, more knowledgeable and professional (Peterson, Rayhoe, & Lu, 2001).

Current administration of foreign experts. By the current administrative system of foreign experts in institutions of higher education, two state-level bureaus share the responsibility: the Ministry of Education (MoE) and the State Administration of Foreign Experts Affairs (SAoFEA). Before 1978, the MoE was in charge of foreign experts' teaching and research related activities, while the SAoFEA was the policy-maker. Since the implementation of the policy Reform and Opening-up in the early 1980s, the MoE gradually gained more direct administrative power than the SAoFEA over the foreign experts in their institutions. In 1991, the "Provision on Employment of Foreign Experts in Higher Education" was jointly initiated and promulgated by the two organizations.

At the provincial level as well as the county and regional levels, both the Ministry of Education and the State Administration of Foreign Affairs have their sub-divisions responsible for the administration of foreign experts in their local communities. Along with the expansion of the institutions of higher education in China, many more foreign experts have been employed since the 1980s (Yang, 2007). The Ministry of Education and its local Education Bureaus or Education Committees have gained the most power over the administration of foreign experts (Zhang, 2008). At present, each institution of higher education has established its own Foreign

Affairs Office to conduct day-to-day administrative work over their foreign experts. Basically, by following the policies and regulations from their superiors, each school's Foreign Affairs Office is responsible for recruiting, hiring, financing, allocating work load, and providing living necessities for foreign experts in its institution (Yang, 2007).

The major policy for employment of foreign experts in institutions of higher education was initiated and promulgated in 1991 and called the "Provision on Employment of Foreign Experts in Higher Education." The following is a description of this policy.

National Policy of Foreign Experts

As a socialist society, China's policy making process is still highly centralized (Zhang, 2008). Though foreign experts were employed in higher education before 1990, no specific regulations were established to administer the foreign affairs within the institutions of higher education throughout China. In 1991, the Ministry of Education and the State Administration of Foreign Experts Affairs jointly initiated and promulgated the policy, "The provisions on Employment of Foreign Experts in Higher Education" - shortened as: the 1991 Provision. However, since the implementation of this policy, no other specific policy has been established to regulate the administration of foreign experts in higher education in China. The following is a summary of the 1991 Provision that provides the policy requirement for the employment of foreign experts in higher education (Ministry of Education, 2008; State Administration of Foreign experts Affairs, 2008). The full text of this policy can be found in Appendices A and B.

According to the policy the 1991 Provision, at the national level, two bureaus (Bureau of Higher Education and Bureau of Foreign Cooperation and Communication) under the Ministry of Education provide the overall policy guidance to the employment and administration of foreign experts in institutions of higher education. At the provincial administrative level, the

relevant departments of provincial education administration shall approve the employment of the foreign experts and provide the invitation letter and the confirmation letter to the foreign experts before they come to China. However, the university that hires the foreign experts shall mail the invitation letter and accept the foreign expert is confirmation.

At the institutional level, universities and colleges that employ foreign experts shall negotiate independently regarding the employment conditions with the foreigners who want to teach in China; they will also sign the contracts, and submit reports to the local Education Commission in charge. With the mutual agreement to the contract, the university shall generally provide the following conditions: (a) the minimum salary, (b) a round-trip air-ticket for the foreign teacher who signs a one-year work contract-normally, (c) free housing, (d) help with payment in part or full the bills of service such as telephone, water, and electricity; (e) travel subsidies on the annual basis; and (f) a medical subsidy according to the standard for Chinese counterparts.

Furthermore, foreign experts shall apply for work visas from the Chinese Embassy, and the foreign experts shall confirm the time to arrive in China, book their air ticket, and inform the hiring colleges or universities to arrange a pick up at the airport in China (Wu, 2006). Due to the time constrains that many hiring universities experience, many provinces allow foreign experts to arrive with a tourist visa and then help them change it into a work visa within a month of their arrival (Zhang, 2006; Zhang, 2007).

In addition, the following procedure shall be followed after the foreign experts' arrival: (a) the university shall help the foreign expert to register for residence at the local Public Security Bureau, (b) within a month of the foreign experts' arrival, they shall have a health check-up at the designated hospital so as to get a health certificate, (c) Foreign Expert Certificate shall be

applied for from the provincial educational administration or from the provincial Foreign Affairs Office, (d) the foreigner's Residence Certificate shall be applied for from the local Public Security Bureau by the Foreign Affairs Office in each institution that hires the foreign experts, and (e) the university shall provide the day-to-day management and service to the foreign teachers (Zhang, 2006; Zhang, 2007).

The 1991 Provision has provided necessary guidance for the Deans of the Foreign Affairs Office since its first implementation (Rong & Liu, 2001). However, today, the Deans are facing new challenges and problems that make their work more difficult. The final section of the literature review will discuss the challenges and problems that the Deans have to face.

The Deans' Challenges and Problems

The Deans of the Foreign Affairs Office have found that the administration of foreign experts in their respective institution is getting harder due to the following reasons (Fan, 2006; Li, 2003; Zheng, 2009). First, in terms of policies by different organizations concerning the employment of foreign experts at different levels is lacking consistent standards and have become quite outdated (Shen and Han, 2010). The bureaucratic system of the foreign experts management has cost extra time for getting the certificate of approval to employ foreign experts (Zhang, 2006). The living condition requirements and salary standard that was established twenty years ago are no longer applicable for today's salaries (Han, 2004; Hu & Liu, 2008; Jiang, 2008).

Second, competition for more competent foreign experts is getting more severe than it was twenty years ago (Wang & Zhang, 2010). Currently, almost all the institutions of higher learning in China have employed foreign experts for the benefits their current students as well as for recruiting future students (Wang, 2007). In addition, many urban public and private

elementary and secondary schools have also joined the competition to recruit foreign experts for their respective organizations, often offering better living conditions and better payment (Liao, 2008). To make the situation worse, the other non-English speaking Asian countries such as Japan, South Korea, and Thailand are increasing the recruitment of foreign experts to their countries sometimes with better promises of living and payment conditions (Li, 2007). The human resource market of foreign experts is not increasing at the same rate as the market demand (Xu, 2008).

Third, no updated detailed policy standards can be found concerning the assessment and evaluation of the quality of foreign experts (Hu & Liu, 2008). This has caused another problem for the Deans in providing better services for the respective departments that employ foreign experts to teach English as well as other courses. It is reported by many authors such as Rong (2001), Shao (2003), Wang (2010), and Zhang (2009) that foreign experts are left inside their classrooms doing whatever they want without sufficient evaluation. The evaluation process of foreign experts is not thorough and vigorous at the end of each semester (Gao, 2005). Often, no formal assessment is conducted to help improve the foreign experts' teaching, though they do sometimes hope to get feedback from their Chinese counterparts or the Foreign Affairs Office (Lou, 2006). As Wu, Shao and Wang (2005) stated, most foreign experts are only evaluated by their students anonymously, while the evaluation result often does not bring any substantial impact on the improvement of teaching (Zhang, 2008). No severe consequence has been implemented as long as the foreign experts come to work in the classroom (Lou, 2008). Thus Li (2006) and Liu (2004) both suggested that a systematic assessment and evaluation system should be established in terms of policy throughout China so that the quality of foreign experts' teaching can be improved.

Fourth, there is a general lack of an overall management information system to track foreign experts from the state level (Shen & Han, 2010). Many foreign experts have violated their contracts by not providing quality teaching or by leaving the work place for better paid private institutions, bringing much harm to the original work place because that the compensation is not defined by the policy (Bai, 2001; Chen, 2007; Wang, 2004). Thus, a comprehensive information system of foreign experts should be established so that work unit can be informed when hiring foreign experts as well as when dealing with those who have violated the work contract (Wang, 2004).

Fifth, the Deans have no policy standards to follow to provide foreign experts with the proper trainings that are greatly needed in their institutions (Zhou, Xu & Fan, 2007). Neither human nor financial resources are available to make the training happen (Wang, 2009). Foreign experts need to have basic Chinese language skills before they start to work (Wang, 2004). Moreover, foreign experts need to understand Chinese students, regulations, systems, and culture (Jin, 2006). The Deans are often challenged when facing the problems such that the teaching methodology of foreign experts which is often very different from the ones that Chinese students are familiar with, though some are good for the Chinese teachers to learn from (Zhao, 2009). In addition, teaching materials and work load are often not suitable for the students (Xu, 2008). All these issues are challenging the work quality of the Deans of the Foreign Affairs Office in the universities and colleges in China.

Summary

Policy-making in higher education and its implementation consists of conflicts and controversies (Emad & Roth, 2009). Emad and Roth suggested that the relation between policy-makers and policy users should be carefully constructed. This can be achieved through

connecting the process of decision-making to implementation and carefully developing methods that encompass the demands of decision-makers and the needs and informational requirements of the end users.

The education system in China has experienced great changes in the last 50 years since the founding of the People's Republic of China. The major change is that the former Soviet Union system is being gradually replaced by the American system. However, Due to the social and political differences between China and America, China's education system is characterized with more central governmental control and less authority in the decision making process for the institutions of higher education.

Though foreign experts were introduced to work in China centuries ago, no official foreign experts were consistently and officially invited to teach in institutions of higher education in China. Before the 1980s, no national policy was created to guide the administration of foreign experts in institutions of higher education. But in 1991, the Ministry of Education and the State Administration of Foreign Experts Affairs jointly initiated and promulgated the national policy: "The Provisions of Employment of Foreign Experts in Higher Education." This national policy-the 1991 Provision provides the guidance for the Deans of the Foreign Affairs Office when they administer the foreign experts in their institutions.

Foreign experts have provided institutions of higher education with new teaching methods and new teaching materials. They have also helped students with genuine English accents and new ideas about western culture. Chinese teachers have also benefited from utilizing foreign experts in their institutions through teaching and conducting research with their foreign counterparts. However, with the development of Chinese higher education in the past 20 years, the Deans of the Foreign Affairs Office are facing more challenges and problems when

implementing the policy (Provision, 1991) that was established two decades ago. Unqualified foreign experts are employed due to the greater market demand of foreign experts that have surpassed the market supply in recent years (Hu & Liu, 2008). Moreover, the administration of foreign experts has lacked consistent and updated policy requirements with regard to their training and evaluation (Zhang, 2007). Many foreign experts are left in the classrooms doing whatever they want without a systematic assessment (Li, 2007).

Above all, after a thorough review of the existing literature, there is little empirical research concerning the perceptions of the Deans of the Foreign Affairs Office who are responsible for the implementation of the current national policy---the 1991 Provision .

Chapter Three: Research Methodology

This study describes the perceptions of the Deans of the Foreign Affairs Office in public institutions of higher education in China regarding their agreement with, and implementation of, the current national policy concerning the employment of foreign experts. This chapter first describes the research design. In the research design section, the research question, including the variables, is discussed, followed by the discussion of the population and sample. Data collection procedures are then presented including the description of the research instrument. Reliability and validity of the instrument are also addressed in this section. Finally, this chapter concludes with the description of the data analysis process.

Research Design

This study utilized a quantitative, descriptive survey design. Data were collected using a self-designed web-based questionnaire. This study was non-experimental and did not intend to establish any cause and effect relationships. Thus, the study was descriptive in nature.

The primary purpose of descriptive research is to provide an accurate description or picture of the status or characteristics of a situation or phenomenon (Johnson & Christensen, 2004). This design was chosen because it was the most valid design for attaining the research purpose, which was to describe the perceptions of the Deans of the Foreign Affairs Office regarding their agreement with, and implementation of, the current national policy concerning the employment of foreign experts in public institutions of higher education in China.

The survey method was applied in this study because it was the best way to match the purpose of the study. This survey adhered to Fink (2003) assertions that the best surveys have the following six features: (a) specific, measurable objectives, (b) sound research design,

(c) sound choice of population or sample, (d) reliable and valid instrument, (e) appropriate analysis, and (f) accurate reporting of results.

A self-administered questionnaire was utilized. A questionnaire, according to Nardi (2003), was best designed for: (a) measuring variables with numerous values or response categories that were too much to ask respondents in an interview or on the phone, (b) investigating attitudes and opinions that were not usually observable, (c) describing characteristics of a large population, and (d) studying behaviors that may be more stigmatizing or difficult for people to tell someone else face-to-face. Questionnaires are more efficient tools for surveying large samples of respondents in short periods of time than interviews or other research methods, and are with less expensive than interviews or telephone surveys (Nardi, 2003).

Research Question and Null Hypothesis

The research question for this study was: What are the perceptions of the Deans of the Foreign Affairs Office in the public institutions of higher education in China regarding their agreement with, and implementation of, the entire national policy concerning the employment of foreign experts? In order to better address the research question, two sub-questions were asked. Sub-Question One and Two were:

1. How do The Deans of the Foreign Affairs Office perceive the national policy?
2. What statistically significant and statistically important correlation exists between each of the nine demographic variables and the participant responses.

Hypothesis. The research hypothesis of this study was: There are statistically significant and statistically important relationships between each of the nine demographic variables and the

participants' perceptions regarding their agreement with, and implementation of, the national policy concerning the employment of foreign experts.

The first null hypothesis for this study addressed the variable of age. Null Hypothesis One was:

H₀ There are no statistically significant and statistically important relationships between the participants' age and their responses to each of the 74 questions seeking the participants' perceptions regarding their agreement with, and implementation of, the national policy--the 1991 Provision.

The second null hypothesis for this study addressed the variable of year in position. Null Hypothesis Two was:

H₀ There are no statistically significant and statistically important relationships between the participant's year in position and their responses to each of the 74 questions seeking the participants' perceptions regarding their agreement with, and implementation of the national policy--the 1991 Provision.

The third null hypothesis for this study addressed the variable of number of foreign experts employed. Null Hypothesis Three was:

H₀ There are no statistically significant and statistically important relationships between the number of foreign experts employed and the participants' perceptions regarding to their agreement with, implementation of, the national policy- the 1991 Provision.

The fourth null hypothesis for this study addressed the variable of the number of foreign experts needed. Null Hypothesis Four was:

H₀. There are no statistically significant and statistically important relationships between the number of foreign experts needed and the participants' responses to the 74 questions seeking

their perceptions regarding their agreement with, and implementation of, the national policy-- the 1991 Provision.

A priori assumptions. This study set an alpha level for statistical significance at $< .05$. It also set the level for statistical importance at $r \geq .4$ ($r^2 \geq .16$). Spearman rho correlation provides the magnitude and direction of the association between two variables that are at least ordinal level data (Salkind, 2009). The strength of a relationship between two variables can be described with five general categories put forth by Salkind (2009). These five categories of relational strength are based upon the reported correlation coefficient or r . Salkind's five descriptions of relational strength are: (a) when the correlation coefficient r is between .8 and 1.0, the relationship between the two variables is described as very strong, (b) when r is between .6 and .8, the relationship is described as strong, (c) when r is between .4 and .6, the relationship is described as moderate, (d) when r is between .2 and .4, the relationship is described as weak, and when r is between .0 and .2, the relationship is described as very weak. According to Salkind, correlation coefficients can be better understood by calculating the "coefficient of determination". The coefficient of determination is calculated by squaring the correlation coefficient (r^2).

Variables of the study. This study was a non-experimental survey collecting data through a questionnaire. Thus, it did not intend to find the causal relationships between variables (Cozby, 2007). The variables of this study were twelve: (a) gender, (b) age, (c) position, (d) Dean's year in position, (e) student size, (f) the number of foreign experts employed, (g) the number of foreign experts needed, (h) institution's location, and (i) the institution type. In nature, variables (a), (c), (h), and (i) were nominal. Variable (b) was interval. Variables (e), (d), (f), and (g) were ratio.

The rationale for selecting the variables was as follows: (a) The first four demographic variables (gender, age, position and years in the position) were selected because they could seek Dean's general profiles, which could provide help with interpretation of the responses to the questions of the study. Very little literature was found that examined and described these four variables. (b) The remaining five demographic variables: the student size, the number of the foreign experts who are currently employed, and the number of foreign experts who are actually needed, locale, and the institution type were included in the study because according to the reports from Lou (2008), Qiu and Liu (2006), and Shao and Yang (2003), the Deans' experience on the implementation of the current national policy regarding the employment of the foreign experts in institutions of public higher education in China were different due to the differences among institutions of the five variables.

Except for gender and age, the following were the further descriptions of those seven other variables. The participants were asked to indicate their position. The position referred to whether the participants of the study were actually the Dean, or associate Dean, or in other positions. The participants were asked to report the number of years in their position. The participants were asked to indicate the student size (the number of enrollment) in their institutions in 2010.

The participants were also asked to report the actual number of foreign experts who were needed, and the real number of foreign experts who were currently employed in their institutions for the academic year 2010-2011. The category of the institution included: (a) adult institutions, (b) institutions that were directly affiliated to the ministries and agencies of the central government of the People's Republic of China, (c) provincial, municipal, and autonomous regional institutions of higher education, (d) Junior colleges, and (e) vocational

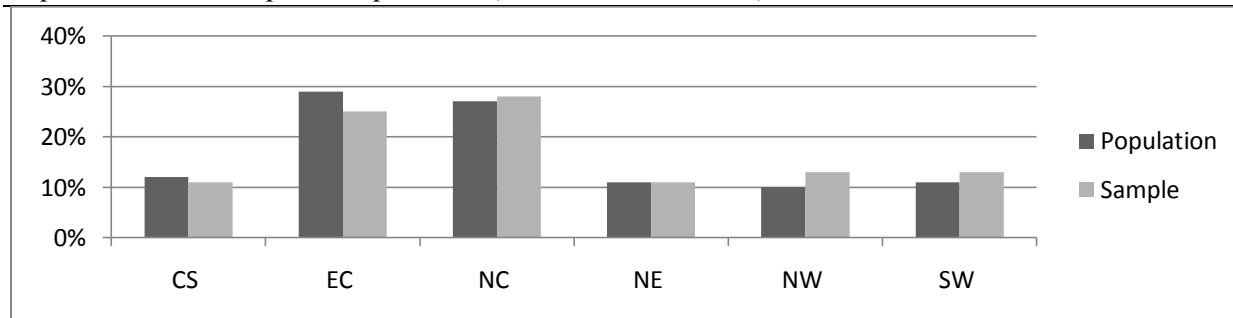
institutions. An additional variable referred to the location of the universities and colleges, which are the six China' administrative areas: (a) East China, (b) North China, (c) Northeast China, (d) Northwest China, (e) South Central China ,and (f) Southwest China.

Population and sample. A total of 2,004 Deans from institutions of public higher education in China comprised the population for this study. The target sample size (323) was obtained according to the calculation from Raosoft (<http://www.raosoft.com/samplesize.html>). This sample size, according to Raosoft, satisfied the following conditions: (a) the accepted margin of error was set as 5%; (b) the confidence level was set as 95%.

For a web-based survey, Kaplowitz, Hadlock, & Levine, (2004) and Hamilton (2009) reported that the response rate for an online questionnaire was around 30% in the US. Thus, for this study, in order to obtain the target Raosoft sample size of 323, the number of the participants was increased to account for the anticipated 30% response rate. Eventually, 1,066 institutions formed the adjusted sample size. The total responses to the questionnaire and also the responses to invitations to participate in the study were electronically sent to 1,066 participants. From these 1,066 invitations, 116 participants responded and therefore there was an 11% response rate.

The initial data analysis revealed a close relationship between the sample and the actual population in two important demographic categories. This relationship greatly assists in enhancing the generalizability of this study's findings. These close relationships can be evaluated in (a) the areas of China where the school was located (locale) and in (b) the type of institutions responding (Figure 2 and Table 2).

Figure 2
Population and Sample Comparisons (Institution Location)



For example, there are 244 institutions of higher education located in the Central South of China. These 244 institutions represent 12% of the total institutions throughout China. For the institutions comprising the sample for this study, 11% were from the Central South of China. Therefore, there is only a 1% difference between the percentage of institutions in Central South China and the percentage of South China institutions in the sample for this study. For all six regions of China, the difference between the percentage of institutions in Northeast China and the percentage of East China institutions in the sample of this study range from 0% in the Northeast to 4% in the East China.

Table 2
Population and Sample Comparisons (Institution Location)

Locale	Population		Sample		Difference
	%	(f)	%	(f)	
Central South	12%	(244)	11%	(13)	1%
East China	29%	(578)	25%	(29)	4%
North China	27%	(546)	28%	(32)	1%
Northeast	11%	(211)	11%	(12)	0%
Northwest	10%	(199)	13%	(15)	3%
Southwest	11%	(226)	13%	(15)	2%
Total	100%	(2004)	100%	(116)	

There is also a close relationship between the types of institutions (adult, affiliated, provincial, special 2-3 year, and vocational) represented in the population and the sample (Table 3). For all five types of institutions, the percentage difference between the population and the sample range from 2% for affiliated institutions to 4% for vocational institutions. Thus, the differences, represented in percentages, between the population and the sample for these locales and types of institutions do not exceed 4%, which increases the confidence that the sample closely represents the population (Figure 3 and Table 3).

Figure 3
Population and Sample Comparisons (Types of Institutions)

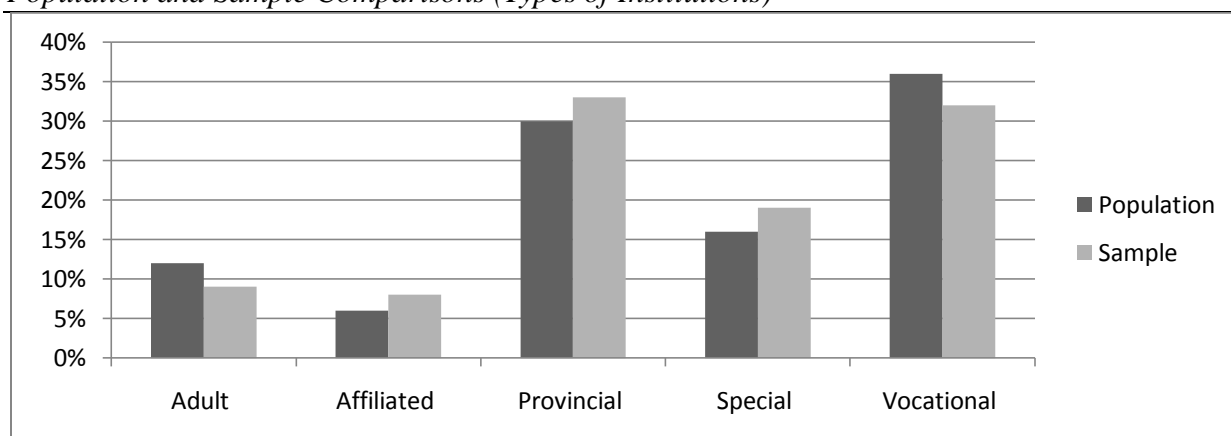


Table 3
Population and Sample Comparisons (Types of Institutions)

Institution Type	Population		Sample		Difference
	%	(f)	%	(f)	
Adult	12%	(210)	9%	(0)	3%
Affiliated	6%	(194)	8%	(9)	2%
Provincial	30%	(653)	33%	(38)	3%
Special 2-3 yrs	16%	(384)	19%	(22)	3%
Vocational	36%	(563)	32%	(37)	4%
Total	100%	(2004)	100%	(116)	--

Data collection procedure. Initially, all 2,004 institutions were identified from the website of the Ministry of Education. The Deans of the Foreign Affairs Office of these institutions were contacted via their Emails. Each Dean was then identified by a number from 1 to 2,004. These numbers were used as identifiers to select the adjusted sample of 1066 Deans. Using the numbered list of 2,004 Deans, a random list of 1,066 Deans was generated via a web-based random number generator (Random Number Generator, <http://www.pangloss.com/seidel/rnumber.cgi>).

Once the 1,066 randomly selected Deans were identified, an invitation letter requesting their participation in the study (Appendices C & D) and the SurveyMonkey link to the questionnaire was sent to them. This email stated the purpose and the scope of the study. The questionnaire did not ask for names of either the Dean or the institution, so the questionnaire was designed to be anonymous, which implied that SurveyMonkey reported the data without any identifiers. Following Heerwegh's (2005) suggestion, two additional emails were sent at one week intervals to the participants. This was to remind the Deans to finish the questionnaire and returned to the researcher.

Instrument. A web-based survey instrument was utilized for this study which allowed for faster data collection, the ability to control input, and the ability to reduce the expense that would be incurred using a paper-based instrument (Cozby, 2007). For this study, a survey questionnaire, self-administered, computer-assisted, and web-based, was developed and implemented through the web-based survey tool: Survey Monkey (SurveyMonkey, www.surveymonkey.com).

The questionnaire for this study contained 83 questions total. Question 1 to Question 9 were demographic questions designed to obtain data about participants gender, age, position, the

year in the position, student size, the number of foreign experts employed , the number of foreign experts needed, the institution location, and the type of institution.

Question 10, 11, and 12 were questions seeking participant general perceptions regarding their agreement with, and implementation of, the entire national policy (1991 Provision). The remaining 71 questions sought participant perceptions regarding their agreement with, and implementation of, each of the 37 articles of the national policy.

The participants were asked to respond to each of the 71 questions that will directly address the 37 Articles of the 1991 Provision in the questionnaire. The participants were asked to select any of the answers provided after each of the questions in the questionnaire. The answers to these 71 questions were designed with Likert Scale responses. For example, the participants were asked about each of the article in the policy: Do you agree that this Article needed to be updated? They were asked to choose from the rating scale responses: strongly agree, agree, disagree, and strongly disagree. They were also asked: How easy or difficult is it for you to implement the Article? The participants were asked to select from the scale responses: very easy, easy, difficult, and very difficult. The Likert scale data collected from these 71 questions were considered as ordinal data in this study.

Response rate of questionnaire is always a concern for a survey study (Cozby, 2007). To increase the response rate of the questionnaire, the following techniques were applied in this study: (a) Each Dean of the Foreign Affairs Office received the Email that was personally addressed, because, according to Hamilton (2009), Kaplowitz, Hadlock, and Levine (2004), Marcussen (2001), and Pearson and Levine (2003), a response rate could be improved if participants received personally addressed email; (b) Ten days after the first email, two additional emails were sent at one week intervals to remind the Deans to finish and return the

questionnaire (Nardi, 2003); (c) Most of the question formats in the questionnaire follow the suggestion of Marcussen (2001) and were designed via SurveyMonkey only to require the participants to click on the button that best represented their perceptions on the question; (d) The participants were informed that their participation in the questionnaire were anonymous (Mora, 2010); and (e) As an incentive for their participation, upon request, every participant got an executive summary of the study (Zoomerang Survey Tips, <http://www.zoomerang.com/Response-Rate/>).

Validity. According to Fink (2003), validity refers to the accuracy of the information gathered by a survey. There are several ways of determining if the measures the researchers used are valid (Nardi, 2003). A research design with external validity produces results that apply to the survey's target population (Cozby 2007; Creswell, 2008; and Nardi, 2003). External validity is generalizability. This research had high external validity because the targeted sample of 323 institutions was obtained from the population of 2004 institutions providing a 95% confidence level that the sample represents the population. To ensure an appropriated sample size, 1066 Deans were randomly selected and comprised the adjusted sample. This was referred to as an adjusted sample because the target sample size of 323 has been adjusted (actually increased) to allow for a 30% return rate as reported in the literature. Thus it had the assurance that the findings of the research could be generalized to the population.

Content validity is based on the extent to which a measurement reflects the specific intended domain of content (Carmines & Zeller, 1991, p. 20). A questionnaire has content validity if the content of the instrument covers all the dimensions of the idea (Nardi, 2003). This study was high in content validity because the 74 questions in the questionnaire directly linked to all of the 37 articles of the current national policy [1991 Provision].

Reliability. Reliability refers to the consistency of a study or a measuring device (Creswell, 2008). A goal of a good research is to have measures or observations that are reliable (Cozby, 2007). According to Creswell (2008), several factors are threats to reliability and could result in unreliable data. The threats to reliability are:

- a *Questions on instruments were ambiguous and unclear.* For this study, each of the 74 non-fact questions in the instrument strictly linked to each of the 37 articles of the current national policy-1991 Provision. Not a single word of the policy was replaced or changed while being used in the questionnaire. The language of question was precise, clear, and easy to understand for any of the Deans of the Foreign Affairs Office. To guarantee the quality of the questionnaire, an external review was conducted with a former Dean of the Foreign Affairs Office in a Chinese university. The purpose of this external review of the questionnaire was also to ensure the clear, and unambiguous languages used in each question. The external reviewer was asked to read and answer each question aloud via Skype to make sure each of the questions in the questionnaire was easily understood and relevant. After the external review, some questions were adjusted. Thus, future research using the same research questions provided consistent results.
- b *Procedures of test administration vary and are not standardized and can influence the reliability of the results.* It was less likely that researchers would affect the outcome of a self-administered survey when respondents read the items on their own, compared to a face-to-face interview. This allowed for better standardization of the questions and an increase in reliability because the researchers were not influencing the responses by clarifying or explaining the items in varying ways to different respondents (Creswell,

2003). To address this threat, during the data collection procedure, each Dean of the Foreign Affairs Office was asked to complete the same questionnaire in Chinese that was exclusively administered via SurveyMonkey. No variation of data collection procedure was found in this study.

- c *Participants are fatigued, nervous, misinterpret questions, or guess on tests, which might also impact the reliability.* To address this threat, the Deans of the Foreign Affairs Offices were asked to respond to the survey questionnaire only if they were not tired. Further, they should not complete the questionnaire if they were nervous or felt sensitive about the questionnaire. Also they were free to stop answering the questions at any time. Moreover, the anonymity of the questionnaire assured the participants that they should not be nervous or fear repercussions because of their truthful responses to the questionnaire. The possibility of misinterpretation was lessened because questions were written in Chinese, and following the first nine demographic questions, the remaining 71 questions were the direct copy to each of the 37 specific articles of the national policy that they knew well.

Summary

This study utilized a quantitative descriptive survey design to describe the perceptions of the Deans of the Foreign Affairs Office in public institutions of higher education in China regarding their agreement with, and implementation of, the current national policy concerning the employment of foreign experts. The research instrument was a self-developed and web-based questionnaire. An adjusted sample of 1,066 institutions was randomly chosen from the total 2,004 public institutions of higher education in China, providing 95% confidence level that the sample represented the population. A random sampling procedure was implemented to

ensure that the sample represents the characteristics of the population. Data generated from the questionnaire were analyzed through Microsoft Excel and SPSS (Statistical Package for Social Sciences). Descriptive statistics reporting frequencies and percentage were reported in a variety of tables. Comparisons and analysis of answers were presented in tables according to the demographic variables in this study. Spearman Rho correlation coefficient was reported to determine the correlation between the four variables and the participants' perceptions regarding their agreement with and implementation of, the national policy.

Chapter Four: Data Analyses

The purpose of this quantitative descriptive study was to describe the perceptions of the Deans of the Foreign Affairs Offices in institutions of public higher education in China regarding the extent of their agreement with, and implementation of, the current national policy--the 1991 Provision, “The provisions on Employment of Foreign Experts in Instructions of Higher Education” – the 1991 Provision. The data were collected through a self-developed web-based questionnaire conducted via Survey Monkey--the online survey tool. The participants accessed the questionnaire for four weeks from December 27, 2010 to January 26th, 2011. There were 83 questions in the questionnaire: (a) nine (Questions 1-9) were demographic questions; (b) three (Questions 10, 11, & 12) were questions seeking information about the national policy--the 1991 Provision in general; and (c) the 71 remaining (Questions 13-83) addressed each of the 37 specific articles of the national policy—the 1991 Provision (Appendices A & B). Among these 71 questions, 38 questions sought the participants’ level of agreement with each of the 37 individual articles of the national policy—the 1991 Provision (Table 14); the 33 remaining questions sought the participants’ level of ease implementing each of the individual articles of the national policy--the 1991 Provision (Table 15).

The data analyses consisted of four stages. The first stage examined the responses to each of the 83 questions. The second stage of the data analysis focused on the findings regarding all of the participants’ responses to the 38 questions seeking the level of agreement with individual articles, and 33 questions seeking the level of ease implementing individual articles. The third stage of the data analysis analyzed the participants’ responses to the 38 questions seeking the level of agreement, and 33 questions seeking the level of ease in comparison to the categories of each of the nine demographic variables. Similarities and differences of the comparison are also

reported among the participants from the different categories of each demographic variable. The fourth stage of analysis involved a Spearman Rho correlation analysis between the nine demographic variables (Questions 1-9) and the responses to the 74 remaining questions (questions 13-83).

When conducting the data analysis at the second, third, and fourth stages, the participants' responses to Questions 11 and 12, and the 38 questions seeking the level of agreement were grouped into two general categories: the participants who "strongly agreed" or "agreed" that each article of the national policy--the 1991 Provision needed to be updated, were combined into the category of General Agreement (SA+A), and the participants who "disagreed" or "strongly disagree" that each article of the national policy--the 1991 Provision needed to be updated, were combined into the category of General Disagreement (D+SD).

In addition, the participants who responded to question 10, and the 33 questions seeking the level of ease implementing the national policy--the 1991 Provision, were also grouped into two general categories: (a) the participants who felt it was "very easy" or "easy" to implement each article of the national policy--the 1991 Provision, were combined into the category of Generally Easy (VE+E), (b) the participants who felt it was "difficult" or "very difficult" to implement each article of the national policy--the 1991 Provision, were combined into the general category of Generally Difficult (D+VD).

Finally, each of the four general categories (General Agreement, General Disagreement, Generally Easy, and Generally Difficult) was analyzed to determine if the frequency was at or above 50%. Fifty percent is the threshold of the simple majority for the National People's Congress in China to pass bills and regulations (NPC, 1989).

First Stage Data Analysis

The first stage of data analysis began by translating the data from Chinese into English and continued with a process of coding. Then the data were entered into a spreadsheet (Microsoft Office Excel 2007). This stage of the data analysis presented the responses to the 83 questions that were divided into three categories: (a) demographic questions (Questions 1-9), (b) Questions 11, 12, and 13 which addressed the entire national policy--the 1991 Provision, (c) the 71 the remaining Questions (Questions 13-83) which addressed each of the 37 articles of the national policy--the 1991 Provision.

Demographic Questions (Questions 1-9). Table 4 reports the responses to Questions 1 and 2. Question 1 asked: What is your gender? Of the 116 participants, 90% (104) were male, while 10% (12) were female. Question 2 asked: What is your age? Of the 109 respondents, 0% (0) were under 30 years old. 36% (39) of the participants were in their 30s, 62% (68) of the participants were in their 40s. Only 2% (2) of the respondents were above 50 years old.

Table 4
Responses to Questions 1 and 2

# Question	n	Description	% (f)
1 Gender	116	Male	90% (104)
		Female	10% (12)
2 Age	109	<30	0 (0)
		30-40	36% (39)
		41-50	62% (68)
		51-60	2% (2)

Note. The complete questions can be found in Appendices E and F.

Question 3 asked: Are you the Dean of the Foreign Affairs Office in your institution? There were 113 participants responding to this question. Of those 113 participants, 77% (87) reported to be Deans, while 23% (26) were not Deans (Table 5). Question 4 was closely related to Question 3, and asked: If you are the Dean, how many years have you been in the position? If

you are not the Dean, what your actual position is? Of the 99 participants responding to Question 4, 78 Deans reported their actual number of years in the position. Of these 78 Deans, only 6% (5) were in their position for one year, 42% (33) were in their position for two years, 40% (31) were in their position for three years, 10% (8) were in their position for four years, and only 1% (1) was in the position for five years. There was no participant who was in their position for over five years. Of those 21 participants who responded not being the Dean, 76% (16) were associate Deans, while 24% (5) were secretaries.

Table 5
Responses to Questions 3 and 4

#	Question	n	Description	%	(f)
3	Position	113	Dean	77%	(87)
			Not Dean	23%	(26)
4	Deans years in Position	78	1 year	6%	(5)
			2 years	42%	(33)
			3 years	40%	(31)
			4 years	10%	(8)
			5 years	1%	(1)
			Not-Dean	21	Associate Dean
		Secretary	24%	(5)	

Question 5 asked: How many students are there in your institution? There were 115 participants who responded to this question. Of those 115 participants, 50% (58) reported that their institution had fewer than 20,000 students, 37% (42) had from 20,000 to 30,000 students, and 12% (14) had between 30,001 and 50,000 students. Only one institution reported to have over 40,000 students (Table 6).

Table 6
Responses to Question 5.

#Question	n	Student size	%	(f)
5 Student Size	115	Under 20,000	50%	(58)
		20,000-30,000	37%	(42)
		30,000-40,000	12%	(14)
		40,000-50,000	1%	(1)

Question 6 asked: How many foreign experts does your institution currently have? Of the 104 participants, 50% (52) had fewer than 10 foreign experts in their institution, 17% (18) had 11 to 20 foreign experts, 20% (21) had 21 to 30, and 12% (12) had 31 to 40 foreign experts in their institutions. Only one institution reported to have more than 40 foreign experts. In total, 1,523 foreign experts were employed in the 104 participants' institutions. The range of the number of foreign experts was from 4 to 56 (Table 7).

Table 7
Responses to Question 6

# Question	n	No. of foreign experts	%	(f)
6 Foreign experts employed	104	<10	50%	(52)
		10--20	17%	(18)
		21-30	20%	(21)
		31-40	12%	(12)
		>40	1%	(1)

Question 7 asked: How many foreign experts does your institution currently need? Of the 101 respondents, 58% (59) needed fewer than 20 foreign experts, 32% (32%) needed between 20 and 40 foreign experts, and 8% (8%) needed 41 to 60 foreign experts. Only 2% (2) needed more than 60 foreign experts. For these 101 institutions, 2,239 foreign experts were reported as being needed. By deducting the 1, 523 foreign experts currently employed, there was a reported shortage of 716 foreign experts (Table 8).

Table 8
Responses to Question 7

#Question	n	Description	% (f)
7 Foreign Experts Needed	101	<20	58% (59)
		20--40	32% (32)
		41-60	8% (8)
		>60	2% (2)

Question 8 asked: What is the location of your institution? Of the 116 respondents, 11% (13) were from Central South China, 25% (29) from East China, 28% (32) from North China, 10% (12) from Northeast China, 13% (15) from Northwest China, and 13% (15) from Southwest China (Table 9).

Table 9
Responses to Question 8

# Question	n	Locale	% (f)
8 Institution Location	116	Central South	11% (13)
		East	25% (29)
		North	28% (32)
		Northeast	10% (12)
		Northwest	13% (15)
		Southwest	13% (15)

Question 9 asked: In what category does your institution fit? Of the 116 respondents, 9% (10) were from adult institutions, 8% (9) were from institutions that directly affiliated with the ministries and agencies of the central government, 33% (38) were from provincial four-year organizations, 19% (22) were from 2-3-year non-degree colleges, and 32% (37) from vocational colleges (Table 10).

Table 10
Responses to Question 9

# Question	n	Type of institution	% (f)
9 Institution Type	116	Adult	9% (10)
		Affiliate	8% (9)
		Provincial 4 yr	33% (38)
		Special (2-3 yrs)	19% (22)
		Vocational	32% (37)

Questions addressing the entire national policy. Questions 10, 11, and 12 addressed the entire national policy- the 1991 Provision. Question 10 asked: How easy or difficult is it for you to implement the current national policy--the 1991 Provision as a whole? Of the 115 respondents, only 1% (1) of the participant reported that it was easy, while there was 0% (0) who reported it was easy to implement the policy as a whole, 68% (78) felt that the policy was difficult to implement and 31% (36) felt that it was very difficult (Figure 4 and Table 11).

Figure 4

Responses to Question 10 Which addressed the Entire Policy

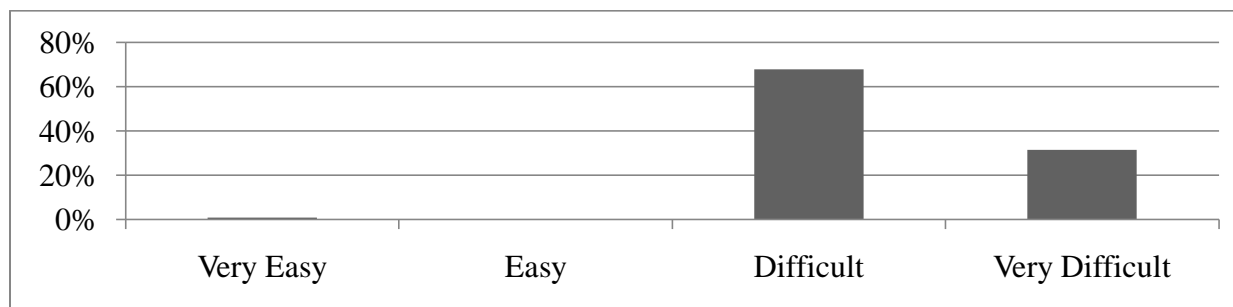


Table 11

Responses to Question 10 Which addressed the Entire Policy

# Question	n	Ease of implementation	% (f)
10 Implementing policy	115	Very easy	1% (1)
		Easy	0% (0)
		Difficult	68% (78)
		Very difficult	31% (36)

Question 11 asked: In general, do you agree that the current policy needs to be updated? Of the 115 respondents, 84% (97) of the participants strongly agreed that the policy needed to be updated, 14% (16) agreed, while only 1% (1) disagreed and strongly disagreed respectively that the national policy--the 1991 Provision needed to be updated (Figure 5 and Table 12).

Figure 5

Responses to Question 11 Which addressed the Entire Policy

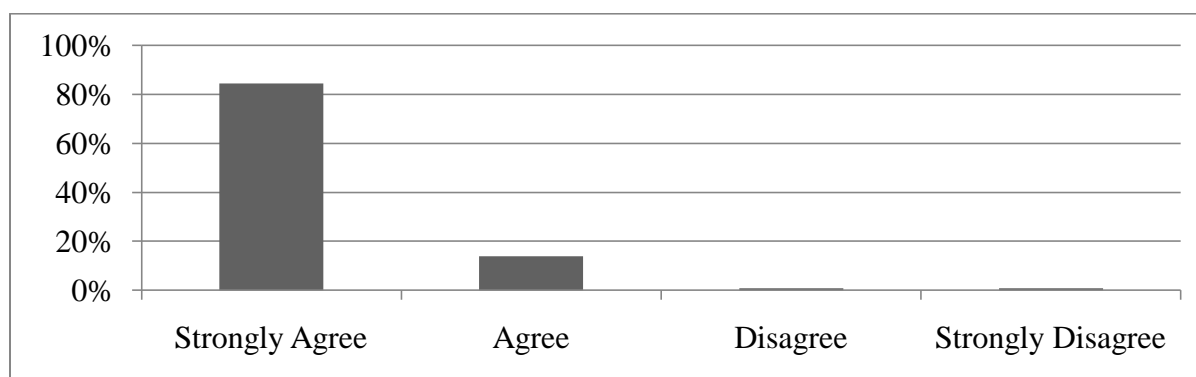


Table 12

Responses to Question 11 Which addressed the Entire Policy

#	Question	n	Level of agreement	% (f)
11	Updating policy	115	Strongly agree	84% (97)
			Agree	14% (16)
			Disagree	1% (1)
			Strongly disagree	1% (1)

Question 12 asked: Do you agree that the national policy--the 1991 Provision is outdated? Of the 115 respondents, 81% (93) of the participants strongly agreed, and 17% (20) of the participants agreed that the current national policy--the 1991 Provision was outdated. Only 2% (2) of the participants disagreed. There was 0% (0) participant who strongly disagreed that the national policy--the 1991 Provision was outdated (Figure 6 and Table 13).

Figure 6
Responses to Question 12 Which addressed the Entire Policy

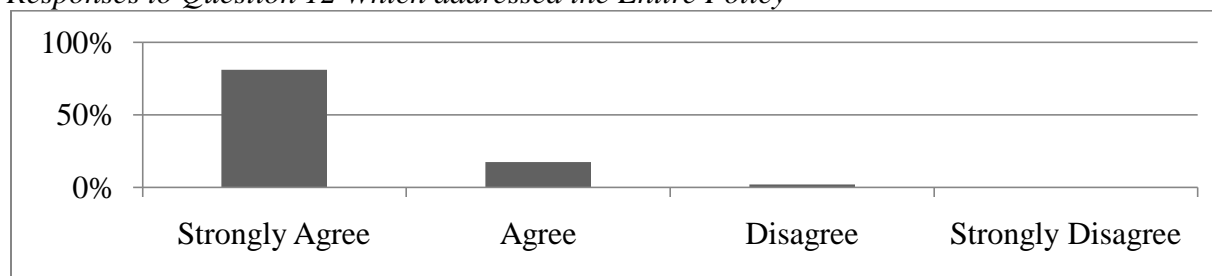


Table 13
Responses to Question 12 Which addressed the Entire Policy

#	Question	n	Level of agreement	% (f)
12	Outdated policy	115	Strongly agree	81% (93)
			Agree	17% (20)
			Disagree	2% (2)
			Strongly disagree	0% (0)

Questions addressing the individual article. The following part of the data analysis presents the responses to the 71 questions that directly addressed the 37 individual articles of the national policy--the 1991 Provision. Of the 71 questions, there were 38 questions that asked the participants: Do you agree that this article needed to be updated? and 33 questions that asked the participants: How easy or difficult is it for you to implement this article? Not all articles had those two questions; some had one of the questions, and Article 29 had three sections with two questions in each section.

In the following tables, the complete language of each article of the national policy--the 1991 Provision is reduced to a short description. For example, Article 38 states: “Schools shall have necessary working and living conditions for foreign experts and teachers—housing, catering, health, work, and security. The locations of the universities and colleges shall be in regions that are open to foreigners. Regions not open to foreigners shall apply for permission.” The description of Article 38 has been reduced to “living condition”. A copy of the entire national policy--the 1991 Provision translated from Chinese can be found in Appendix A. Tables

13 and 14 present a summary analysis of the participants' responses to the questions that address the 37 individual articles of the national policy--the 1991 Provision.

Questions seeking level of agreement. Of the 71 remaining questions, 38 questions sought the participants' perceptions regarding their level of agreement with the 37 individual articles of the national policy--the 1991 Provision. Table 14 reveals that no question was responded to by all the participants; the lowest response rate was 106 for Question 26; and the highest response rate was 115 for eleven questions. For questions 22 (50% (58)), 24 (54% (61)), 64 (70% (81)), and 70 (73% (84)), 50% of the participants or more strongly agreed that the Articles 9, 10, 29, and 31 needed to be updated. On the other hand, for questions 28 (70% (81)), 30 (63% (73)), 54 (65% (75)), 66 (61% (69)), and 74 (50% (57)), 50% participants or more strongly disagreed that the Articles 12, 13, 25, 29, and 33 did not need to be updated.

Table 14

Responses to 38 Questions Seeing Level of Agreement (n=38)

Level of Agreement				S. Agree		Agree		Disagree		S.Disagree	
Q	Art	Article description	n	%	(f)	%	(f)	%	(f)	%	(f)
13	1	Important Channel	109	4%	(4)	83%	(91)	9%	(10)	4%	(4)
14	2	Benefit	111	7%	(8)	70%	(78)	19%	(21)	4%	(4)
15	3	Serving the needs	110	6%	(7)	75%	(83)	14%	(15)	5%	(5)
17	4	Enhancement of FE	110	14%	(15)	65%	(71)	15%	(16)	7%	(8)
18	5	Flexible principles	110	9%	(10)	55%	(61)	28%	(31)	7%	(8)
19	6	Field Employment	113	24%	(27)	62%	(70)	12%	(13)	3%	(3)
20	7	FE for training	113	26%	(29)	59%	(67)	9%	(10)	6%	(7)
22	8	Teaching Content	115	50%	(58)	44%	(51)	2%	(2)	3%	(4)
24	9	Marxism Direction	114	54%	(61)	39%	(45)	2%	(2)	5%	(6)
26	10	Teaching Principles	106	37%	(39)	53%	(56)	9%	(10)	1%	(1)
28	12	Master Degree	115	3%	(4)	5%	(6)	21%	(24)	70%	(81)
30	13	Bachelor Degree	115	0%	(0)	4%	(5)	32%	(37)	63%	(73)
32	14	Assigned Adm.	115	1%	(1)	3%	(4)	85%	(98)	10%	(12)
34	15	Establishment FAO	113	3%	(3)	5%	(6)	85%	(96)	7%	(8)
36	16	Formulation Rules	111	4%	(4)	15%	(17)	79%	(88)	2%	(2)
38	17	Living Condition	111	11%	(12)	60%	(67)	24%	(27)	5%	(5)
40	18	Approval	111	13%	(14)	77%	(85)	7%	(8)	4%	(4)

Table 14 (continued)

Level of agreement				S. Agree		Agree		Disagree		S. Disagree	
Q	Art	Article description	n	%	(f)	%	(f)	%	(f)	%	(f)
42	19	First Employer	107	21%	(22)	66%	(71)	9%	(10)	4%	(4)
44	20	Report Authorities	110	17%	(19)	73%	(80)	5%	(5)	5%	(6)
46	21	Examination of FE	112	18%	(20)	68%	(76)	9%	(10)	5%	(6)
48	22	FE Evaluation	111	21%	(23)	69%	(77)	5%	(5)	5%	(6)
50	23	FE Management	115	11%	(13)	19%	(22)	43%	(49)	27%	(31)
52	24	FAO Managing FE	114	7%	(8)	15%	(17)	72%	(82)	6%	(7)
54	25	FE Contract	115	4%	(5)	5%	(6)	25%	(29)	65%	(75)
56	26	Informing FE	114	4%	(5)	23%	(26)	66%	(75)	7%	(8)
58	27	Opposing Views	114	7%	(8)	14%	(16)	73%	(83)	6%	(7)
60	28	Registrar	115	4%	(5)	43%	(50)	47%	(54)	5%	(6)
62	29.1	Chinese Partners	115	2%	(2)	18%	(21)	77%	(89)	3%	(3)
64	29.2	Foreign Text	115	70%	(81)	18%	(21)	10%	(11)	2%	(2)
66	29.3	Class Observations	114	4%	(5)	19%	(22)	16%	(18)	61%	(69)
68	30	Friendly Relation	112	4%	(4)	37%	(41)	56%	(63)	4%	(4)
70	31	Teaching Materials	115	73%	(84)	13%	(15)	11%	(13)	3%	(3)
72	32	Priority to Chinese	113	21%	(24)	33%	(37)	44%	(50)	2%	(2)
74	33	Excellence Award	115	10%	(11)	10%	(12)	30%	(35)	50%	(57)
76	34	Religious Freedom	112	6%	(7)	8%	(9)	72%	(81)	13%	(15)
78	35	Irrelevant Activities	114	4%	(4)	18%	(20)	68%	(78)	11%	(12)
80	36	Seeking Permission	113	7%	(8)	31%	(35)	58%	(66)	4%	(4)
82	37	Employment Need	111	23%	(25)	62%	(69)	14%	(15)	2%	(2)

Note: S=strongly, Q=Question, Art.= Article, f=frequency

Questions seeking level of ease. Of the 71 questions, 33 questions sought the participants' level of ease implementing the 33 individual articles of the national policy--the 1991 Provision. Table 15 presents the responses to these 33 questions. Not a single question was responded to by all the participants; the lowest response rate was 108 for Question 45; and the highest response rate was 115 for nine questions. Never did more than 30% of the participants feel that the 37 articles were very easy to implement. On the other hand, For eight Articles (12, 13, 23, 25, 29.2, 29.3, 31, & 33), more than 51% of the participants felt that these eight articles were very difficult to implement.

Table 15

Responses to 33 Questions Seeking Level of Ease (n=33)

Level of ease			V. Easy		Easy		Difficult		V. Difficult		
Q	Art	Article description	n	%	(f)	%	(f)	%	(f)	%	(f)
16	3	Principle	112	4%	(5)	13%	(14)	69%	(77)	14%	(16)
21	7	FE For Training	114	7%	(8)	8%	(9)	70%	(80)	15%	(17)
23	8	Marxist Analysis	114	3%	(3)	7%	(8)	71%	(81)	19%	(22)
25	9	Marxism Direction	115	2%	(2)	6%	(7)	71%	(82)	21%	(24)
27	11	Cooperation	114	4%	(4)	11%	(12)	78%	(89)	8%	(9)
29	12	Master Degree	115	0%	(0)	1%	(1)	24%	(28)	75%	(86)
31	13	Bachelor Degree	115	1%	(1)	0%	(0)	34%	(39)	65%	(75)
33	14	Appointing Admin.	115	23%	(27)	56%	(64)	19%	(22)	2%	(2)
35	15	Establishment FAO	113	20%	(23)	65%	(73)	14%	(16)	1%	(1)
37	16	Formulation Rules	112	6%	(7)	21%	(24)	34%	(38)	38%	(43)
39	17	Living Condition	112	3%	(3)	7%	(8)	79%	(88)	12%	(13)
41	18	Approval	112	5%	(6)	8%	(9)	79%	(89)	7%	(8)
43	19	First Employer	109	3%	(3)	12%	(13)	69%	(75)	17%	(18)
45	20	Report Authorities	108	5%	(5)	5%	(5)	78%	(84)	13%	(14)
47	21	Examination of FE	111	5%	(5)	9%	(10)	74%	(82)	13%	(14)
49	22	FE Evaluation	110	5%	(5)	9%	(10)	76%	(84)	10%	(11)
51	23	FE Management	114	0%	(0)	3%	(3)	39%	(44)	59%	(67)
53	24	FOA Managing FE	115	10%	(12)	20%	(23)	37%	(43)	32%	(37)
55	25	Contract	113	2%	(2)	0%	(0)	21%	(24)	77%	(87)
57	26	Informing FE	114	1%	(1)	6%	(7)	80%	(91)	13%	(15)
59	27	Opposing Views	114	0%	(0)	9%	(10)	77%	(88)	14%	(16)
61	28	Registrar	114	3%	(3)	4%	(4)	51%	(58)	43%	(49)
63	29.1	Chinese Partners	115	4%	(5)	18%	(21)	63%	(73)	14%	(16)
65	29.2	Foreign Text	113	1%	(1)	1%	(1)	42%	(47)	57%	(64)
67	29.3	Class Observation	115	1%	(1)	0%	(0)	32%	(37)	67%	(77)
69	30	Friendly Relations	111	0%	(0)	5%	(6)	87%	(97)	7%	(8)
71	31	Teaching Materials	115	1%	(1)	3%	(4)	42%	(48)	54%	(62)
73	32	Priority to Chinese	112	2%	(2)	0%	(0)	76%	(85)	22%	(25)
75	33	Excellence Award	114	0%	(0)	1%	(1)	31%	(35)	68%	(78)
77	34	Religious Freedom	112	0%	(0)	3%	(3)	70%	(78)	28%	(31)
79	35	Irrelevant Activities	115	0%	(0)	3%	(3)	69%	(79)	29%	(33)
81	36	Seeking Permission	112	3%	(3)	5%	(6)	79%	(89)	13%	(14)
83	37	Employ with Need	110	1%	(1)	1%	(1)	63%	(69)	35%	(39)

Note: Q=Question, Art=Article, V=Very. All the questions and articles are in Appendices E.

Second Stage Data Analysis

This section of the data analysis reports the data regarding all the participants' responses to: 38 questions seeking the participants' level of agreement with the 37 individual articles of the national policy--the 1991 Provision. In addition, this section also presents the data pertaining to the 33 questions seeking the participant's level of ease of implementing the each of the 33 articles of the national policy- the 1991 Provision. All the tables in this section are organized from the highest percentages of the responses to the lowest rather than organized by question numbers.

Responses to questions seeking the level of agreement. There were 38 questions that sought the participant's perceptions regarding their level of agreement with each of the 37 articles of the national policy--the 1991 Provision. Of the 38 questions, 20 questions (Table 16) had over 50% of the participants who were in the category of General Agreement (SA +A), and 18 questions (Table 17) had over 50% of the participant being in the category of General Disagreement (D+SD).

Table 16 reveals that of the 38 questions, 20 questions had over 50% of the participants who were in the category of General Agreement. Of these 20 questions, five questions (Questions 22, 24, 26, 44, & 48) had over 90% of the participants who were in General Agreement; ten questions (Questions 13, 15, 19, 20, 40, 42, 46, 64, 70, & 82) had 80%-89% of the participants who were in General Agreement; three questions (Questions 14, 17, & 38) had 70%-79% who were in General Agreement, Question 18 had 65% of the participants who were in General Agreement, and Question 72 had 54% who were in General Agreement.

Table 16

Responses to Questions Seeking Level of Agreement -SA+A (n=20)

Description				Frequency		SA+A	
Q	Art	Question description	n	SA	A	%	(f)
22	8	Teaching Content	115	58	51	95%	(109)
24	9	Direction of Marxism	114	61	45	93%	(106)
26	10	Teaching Principles	106	39	56	90%	(95)
44	20	Report to Authorities	110	19	80	90%	(99)
48	22	FE Evaluation	111	23	77	90%	(100)
13	1	Important Channel	109	4	91	87%	(95)
15	3	Serving the needs	110	7	83	82%	(90)
19	7	Field of Employment	113	27	70	86%	(97)
20	8	FE for training	113	29	67	85%	(96)
40	18	Employment Approval	111	14	85	89%	(99)
42	19	First Timer Employer	107	22	71	87%	(93)
46	21	Examination of FE	112	20	76	86%	(96)
64	29.2	Foreign Text	115	81	21	89%	(102)
70	31	Designated Material	115	84	15	86%	(99)
82	37	Employment Need	111	25	69	85%	(94)
14	2	Benefit	111	8	78	77%	(86)
17	5	Enhancement of FE	110	15	71	78%	(86)
38	17	Living Condition	111	12	67	71%	(79)
18	6	Employing accordingly	110	10	61	65%	(71)
72	32	Priority to Chinese	113	24	37	54%	(61)

Note: Q=Question, Art= Article, SA=Strongly Agree, A=Agree, f=frequency

Table 17 reveals that, of the 38 questions, 18 had over 50% of the participants to be in the category of General Disagreement. Of the 18 questions, five questions (Questions 28, 30, 32, 34, & 54) had over 90% of the participants who were in General Disagreement (D+SD); four questions (Questions 36, 62, 74, & 76) had 80-89% of the participants who were in General Disagreement; six questions (Questions 50, 52, 56, 58, 66 & 78) had 70-79% of the participants who were in General Disagreement; two questions (Question 68 & 80) had 60% and 69% respectively who were in General Disagreement; and one question (Question 60) had 52% of the participants who were in General Disagreement.

Table 17

Responses to Questions Seeking Level of Agreement-D+SD (n=18)

Description				Frequency		D+SD	
Q	Art	Question description	n	D	SD	%	(f)
28	12	FE Master Degree	115	24	81	91%	(105)
30	13	FE Bachelor Degree	115	37	73	96%	(110)
32	14	Assigned Adm.	115	98	12	96%	(110)
34	15	Establishment of FAO	113	96	8	92%	(104)
54	25	FE Contract	115	29	75	90%	(104)
36	16	Formulation of Rules	111	88	2	81%	(90)
62	29.1	Chinese Partners	115	89	3	80%	(92)
74	33	Excellence Award	115	35	57	80%	(92)
76	34	Religious Freedom	112	81	15	86%	(96)
50	23	FE Management	115	49	31	70%	(80)
52	24	FAO Managing FE	114	82	7	78%	(89)
56	26	Informing FE	114	75	8	73%	(83)
58	27	Opposing Views	114	83	7	79%	(90)
66	29.3	Class Observations	114	18	69	76%	(87)
78	35	Irrelevant Activities	114	78	12	79%	(90)
68	30	Friendly Relationship	112	63	4	60%	(67)
80	36	Seeking Permission Provost's	113	66	4	62%	(70)
60	28	Responsibilities	115	54	6	52%	(60)

Note: Q=Question, Art=Article, D=Difficult, VD=Very Difficult, f=frequency.

Responses to questions seeking the level of ease. There were 33 questions that sought participant's perceptions regarding their perceived level of ease implementing each of the 33 articles in the national policy--the 1991 Provision (Tables 18 & 19). Of those 33 questions, only two (Questions 33 & 35) had over 50% of the participants who felt that it was Generally Easy (VE+E), the remaining 31 questions had over 70% of the participants who felt that it was Generally Difficult (D+VD). Table 18 reveals that Questions 33 and 35 had 79% and 85% respectively of the participants who felt it was Generally Easy (VE+E) to implement Articles 14 and 15.

Table 18

Responses to Questions Seeking Level of Ease- VE+E (n=2)

Description				Frequency		VE+E
Question	Article	Article description	n	VE	E	% (f)
33	14	Appointing Administrator	115	27	64	79% (91)
35	15	FAO Establishment	113	23	73	85% (96)

Note: VE=very easy, E=easy, f=frequency

Table 19 notes that 31 of the 33 questions had over 50% of the participants who felt that it was Generally Difficult. The 31 questions had over 70% the participants who felt it was Generally Difficult (D+VD) to implement the 31 articles addressed by these questions. Of these 31 questions, 90% of the participants felt that it was Generally Difficult (D+VD) for them to implement 21 articles; seven had 83-87% of the participants who felt that it was Generally Difficult for them to implement; three had 70-77% of the participants who felt that it was Generally Difficult to implement.

Table 19

Responses to Questions Seeking Level of Ease - D+VD(n=31)

Description				Frequency		D+VD
Q	Article	Article description	n	D	VD	% (f)
29	12	Master Degree	115	28	86	99% (114)
31	13	Bachelor Degree	115	39	75	99% (114)
67	29.3	Class Observation	115	37	77	99% (114)
75	33	Excellence Award	114	35	78	99% (113)
55	25	Contract	113	24	87	98% (111)
65	29.2	Foreign Text	113	47	64	98% (111)
73	32	Priority to Chinese	112	85	25	98% (110)
83	37	Employ with Need	110	69	39	98% (108)
51	23	FE Management	114	44	67	97% (111)
77	34	Religious Freedom	112	78	31	97% (109)
79	35	Irrelevant Activities	115	79	33	97% (112)
71	31	Designated Material	115	48	62	96% (110)
69	30	Friendly Relations	111	97	8	95% (105)
61	28	Prov. Responsibilities	114	58	49	94% (107)
57	26	Informing FE	114	91	15	93% (106)
25	9	Direction of Marxism	115	82	24	92% (106)

Table 19 (continued)

Description			Frequency			D+VD	
Q	Article	Article description	n	D	VD	%	(f)
81	36	Seeking Permission	112	89	14	92%	(103)
45	20	Report to Authorities	108	84	14	91%	(98)
59	27	Opposing Views	114	88	16	91%	(104)
23	8	Marxist Analysis	114	81	22	90%	(103)
39	17	Living Condition	112	88	13	90%	(101)
41	18	Emp. Approval	112	89	8	87%	(97)
27	11	Friendly Cooperation	114	89	9	86%	(98)
47	21	Examination of FE	111	82	14	86%	(96)
49	22	FE Evaluation	110	84	11	86%	(95)
21	7	FE For Training	114	80	17	85%	(97)
43	19	First Timer Employer	109	75	18	85%	(93)
16	3	Employment Principle	112	77	16	83%	(93)
63	29.1	Chinese Partners	115	73	16	77%	(89)
37	16	Formulation of Rules	112	38	43	72%	(81)
53	24	FOA Managing FE	115	43	37	70%	(80)

Note: Q=Question, Art.=Article, D=Difficult, VD=Very Difficult, f=frequency.

Third Stage of Data Analysis

The third stage of the data analysis was divided into three parts: (a) demographic variables (Questions 1-9) in relation to Questions 10, 11, and 12, (b) demographic variables in relation to the 33 questions that sought the level of ease implementing each of the 37 articles of the 1991 Provision, (c) demographic variables in relation to the 38 questions that sought the level of agreement with the individual articles of the national policy--the 1991 Provision. Similarities and differences of these comparisons are discussed. During this stage of the data analyses, data for the categories within the nine individual variables were analyzed using the total number of participants for each category. For example, for the each of the two categories of the gender variable (male & female), the males' responses were analyzed using the total number of male participants, while the females' responses were analyzed using the total number of female participants.

Demographic variables in relation to the entire national policy. Questions 10, 11, and 12 sought the participants' perceptions regarding their implementation of, and agreement with, the entire national policy--the 1991 Provision. Question 10 asked: How easy or difficult is it for you to implement the current policy as a whole? The data showed (Appendix G) that across all the categories of the nine individual demographic variables, over 98% of the participants felt that the national policy--the 1991 Provision was Generally Difficult (D+VD) for them to implement. Question 11 asked: In general, do you agree that the current policy needs to be updated? The data showed (Appendix H) that over 97% of the participants were in General Agreement (D+SD) that the 1991 Provision needed to be updated. Question 12 asked: Do you agree that the current policy is outdated? Data showed (Appendix I) that over 97% of the participants were in General Agreement (SA+A) that the 1991 Provision was outdated.

Demographic variables in relation to the 33 questions seeking the level of ease. The following section presents the data pertaining to the nine demographic variables in relation to the 33 questions seeking the level of ease implementing the 37 individual articles of the national policy--the 1991 Provision. The data showed that across the categories of the nine individual variables, over 56% of the participants felt that it was Generally Difficult (difficult +very difficult) for them to implement 31 of the 33 articles; over 53% of the participants felt that it was Generally Easy (VE+E) for them to implement two articles (Articles 14 & 15). Article 14 states the need to assign an administrator to be in charge of the Foreign Affairs Office and Article 15 states the need to establish the Foreign Affairs Office. The detailed data for this section can be found in Appendix J.

Demographic variables in relation to the individual articles-agreement. The nine demographic variables of this study were: (a) gender, (b) age, (c) position, (d) year in position,

(e) student size, (f) number of foreign experts employed, (g) number of foreign experts needed, (h) locale, and (i) type of institution. The following section presents the data pertaining to the nine demographic variables in relation to the 38 questions seeking the level of agreement with the 37 individual articles of the national policy--the 1991 Provision.

Gender. Gender was a variable of interest in this study. There were 38 questions that sought the participants' perceptions regarding their level of agreement as to whether or not each of the specific articles addressed by these questions needed to be updated. Of the 38 questions, only two Questions (70 & 72) were responded differently by the male and female participants (Table 20). Question 70 addressed Article 31 and had 92% (96) of the male participants who were in General Agreement (SA+A) that Article 31 needed to be updated compared to 27% (3) of the female participants who were in General Agreement (SA+A). Question 72 addressed Article 32 and had 58% (59) of the male participants were in General Agreement (SA+A) that Article 32 needed to be updated compared to 18% (2) of the females participants who were in General Agreement (SA+A).

Table 20

Gender in Relation to 38 Questions Seeking Level of Agreement -Differences (n=2)

Gender			Male (n=104)	Female (n=12)
Description			SA+A	SA+A
Question	Article	Article description	% (f)	% (f)
70	31	Designated Material	92% (96)	27% (3)
72	32	Priority to Chinese	58% (59)	18% (2)

Regardless of the gender of the participants, 18 of the 36 remaining questions (Table 21) had over 50% of the participants in General Agreement (SA+A), and the other 18 questions (Table 21) had over 50% of the participants in General Disagreement (D+SD). Table 21 reveals that in the group of 18 questions, across both male and female participants, the lowest percentage of responses in General Agreement was 63% (Question 18). There were ten

questions (13, 22, 24, 26, 44, 48, 40, 42, 15, &17) that had 100% of the female participants who were in General Agreement that ten Articles (1, 8, 9, 10, 20, 22, 18, 19, 3, 7) needed to be updated.

Table 21

Gender in Relation to 38 Questions Seeking Level of Agreement-SA+A(n=18)

Gender			Male (n=104)	Female (n=12)
Level of Agreement			SA+A	SA+A
Question	Article	Article description	% (f)	% (f)
13	1	Important Channel	86% (86)	100% (9)
22	8	Teaching Content	94% (98)	100% (11)
24	9	Direction of Marxism	92% (95)	100% (11)
26	10	Teaching Principles	89% (85)	100% (10)
44	20	Report to Authorities	89% (89)	100% (10)
48	22	FE Evaluation	89% (90)	100% (10)
64	29.2	Foreign Text	89% (93)	82% (9)
40	18	Employment Approval	88% (89)	100% (10)
19	6	Field of Employment	86% (88)	90% (9)
42	19	First Timer Employer	86% (84)	100% (9)
20	7	FE for training	85% (88)	80% (8)
46	21	Examination of FE	85% (87)	90% (9)
82	37	Employment Need	85% (85)	82% (9)
15	3	Serving the needs	80% (80)	100% (10)
14	2	Benefit	76% (77)	90% (9)
17	4	Enhancement of FE	76% (77)	100% (9)
38	17	Living Condition	69% (70)	90% (9)
18	5	Employing accordingly	63% (64)	78% (7)

Table 22 notes that 18 of the 38 questions where General Disagreement (D+SD) was above 50%, across both male and female participants, the lowest percentage of the participants' responses was Question 60 (52%). And there were three questions (74, 76, & 78) that had 100% of the female participants who were in the category of General Disagreement.

Table 22

Gender in Relation to 38 Questions Seeking Level of Agreement- D+SD (n=18)

Gender			Male (n=104)	Female (n=12)
Description			D+SD	D+SD
Question	Article	Article description	% (f)	% (f)
28	12	FE Master Degree	91% (95)	91% (10)
30	13	FE Bachelor Degree	96% (100)	91% (10)
32	14	Assigned Adm.	96% (100)	91% (10)
34	15	Establishment of FAO	94% (96)	73% (8)
36	16	Formulation of Rules	83% (84)	60% (6)
50	23	FE Management	70% (73)	64% (7)
52	24	FAO Managing FE	79% (81)	73% (8)
54	25	FE Contract	91% (95)	82% (9)
56	26	Informing FE	71% (73)	91% (10)
58	27	Opposing Views	80% (82)	73% (8)
60	28	Provost's Responsibilities	52% (54)	55% (6)
62	29.1	Chinese Partners	79% (82)	91% (10)
66	29.3	Class Observations	75% (77)	91% (10)
68	30	Friendly Relationship	55% (56)	100% (11)
74	33	Excellence Award	78% (81)	100% (11)
76	34	Religious Freedom	84% (86)	100% (10)
78	35	Irrelevant Activities	78% (80)	91% (10)
80	36	Seeking Permission	60% (61)	82% (9)

Age. Age was a demographic variable of interest in this study and was represented by two categories: 30s years of age, and 40s years of age. As for age in relation to the 38 questions that sought participant's perceptions regarding their level of agreement with the 37 individual articles of the national policy--the 1991 Provision, the data showed that regardless of the age of the participants, 19 of the 38 questions (Table 23) had over 50% of the responses in the category of General Agreement, and 17 questions (Table 24) had over 50% of the responses in the category of General Disagreement. Table 23 reveals that in the group of 19 questions seeking the level of agreement, across both age categories (30s & 40s years of age), the lowest percentage of responses in the category of General Agreement was 59% (Question 18). There

were nine questions (13, 22, 24, 26, 40, 44, 48, 64, & 82) that had above 90% of the participants in their 30s who reported that they were in the category of General Agreement that nine Articles (1, 8, 9, 10, 18, 20, 22, 29.2 & 37) needed to be updated. And there were two questions (22 & 24) that had over 90% of the participants in their 40s who were in the category of General Agreement that Articles (8 & 9) needed to be updated.

Table 23

Age in Relation to 38 Questions Seeking Level of Agreement-SA+A (n=19)

Age			30s (n=39)		40s (n=68)	
Levels of Agreement			SA+A		SA+A	
Question	Article	Article description	%	(f)	%	(f)
13	1	Important Channel	94%	(34)	84%	(56)
14	2	Benefit	83%	(30)	75%	(51)
15	3	Serving the needs	83%	(30)	81%	(55)
17	4	Enhancement of FE	76%	(28)	79%	(53)
18	5	Employing accordingly	59%	(22)	71%	(47)
19	6	Field of Employment	82%	(31)	88%	(60)
20	7	FE for training	84%	(32)	85%	(58)
22	8	Teaching Content	97%	(37)	93%	(63)
24	9	Direction of Marxism	95%	(36)	93%	(62)
26	10	Teaching Principles	91%	(32)	89%	(57)
38	17	Living Condition	81%	(29)	65%	(44)
40	18	Employment Approval	92%	(34)	87%	(59)
42	19	First Timer Employer	85%	(29)	86%	(57)
44	20	Report to Authorities	92%	(33)	88%	(59)
46	21	Examination of FE	89%	(34)	84%	(57)
48	22	FE Evaluation	95%	(35)	87%	(58)
64	29.2	Foreign Text	95%	(36)	88%	(60)
70	31	Designated Material	89%	(34)	87%	(59)
82	37	Employment Need	92%	(33)	80%	(53)

As Table 24 notes, the data showed that in the group of 17 questions seeking the level of agreement across both age categories (30s & 40s years of age), the lowest percentage of responses in the category of General Disagreement was 50% (Question 60). Question 60 addressed Article 28 of the national policy--the 1991 Provision stating that the Registrar should

be responsible for the teaching affairs of the foreign experts. There were two questions (30 & 32) that had 100% of the participants in their 30s in the category of General Disagreement. There were five questions (28, 30, 32, & 34) that had over 90% of the participants in their 40s in the category of General Disagreement.

Table 24

Age in Relation to 38 Questions Seeking Level of Agreement-D+SD (n=17)

Age			30s (n=39)	40s (n=68)
Level of Agreement			D+SD	D+SD
Question	Article	Article description	% (f)	% (f)
28	12	FE Master Degree	92% (35)	91% (62)
30	13	FE Bachelor Degree	100% (38)	94% (64)
32	14	Assigned Adm.	100% (38)	93% (63)
34	15	Establishment of FAO	95% (36)	91% (62)
36	16	Formulation of Rules	78% (28)	84% (57)
50	23	FE Management	71% (27)	71% (48)
52	24	FAO Managing FE	78% (29)	76% (52)
54	25	FE Contract	95% (36)	90% (61)
56	26	Informing FE	68% (26)	78% (52)
58	27	Opposing Views	78% (29)	79% (54)
60	28	Registrar	55% (21)	50% (34)
62	29.1	Chinese Partners	79% (30)	79% (54)
66	29.3	Class Observations	76% (28)	76% (52)
74	33	Excellence Award	89% (34)	75% (51)
76	34	Religious Freedom	84% (31)	87% (58)
78	35	Irrelevant Activities	81% (30)	81% (55)
80	36	Seeking Permission	53% (19)	69% (47)

The age comparison data in Table 25 revealed that only two (Questions 68 & 72) of the 38 questions seeking the level of agreement were responded differently by those participants 30-39 years of age and those participants 40-49 years old. Question 68 addressed Article 30 of the national policy--the 1991 Provision stating the need to have friendly relationships with the foreign experts. Question 72 addressed Article 72 stating the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts.

Table 25 reveals that, for Question 68 which addressed Article 30, 58% (21) of the participants in their 30s were in General Agreement (SA+A) compared to 30% (20) of the participants in their 40s who were in General Agreement that Article 30 needed to be updated. For Question 72 which addressed Article 32, 68% (25%) of the participants in their 30s were in General Agreement compared to 48% (32) of those in their 40s who were in General Agreement that Article 32 needed to be updated.

Table 25

Age in Relation to 38 Questions Seeking Level of Agreement -Differences (n=2)

Age			30s (n=39)		40s (n=68)	
Levels of Agreement			SA+A		SA+A	
Question	Article	Article description	%	(f)	%	(f)
68	30	Friendly Relationship	58%	(21)	30%	(20)
72	32	Priority to Chinese	68%	(25)	48%	(32)

Position. The Dean's position was also a variable of interest in this study and was represented by two categories: Dean, and Non-Dean (Table 26). Of the 38 questions that sought the participants' perceptions regarding their level of agreement as to whether or not each of the specific articles addressed by these questions needed to be updated, regardless of the positions of the participants, 19 questions had over 50% of the responses being in the category of General Agreement (SA+A), and 18 questions had over 50% of the responses being in the category of General Disagreement (D+SD).

Table 26 reveals that in the group of 19 questions seeking the level of agreement, across both Deans and Non-Deans, the question that had lowest percentage of responses was Question 18 with 56% (14) Non-Deans who were in category of General Agreement. Question 60 addressed Article 28 stating: The Provost's office shall be responsible for the foreign teachers' teaching issues. There were five questions (22, 24, 26, 44 & 48) that had over 90% of the Deans of the Foreign Affairs Office who were in General Agreement that the six Articles (8, 9, 10, 20,

& 22) of the 1991 Provision needed to be updated, while four questions (22, 24, 40 & 82) had over 90% of the Non-Deans who were in General Agreement that Articles (8, 9, 18, & 37) needed to be updated.

Table 26

Position in Relation to 38 Questions Seeking Level of Agreement-SA+A (n=19)

Position			Deans (n=88)		Non-Deans (n=26)	
Description			SA+A		SA+A	
Question	Article	Article description	%	(f)	%	(f)
13	1	Important Channel	87%	(73)	88%	(21)
14	2	Benefit	78%	(66)	80%	(20)
15	3	Serving the needs	83%	(70)	80%	(20)
17	4	Enhancement of FE	79%	(66)	80%	(20)
18	5	Employing accordingly	68%	(57)	56%	(14)
19	6	Field of Employment	88%	(76)	80%	(20)
20	7	FE for training	86%	(75)	80%	(20)
22	8	Teaching Content	93%	(82)	100%	(25)
24	9	Direction of Marxism	93%	(81)	92%	(23)
26	10	Teaching Principles	91%	(73)	83%	(20)
38	17	Living Condition	69%	(59)	80%	(20)
40	18	Employment Approval	88%	(76)	92%	(23)
42	19	First Timer Employer	88%	(73)	83%	(20)
44	20	Report to Authorities	92%	(78)	84%	(21)
46	21	Examination of FE	90%	(77)	72%	(18)
48	22	FE Evaluation	93%	(80)	80%	(20)
64	29.2	Foreign Text	90%	(79)	84%	(21)
70	31	Designated Material	88%	(77)	84%	(21)
82	37	Employment Need	82%	(70)	92%	(23)

As Table 27 notes that in the group of 18 questions seeking the level of agreement across both position categories (Dean & Non-Dean), the lowest percentage of responses in the category of General Disagreement (D+SD) was 52% (Question 60). Question 60 addressed Article 28 which states that the Provost's office shall be responsible for foreign teachers' teaching issues. Question 60 had 52% (46) of the participants who were in General Disagreement that Article 28 needed to be updated. For both groups, there were two questions

(30 & 32) that had over 90% of the participants who were in the category of General Disagreement that Articles (13 & 14) needed to be updated. Article 13 states the need for the foreign experts to have a bachelor degree. Article 14 states the need to assign an administrator.

Table 27

Position in Relation to 38 Questions Seeking Level of Agreement-D+SD (n=18)

Position			Dean (n=88)	Non-Dean (n=26)
Description			D+SD	D+SD
Question	Article	Article description	% (f)	% (f)
28	12	FE Master Degree	92% (81)	88% (22)
30	13	FE Bachelor Degree	94% (83)	100% (25)
32	14	Assigned Adm.	95% (84)	96% (24)
34	15	Establishment of FAO	93% (80)	88% (22)
36	16	Formulation of Rules	85% (73)	68% (17)
50	23	FE Management	74% (65)	56% (14)
52	24	FAO Managing FE	80% (70)	72% (18)
54	25	FE Contract	91% (80)	88% (22)
56	26	Informing FE	71% (62)	76% (19)
58	27	Opposing Views	82% (72)	68% (17)
60	28	Provost Responsibilities	52% (46)	52% (13)
62	29.1	Chinese Partners	81% (71)	76% (19)
66	29.3	Class Observations	77% (67)	76% (19)
68	30	Friendly Relationship	60% (52)	56% (14)
74	33	Excellence Award	82% (72)	72% (18)
76	34	Religious Freedom	86% (73)	84% (21)
78	35	Irrelevant Activities	78% (68)	80% (20)
80	36	Seeking Permission	61% (53)	64% (16)

Position. Deans and Non-Deans responded similarly to 37 of the 38 questions that sought participants' level of agreement. There was only one question (Question 72) that was responded to differently by the Deans and Non-Deans. Question 72 addressed Article 32 which states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts. Of the 116 participants, exactly 50% (43) of the Deans were

in the category of General Agreement (SA+A) compared to 68% (17) of the Non-Deans who were in General Agreement (SA+A) that Article 32 needed to be updated.

Year in position. The number of years that the Deans were in their position was also a variable of interest in this study. The Dean' year in position was represented by four categories: (a) 1 year, (b) 2 years, (c) 3 years, and (d) 4 years in their position. Of the 38 questions that sought the participants' perceptions regarding the level of agreement to each of the article, regardless of the Dean's years in position, 18 questions had over 50% responded who were in General Agreement (SA+A); and 10 questions had over 50% of the participants who were in General Disagreement (D+SD).

Table 28 reveals that in the group of 18 questions, across the Dean's year in position, the lowest percentage of the participant in General Agreement was 61% (Question 38). Question 38 addressed Article 17 stating the living condition for the foreign experts. Article 17 was responded to by 61% (19) of the participants in their position for 3 years who were in General Agreement that Article 17 needed to be updated. And there were 11 questions (13, 14, 17, 19, 22, 24, 26, 48, 64, 70, & 82) that had 100% of the participants in their position for one year who were in the category of General Agreement that the eleven Articles (1, 2, 4, 6, 8, 9, 10, 22, 29, 31, & 37) they addressed respectively needed to be updated. There were two questions (15 & 64) that had 100% of the participants in their position for 4 years who were in the category of General Agreement that the two Articles (3 & 37) needed to be updated.

Table 28

Year in Position in Relation to 38 Questions Seeking Level of Agreement-SA+A (n=18)

Year in Position			1 year (n=5)	2 years (n=33)	3 years (n=31)	4 years (n=8)
Level of Agreement			SA+A	SA+A	SA+A	SA+A
Q	Art.	Article description	% (f)	% (f)	% (f)	% (f)
13	1	Important Channel	100% (5)	88% (28)	87% (27)	89% (8)
14	2	Benefit	100% (4)	85% (28)	81% (25)	67% (6)
15	3	Serving the needs	75% (3)	84% (27)	81% (25)	100% (9)
17	4	Enhancement of FE	100% (4)	81% (26)	81% (25)	89% (8)
19	6	Field of Employment	100% (5)	88% (28)	87% (27)	89% (8)
20	7	FE for training	80% (4)	91% (29)	84% (26)	78% (7)
22	8	Teaching Content	100% (5)	91% (30)	94% (29)	89% (8)
24	9	Direction of Marxism	100% (5)	88% (29)	97% (30)	89% (8)
26	10	Teaching Principles	100% (4)	90% (27)	90% (28)	89% (8)
38	17	Living Condition	75% (3)	75% (24)	61% (19)	67% (6)
40	18	Employment Approval	80% (4)	94% (30)	84% (26)	89% (8)
42	19	First Timer Employer	80% (4)	90% (28)	90% (26)	78% (7)
44	20	Report to Authorities	75% (3)	97% (32)	90% (27)	89% (8)
46	21	Examination of FE	80% (4)	94% (30)	87% (27)	89% (8)
48	22	FE Evaluation	100% (5)	97% (32)	90% (27)	89% (8)
64	29	Foreign Text	100% (5)	88% (29)	87% (27)	100% (8)
70	31	Designated Material	100% (5)	88% (29)	90% (28)	63% (5)
82	37	Employment Need	100% (5)	79% (26)	77% (23)	100% (9)

As Table 29 notes, the data showed that in the group of 10 of the 38 questions seeking the level of agreement, across Dean's years in position, the lowest percentage of responses in the category of General Disagreement was 56% (Question 50). Question 50 addressed Article 23 stating that the Deans of the Foreign Affairs Office should work closely with their local authorities for the administration of the foreign experts. There were 56% (5) of the participants in their position for 4 years who were in the category of General Disagreement that Article 23 needed to be updated. For all groups, there were four questions (28, 30, 32, & 34) that had over 80% of the participants who were in the category of General Disagreement that the four Articles (12, 13, 14, & 15) needed to be updated.

Table 29

Years in Position in Relation to 38 Questions Seeking Level of Agreement -D+SD (n=10)

Years in Position			1 year (n=5)	2 years (n=33)	3 years (n=31)	4 years (n=8)
Level of Agreement			D+SD	D+SD	D+SD	D+SD
Q	Art.	Article description	% (f)	% (f)	% (f)	% (f)
28	12	Master Degree	100% (5)	94% (31)	90% (28)	88% (7)
30	13	Bachelor Degree	100% (5)	97% (32)	94% (29)	88% (7)
32	14	Assigned Adm.	100% (5)	100% (33)	87% (27)	100% (8)
34	15	FAO Establishment	100% (5)	97% (31)	94% (29)	75% (6)
36	16	Rules Formulation	75% (3)	85% (28)	87% (27)	75% (6)
50	23	FE Management	80% (4)	82% (27)	65% (20)	56% (5)
52	24	FAO Managing FE	80% (4)	82% (27)	77% (24)	63% (5)
54	25	FE Contract	80% (4)	97% (32)	90% (28)	63% (5)
66	29	Class Observations	60% (3)	91% (29)	74% (23)	63% (5)
74	33	Excellence Award	60% (3)	88% (29)	77% (24)	63% (5)
76	34	Religious Freedom	60% (3)	94% (31)	79% (23)	75% (6)

Table 30 reveals that there were nine of the 38 questions seeking the level of agreement that were responded to differently by the Deans in the position for different years. An explanation of the data for these questions follows:

- a. Question 18 addressed Article 5 which states the need for a flexible principle for employing the different foreign professionals. Question 18 had 56% (5) of the participants in their position for four years who were in General Disagreement that Article 5 needed to be updated compared to 25% (1), 30% (10), and 20% (6) of the participants in each of the remaining categories of the years in position (1 year, 2 year, & 3 years) who were in General Disagreement that Article 5 needed to be updated.
- b. Question 56 addressed Article 26 which states the need to keep the foreign experts informed. Question 56 had exactly 50% (4) of the participants in their position for four years were in General Disagreement that Article 26 needed to be updated compared to

80% (4), 73% (24), and 71% (22) of the participants in each of the remaining categories of years in position (1 year, 2 years, & 3 years) who were in General Disagreement that Article 26 needed to be updated.

- c. Question 58 addressed Article 27 which states the need to count-attack the opposing views of the foreign experts. Question 60 had 44% (4) of the participants in their position for four years who were in General Disagreement compared to 100% (5), 88% (29), and 81% (25) of the remaining participants in each of the remaining categories of years in position who were in General Disagreement that Article 27 needed to be updated.
- d. Question 60 addressed Article 28 which states the need for the Registrar to be responsible for the teaching affairs of the foreign experts. Question 60 had 58% (19) of the participants in their position for two year and 55% (17) of those in position for three years who were in General Disagreement that Article 28 needed to be updated compared to 40% (2) of the participants in position for one year and 44% (4) of those in position for four years who were in General Disagreement that Article 28 needed to be updated.
Article 28 states
- e. Question 62 addressed Article 29 Section 1 which states the need to assign a Chinese partner for each of the foreign experts. Question 62 had 44% (4) of the participants in their position for four years who were in General Disagreement compared to over 73% of the participants in each of the remaining categories of years in position (1 year, 2 years, & 3 years) who were in General Disagreement that Article 29 needed to be updated.
- f. Question 68 addressed Article 30 which sates the needs for Chinese students and teachers to keep a friendly relationship with the foreign experts. No participant in the

position for one year and 44% (4) of those in the position for four years were in General Disagreement compared to 73% of the participants in the position for two years and 67% (20) of those in the position for three years were in General Disagreement that Article 30 needed to be updated.

- g. Question 72 addressed Article 32 which states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts. Question 72 had 40% (2) of the participants in their position for one year and 33% (3) of those in their position for four years who were in General Disagreement compared to 52% (17) of the participants in their position for two years and 53% (16) of those in their position for three years who were in General Disagreement that Article 32 needed to be updated.
- h. Question 78 addressed Article 35 which states that the foreign experts should not conduct irrelevant activities outside their teaching responsibilities. Question 78 had 40% (2) of the participants in their position for one year were in General Disagreement compared to over 75% (6) of the participants in each of the remaining categories of years in position (2 years, 3 years, & years) who were in General Disagreement that Article 35 needed to be updated.
- i. Question 80 addressed Article 36 which states the need for foreign experts to seek permission before they conduct field surveys. Question 80 had 40% (2) of the participants in their position for one and 44% (2) of those in their position for four years who were in General Disagreement compared to 64% of the participants in their position for two and 67% (20) of those in their position for three years who were in General Disagreement that Article 36 needed to be updated.

Table 30
Years in Position in Relation to 38 Questions Seeking Level of Agreement (Differences, n=9)

Years in Position			1 year (n=5)	2 years (n=33)	3 years (n=31)	4 years (n=8)
Levels of agreement			D+SD	D+SD	D+SD	D+SD
Q	Art.	Article description	% (f)	% (f)	% (f)	% (f)
18	5	Flexible Employment	25% (1)	30% (10)	20% (6)	56% (5)
56	26	Informing FE	80% (4)	73% (24)	71% (22)	50% (4)
58	27	Opposing Views	100% (5)	88% (29)	81% (25)	44% (4)
60	28	Registrar	40% (2)	58% (19)	55% (17)	44% (4)
62	29.1	Chinese Partners	80% (4)	97% (32)	74% (23)	44% (4)
68	30	Friendly Relationship	0% (0)	73% (24)	67% (20)	44% (4)
72	32	Priority to Chinese	40% (2)	52% (17)	53% (16)	33% (3)
78	35	Irrelevant Activities	40% (2)	85% (28)	77% (23)	75% (6)
80	36	Seeking Permission	40% (2)	64% (21)	67% (20)	44% (4)

Student size. Student size was a variable of interest in this study, and was represented by three categories: (a) under 20,000, (b) 20,000-30,000, and (c) 30, 001- 50, 000. As for student size in relation to the 38 questions that sought the participant's perceptions regarding the level of agreement with the 37 individual articles of the national policy--the 1991 Provision, the data showed that, regardless of the student size of the institutions, 18 of the 38 questions had over 50% of the participants who were in General Agreement that the 18 articles needed to be updated (Table 31), and 12 questions had over 50% of the participants who were in General Disagreement that 12 articles needed to be updated (Table 32). Table 31 reveals that in the group of 18 of the 38 questions seeking the level of agreement, across three categories of student size, the lowest percentage of the participants in General Agreement was 53% (Question 38). Question 38 addressed Article 17 that states the need for providing the foreign experts with appropriate living conditions, and had 53% (29) of the participants in the institutions that had fewer than 20,000 students who were in General Agreement that Article 17 needed to be updated.

Table 31

Student size in Relation to 38 Questions Seeking Level of Agreement-SA+A (n=18)

Student Size			Under 20,000	20,000-30,000	30,001-50,000
n			n=58	n=42	n=14
Levels of agreement			SA+A	SA+A	SA+A
Q	Art.	Article description	% (f)	% (f)	% (f)
13	1	Important Channel	84% (47)	90% (36)	92% (11)
14	2	Benefit	73% (41)	78% (31)	93% (13)
15	3	Serving the needs	71% (39)	93% (37)	93% (13)
17	4	Enhancement of FE	75% (41)	83% (33)	79% (11)
19	6	Field of Employment	75% (41)	98% (41)	100% (14)
20	7	FE for training	75% (41)	95% (40)	93% (13)
22	8	Teaching Content	91% (52)	98% (41)	100% (14)
24	9	Direction of Marxism	89% (51)	98% (40)	93% (13)
26	10	Teaching Principles	83% (44)	97% (38)	92% (12)
38	17	Living Condition	53% (29)	88% (35)	93% (13)
40	18	Employment Approval	82% (45)	95% (39)	100% (14)
42	19	First Timer Employer	77% (41)	98% (39)	92% (12)
44	20	Report to Authorities	80% (45)	100% (39)	100% (14)
46	21	Examination of FE	75% (41)	95% (40)	100% (14)
48	22	FE Evaluation	80% (45)	100% (40)	100% (14)
64	29.2	Foreign Text	89% (51)	88% (37)	93% (13)
70	31	Designated Material	75% (43)	95% (40)	100% (14)
82	37	Employment Need	81% (46)	85% (34)	100% (13)

Table 32 notes that 12 of the 38 questions seeking the level of agreement, across the three categories of the student size, the lowest percentage of the participants in General Disagreement was 57% (Question 58). Question 58 addressed Article 27 that states the need for Chinese students and teachers to count-attack the opposite or provoking views of the foreign experts, and had 57% (8) of the participants in the institutions that had more than 30,000 students who were in General Disagreement that Article 27 needed to be updated. There were two questions (30 & 32) with over 80% of the participants from all the categories of student size who were in General Disagreement that articles 13 and 14 needed to be updated.

Table 32

Student size in Relation to 38 Questions Seeking Level of Agreement-D+SD (n=12)

Student Size		Under 20,000	20,000-- 30,000	30,000- 50,000	
n		n=58	n=42	n=14	
Level of agreement		D+SD	D+SD	D+SD	
Q	Art.	Article description	% (f)	% (f)	% (f)
28	12	FE Master Degree	95% (54)	86% (36)	93% (13)
30	13	FE Bachelor Degree	96% (55)	95% (40)	93% (13)
32	14	Assigned Adm.	93% (53)	100% (42)	93% (13)
34	15	Establishment of FAO	96% (54)	88% (37)	86% (12)
36	16	Formulation of Rules	89% (50)	73% (29)	79% (11)
52	24	FAO Managing FE	86% (49)	66% (27)	79% (11)
54	25	FE Contract	96% (55)	83% (35)	86% (12)
58	27	Opposing Views	89% (51)	71% (29)	57% (8)
62	29.1	Chinese Partners	93% (53)	64% (27)	79% (11)
66	29.3	Class Observations	89% (51)	63% (26)	64% (9)
74	33	Excellence Award	93% (53)	67% (28)	64% (9)
76	34	Religious Freedom	96% (54)	73% (30)	79% (11)

Table 33 notes that of the 38 questions seeking the level of agreement, eight were responded to differently by the participants in institutions with different student size. An explanation of the data for these eight questions follows:

- a. Question 18 addressed Article 5 which states the need to have a flexible principle to employ different foreign professionals. Question 18 had 57% (8) of the participants in the institutions that had 30,000 to 50,000 students who were in General Disagreement that Article 5 needed to be updated, while 31% (17) of the participants in the institutions that had fewer than 20,000 students, and 35% (14) of the participants in the institutions that had 20,000 to 30,000 students were in General Disagreement that Article 5 needed to be updated.
- b. Question 50 addressed Article 23 which states the need for Deans to work closely with the local authorities regarding the management of foreign experts. Question 50 had

exactly 50% (7) of the participants in the institutions that had 30,001 to 50,000 students who were in General Disagreement that Article 23 needed to be updated, compared to 86% (49) of the participants in the institutions that had fewer than 20,000 students and 55% (23) of the participants in the institutions that had 20,000 to 30,000 students who were in General Disagreement that Article 23 needed to be updated.

- c. Question 56 addressed Article 26 which states the need to keep the foreign experts informed. Question 56 had exactly 50% (7) of the participants in the institutions that had 30,001 to 50,000 students who were in General Disagreement that Article 26 needed to be updated, compared to 84% (48) of participants in the institutions that had fewer than 20,000 students and 64% (27) of the participants in the institutions that had 20,000-30,000 students who were in General Disagreement that Article 26 needed to be updated.
- d. Question 60 addressed Article 28 which states the responsibilities of the Registrar. Question 60 had 48% (20) of the participants in the institutions that had 20,001 to 30,000 students who were in General Disagreement that Article 28 needed to be updated compared to over 52% of the participants in each of the remaining categories of the institutions that had fewer than 20,000 students and 30,001 to 50,000 student who were in General Disagreement that Article 28 needed to be updated.
- e. Question 68 addressed Article 30 states the needs to keep a friendly relationship with the foreign experts. Question 68 had 84% (48) of the participants in the institutions that had fewer than 20,000 students who were in General Disagreement that Article 30 needed to be updated compared to less than 37% of the participants in each the remaining two institutions that had 20,000 to 30,000, and 30,001 to 50,000 students who were in General Disagreement that Article 30 needed to be updated.

- f. Question 72 addressed Article 32 which states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts. Question 72 had 74% (42) of the participants in the institutions that had fewer than 20,000 students who were in General Disagreement that Article 32 needed to be updated compared to less than 23% of the participants in each of the remaining two institutions that had 20,000-30,000 students, and 30,001-50,000 students who were in General Disagreement that Article 32 needed to be updated.
- g. Question 80 addressed Article 36 which states the need for foreign experts to seek for permission when they conduct field survey. Question 80 had 82% (47) of the participants in the institutions that had fewer than 20,000 students who were in General Disagreement that Article 36 needed to be updated compared to less than 49% of the participants in each of the two remaining institutions were in General Disagreement that Article 36 needed to be updated.
- h. Question 78 which addressed Article 35 which states that foreign experts should not conduct irrelevant activities outside their teaching responsibilities. Question 78 had 43 % (6) of the participants in the institutions that had 30,001 to 50,000 students who were in General Disagreement that Article 35 needed to be updated compared to over 68% of the participants in each of the remaining institutions who were in General Disagreement that Article 35 needed to be updated.

Table 33

Student size in Relation to 38 Questions Seeking Level of Agreement - Differences (n=8)

Student Size			Under 20,000	20,000--30,000	30,001-50,000
n			n=58	n=42	n=14
Levels of agreement			D+SD	D+SD	D+SD
Q	Art.	Article description	% (f)	% (f)	% (f)
18	5	Employing accordingly	31% (17)	35% (14)	57% (8)
50	23	FE Management	86% (49)	55% (23)	50% (7)
56	26	Informing FE	84% (48)	64% (27)	50% (7)
60	28	Provost Responsibilities	53% (30)	48% (20)	57% (8)
68	30	Friendly Relationship	84% (48)	35% (14)	36% (5)
72	32	Priority to Chinese	74% (42)	22% (9)	7% (1)
80	36	Seeking Permission	82% (47)	48% (19)	14% (2)
78	35	Irrelevant Activities	95% (53)	69% (29)	43% (6)

Number of foreign experts employed. The number of foreign experts employed was also a variable of interest in this study, and was represented by four categories: (a) 10, (b) 10-20, (c) 21-30, and (d) above 30 foreign experts. The data showed that, regardless of the number of the foreign experts employed by the different institutions, 18 of the 38 questions had over 50% of the participants who were in General Agreement that 18 articles needed to be updated (Table 34); and 15 questions had over 50% of the participants being in General Disagreement that the 14 articles needed to be updated (Table 35).

Table 34 reveals that 18 of the 38 questions seeking the level of agreement, across the four categories of the number of foreign experts currently employed, the lowest percentage of the participants being in General Agreement was 60% (Question 18). Question 18 addressed Article 5 that states the need for a flexible principle to employ foreign expert, and had 60% (12) of the participants in the institutions that employed 21-30 foreign experts who were in General Agreement that Article 5 needed to be updated. And there were four questions (Questions 13,

22, 26, & 40) that had over % of the participants from all categories of the number of foreign experts employed who were in General Agreement that Articles (1, 8, 10, & 18) needed to be updated.

Table 34

of Foreign Experts in Relation to 38 Questions Seeking Level of Agreement SA +A (n=18)

Size			Under 10 (n=52)	10-20 (n=18)	21-30 (n=21)	Above 30 (n=13)
Levels of Agreement			SA+A	SA+A	SA+A	SA+A
Q	Art.	Article description	% (f)	% (f)	% (f)	% (f)
13	1	Important Channel	82% (42)	94% (16)	86% (18)	100% (11)
14	2	Benefit	73% (37)	78% (14)	72% (13)	100% (13)
15	3	Serving the needs	68% (34)	100% (18)	89% (17)	100% (13)
17	4	Enhancement	76% (38)	76% (13)	79% (15)	100% (13)
18	5	Flexibility	70% (35)	71% (12)	60% (12)	62% (8)
19	6	Employment Field	74% (37)	89% (16)	100% (17)	100% (13)
20	7	FE for training	70% (35)	94% (17)	100% (13)	100% (13)
22	8	Teaching Content	88% (46)	100% (18)	100% (13)	100% (13)
26	10	Principles	80% (39)	100% (16)	100% (15)	100% (13)
40	18	Approval	80% (40)	100% (18)	89% (17)	100% (13)
42	19	First Employer	76% (37)	94% (16)	100% (18)	92% (11)
44	20	Report Authorities	78% (40)	100% (17)	100% (17)	100% (13)
46	21	Examination of FE	74% (37)	100% (18)	94% (15)	100% (13)
48	22	FE Evaluation	78% (40)	100% (17)	100% (16)	100% (13)
64	29	Foreign Text	90% (47)	83% (15)	78% (7)	92% (12)
70	31	Materials	75% (39)	89% (16)	100% (3)	100% (13)
82	37	Employment Need	79% (41)	81% (13)	81% (13)	100% (13)

Table 35 notes that of the 15 of the 38 questions seeking the level of agreement as to whether the participants agreed that each Article needed to be updated, across the four categories of the number of foreign experts employed, the lowest percentage of participants being in General Disagreement was 56% (Question 74). Question 74 addressed Article 33 stating the need to grant the Excellence Award to foreign experts and had 56% (10) of the participants in the institutions that employed 10-20 foreign experts who were in General Disagreement that Article 33 needed to be updated. And there were five questions (28, 30, 32,

34, & 54) that have over 80% of the participants from all the four categories of the number of foreign experts employed who were in General Disagreement that five Articles (12, 13, 14, 15, & 25) they addressed respectively needed to be updated.

Table 35

of Foreign Experts in Relation to 38 Questions Seeking Level of Agreement -D+SD (n=15)

Number of FE			Under 10 (n=52)	10-20 (n=18)	21-30 (n=21)	Above 30 (n=13)
Level of agreement			D+SD	D+SD	D+SD	D+SD
Q	Art.	Article description	% (f)	% (f)	% (f)	% (f)
28	12	FE Master Degree	94% (49)	89% (16)	90% (18)	92% (12)
30	13	Bachelor Degree	96% (50)	100% (18)	86% (18)	100% (13)
32	14	Assigned Adm.	92% (48)	100% (18)	95% (20)	100% (13)
34	15	Establishment FAO	94% (48)	83% (15)	90% (19)	92% (12)
36	16	Formulation Rules	88% (45)	67% (12)	84% (16)	92% (12)
50	23	FE Management	85% (44)	67% (12)	63% (12)	54% (7)
52	24	FAO Managing FE	81% (42)	72% (13)	79% (15)	92% (12)
54	25	FE Contract	96% (50)	83% (15)	85% (17)	100% (13)
56	26	Informing FE	83% (43)	67% (12)	71% (12)	69% (9)
58	27	Opposing Views	88% (46)	61% (11)	75% (15)	69% (9)
62	29.1	Chinese Partners	90% (47)	61% (11)	71% (15)	85% (11)
66	29.3	Class Observations	88% (46)	61% (11)	62% (13)	75% (9)
74	33	Excellence Award	94% (49)	56% (10)	82% (14)	77% (10)
76	34	Religious Freedom	96% (49)	71% (12)	70% (14)	92% (12)
78	35	Irrelevant Acts	94% (49)	67% (12)	75% (15)	69% (9)

Table 36 reveals that there were five of the 38 questions seeking the level of agreement that were responded to differently by the four categories of the number foreign experts. Each of the five questions is explain as follows:

- a. Question 38 addressed Article 17 which states the need to provide appropriate living conditions to the foreign experts. Question 38 had exactly 50% (25) of the participants in institutions that employed fewer than 10 foreign experts who were in General Agreement that Article 17 needed to be updated compared to over 83% of the participants in each of the remaining categories of the number of foreign expert

employed (10-20, 21-30, & above 30) who were in General Agreement that Article 17 needed to be updated.

- b. Question 60 addressed Article 28 which states that teaching affairs are the responsibilities of the Registrar. Question 60 had 56% (10) of the participants in institutions that employed 10-20 foreign experts who were in General Agreement that Article 28 needed to be updated compared to less than 51% of the participants in each of the remaining categories of the number of foreign experts employed (under 10, 21-30, & above 30) who were in General Agreement that Article 28 needed to be updated.
- c. Question 68 addressed Article 30 which states the need to for Chinese students and teachers to have a friendly relationship with the foreign experts, Question 68 had 10% (5) of the participants in institutions that employed fewer than 10 foreign experts and 46% (6) of the participants in institutions that employed more than 30 foreign experts who were in General Agreement that Article 28 needed to be updated compared to over 70% of the participants in each of the remaining two categories (10-20, and 21-30) who were in General Agreement that Article 30 needed to be updated.
- d. Question 72 addressed Article 32 which states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts. Question 72 had 9% (10) of the participants in institutions that employed fewer than 10 foreign experts who were in General Agreement that Article 32 needed to be updated compared to over 56% of the participants in each of the remaining categories of the number of foreign experts employed (10-20, 21-30, & above 31) who were in General Agreement that Article 32 needed to be updated.

- e. Question 80 addressed Article 36 which states the need for foreign experts to seek permission before they conduct field surveys. Question 80 had 15% (8) of the participants in institutions that employed fewer than 10 foreign experts who were in General Agreement that Article 36 needed to be updated compared to over 52% of the participants in each of the categories of the number of foreign experts employed (10-20, 21-30, & above 30) who were in General Agreement that Article 32 needed to be updated.

Table 36

of Foreign Experts in Relation to 38 Questions –Differences(n=5)

#FE			Under 10		10-20		21-30		Above 30	
			(n=52)		(n=18)		(n=21)		(n=13)	
Level of agreement			SA+A		SA+A		SA+A		SA+A	
Q	Art.	Article description	%	(f)	%	(f)	%	(f)	%	(f)
38	17	Living Condition	50%	(25)	89%	(16)	84%	(16)	85%	(11)
60	28	Registrar	48%	(25)	56%	(10)	50%	(10)	15%	(2)
68	30	Friendly Relationship	10%	(5)	71%	(12)	79%	(15)	46%	(6)
72	32	Priority to Chinese	19%	(10)	94%	(16)	57%	(8)	85%	(11)
80	36	Seeking Permission	15%	(8)	53%	(9)	56%	(10)	54%	(7)

Number of foreign experts needed. The Number of foreign experts needed was another variable of interest in this study and was represented by three categories: (a) under 20, (b) 20-40, and (c) 41-60 foreign experts needed. The data showed that, regardless of the number of the foreign experts needed by the different institutions, 18 of the 38 questions had over 50% responses being in the category of General Agreement (Table 37); and 16 questions had over 50% responses being in the second general category of General Disagreement (Table 38).

Table 37 reveals that in the group of 18 of the 38 questions seeking the level of agreement, across the four categories of the number of foreign experts needed, the lowest percentage of the participants being in General Agreement was 53% (Question 38). Question 38

addressed Article 17 stating the need to provide the appropriate living conditions for the foreign experts and had 53% (30) of the participants in the institutions that needed fewer than 20 foreign experts who were in General Agreement that Article 17 needed to be updated. And there were eight questions (questions 13, 22, 24, 26, 40, 44, 48, & 64) that had over 80% of the participants from each of the three categories of the foreign experts needed who were in General Agreement that the eight Articles (1, 8, 10, 11, 18, 20, 22, & 29.2) needed to be updated.

Table 37

of FE Needed in Relation to 38 Questions Seeking Level of Agreement –SA+A (n=18)

#FE needed			Under 20 (n=59)	20---40 (n=32)	41-60 (n=8)
Level of agreement			SA+A	SA+A	SA+A
Q	Art.	Article description	% (f)	% (f)	% (f)
13	1	Important Channel	84% (49)	90% (28)	86% (6)
14	2	Benefit	74% (43)	77% (24)	100% (8)
15	3	Serving the needs	74% (42)	94% (29)	100% (8)
17	4	Enhancement of FE	79% (45)	73% (22)	100% (8)
19	6	Field of Employment	75% (43)	97% (31)	100% (8)
20	7	FE for training	72% (41)	100% (32)	100% (8)
22	8	Teaching Content	90% (53)	100% (32)	100% (8)
24	10	Direction of Marxism	88% (52)	100% (32)	88% (7)
26	11	Teaching Principles	82% (47)	100% (28)	100% (8)
38	17	Living Condition	53% (30)	90% (28)	75% (6)
40	18	Employment Approval	82% (47)	94% (30)	100% (8)
42	19	First Timer Employer	77% (43)	97% (30)	100% (7)
44	20	Report to Authorities	81% (47)	100% (30)	100% (8)
46	21	Examination of FE	77% (44)	97% (31)	100% (8)
48	22	FE Evaluation	81% (47)	100% (31)	100% (8)
64	29.2	Foreign Text	88% (52)	91% (29)	88% (7)
70	31	Designated Material	75% (44)	100% (32)	100% (8)
82	37	Employment Need	76% (45)	90% (27)	100% (8)

Table 38 notes that 16 of the 38 questions seeking the level of agreement, across the three categories of the number of foreign experts needed, the lowest percentage of responses

in the general category of General Disagreement was 51% (Question 60). Question 60 addressed Article 28 stating that the Registrar's responsibility should be in charge of the teaching of the foreign experts, and had 51% (30) of the participants in the institutions that needed fewer than 20 foreign experts who were in General Disagreement that Article 28 needed to be updated. And there were five questions (Questions 30, 32, 34, 36, & 54) that had over 80% of the participants from each of the three categories of the number of the foreign experts needed who were in General Disagreement that the five Articles (13, 14, 15, 16, & 25) needed to be updated.

Table 38

of FE Needed in Relation to 38 Questions Seeking Level of Agreement-D+SD (n=16)

			Under 20 (n=59)	20---40 (n=32)	41-60 (n=8)
Level of agreement			D+SD	D+SD	D+SD
Q	Art.	Article description	% (f)	% (f)	% (f)
28	12	FE Master Degree	92% (54)	94% (30)	88% (7)
30	13	FE Bachelor Degree	97% (57)	94% (30)	100% (8)
32	14	Assigned Adm.	93% (55)	97% (31)	100% (8)
34	15	Establishment FAO	93% (54)	88% (28)	88% (7)
36	16	Formulation of Rules	84% (49)	81% (25)	88% (7)
50	23	FE Management	81% (48)	59% (19)	63% (5)
52	24	FAO Managing FE	78% (46)	81% (26)	88% (7)
54	25	FE Contract	95% (56)	84% (27)	100% (8)
56	26	Informing FE	80% (47)	63% (20)	63% (5)
58	27	Opposing Views	83% (49)	69% (22)	75% (6)
60	28	Registrar	51% (30)	56% (18)	63% (5)
62	29.1	Chinese Partners	83% (49)	78% (25)	88% (7)
66	29.3	Class Observations	85% (50)	68% (21)	75% (6)
74	33	Excellence Award	86% (51)	72% (23)	63% (5)
76	34	Religious Freedom	91% (53)	74% (23)	88% (7)
78	35	Irrelevant Activities	90% (53)	69% (22)	63% (5)

Table 39 shows that four of the 38 questions seeking the level of agreement were responded to differently by the participants in institution that needed different numbers of the foreign experts. These differences are explained as follows.

- a. Question 18 addressed Article 5 which states the need for a flexible principle to employ different foreign professional. Question 18 had 38% (3) of the participants in institutions that needed 41-60 foreign experts were in General Agreement that Article 5 needed to be updated compared to more than 62% of the participants in each of the remaining categories of the number of foreign experts needed (under 20, & 20-40) who were in General Agreement that Article 5 needed to be updated.
- b. Question 68 addressed Article 30 which states the need for Chinese students and teachers to have friendly relationship with the foreign experts. Question 68 had 74% of the participants in institutions that needed 20-40 foreign experts who were in General Agreement that Article 30 needed to be updated compared to respectively 17% (4) and 50% (10) of the participants from each of the two remaining categories (under 20, & 41-60) who were in General Agreement that Article 30 needed to be updated.
- c. Question 72 addressed Article 32 which states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts. Question 72 had 27% (16) of the participants in institutions that needed less than foreign experts who were in General Agreement that Article 32 needed to be updated compared to more than 87 % (27) and 63% (5) of the participants respectively in each of the two remaining categories (20-40, & 41-60) of the number of foreign experts needed who were in General Agreement that Article 5 needed to be updated.

- d. Question 80 addressed Article 36 which states the need for foreign experts to seek permission when they conduct field surveys. Question 80 had 20% (12) of the participants in institutions that needed fewer than 20 foreign experts who were in General Agreement that Article 36 needed to be updated compared to over 54% the participants in each of the two remaining categories of the number of foreign experts needed (20-40, & 41-60) who were in General Agreement that Article 36 needed to be updated.

Table 39

of FE Needed in Relation to 38 Questions Seeking Level of Agreement -Differences (n=4)

FE# needed			Under 20 (n=59)	20-40 (n=32)	41-60 (n=8)
Level of agreement			SA+A	SA+A	SA+A
Q	Art.	Article description	% (n)	% (n)	% (n)
18	5	Flexible Employment	72% (41)	63% (19)	38% (3)
68	30	Friendly Relationship	17% (10)	74% (23)	50% (4)
72	32	Priority to Chinese	27% (16)	87% (27)	63% (5)
80	36	Seeking Permission	20% (12)	55% (17)	63% (5)

Institution location. Locale was also a variable of interest in this study. Institution location was represented by six categories: (a) Central South China (CS), (b) East China (EC), (c) North China (NC), (d) Northeast China (NE), (e) Northwest China (NW), and (f) Southwest China (SW). The data showed that regardless of all the six categories of the location 18 of the 38 questions had over 50% of the participants in General Agreement (Table 40) and 16 questions had over 50% of the participants in General Disagreement (Table 41).

Table 40 reveals that 18 of the 38 questions seeking the level of agreement, across all the six categories of the institution locale; the lowest percentage of the participants being in the category of General Agreement was 58% (Question 15). Question 15 addressed Article 3 that states the need to employ foreign experts to serve the needs of the Chinese people and had 58%

(7) of the participants in the institutions from Northeast China who were in General Agreement that Article 3 needed to be updated. And there were there questions (Questions 22, 24, & 26) that had over 80% of the participants from each of the six categories of the institution locations who were in General Agreement that the three Articles (8, 9, & 10) needed to be updated.

Table 40

Locale in Relation to 38 Questions Seeking the level of Agreement SA+A (n=18)

Locale			CS (n=13)	EC(n=29)	NC(n=32)
Level of Agreement			SA+A	SA+A	SA+A
Q	Art.	Article description	% (n)	% (n)	% (n)
13	1	Important Channel	92% (12)	80% (20)	88% (28)
14	2	Benefit	92% (11)	77% (20)	75% (24)
15	3	Serving the needs	100% (12)	73% (19)	81% (26)
17	5	Enhancement of FE	92% (11)	65% (17)	84% (27)
19	7	Field of Employment	92% (12)	88% (23)	81% (26)
20	8	FE for training	92% (12)	93% (25)	78% (25)
22	9	Teaching Content	92% (12)	100% (28)	88% (28)
24	10	Direction of Marxism	92% (11)	96% (27)	84% (27)
26	11	Teaching Principles	92% (11)	96% (22)	84% (27)
38	17	Living Condition	83% (10)	77% (20)	66% (21)
40	18	Employment Approval	100% (13)	88% (22)	81% (26)
42	19	First Timer Employer	100% (13)	79% (19)	80% (24)
44	20	Report to Authorities	100% (12)	88% (22)	84% (27)
46	21	Examination of FE	92% (12)	88% (23)	78% (25)
48	22	FE Evaluation	100% (13)	92% (23)	84% (27)
64	29.2	Foreign Text	92% (12)	79% (22)	91% (29)
70	31	Designated Material	77% (10)	86% (24)	78% (25)
82	37	Employment Need	77% (10)	88% (23)	90% (28)

Table 40 (continued)

Locale			NE(n=12)	NW(n=15)	SW(n=15)
Level of Agreement			SA+A	SA+A	SA+A
Q	Art.	Article description	% (n)	% (n)	% (n)
13	1	Important Channel	67% (8)	100% (13)	100% (14)
14	2	Benefit	58% (7)	93% (13)	73% (11)
15	3	Serving the needs	58% (7)	93% (13)	93% (13)
17	5	Enhancement of FE	67% (8)	80% (12)	85% (11)
19	7	Field of Employment	83% (10)	87% (13)	93% (13)
20	8	FE for training	75% (9)	73% (11)	100% (14)
22	9	Teaching Content	92% (11)	100% (15)	100% (15)
24	10	Direction of Marxism	92% (11)	100% (15)	100% (15)
26	11	Teaching Principles	83% (10)	86% (12)	100% (13)
38	17	Living Condition	58% (7)	80% (12)	64% (9)
40	18	Employment Approval	92% (11)	93% (14)	93% (13)
42	19	First Timer Employer	92% (11)	100% (14)	86% (12)
44	20	Report to Authorities	92% (11)	100% (14)	87% (13)
46	21	Examination of FE	83% (10)	93% (14)	86% (12)
48	22	FE Evaluation	83% (10)	100% (14)	87% (13)
64	29.2	Foreign Text	92% (11)	93% (14)	93% (14)
70	31	Designated Material	92% (11)	93% (14)	100% (15)
82	37	Employment Need	92% (11)	93% (13)	60% (9)

Table 41 notes that 16 of the 38 questions seeking the level of agreement, across the six categories of the locale, the lowest percentage of the participants being in the category of General Disagreement was 53% (Question 68). Question 68 addressed Article 30 that states the need for Chinese students and teachers to keep a friendly relationship with the foreign and had 53% of the participants in the institutions from Southwest China who were in General Disagreement that Article 30 needed to be updated. And there were five questions (Questions 28, 30, 32, 34, & 54) that had over 80% of the participant from all the categories of the institution's locale who were in General Disagreement that Articles (12, 13, 14, 15, & 25) needed to be updated.

Table 41

Locale in Relation to 38 Questions Seeking the Levels of Agreement-D+SD (n=16)

Locale			CS (n=13)		EC(n=29)		NC(n=32)	
Level of Agreement			D+SD		D+SD		D+SD	
Q	Art.	Article description	%	(n)	%	(n)	%	(n)
28	12	FE Master Degree	92%	(12)	89%	(25)	97%	(31)
30	13	FE Bachelor Degree	92%	(12)	93%	(26)	94%	(30)
32	14	Assigned Adm.	100%	(13)	89%	(25)	97%	(31)
34	15	Establishment of FAO	100%	(13)	89%	(24)	97%	(31)
36	16	Formulation of Rules	92%	(11)	72%	(18)	81%	(26)
50	23	FE Management	69%	(9)	64%	(18)	72%	(23)
52	24	FAO Managing FE	69%	(9)	89%	(24)	69%	(22)
54	25	FE Contract	92%	(12)	93%	(26)	94%	(30)
56	26	Informing FE	85%	(11)	67%	(18)	81%	(26)
58	27	Opposing Views	77%	(10)	85%	(23)	72%	(23)
62	29.1	Chinese Partners	69%	(9)	86%	(24)	78%	(25)
66	29.3	Class Observations	54%	(7)	86%	(24)	75%	(24)
68	30	Friendly Relationship	62%	(8)	65%	(17)	56%	(18)
74	33	Excellence Award	77%	(10)	79%	(22)	84%	(27)
76	34	Religious Freedom	85%	(11)	93%	(25)	90%	(28)
78	35	Irrelevant Activities	92%	(12)	75%	(21)	81%	(26)
28	12	FE Master Degree	83%	(10)	93%	(14)	87%	(13)
30	13	FE Bachelor Degree	100%	(12)	100%	(15)	100%	(15)
32	14	Assigned Adm.	92%	(11)	100%	(15)	100%	(15)
34	15	Establishment of FAO	92%	(11)	87%	(13)	86%	(12)
36	16	Formulation of Rules	83%	(10)	93%	(14)	73%	(11)
50	23	FE Management	67%	(8)	67%	(10)	80%	(12)
52	24	FAO Managing FE	75%	(9)	80%	(12)	87%	(13)
54	25	FE Contract	92%	(11)	87%	(13)	80%	(12)
56	26	Informing FE	67%	(8)	67%	(10)	67%	(10)
58	27	Opposing Views	67%	(8)	87%	(13)	87%	(13)
62	29.1	Chinese Partners	83%	(10)	73%	(11)	87%	(13)
66	29.3	Class Observations	82%	(9)	73%	(11)	80%	(12)
68	30	Friendly Relationship	58%	(7)	64%	(9)	53%	(8)
74	33	Excellence Award	75%	(9)	87%	(13)	73%	(11)
76	34	Religious Freedom	75%	(9)	79%	(11)	80%	(12)
78	35	Irrelevant Activities	82%	(9)	67%	(10)	80%	(12)

Table 42 shows that four of the 38 questions seeking the level of agreement were responded to differently by the participants in the institution of the six different locations. These four questions are described as follows.

- a. Question 18 addressed Article 5 which states the need for a flexible principle to employ different foreign professionals. Question 18 had exactly 50% (13) of the participants in institutions that are located in East China were in General Agreement that Article 5 needed to be updated compared to over 55% of the participants in each of the remaining categories of the locale (CS, NC, NE, NW, & SW) who were in General Agreement that Article 5 needed to be updated.
- b. Question 60 addressed Article 28 which states that the teaching of foreign experts should be the responsibility of the Registrar. Question 60 had over 53% of the participants in the institutions located in Central South and Northwest China who were in General Agreement that Article 28 needed to be updated compared to less than 51% of the participants in each of the remaining categories of the locale (EC, NC, NE, & SW) who were in General Agreement that Article 28 needed to be updated.
- c. Question 72 addressed Article 32 which states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts and had over 54% of the participants in the institutions located in East and North China who were in General Agreement that Article 32 needed to be updated compared to less than 51% of the participants in each of the remaining institutions of locale (CS, NE, NW, & SW) who were in General Agreement that Article 32 needed to be updated.
- d. Question 80 addressed Article 36 which states the need for the foreign experts to seek permission before they conduct field surveys. Question 80 had 58% (7) of the

participants in the institutions located in Northeast who were in General Agreement that Article 36 needed to be updated compared to less than 47% of the participants in each of the remaining categories of locale (CS, EC, NC, NW, & SW) who were in General Agreement that Article 36 needed to be updated.

Table 42

Locale in Relation to 38 Questions Seeking the level of Agreement -Difference (n=4)

Locale			CS (n=13)	EC(n=29)	NC(n=32)
Level of Agreement			SA+A	SA+A	SA+A
Q	Art.	Article description	% (n)	% (n)	% (n)
18	5	Flexible principle	83% (10)	50% (13)	58% (18)
60	28	Registrar	54% (7)	46% (13)	47% (15)
72	32	Priority to Chinese	38% (5)	59% (16)	63% (20)
80	36	Seeking Permission	46% (6)	44% (12)	28% (9)

Locale			NE(N=12)	NW(N=15)	SW(N=15)
Level of Agreement			SA+A	SA+A	SA+A
Q	Art.	Article description	% (n)	% (n)	% (n)
18	6	Flexible Principle	58% (7)	73% (11)	86% (12)
60	28	Registrar	50% (6)	60% (9)	33% (5)
72	32	Priority to Chinese	50% (6)	50% (7)	47% (7)
80	36	Seeking Permission	58% (7)	43% (6)	20% (3)

Institution type. Institution type was also a variable of interest in this study, and was represented by five categories: (a) adult (b) affiliated, (c) provincial, (d) special, and (e) vocational colleges and universities. As for the type of the institutions in relation to the 38 questions that sought participant's perceptions regarding their level of agreement with the 37 individual articles of the national policy--the 1991 Provision, the data showed that regardless of all the categories representing various locations, 18 of the 38 questions had over 50% the participants being in the category of General Agreement (Table 43), and 14 questions had over 50% of the participants being in the category of General Disagreement (Table 44).

Table 43 reveals that in 18 of the 38 questions, across all five categories of institution type; the lowest percentage of the participants being in the category of General Agreement was 63% (Question 38). Question 38 addressed Article 17 that states the need to provide the foreign experts with the appropriate living conditions and had 63% (22) of the participants from vocational institutions who were in General Agreement that Article 17 needed to be updated. And there were seven questions (Questions 13, 22, 24, 26, 44, 48, & 82) that had over 80% of the participants from all the five categories representing institution type who were in General Agreement that seven Articles (1, 8, 9, 10, 20, 22, & 37) needed to be updated.

Table 43

Institution Type and questions seeking agreement -SA+A (n=18)

Institution Type			Adult	Affiliated	Provincial	Special	Vocational
Number			n=10	n=9	n=38	n=22	n=37
Level of agreement			SA+A	SA+A	SA+A	SA+A	SA+A
Q	Art.	Description	% (n)	% (n)	% (n)	% (n)	% (n)
13	1	Channel	89% (8)	89% (8)	91% (32)	81% (17)	86% (30)
14	2	Benefit	80% (8)	89% (8)	75% (27)	86% (18)	71% (25)
15	3	the needs	90% (9)	89% (8)	78% (28)	86% (18)	79% (27)
17	5	Enhancement	80% (8)	100% (9)	80% (28)	73% (16)	74% (25)
19	7	Field	100% (10)	100% (9)	86% (32)	86% (19)	79% (27)
20	8	FE for training	90% (9)	100% (9)	78% (29)	100% (22)	77% (27)
22	9	Content	100% (10)	100% (9)	97% (36)	100% (22)	86% (32)
24	10	Marxism	100% (10)	89% (8)	95% (35)	95% (21)	89% (32)
26	11	Principles	90% (9)	100% (9)	91% (29)	90% (18)	86% (30)
38	17	Living	100% (10)	100% (9)	69% (24)	64% (14)	63% (22)
40	18	Approval	100% (10)	100% (9)	89% (32)	95% (21)	79% (27)
42	19	First Timer	100% (10)	100% (8)	76% (26)	95% (20)	85% (29)
44	20	To Authorities	100% (10)	100% (9)	91% (31)	91% (20)	83% (29)
46	21	Examination	80% (8)	100% (9)	86% (32)	86% (19)	82% (28)
48	22	FE Evaluation	100% (10)	100% (9)	94% (33)	86% (19)	83% (29)
64	29	Foreign Text	100% (10)	100% (9)	86% (32)	77% (17)	92% (34)
70	31	Material	90% (9)	100% (9)	89% (33)	86% (19)	78% (29)
82	37	Need	100% (10)	89% (8)	86% (30)	81% (17)	81% (29)

Note: Q=question, Art=Article, Description= Article description, S=Strongly, A=Agree.

Table 44 notes that in the group of 14 of the 38 questions seeking the participants' level of agreement, across all the five categories of the institution type, the lowest percentage of responses in the category of General Disagreement was 56%. Question 58 addressed Article 27 that states the need for Chinese students and teachers to count-attack the foreign experts opposing views, and had 56% (5) of the participants from affiliated institution who were in General Disagreement that Article 27 needed to be updated. Question 78 addressed Article 35 that requires foreign experts not to conduct irrelevant activities outside of their contract teaching responsibilities, and had 56% (5) of the participants from affiliated institutions who were in General Disagreement that Article 35 needed to be updated. And there were three questions that had over 80% of the participants from all the five categories representing institution type who were in General Disagreement that three Articles (12, 13, & 14) needed to be updated.

Table 44

<i>Institution Type and questions seeking agreement -D+SD(n=14)</i>												
Institution Type			Adult	Affiliated	Provincial	Special	Vocational					
Number			n=10	n=9	n=38	n=22	n=37					
Level of agreement			D+SD	D+SD	D+SD	D+SD	D+SD					
Q	Art.	Articles	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
28	12	Master	100%	(10)	89%	(8)	92%	(34)	91%	(20)	89%	(33)
30	13	Bachelor	90%	(9)	89%	(8)	97%	(36)	100%	(22)	95%	(35)
32	14	Administer	100%	(10)	89%	(8)	97%	(36)	100%	(22)	92%	(34)
34	15	FAO	90%	(9)	78%	(7)	86%	(32)	100%	(22)	97%	(34)
36	16	Rules	70%	(7)	67%	(6)	77%	(27)	91%	(20)	86%	(30)
52	24	Management	60%	(6)	78%	(7)	75%	(27)	91%	(20)	78%	(29)
54	25	FE Contract	80%	(8)	89%	(8)	89%	(33)	91%	(20)	95%	(35)
56	26	Informing FE	80%	(8)	67%	(6)	68%	(25)	68%	(15)	81%	(29)
58	27	Views	80%	(8)	56%	(5)	78%	(28)	82%	(18)	84%	(31)
62	29.1	Partners	90%	(9)	67%	(6)	84%	(31)	82%	(18)	76%	(28)
66	29.3	Observations	90%	(9)	67%	(6)	76%	(28)	64%	(14)	83%	(30)
74	33	Award	90%	(9)	78%	(7)	76%	(28)	73%	(16)	86%	(32)
76	34	Religion	100%	(10)	78%	(7)	83%	(30)	77%	(17)	91%	(32)
78	35	Irrelevancy	90%	(9)	56%	(5)	75%	(27)	82%	(18)	84%	(31)

Table 45 shows that six of the 38 questions sought the level of agreement and were responded to differently by the participants in the five types of institutions. These differences are explained as follows.

- a. Question 18 addressed Article 5 which states the need for a flexible principle to employ different foreign professionals. Question 18 had exactly 50% (5) of the participants in the adult institutions who were in General Agreement that Article 5 needed to be updated compared to over 55% of the participants in each of the remaining categories of the type of institutions (affiliate, provincial, special, & vocational) who were in General Agreement that Article 5 needed to be updated.
- b. Question 50 addressed Article 23 which states the need for Deans of the Foreign Affairs Office to work closely with the local authorities. Question 50 had 56% (5) of the participants in the affiliated institutions who were in General Agreement that Article 23 needed to be updated compared to less than 41% of the participants in each of the remaining categories of type of institutions (adult, special, provincial, & vocational institutions) who were in General Agreement that Article 23 needed to be updated.
- c. Question 60 addressed Article 28 which states that the teaching of foreign experts shall be the responsibility of the Registrar. Question 60 had 54% (20) of the participants in the vocational institutions who were in General Agreement that Article 28 needed to be updated compared to less than 51% of the participants in each of the remaining categories of the type of institution (adult, affiliated, provincial, & special institutions) who were in General Agreement that Article 28 needed to be updated.
- d. Question 68 addressed Article 30 which states the needs for Chinese people to be friendly with the foreign experts. Question 68 had over 59% of the participants in the

adult and affiliated institutions who were in General Agreement that Article 30 needed to be updated compared to less than 46% of the participants in each of the remaining categories of the type of institution (provincial, special, & vocational institutions) who were in General Agreement that Article 30 needed to be updated

- e. Question 72 addressed Article 32 which states that needs for the Chinese counterpart to have the priority when conduct cooperative research with the foreign experts. Question 72 had 33% (12) of the participants in the vocational institutions who were in General Agreement that Article 32 needed to be updated compared to over 54% of the participants in each of the remaining categories of the type of institution (adult, affiliated, provincial, & special) who were in General Agreement that Article 32 needed to be updated.
- f. Question 80 addressed Article 36 which states the need for the foreign experts to seek permission before they conduct field surveys. Question 80 had 67% (6) of the participants in the affiliated institutions who were in General Agreement that 36 articles needed to be updated compared to less than 39% of the participants in each of the remaining categories of the type of institution (adult, provincial, special, & vocational) who were in General Agreement that Article 36 needed to be updated. Article 36 states the need for the foreign experts to seek permission before they conduct field surveys.

Table 45

Institution Type and questions seeking agreement -Differences (n=6)

Institution Type			Adult	Affiliated	Provincial	Special	Vocational
Number			n=10	n=9	n=38	n=22	n=37
Level of agreement			SA+A	SA+A	SA+A	SA+A	SA+A
Q	Art.	Article	% (n)	% (n)	% (n)	% (n)	% (n)
18	6	Flexibility	50% (5)	56% (5)	69% (24)	68% (15)	65% (22)
50	23	Local Authority	40% (4)	56% (5)	27% (10)	32% (7)	24% (9)
60	28	Registrar	30% (3)	33% (3)	49% (18)	50% (11)	54% (20)
68	30	Friendship	60% (6)	67% (6)	40% (14)	45% (10)	25% (9)
72	32	Priority	80% (8)	89% (8)	58% (21)	55% (12)	33% (12)
80	36	Permission	30% (3)	67% (6)	40% (14)	36% (8)	32% (12)

Fourth Stage Data Analysis

The fourth and final stage of the data analysis examined the relationships between the nine demographic variables (Questions 1-9) and the 74 remaining questions that directly addressed the national policy--the 1991 Provision using Spearman rho correlations. Spearman rho correlation provides the magnitude and direction of the association between two variables that are at least ordinal level data (Salkind, 2009).

The strength of a relationship between two variables can be described with five general categories put forth by Salkind (2009). These five categories of relational strength are based upon the reported correlation coefficient or r . Salkind's five descriptions of relational strength are: (a) when the correlation coefficient r is between .8 and 1.0, the relationship between the two variables is described as very strong, (b) when r is between .6 and .8, the relationship is described as strong, (c) when r is between .4 and .6, the relationship is described as moderate, (d) when r is between .2 and .4, the relationship is described as weak, and when r is between .0 and .2, the relationship is described as very weak. According to Salkind, correlation coefficients can be better understood by calculating the "coefficient of determination". The coefficient of

determination is calculated by squaring the correlation coefficient (r^2). This study set the threshold for a statistically important relationship to be $r \geq .4$ ($r^2 \geq .16$) with an alpha level $< .05$ to determine statistical significance.

Correlation Analysis. Spearman rho correlation analysis was conducted with four demographic variables: (a), age, (b) the Dean's years in position, (c) number of foreign experts employed, and (d) the number of foreign experts needed. The Spearman rho correlation is appropriate for these four variables because the data collected for the last three variables were all ratio, and those for the variable of age were ordinal. The results of all Spearman rho analyses can be found in Appendix K.

Age. In this study, age was reported by the participants in one of the four categories: (a) under 30, (b) 30-40, (c) 41-50, and (d) above 50. Among the four categories, the first category generated no responses; therefore it was not included in this stage of the data analysis. The remaining categories were converted into rank orders in which 30-40 years old was noted as 1, 41-50 years old was noted as 2, and above 50 years old was noted as 3.

The first null hypothesis for this study addressed the variable of age. Null Hypothesis One was:

H_0 There are no statistically significant and statistically important relationships between the participants' age and their responses to each of the 74 questions seeking the participants' perceptions regarding their agreement with, and implementation of, the national policy--the 1991 Provision.

For all other questions except Question 63, the correlation coefficients were: $r < .4$, $p > .05$ which did not meet the threshold for statistical importance ($r \geq .4$) or statistical significance ($p < .05$). Therefore, the study failed to reject the Null Hypothesis One.

Year in position. Dean's year in position was a variable of interest in this study. Ratio level data were collected for this variable and used for calculating the Spearman correlation coefficient. The second null hypothesis for this study addressed the variable of years in position. Null Hypothesis Two was:

H₀ There are no statistically significant and statistically important relationships between participant's year in position and their responses to each of the 74 questions seeking the participants' perceptions regarding their agreement with, and implementation of, the national policy--the 1991 Provision.

Except for five questions (questions 28, 44, 52, 56, & 69), the remaining questions' correlation coefficient were: less than .4 ($r < .4$), and $p > .05$ which did not meet the threshold for statistical importance ($r \geq .4$) or statistical significance ($p < .05$). Therefore the study failed to reject the Null Hypothesis Two.

Number of foreign experts employed. The number of foreign experts employed was another variable for the Spearman rho analysis. Ratio level data were collected for this variable. The third null hypothesis for this study addressed the variable of number of foreign experts employed. Null Hypothesis Three was:

H₀ There are no statistically significant and statistically important relationships between the number of foreign experts employed and the participants' perceptions regarding to their agreement with, implementation of, the national policy- the 1991 Provision.

The data showed that the three results: (a) Question 68 addressed Article 30 which states the need for the Chinese students and teachers to have a friendly relationship with the foreign experts. The correlation coefficient was: $r = .477$, $r^2 = .23$, $p = .00$ which met the threshold for statistical importance ($r \geq .4$) and statistical significance ($p < .05$). Therefore the Null Hypothesis

Three was rejected. There was a statistically significant ($p < .05$) and statistically important ($r \geq .4$) relationship of moderate strength between the number of foreign experts employed and the participant perceptions regarding their agreement with Article 30 of the national policy--the 1991 Provision (Table 46).

(b) Question 72 addressed Article 32 which states the need to give the Chinese counterparts the priority when they conduct cooperative research with the foreign experts. The correlation coefficient was: $r = .477$, $r^2 = .23$ and $p = .00$ which met the threshold for statistical importance ($r \geq .4$) and statistical significance ($p < .05$). Therefore the Null Hypothesis Three was rejected. There was a statistically significant ($p < .05$) and statistically important ($r \geq .4$) relationship of moderate strength between the number of foreign experts employed and the participant perceptions regarding their agreement with Article 32 of the national policy--the 1991 Provision (Table 46).

(c) There were 15 questions (Questions 15, 24, 28, 38, 46, 50, 53, 54, 58, 64, 74, 76, 78, 80, & 82) that had the p values were all less than .05, which met the study threshold ($p < .05$) for statistical significance, although all r values for these questions were less than .40, which did not meet the study threshold ($r \geq .4$) for statistical importance. Therefore, this study failed to reject Null Hypothesis Three. There were no statistically significant and statistically important relationships between the number of foreign experts employed and the participants' perceptions regarding their agreement with these 15 questions. For the 57 remaining questions, the correlation coefficient were: $r < .4$, and $p > .05$ which did not meet the threshold for statistical importance ($r \geq .4$) or statistical significance ($p < .05$). Therefore the study failed to reject the Null Hypothesis Three for each of the 57 questions. There were no statistically significant and

statistically important relationships between the number of foreign experts employed and the participants' perceptions regarding their agreement with the 57 questions.

Table 46

Correlation between Number of FE and the responses to Questions 68 and 72

Question	Article	Article description	Strength	r	r^2	p
Q68	30	Friendly Relationship	moderate	.48	.23	.00
Q72	32	Chinese Priority	moderate	.52	.27	.00

Number of foreign experts needed. The number of foreign experts needed was the last variable of interest for this study. Ratio level data were collected and used for this analysis. The fourth null hypothesis for this study addressed the variable of the number of foreign experts needed. Null Hypothesis Four was:

H₀ There are no statistically significant and statistically important correlation relationships between the number of foreign experts needed and the participants' responses to the 74 questions seeking their perceptions regarding their agreement with, and implementation of, the national policy--the 1991 Provision.

The data showed the following three results. (a) Question 68 addressed Article 30 which states the need for the Chinese students and teachers to have a friendly relationship with the foreign experts. The correlation coefficient was: $r = .486$, $r^2 = .24$ and $p = .00$ which met the threshold for statistical importance ($r \geq .4$) and statistical significance ($p < .05$). Therefore Null Hypothesis Four was rejected. There was a statistically significant ($p < .05$) and statistically important ($r \geq .4$) relationship of moderate strength between the number of foreign experts employed and the participant perceptions regarding their agreement with Article 30 of the national policy--the 1991 Provision (Table 47). (b) Question 72 addressed Article 32 which states the need to give the Chinese counterparts the priority when they conduct cooperative

research with the foreign experts. The correlation coefficient was: $r = .547$, $r^2 = .30$ and $p = .00$ which met the threshold for statistical importance ($r \geq .4$) or statistical significance ($p < .05$). Therefore the Null Hypothesis Four was rejected. There was a statistically significant ($p < .05$) and statistically important ($r \geq .4$) relationship of moderate strength between the number of foreign experts employed and the participant perceptions regarding their agreement with, and implementation of, Article 32 of the national policy--the 1991 Provision (Table 47).

(c) There were 19 questions (Questions 15, 20, 22, 24, 28, 34, 38, 46, 50, 53, 54, 56, 58, 64, 74, 76, 78, 80, & 82) that had the p values were all less than .05, which met the study threshold ($p < .05$) for statistical significance, although all r values of the 19 questions were all less than .40, which did not meet the study threshold ($r \geq .4$) for statistical importance. Therefore, this study failed to reject Null Hypothesis Four for each of the 19 questions. There were no statistically significant and statistically important relationships between the number of foreign experts employed and the participants' perceptions regarding their agreement with the 19 questions. For the 51 remaining questions, the correlation coefficient were: $r < .4$, and $p > .05$ which did not meet the threshold for statistical importance ($r \geq .4$) or statistical significance ($p < .05$). Therefore the study failed to reject the Null Hypothesis Three for each of these 51 remaining questions. There were no statistically significant and statistically important relationships between the number of foreign experts employed and the participants' perceptions regarding their agreement with the 51 questions.

Table 47

Correlation between Number of FE Needed and the responses to Questions 68 and 72

Question	Article	Article description	Strength	r	r^2	p
68	30	Friendly Relation	moderate	.49	.24	.00
72	32	Chinese Priority	moderate	.55	.30	.00

Summary

This quantitative, descriptive study described the perception of the Deans of the Foreign Affairs Office in public higher education institutions in China regarding their agreement with, and implementation of, the national policy--the 1991 Provision concerning the employment of foreign experts. The data were collected through a self-designed web-based questionnaire conducted via the online survey tool (SurveyMonkey). The questionnaire had 83 questions, of which nine questions sought demographic information, three sought the participants' general perceptions pertaining to the entire national policy- the 1991 Provision, and the remaining 71 questions addressed each of the 37 articles of the 1991 Provision. The analyses had four stages.

The first stage provided the summary responses of the participants to each of the 83 questions. There were altogether 116 participants responding to the 83 question questionnaire. Of the 83 questions, only 3 questions (Question 2, 7, & 8) were responded to by all the 116 participants; each of the remaining 80 questions was not responded to by at least one participant.

The second stage of data analysis reported the data regarding all the participants' responses to the 38 questions seeking the participants' level of agreement with the 37 individual articles of the national policy--the 1991 Provision. This section reported the data regarding all the participants' responses to the 33 questions seeking their level of ease implementing the individual articles of the national policy--the 1991 Provision.

The third stage of the data analysis presented the comparison between the nine demographic variables and the participants' responses to each of the 38 questions seeking the level of agreement with the 37 individual articles of the national policy--the 1991 Provision. Similarities and differences of the comparison were reported.

The fourth stage of data Analysis used the Spearman rho correlation analysis between

each of the four variables (age, years in position, number of foreign experts employed, and the number of foreign experts needed) and the participants' responses to 74 questions seeking their level of agreement. The correlation coefficient was calculated and reported to determine whether there was statistically significant ($p < .05$) and statistically important ($r \geq .4$) relationship between the four variables and the participants' responses to the 74 questions of the national policy--the 1991 Provision.

The results in Chapter Four provide the basis for this study's findings which are provided in the following Chapter. In addition, in Chapter Five, discussions and implication of the findings are presented, followed by the recommendation for future research

Chapter Five: Findings, Implications, and Conclusions

The purpose of this quantitative descriptive study was to describe the perception of the Deans of the Foreign Affair Office in the public institutions of higher education in China regarding their agreement with, and implementation of, the national policy--the 1991 Provision concerning the employment of foreign experts. The data were collected through a self-developed web-based questionnaire conducted via the online survey tool-Survey Monkey. There were 83 questions in the questionnaire. Questions 1 to 9 sought demographic data; Question 10, 11, and 12 sought participant perceptions regarding their agreement with, and implementation of, the entire national policy--the 1991 Provision; and the remainder of the 71 questions addressed each of the 37 specific articles of the national policy--the 1991 Provision (Appendix A). Among those 71 questions, 38 questions sought the participants' level of agreement on whether each of the 37 articles of the national policy--the 1991 Provision needed to be updated, while the rest of the 33 questions sought the participants' perceptions regarding how easy or difficult it is to implement each of the 37 articles in the policy.

Findings

In this section, the findings of the nine demographic variables are presented, followed by the discussion of the non-respondents. Then Research Sub-Questions One and Two are addressed followed by the answer to the major research question. In addition, implications and suggestions are provided for policy makers and administrators at different levels, followed by the recommendations for future research. Finally, the conclusion of the study is provided.

Demographic Variables

Questions 1-9 of the study sought the participants' demographic information. The nine demographic variables in this study were: (a) gender, (b) age, (c) position, (d) year in position,

(e) student size, (f) number of foreign experts employed, (g) number of foreign experts needed, (h) institution location, and (i) type of institution. The next sections provide a discussion of the findings of these demographic variables.

Gender. This study found that there were many more male than female participants who responded to the online questionnaire. The ratio between male and female participants was 11:1. This finding indicates that males are the dominant gender in the position of the Deans of the Foreign Affairs Office in the institutions of public higher education in China. No empirical evidence was found in the literature concerning the gender in this field. There was no national data on gender of the Deans of the Foreign Affairs Office that could be found.

Age. This study found that there was not one participant younger than 30 years of age; neither was anyone over 60 years old. The majority of the participants (62%, (68)) were in their 40s, followed by 36% (39) of the participants in their 30s. This finding indicates that the Dean's position is dominated by the middle-aged administrators who are in their 30s and 40s years of age. Neither existing literature nor national data could be found concerning the age of the Deans of the Foreign Affairs Office in China.

Position. This study found that one-fifth of the participants was not Deans. This finding indicates that some Deans of the Foreign Affairs Office delegated their responsibilities to their associates. No research was found that addressed this finding.

Deans' years in position. It was found that 82% (64) of participants were in the position for 2-3 years. No participant was in the Dean's position for over 5 years. This finding indicates that the majority of the Deans did not keep their position for over 3 years. There is no empirical evidence to address why Deans leave their position after 2 or 3 years.

Student size. This study found that 50% (56) of the participants were from the institutions that had fewer than 20,000 students. Only one institution's size was over 40,000 students. This finding suggests that Deans in small size institutions (fewer than 20,000) were more willing to respond to this study. Again, no authors have reported this issue in the literature.

Number of foreign experts employed. This study found that 70% (67) of the institutions had fewer than 20 foreign experts. There were 1,523 foreign experts currently employed by the 104 institutions that participated in the study. The range of the number of foreign experts employed was between 4 and 56. This finding indicates that the employment of foreign experts is common and welcomed in institutions of public higher education in China. This finding is supported by the literature. Wu (2006) reported that foreign experts are mostly welcome in every university and college in China. The experience of the last three decades showed that introducing foreign talents was regarded as a long-term strategic policy for China, because the nation realizes that human talents are the power which cannot be substituted by equipment, books, information, or graphs (Chen, 2002; Xing, 2002). Wang suggested as early as 2004 that China needed to attract foreign experts, actively participate in the exchange of talents with foreign countries, and learn from foreign successes.

Number of foreign experts needed. This study found that by deduction of the 1,523 foreign experts employed from the 2,239 foreign experts needed, there was a total shortage of 716 foreign experts. This finding indicates that there is a real shortage of foreign experts in institutions of higher education in China. The literature review supported this finding. Shen and Han (2010) reported that after the mid-1990s, along with the reform and expansion of China's higher education, more foreign experts were needed. Wang (2005) reported that because private and non-tertiary institutions joined the competition to employ foreign experts for teaching and

recruiting students. The shortage of foreign experts continues to grow. To make the situation worse, Li (2007) reported that other non-English speaking Asian countries such as Japan, South Korea, and Thailand were increasing the recruitment of foreign experts in their countries with promises of better living and payment conditions.

Institution location. This study found that across all six categories of the institution's location (Central South, East, North, Northeast, Northwest, & Southwest of China), not a single category of the institution had over 50% of the response rate. This finding indicates that this study is not dominated by the participants from any location of the institutions. And in fact the sample characteristic for this study closely represents the characteristics of the population.

Institution type. This study found that across all five categories of the institution type (adult, affiliated, provincial, special, & vocational), not a single category of the institution type had over 50% of the response rate. This finding indicates that this study is not dominated by the participants in any type of institutions and closely matches the represented percentages of the population.

Non-Respondents

This study found that three of the 83 questions in the questionnaire were not responded to by over 10% of the participants. These three questions share the same characteristics in asking the participants detailed and concrete information about their position and their institution. This finding suggests that the participants were less willing, for whatever reason to provide their perceptions on these three types of the detailed information: (a) Dean's years in position or their actual position, (b) the number of foreign experts employed in their institution, and (c) the number of foreign experts needed. The reasons for this finding were not clear. But it is well-known that internet censorship in China is among the most stringent in the world (The

New York Times, 2010). This finding also implies that for the protection of their careers and personal lives, Deans are cautious in providing any information that could lead to their identification. No literature was found concerning the reason that Deans do not want to provide their personal information to those people they do not know well.

Research Sub-Question One

Research Sub-Question One asked: How do The Deans of the Foreign Affairs Office perceive the national policy--the 1991 Provision? This section presents the findings for answering Research Sub-Question One. There are five parts in this section: (a) Questions 10, 11, and 12 addressing the entire national policy--the 1991 Provision, (b) the remaining 71 questions that addressed the 37 individual articles of the national policy--the 1991 Provision, (c) demographic variables in relation to Questions 10, 11, and 12, (d) demographic variables in relation to the 33 questions that sought the participants' perceptions on their level of implementation of the individual articles of the national policy--the 1991 Provision, and (e) demographic variables in relation to the 38 question that sought the participants' perceptions regarding their level of agreement with the individual articles of the national policy--the 1991 Provision.

Questions addressing the entire national policy. This study found that; (a) the vast majority of the participants (over 98%) felt that the entire national policy--the 1991 Provision was difficult or very difficult for them to implement; (b) the vast majority (over 97%) of the participants were in General Agreement (SA+A) that the national policy--the 1991 Provision was outdated, and (c) the vast majority of the participants (over 97%) were in General Agreement (SA+A) that the national policy--the 1991 Provision needed to be updated.

These findings indicate that at a macro level, there is a strong need to update and revise the entire national policy--the 1991 Provision. These findings were supported by the existing literature. Shen & Han (2010), Wang & Zhang (2010) Wu, Shao & Wang (2005), Zhang (2007), Zheng (2009), and Zhao (2009) all recognized that the 1991 Provision needed to be updated to accommodate new situations that were very different from those of 1991 when the national policy--the 1991 Provision was first promulgated and implemented.

Questions addressing the individual articles. The 71 remaining questions addressed the 37 individual articles of the national policy- the 1991 Provision. Surprisingly, although the vast majority of the participants (over 98%) felt that the entire national policy was Generally Difficult (D+VD) to implement, and although the vast majority of the participants (over 97%) were in General Agreement that entire national policy--the 1991 Provision was outdated and needed to be updated, over 50% of the participants were still in General Disagreement (D+SD) that 17 of the 37 articles of the national policy--the 1991 Provision needed to be updated. This finding implies that the Deans would like to keep the 17 articles of the national policy- the 1991 Provision. No consistent theme was found among these 17 articles.

Demographics in relation to the entire national policy. This study found that regardless of the categories of the nine individual demographic variables (gender, age, position, years in position, number of foreign experts employed, number foreign experts needed, locale, & institution type), (a) the vast majority of the participants (over 98%) felt that it was Generally Difficult (D+VD) for them to implement the entire national policy --the 1991 Provision, (b) the vast majority of the participants (over 97%) were in General Agreement (SA+A) that the Provision 1991 needed to be updated, (c) the vast majority of the participants (over 97%) were in General Agreement (SA+A) that the national policy--the 1991 Provision was outdated. These

findings indicate that at a macro level, all across the nine demographic variables, there is little difference among the participants from the different categories of each individual demographic variable.

These findings partially conflict with the existing literature. Qiu and Liu (2006) and Shao and Yang (2003) reported that the experience of the Deans of the Foreign Affairs Office regarding their implementation of the national policy--the 1991 Provision was different due to the differences of: (a) the institution's category, (b) student size, (c) location, (d) the number of the foreign experts, and (e) the number of foreign experts needed. However, no literature was found regarding the differences among the Dean's gender, age, position, and year in position. Moreover, this finding partially conflicts with the literature. According to Tian (2007), Lou (2005), and Zhao (2009), the Deans from large urban institutions have fewer problems of hiring qualified foreign experts because the better locations of their institutions and the better living conditions they can provide.

Demographic variables in relation to questions for level of ease. Of the 71 questions that addressed the individual articles of the national policy--the 1991 Provision, 33 questions sought the participants' perceptions regarding their level of ease implementing the individual articles. This study found that all across the categories of the nine demographic variables, (a) over 56% of the participants felt that it was Generally Difficult (D+VD) for them to implement 31 of the 33 articles; (b) over 53% of the participants felt that it was Generally Easy (VE+E) for them to implement two articles (Articles 14 &15). Article 14 states the need to assign an administrator to be in charge of the Foreign Affairs Office and Article 15 states the need to establish the Foreign Affairs Office.

Demographic variables in relation to questions for level of agreement. Of the 71 questions that addressed the individual articles of the national policy--the 1991 Provision, 38 questions sought the participants' perceptions regarding their level of agreement with the individual articles of the national policy--the 1991 Provision. The comparisons of nine demographic variables in relation to the 38 questions seeking the level of agreement with the individual articles also provided some interesting findings.

Gender. This study found that two articles (Articles 31 & 32) of the national policy--the 1991 Provision were responded to differently by the male and female participants. Article 31 addresses the needs for the foreign experts to use only the teaching materials that are assigned and approved. Article 32 states that "When conducting cooperative research with foreign experts, priority shall be given to China's key research projects; and national secrets shall always be kept." This study found that the majority of the female participants were in General Agreement (SA+A) with Articles 31 and 32 of the national policy--the 1991 Provision compared to the majority of the male participants strongly disagreeing or disagreeing with the two articles. This finding implies that male participants are less cautious than the females about giving foreign experts freedom to acquire teaching materials and to donate foreign books to institutions of higher education in China. This finding also implies that male Deans are less cautious than the female Deans about giving foreign experts freedom to conduct cooperative research with the Chinese. No literature could be found concerning this finding that male Deans are less cautious than their female counterparts in this respect.

Age. This study found that two articles (Articles 30 & 32) of the national policy--the 1991 Provision were responded to differently by the participants in their 30s and those in their 40s. Article 30 addresses the need for friendly relationship with the foreign experts. Article 32

addresses the need for Chinese research and secrets to have the priority when working with the Foreign Experts. This study found that the majority of the participants in their 30s were in General Agreement (SA+A) with Articles 30 and 32 of the national policy--the 1991 Provision compared to the majority participants in their 40s were in General Disagreement that the two Articles (30 & 32) needed to be updated.

This finding implies that Deans in their 40s were more willing to create friendly relationships with foreign experts compared to those Deans in their 30s. The finding also implies that the Deans in their 40s were less cautious than those in 30s to give foreign experts the freedom to conduct cooperative research. No literature could be found that addressed why the Deans in their 40s were less cautious when giving the foreign experts more freedom to conduct cooperative study.

Position. This study found that the majority of the Non-Deans were in General Agreement with the Article 32 compared to the majority of the Deans were in General Disagreement with the article. Article 32 addresses the need for Chinese research and national secrets to have the priority when working with the Foreign Experts. This finding suggests that Deans are more willing than Non-Deans to give foreign experts more freedom to conduct cooperative research with their Chinese counterparts.

Year in position. This study found that Deans in the position for different years had major differences in their perceptions regarding their agreement with nine individual articles (Articles 5, 26, 27, 28, 29, 30, 32, 35 & 36) of the national policy--the 1991 Provision.

- a. For Article 5, which states the need for a flexible principle to employ different foreign experts, 56% (5) of the participants in their position for four years were in General Disagreement that Article 5 needed to be updated compared to 25% (1), 30% (10), and

20% (6) of the participants in each of the remaining categories of the years in position (1 year, 2 year, & 3 years) who were in General Disagreement that Article 5 needed to be updated. This finding suggests that the participants in the position for four years are more willing to have a flexible principle to employ foreign experts.

- b. For Article 26, which states the need to keep the foreign experts informed, exactly 50% (4) of the participants in their position for four years were in General Disagreement that Article 26 needed to be updated compared to 80% (4), 73% (24), and 71% (22) of the participants in each of the remaining categories of years in position (1 year, 2 years, & 3 years) who were in General Disagreement that Article 26 needed to be updated. Findings from this study suggests that the participants in the position for four years considers it is less important to keep the foreign experts informed.
- c. For Article 27, which addresses the opposite views of foreign experts, 44% (4) of the participants in their position for four years were in General Disagreement that Article 27 needed to be updated compared to over 80% (25) of the participants in their position for fewer than four years who were in General Disagreement that the Article needed to be updated. This finding implies that Deans in the position for four years are more tolerant than the less experienced Deans regarding the foreign experts' opposite or different views. There was no research that could be found that addressed the tolerance of Deans toward the foreign experts.
- d. For Article 28, which addresses the responsibilities of the Registrar, less than 45% of the participants in their position for both one and four years were in General Disagreement that Article 28 needed to be updated compared to over 54% of the participants in their position for two and three years who were in General Disagreement that the Article

needed to be updated. This finding suggests that Deans with different number of years in position have different views about giving the Provost's office the responsibility to manage the foreign experts' teaching. There was no empirical research that could be found that addressed why the participants had different views on the responsibility of the Registrar.

- e. For Article 29 Section 1, 44% (4) of the participants in their position for four years were in General Disagreement compared to over 73% of the participants in each of the remaining categories of years in position (1 year, 2 years, & 3 years) who were in General Disagreement that Article 29 needed to be updated. Article 29 Section 1 states the need to assign a Chinese partner for each of the foreign experts. This finding suggests that the participants in the position for four years were more willing to give the foreign experts freedom.
- f. For Article 30, no participant in the position for one year and 44% (4) of those in the position for four years were in General Disagreement compared to 73% (23) of the participants in the position for two years and 67% (20) of those in the position for three years who were in General Disagreement that Article 30 needed to be updated. Article 30 states the needs for Chinese students and teachers to keep a friendly relationship with the foreign experts. This finding suggests that the participants in the Dean's position for one and four years were believed that being friendly with the foreign experts is important. There is no literature that reported the importance of a friendly environment.
- g. For Article 32, which states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts, 40% (2) of the participants in their position for one year and 33% (3) of those in their position for four years were in

General Disagreement compared to 52% (16) of the participants in their position for two years and 53% (17) of those in their position for three years who were in General Disagreement that Article 32 needed to be updated.. This finding suggests that the participants in their position for one and four years are more willing to give the foreign experts freedom when conducting cooperative research. There is no literature that addressed the ways how to conduct cooperative research with the foreign experts.

- h. For Article 35, which addresses foreign experts' activities irrelevant to their jobs, 40% (2) of the participants in their position for one year were in General Disagreement that the Article 35 needed to be updated compared to over 75% (6) of the participants in their position for more than one year who were in General Disagreement that the Article needed to be updated. This finding implies that new Deans were more willing to give foreign experts freedom to perform actions outside of their teaching responsibilities. No literature could be found that addressed the issue of allowing foreign experts to engage in activities outside their teaching responsibility.
- i. For Article 36, which addresses the requirement to give foreign experts' permission to conduct field surveys, over 50% of the participants in their position for one and four years were in General Agreement that the Article 36 needed to be updated compared to over 64% (21) of the participants in their position for two and three years who were in General Disagreement that the Article needed to be updated. This finding suggests that the Deans in their position for one and four years were less cautious than their remaining colleagues to give foreign experts freedom to conduct surveys without a formal permission. No literature could be located concerning the issue of giving foreign experts more freedom to conduct onsite surveys in China.

Student size. This study found that eight articles (Articles 5, 23, 26, 28, 30, 32, 36, & 35) were responded to differently by the participants of the institutions that had different student size. Regarding student size, this study found that:

- a. For Article 5, which states the need to have a flexible principle to employ different foreign professionals, 57% (8) of the participants in the institutions that had 30,001-50,000 students were in General Disagreement that Article 5 needed to be updated, while 31% (17) of the participants in the institutions that had fewer than 20,000 students, and 35% (14) of the participants in the institutions that had 20,000 to 30,000 students were in General Disagreement that Article 5 needed to be updated. This finding suggests that the participants from big institutions are more willing to have a flexible employment principle. No literature was found that addressed the participants' different views on whether to have a flexible employment principle.
- b. For Article 23, which states the need for Deans to work closely with the local authorities regarding the management of foreign experts, exactly 50% (7) of the participants in the institutions that had 30,001 to 50,000 students were in General Disagreement that Article 23 needed to be updated, compared to 86% (49) of the participants in the institutions that had fewer than 20,000 students and 55% (23) of the participants in the institutions that had 20,000 to 30,000 students who were in General Disagreement that Article 23 needed to be updated. This finding suggests that the participants from big institutions were less willing to work closely with the local authorities.
- c. For Article 26, which states the need to keep the foreign experts informed, exactly 50% (7) of the participants in the institutions that had 30,001 to 50,000 students were in General Disagreement that Article 26 needed to be updated, compared to 84% (48) of

- the participants in the institutions that had fewer than 20, 000 students and 64% (27) of the participants in the institutions that had 20,000-30,000 students who were in General Disagreement that Article 26 needed to be updated. This finding suggests that the participants from large institutions are less willing to keep the foreign experts informed.
- d. For Article 28, which states the need for the Registrar to be in charge of foreign experts' teaching, 48% (20) of the participants in the institutions that had 20,000 to 30,000 students were in General Disagreement that Article 28 needed to be updated compared to over 52% (30) of the participants in each of the remaining categories of the institutions that had fewer than 20, 000 students and 30,001 to 50, 000 student who were in General Disagreement that Article 28 needed to be updated. This finding suggests that the participants from the institutions that had 20,000-30,000 students were less willing to give the teaching responsibility of foreign experts to the Registrar.
- e. For Article 30, which states the needs to keep a friendly relationship with the foreign experts, 84% (48) of the participants in the institutions that had fewer than 20,000 students were in General Disagreement that Article 30 needed to be updated compared to less than 37% (5) of the participants in each the remaining two institutions that had 20, 000 to 30, 000, and 30, 001 to 50, 000 students who were in General Disagreement that Article 30 needed to be updated. This finding suggests that the participants in the institutions that had fewer than 20,000 students were more willing to keep a friendly relationship with the foreign experts.
- f. Article 32, which states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts, 74% (42) of the participants in the institutions that had fewer than 20,000 students were in General Disagreement that

Article 32 needed to be updated compared to less than 23% of the participants in each of the remaining two institutions that had 20,000-30,000 students, and 30,001-50,000 students who were in General Disagreement that Article 32 needed to be updated. This finding suggests that the participants from the institutions that had fewer than 20,000 students were less willing to give the foreign experts freedom to conduct the cooperative research.

- g. For Article 36, which states the need for foreign experts to seek for permission when they conduct field survey, 82% (47) of the participants in the institutions that had fewer than 20,000 students were in General Disagreement that Article 36 needed to be updated compared to less than 49% (19) of the participants in each of the two remaining institutions who were in General Disagreement that Article 36 needed to be updated. This finding suggests that the participants from small institutions were less willing to give the foreign experts freedom to conduct field surveys in China.
- h. For Article 35, which states that foreign experts should not conduct irrelevant activities outside their teaching responsibilities, 43% (6) of the participants in the institutions that had 30,001 to 50,000 students were in General Disagreement that Article 35 needed to be updated compared to over 68% (29) of the participants in each of the remaining institutions who were in General Disagreement that Article 35 needed to be updated. This finding suggests that the participants from big institutions were more willing to give the foreign experts freedom to conduct field surveys in China.

Number of foreign experts employed. The number of the foreign experts employed was represented by four categories: (a) under 10, (b) 10-20, (c) 21-30, and (d) above 30. This study found that five articles (Articles 17, 28, 30, 32, & 36) of the national policy--the 1991 Provision

were responded to differently by the participants from the four different categories of the number of foreign experts employed.

- a. For Article 17, which requires the institutions to provide the adequate living conditions to the foreign experts, exactly 50% (25) of the participants from the institutions that had fewer than 10 foreign experts did not decided compared to above 83% (16) of the participants from the rest of the institutions who were in General Agreement (SA +A) that Article 17 needed to be updated. This finding indicates that the participants in the institutions that employed fewer foreign experts were more satisfied with the requirement of Article 17. No literature was found concerning this finding.
- b. For Article 28, which requires the Registrar to be responsible for the teaching affairs of the foreign experts, 15% (2) of the participants in institutions that employed above 30 foreign experts were in General Agreement that the Article 28 needed to be updated, while the rest of the participants had fairly mixed perceptions regarding the question. This finding suggests that the participants in the institutions that employed more than 30 foreign experts were more willing to let the Registrar handle the foreign experts' teaching, while the other participants more likely expected others rather than the Registrar to deal with the issue. There was no support that could be found in the literature.
- c. For Article 30, which states the need to for Chinese students and teachers to have a friendly relationship with the foreign experts, 10% (5) of the participants in institutions that employed fewer than 10 foreign experts and 46% (6) of the participants in institutions that employed more than 30 foreign experts were in General Agreement that Article 28 needed to be updated compared to over 70% (12) of the participants in

each of the remaining two categories (10-20, and 21-30) who were in General Agreement that Article 30 needed to be updated. This finding suggests that the participants from the institutions that employed 10 to 30 foreign experts were less willing to provide the foreign experts adequate living conditions.

- d. For Article 32, which states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts, 9% (10) of the participants in institutions that employed fewer than 10 foreign experts who were in General Agreement that Article 32 needed to be updated compared to over 56% (8) of the participants in each of the remaining categories of the number of foreign experts employed (10-20, 21-30, & above 31) who were in General Agreement that Article 32 needed to be updated. This finding suggests that the participants from the institutions that had fewer than 10 foreign experts were more willing to give foreign experts freedom to conduct cooperative research.
- e. For Article 36, which states the need for foreign experts to seek permission before they conduct field surveys, 15% (8) of the participants in institutions that employed fewer than 10 foreign experts were in General Agreement that Article 36 needed to be updated compared to over 52% (9) of the participants in each of the categories of the number of foreign experts employed (10-20, 21-30, & above 30) who were in General Agreement that Article 32 needed to be updated. This finding indicates that the participants from the institutions that had fewer than ten foreign experts were more willing to give foreign experts freedom to conduct field surveys in China.

Number of foreign experts needed. The number of the foreign experts needed was represented by three categories: (a) under 20, (b) 20-40, and (c) 40-60 foreign experts. This

study found that there were four Articles (5, 30, 32, and 36) that were responded to differently by the participants in institutions that needed a different number of foreign experts.

- a. For Article 5, which addresses applying different employment principles to different foreign professionals, 72% (41) of the participants from the institutions that needed fewer than 20 foreign experts, and 38% (3) of the participants from those that needed 20-40 foreign experts were in General Agreement compared to 63% (19) of the participants from the institutions that had 41-60 foreign experts who were in General Agreement that Article 5 needed to be updated. This finding indicates that the participants in institutions that needed more than 40 foreign experts preferred to have flexibility when employing different foreign professionals. This finding was not evident in the literature review.
- b. For Article 30, which addresses the friendly relationship with the foreign experts, 17% (10) of the participants from the institutions that needed fewer than 20 foreign experts were in General Agreement that the Article needed to be updated compared to 74% (23) of the participants from the institutions that had 40-60 foreign experts who were in General Agreement with the Article to be updated, while half of the participants from the institutions that had 40-60 foreign expert were in General Agreement with Article 30 compared to the other half were in General Disagreement. This finding suggests that the participants from the institutions that employed more than 40 experts were more likely to encourage the Chinese students and staff members to have good contact with the foreign experts while those institutions needing fewer than 20 foreign experts were less considerate on this issue. More empirical research is needed to address the phenomenon in the future.

- c. For Article 32 which addresses that Chinese counterpart should have the priority over the cooperative research with the foreign experts, 27% (16) of the participants from the institutions that needed fewer 20 foreign experts, were in General Agreement that Article 32 needed to be updated compared to 87% (27) of the participants from the institutions that had 20-40 foreign experts, and 63% (5) of the participants from those that had 40-60 foreign experts both who were in General Agreement that the Article needed to be updated. This finding suggests that the participants in the institutions that needed small number of foreign experts were more cautious about conducting cooperative research with the foreign experts, while their colleagues in the institutions that employed more than 40 foreign experts were less cautions in that respect.
- d. For Article 36 which addresses the permission for foreign experts to conduct field survey, 20% (12) of the participants from the institutions that needed fewer than 20 foreign experts were in General Agreement that Article 36 needed to be updated compared to 55% (17) of the participants from the institutions that had 20-40 foreign experts, and 63% (5) of the participants from those institutions that had 40-60 foreign experts who were in General Agreement that the Article needed to be updated. Again, this finding indicates that the participants in the institutions that employed small numbers of foreign experts (fewer 20) were more cautious about giving the foreign experts' permission to conduct surveys, while the remaining participants in the institutions that employed more than 20 foreign experts were less cautious in that respect.

Institution location. Institution's location was represented by six categories: (a) Central South (CS), (b) East China (EC), (c) North China (NC), (d) Northeast (NE), (e) Northwest (NW), and (f) Southwest (SW). This study found that four of the 37 articles (Articles 6, 28, 32, & 36) of the national policy--the 1991 Provision were responded differently by the participants from the six categories of this variable.

- a. For Article 5 which addresses the application of different employment principles to different foreign professionals, over 50% of the participants from five of the six regions (except East China) were in General Agreement (SA+A) that Article 5 needed to be updated compared to less than 51% of the participants in institutions from East China who were in General Agreement that the Article needed to be updated. This finding indicates that the participants from East China were more willing to have a flexible employment requirement than the remaining participants.
- b. For Article 28, which states that the Registrar should be responsible for foreign experts' teaching issue, over 53% of the participants in institutions from Central South and Northwest were in General Agreement that Article 28 needed to be updated compared to less than 51% of the participants in institutions from East China, North China, Northeast China, Southwest China who were in General Agreement that the Article needed to be updated. This finding implies that Deans from Central South and Northwest China were less satisfied with the responsibilities of the Registrar.
- c. For Article 32 which addresses that Chinese counterparts should have the overall control over the cooperative research with the foreign experts, over 54% of the participants in institutions from East China, and North China were in General

Agreement that Article 32 needed to be updated compared to less than 51% of the participants in institutions from Central South, Northeast and Southwest China who were in General Agreement that the Article needed to be updated. This finding suggests that Deans from East and North China were more willing to give the foreign experts freedom and control over the cooperative research.

- d. For Article 36, which addresses the permission for foreign experts to conduct field survey in China, 58% (7) of the participants from the Northeast were in General Agreement that Article 36 needed to be updated compared to less than 50% of the participants in the rest of the institutions who were in General Agreement that the Article needed to be updated. This finding suggests that Deans from Northeast China were willing to give foreign experts more freedom and control over their field survey.

Types of institution. Institution type was represented by five categories: (a) adult (b) affiliated, (c) provincial, (d) special, and (e) vocational colleges. This study found that six of the 37 articles (Articles 5, 23, 28, 30, 32, & 36) were responded to differently by the participants from the five types of institutions.

- a. For Article 5, which addresses the application of different employment principles to different foreign professionals, over 55% (5) of the participants in four institutions (except adult) were in General Agreement that Article 5 needed to be updated, while 50% (5) of the participants in adult institutions were in General Agreement that the Article needed to be updated. This finding implies that Deans from adult institutions were less willing to have flexible employment principles than those from other institutions.

- b. For Article 23 which addresses the cooperation with the local authorities, 56% (5) of the participants in affiliated institutions were in General Agreement that Article 23 needed to be updated compared to less than 41% of the participants from the other four types of institution who were in General Agreement that the Article needed to be updated. This finding implies that the Deans in affiliate institutions had more difficulties when they cooperated with the authorities. Nothing in the literature could be found to support the finding.
- c. For Article 28, which addresses the responsibilities of the Registrar, over 54% of the participants in vocational institutions were in General Agreement (SA+A) that Article 28 needed to be updated compared to less than 51% of the other participants in adult, affiliated, and provincial institutions who were in General Agreement that the Article needed to be updated. This finding implies that Deans in vocational institutions were more likely dissatisfied with the responsibilities of the Registrar. Again, No existing literature could be found to have addressed the finding.
- d. For Article 30, which addresses the friendly relationship with the foreign experts, over 60% of the participants in adult and affiliated institutions were in General Agreement (SA+A) that Article 30 needed to be updated compared to less than 50% of the other participants in provincial, special, and vocational institutions who were in General Agreement that the Article needed to be updated. This finding suggests that the Deans in adult and affiliated institutions were less likely to perceive that friendly relationship with the foreign experts was important or necessary.
- e. For Article 32, which addresses that Chinese should have the overall control over the cooperative research with foreign experts, 33% (12) of the participants in vocational

institutions were in General Agreement that Article 32 needed to be updated compared to over 54% (5) of the participants in other institutions who were in General Agreement that the Article needed to be updated. This finding implies that Deans in vocational institutions were more willing to give the foreign experts freedom to conduct cooperative research.

- f. For Article 36, which addresses the permission for foreign experts to conduct field survey, 67% (6) of the participants in affiliated institutions were in General Agreement that Article 36 needed to be updated compared to less than 41% of the other participants in the rest of the four institutions who were in General Agreement that the Article needed to be updated. This finding suggests that Deans in Affiliated institutions were more willing to give foreign experts freedom to conduct field surveys.

In summary, this study found that across all nine demographic variables, there were no major differences in the Dean's perceptions regarding their implementation of, and agreement with, the entire national policy--the 1991 Provision. However, for 12 of the 37 individual articles, there were some differences in the Dean's perceptions with regard to their implementation with those individual articles.

Research Sub-Question Two

The Research Sub-Question Two for this study was: What statistically significant and statistically important relationships exist between each of the nine demographic variables and the participant responses? In this study, Spearman rho correlation analysis was conducted with four demographic variables: (a) age, (b) Dean's years in position, (c) number of foreign experts employed, and (d) the number of foreign experts needed.

This study found that: (a) there are no statistically significant and statistically important relationships between each of the four variables (a) age, (b) year in position, (c) number foreign experts, and (d) number of foreign experts needed, and the participants' perceptions regarding their agreement with, and implementation of, the national policy--the 1991 Provision. This finding is interesting, because it partially conflicts with the existing literature. According to the reports from Lou (2008), Qiu and Liu (2006), and Shao and Yang (2003), the Deans' experience on the implementation of the national policy--the 1991 Provision were different due to the differences among institutions in terms of the category, size, location, the number of the foreign experts who are currently employed, and the number of foreign experts who are actually needed.

However, the study found that there are statistically significant and statistically important relationships between the number of foreign experts employed and the participants' responses to Articles 30 & 32 of the national policy--the 1991 Provision. Article 30 addresses the need for Chinese students and staff members to have friendly relationship with the foreign experts. Article 32 addresses need for the Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts. These findings imply that: the more foreign experts that the institution has, the more the participants feel they need to keep a good relationship with the foreign experts, and the more foreign experts that are employed, the more the participants would be willing to give the foreign experts more freedom to conduct cooperative research.

Moreover, this study found that there are statistically significant and statistically important relationships between the number of foreign experts needed and the participants' perceptions regarding their agreement with the Articles 30 and 32 respectively. Article 30 requires friendly relationships with the foreign experts. This finding indicates that the more

foreign experts that are needed, the less likely the participants would perceive building friendly relationship with the foreign experts as important or necessary. No literature was found that had addressed this finding. Article 32 notes the need to have Chinese priority when conducting cooperative research with foreign experts. This finding indicates that the more foreign experts were needed, the more the participants were willing to give the foreign experts freedom to conduct cooperative research. This issue has not been addressed in the existing literature.

Research Question

The Research Question for this study was: What are the perceptions of the Deans of the Foreign Affairs Office regarding their agreement with, and implementation of, the national policy--the 1991 Provision concerning the employment of foreign experts. This study found that regardless of the demographic data, the vast majority of the participants (over 97%) felt that the entire national policy--the 1991 Provision was difficult or very difficult to implement, and that the 1991 Provision was outdated and needed to be updated. This study also found that surprisingly, although the vast majority of the participants (over 97%) were in General Agreement that the 1991 Provision was difficult to implement, and that it was outdated and needed to be updated, over 50% of the participants were in General Disagreement that 17 of the 37 articles of the 1991 Provision needed to be updated.

Moreover, this study found that 5 of the 37 articles of the 1991 Provision were responded to differently by over 50% of the participants in each category of the five individual demographic variables. No empirical study could be found to have addressed these findings. The findings for these five articles are presented as follows.

- a. Article 5 states the need for the Deans to have a flexible principle for employment of foreign professional with different background and qualifications. Article 5 was

responded to differently by over 50% of the participants from the categories of the five individual variables: (a) year in position, (b) student size, (c) number of foreign experts needed, (d) type of institution, and (e) institution location.

- b. Article 28 states that teaching affairs of foreign experts shall be the responsibility of the Registrar. Article 28 was responded to differently by over 50% of the participants in the categories of five individual variables: (a) year in position, (b) student size, (c) foreign experts employed, (d) institution type, and (e) institution location.
- c. Article 30 states the need for Chinese students and teachers to keep a friendly relationship with the foreign experts. Article 30 was responded to differently by over 50% of the participants in the categories of six individual variables: (a) age, (b) year in position, (c) student size, (d) the number of foreign experts employed, (e) foreign experts needed, and (f) type of institution.
- d. Article 32 states the need for the Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts. Article 32 was responded to differently by over 50% of the participants in the categories of all the demographic variables.
- e. Article 36 states the need for foreign experts to seek permission before they conduct field surveys in China. Article 36 was responded to differently by over 50% of the participants in the categories of six individual variables: (a) year in position, (b) student size, (c) foreign experts employed, (d) the number of foreign experts needed, (e) type of institution, and (f) institution location.

Furthermore, this study found that three major demographic variables (year in position, student size, & type of institution) had many articles of the national policy--the 1991 Provision

that were responded to differently by over 50% of the participants from each category of the three individual variables. The following presents the three variables that had the largest numbers of articles that were responded to differently:

- a. Year in position had nine articles (Articles 6, 26, 27, 28, 29.1, 30, 32, 35, & 36) that were responded to differently by over 50% of the participants from each of the four categories of year in position: (a) 1 year, (b) 2 years, (c) 3 years, and (d) 4 years. This finding indicates that Deans' year in position is a major variable that contributes to the differences of Deans' response to the national policy--the 1991 Provision. No study could be found that addressed issue.
- b. Student size had eight articles (Articles 6, 23, 26, 28, 30, 32, 35, & 36) that were responded to differently by over 50% of the participants from each its four categories: (a) under 20, 000, (b) 20,000-30,000, (c) 30,001-50,000, and (d) above 50, 000 students. This finding indicates that student size is another major variable that contributes to the response differences among the participants to the national policy--the 1991 Provision.
- c. Type of institution had six articles (Articles 6, 23, 28, 30, 32, & 36) that were responded to differently by over 50% of the participants from each of its five categories: (a) adult, (b) affiliate, (c) provincial, (d) special, and (e) vocational. This finding also indicates that type of institution is another major variable that contributes to the differences of the participants' responses to the national policy--the 1991 Provision.

Finally, this study found that: (a) there was no statistically significant and statistically important relationships between the Dean's age and the participants' perceptions regarding their agreement with, and implementation of, the national policy--the 1991 Provision; (b) there was no statistically significant and statistically important relationships between the Dean's year in

position and the participants' perceptions regarding their agreement with, and implementation of, the national policy--the 1991 Provision; (c) there were statistically significant and statistically important relationships between the number of foreign experts and the participants' responses to Articles 30 (Friendly relationship) and 32 (Priority to Chinese); and (d) there were statistically significant and statistically important relationships between the number of foreign experts needed and the participants' responses to Articles 30 (Friendly relationship) and 32 (Priority to Chinese).

Implications

This section provides the implications of the findings, which is divided into four implications for: (a) policy makers, (b) administrators of the provincial, municipal, autonomous regional departments (c) local administrators, (d) institutional administrators, and (e) Deans of the Foreign Affairs Office.

Policy makers. This study found that regardless of demographic data, the vast majority of the participants (over 98%) felt that it was difficult or very difficult to implement the entire national policy--the 1991 Provision. In addition, the vast majority of the participants all across the nine demographic variables were in General Agreement that the national policy--the 1991 Provision was outdated and needed to be updated. These findings of the study strongly imply that there is an urgent need for the policy makers to update and revise the national policy--the 1991 Provision.

Also, the study found that though the majority participants were in General Agreement with the need to update the policy as a whole, the majority participants (over 50%) were in General Disagreement that 17 of the 37 articles of the national policy--the 1991 Provision needed to be updated. This finding implies that policy makers should consider the possible need

to retain these 17 articles while revising the remaining articles.

In addition, this study found that the participants of the study had different perceptions regarding their agreement with four articles (Articles 6, 28, 30, & 36) of the 1991 Provision. These findings imply that policy makers should consider the four articles carefully before they revise the policy.

In summary, it is recommended that the National People's Congress should use the empirical evidence from this study to initiate promptly and implement a new national policy to provide the Deans of the Foreign Affairs Offices with new guidelines for employment and administration of foreign experts in institutions of public higher education in China.

Administrators of the province, municipality, and autonomous regions. This study found that 99% of the Deans of the Foreign Affairs office felt it was difficult or very difficult to implement the national policy--the 1991 Provision. This finding also strongly implies that provincial, municipal, and autonomous regional administrators should provide simpler and more efficient management procedures to help the Deans of the Foreign Affairs offices improve their services to foreign experts. In particular, administrators at this level should designate more power to the institutional level administrators so that individual institutions can employ foreign experts more effectively and more efficiently.

In addition, administrators at this level should actively address the issue of the outdated national policy--the 1991 Provision evidenced by this study by reporting and cooperating with their immediate authorities such as the Ministry of Education and the State Bureau of Foreign Experts Affairs.

Local administrators. This study found that vast majority of the Deans of the Foreign Affairs Office (over 98%) felt it was difficult or very difficult for them to implement the 1991

Provision. This finding implies that local administrators should seek direct information from the Deans so that they can employ and administrate the foreign affairs in their institutions more effectively and efficiently. The finding also implies that local authorities should create an easy environment for the employment and administration of foreign experts in their local settings.

Institutional administrators. The study found that male and female Deans' ratio was 11:1. The study also found that there were no Deans younger than 30 years old, and only one was over 50 years old. There are apparent gender and age imbalances for the Dean's position throughout China. These findings imply that it would be prudent for institution level administrators to consider gender and age issues when appointing any new Dean.

In addition, this study found that 88% (64) of the Deans were in their position for not more than 3 years. This finding implies that institutional administrators need to consider keeping the Deans in their position for longer period of times so that they can better employ and administrate the foreign affairs in their institutions.

Deans of the Foreign Affairs Office. The study found that the majority of the Deans felt it was difficult or very difficult to implement the national policy--the 1991 Provision. In addition, the study found that vast majority of the Deans was in General Agreement that the national policy--the 1991 Provision was outdated and needed to be updated. The study found that the majority participants were in General Disagreement that 17 of the 37 articles of the national policy-the 1991 Provision needed to be updated. It is best for Deans to report collectively the issue to their immediate authorities so that the outdated policy could be updated and revised sooner. This finding recommends that Deans could provide the policy makers and other administrators with their insights about these 17 articles.

In addition, this study found that: there were statistically significant and statistically

important relationships between the numbers of foreign experts employed and needed, and the participants' perceptions regarding their agreement with Articles 30 and 32. Article 30 states the importance of having a friendly relationship with the foreign experts. Article 32 states the need for Chinese counterparts to have the priority when they conduct cooperative research with the foreign experts. These findings indicate that the more foreign experts employed and needed, the more important it is for Deans to pay attention to the friendly relationship with the foreign experts, and to the Chinese counterparts' priority for conducting cooperative research with the foreign experts.

Recommendations for future research.

This study found that all across the nine demographic variables, Deans did have different perceptions regarding their agreement with four articles (Articles 5, 28, 30, & 36): (a) Article 5 states the need to have a flexible employment principle to select foreign experts with different qualifications. (b) Article 28 states the need for the Registrar to be in charge of the teaching affairs of the foreign experts. (c) Article 30 states the need for Chinese students and teachers to keep a friendly relationship with the foreign experts. And (d) Article 36 states the need for the foreign experts to seek the permission before they conduct field survey in China. No literature was found considering the issues stated in the four articles. These can be interesting topics for the future researcher to explore.

This study investigated the situation in institutions of public higher education in China. It did not include the private colleges and universities. Future researchers should investigate and compare the Dean's perceptions of the foreign affairs office in the private colleges and universities regarding the national policy--the 1991 Provision regarding the employment of foreign experts. Although private colleges and universities were reported by Wang (2007) to

provide better living conditions and benefits for foreign experts, the data from this study did not support Wang's claims.

Future researchers could also investigate the perceptions of foreign experts who were and are employed regarding their experiences with the national policy--the 1991 Provision so that their voices can be heard and their interests can be addressed. In addition, no literature could be found concerning the implementation of the national policy--the 1991 Provision regarding the employment of foreign experts in other Asian countries. It would be good for future researchers to investigate this issue.

This study found that many articles of the 1991 Provision were responded to differently by the Deans. Future researchers are recommended to explore those issues. Above all, a comprehensive study is needed to investigate the administration of foreign experts in institutions of higher education in China regarding the revision of the 1991 Provision.

This study found that over 50% of the participants were in General Disagreement that 17 of the 37 articles of the 1991 Provision needed to be updated. This finding was not addressed in the existing literature. This can be an interesting topic for the future research.

Conclusion

This study is the first empirical research regarding the perception of the Deans of the Foreign Affairs Office in institutions of public higher education in China concerning their agreement with, and implementation of, the national policy—the 1991 Provision. It provides the first examination of national data filling an important knowledge gap. Findings from this study provide concrete evidence that the national policy--the 1991 Provision is outdated and needs to be updated promptly. Policy makers are strongly encouraged to include input from the Deans of the Foreign Affairs Office when updating and revising the national policy--the 1991 Provision.

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APPENDIX A

(The 1991 Provision-English)

The Provisions of Employment of Foreign Experts

in Institutions of Higher Education

Chapter One-General Principles

Article 1. Employing foreign experts and teachers in higher education is one of the important policy components of Reform and Opening-up. It is an important channel for learning advanced foreign science, technology, and culture.

Article 2. The employment of foreign experts and teachers shall strengthen and build qualified teaching teams, be beneficial for improving the level of higher education scientific research, and cultivate talents for modernizing socialism.

Article 3. Foreign experts and teachers shall be employed according to the following principles: (a) serving the country as the priority, (b) meeting the school's actual needs, (c) selecting the most qualified candidates, (d) making the most of the expertise, (e) demanding practical results. It is generally not applicable to employ foreign experts and teachers if the teaching and research tasks can be accomplished by Chinese teachers.

Article 4. Higher education institutions shall correctly enhance the roles of foreign experts and teachers with the consideration that their professional expertise, political backgrounds, and working attitudes may be different from China's; shall work proactively to help them know China correctly; and shall promote mutual understanding and friendship.

Chapter Two Employment of Foreign Professionals and Teachers

Article 5. Employment principles shall be adapted according to different foreign professionals and teachers as well as the differing needs of schools.

Article 6. The majority of foreign experts shall be in the fields of science, engineering, agriculture, and medicine engaging in short-term teaching and co-researching. The number of these experts shall be increased gradually.

Article 7. Foreign language experts and teachers shall mainly be employed for training teachers and compiling textbooks, except for those teaching practical courses such as listening, speaking, reading, and writing. In principle, no foreign experts and teachers shall be employed for language training for personnel going abroad except for the training departments set up by China.

Article 8. Foreign experts and teachers in the fields of foreign literature and international news and culture, trade, law, politics and relations shall mainly teach to, and conduct lectures, research, and discussion for young and middle-aged teachers and graduate students. Higher education institutions shall assign someone to analyze the teaching content of foreign teachers and experts according to Marxism. These experts shall generally not teach undergraduate students.

Article 9. Foreign experts of philosophy, sociology, law, politics, news, history, education shall discuss and explore academic issues with Chinese teachers under the direction of Marxism, but generally not teach Chinese students.

Article 10. The above-mentioned principles shall apply to the teaching tasks and agreements signed between relevant Chinese departments and foreign governments, relevant organizations, local groups, and universities.

Chapter Three- the Requirement for Foreign Experts and Teachers

Article 11. Foreign experts and teachers shall be friendly, healthy, willing to cooperate with China, and have higher professional proficiencies that satisfy China's needs.

Article 12. Foreign experts and teachers shall have at least three to five years experience in teaching and research. Foreign experts and teachers with long-term employment in China shall at least have masters' degrees or be lecturers with equivalent expertise. Foreign experts who will work short-term shall at least have doctorate degrees or be associate professors with high accomplishment in their academic fields.

Article 13. Foreign language experts and teachers shall have at least a bachelor's degree with special training in language teaching and shall have some language teaching experience.

Chapter Four the Requirement of the Institutions of Higher Education

Article 14. Universities and colleges shall assign special administrators to be in charge of foreign experts and teachers.

Chapter Five- Approving Principles of Employing Foreign Experts

Article 15. Administrative departments shall be established to take charge of foreign experts and teachers with full-time staff who are trained politically for working with foreign af

Article 16. Comprehensive administrative measures and methods shall be formulated.

Article 17. Schools shall have necessary working and living conditions for foreign experts and teachers—housing, catering, health, work, and security. The locations of the universities and colleges shall be in regions that are open to foreigners. Regions not open to foreigners shall apply for permission.

Article 18. The employment of foreign experts and teachers shall be approved by the relevant ministries or agencies under the State Council, or by the relevant educational administrative departments under different provinces, autonomous regions, or municipalities.

Chapter Six- Management of Foreign Experts

Article 19. First time universities and colleges to employ foreign experts and teachers shall apply to their direct authorities. Universities and colleges directly affiliated with the ministries or agencies of the Central Government shall be examined by their corresponding departments and ministries together with the educational administration at levels of province, autonomous region, or municipality directly under the Central Government in accordance with the regulations specified in Chapter Four.

Article 20. Universities and colleges shall report and apply to their direct authorities their employment plans for foreign experts and teachers, and explain the purposes, working characteristics, and time lines for employing foreign experts and teachers. The direct authorities shall examine the reports and applications seriously and shall provide a report to the State Administration of Foreign Expert Affairs.

Article 21. Universities and colleges shall carefully examine the foreign candidates and shall report to their direct authorities for approval.

Article 22. The direct authorities of the schools shall strengthen the leadership and direction, by seriously examining the work characteristics of the foreign experts, by strengthening the planning process, and by conducting evaluations. Management of foreign experts in Beijing colleges and universities shall be the responsibility of the departments of State Council and the Beijing Higher Education Bureau in accordance with their direct authorities. Management of foreign experts in other regions shall be the responsibility of the Education Committee of province, autonomous region, and municipality directly under the Central Government. Important issues shall be promptly reported to the direct

authorities and to the Ministry of Education and the State Administration of Foreign Experts Affairs.

Article 23. Departments of educational administration and universities and colleges shall work closely with the local Foreign Affairs Offices and the Public Safety Bureaus for the management of foreign experts and foreign teachers.

Article 24. Management of foreign experts and teachers at the university level shall be the responsibility of the Foreign Affairs Office under the leadership of the designated presidents or deans.

Article 25. Foreign experts teaching more than one semester shall sign a contract with the university. The contents of the contract shall include: working period, weekly work hours, and benefits. The contract shall clearly state the laws, regulations, school disciplines that foreign experts shall abide by. Foreign experts shall neither interfere with Chinese domestic affairs nor do missionary work. The contract shall also state the punishment for breaching the contract. Universities shall strictly administer the contract.

Article 26. Leaders and relevant departments from the university shall inform the foreign experts about China, Chinese educational guidelines, policies, laws, acts and other regulations; shall help them understand China; shall require them to abide by laws, regulations, and school disciplines; and shall encourage them to respect Chinese customs. These efforts are to improve the mutual understanding and friendship. The approaches towards foreign experts shall be flexible.

Article 27. Should foreign experts either deliberately attack China politically or ask provoking political questions, leaders and staff shall positively state the viewpoints to count-attack,

shall report the incident in a timely fashion to the direct authorities, and shall settle the issue accordingly.

Article 28. The Provost office shall be responsible for foreign teachers' teaching issues.

Article 29.1. The relevant department, institutions, and organizations in the university shall be responsible for the daily management of foreign teachers' teaching issues. Chinese teachers with sound political and professional backgrounds shall be assigned to be partners of the foreign experts to assist them with teaching and management, and to examine and approve teaching plan and teaching materials including teaching references, audio and videos.

Article 29.2. Should a foreign text be used, its content must be examined and approved to avoid material that advances the capitalist system and democracy at the expense of the socialist system.

Article 29.3. The relevant department, institutions, and organizations in the university shall establish a system of observing foreign experts' classes and shall provide regular assessment of their teaching.

Article 30. Administrators at all levels in the university shall proactively work with foreign experts, encourage teachers and students to contact and make friends with them, solve their work and life problems, require friendly relationships with them, and work for mutual respect to learn from each other, and strengthen cooperation for the improvement of teaching and research. Teaching suggestions and advice from the foreign experts shall be solicited.

Article 31. Foreign teachers may get reference books and materials only from the designated areas of school libraries. Universities shall selectively accept books given by foreign

teachers. The university shall refuse to accept books given by foreign teachers that stigmatize China's socialist system.

Article 32. When conducting co-research with foreign experts, priority shall be given to China's key research projects and national secrets shall always be kept to prevent the leakage of state secrets.

Article 33. Excellent foreign teachers shall be rewarded. Poorly-performing foreign teachers shall be criticized and educated, Universities shall terminate the contract with those foreign teachers who are ill-mannered or breach the work contracts. Such incidents shall be reported to the State Administration of Foreign Experts Affairs which shall regularly inform the universities not to employ these foreigners.

Article 34. Universities shall respect foreign teachers' religious beliefs and customs. Foreign teachers shall neither speak against the Chinese government and regulations nor interfere with China's domestic affairs. Foreign teachers shall not promote religion by dispersing religious materials. Such incidents shall be handled according to the regulations of the laws in China.

Article 35. Foreign teachers shall not practice activities irrelevant to their jobs, such as conducting interviews, doing business, or maintaining consulting services.

Article 36. Foreign teachers shall not conduct political social, economical, or scientific surveys without permission.

Article 37. Educational institutions other than higher education generally shall not, without special needs, employ foreign teachers.

APPENDIX B

The 1991 Provision (Chinese)

高等学校聘请外国文教专家和外籍教师的规定

(1991年10月4日 国家教委、国家外国专家局发布)

为保证高等学校聘请外籍教师(以下简称专家、外教)的工作更好地为社会主义高等教育服务,根据国务院《外国文教专家工作试行条例》(国发[1980]270号)特制定本规定:

第一章 总则

第一条 高等学校聘请专家、外教是我国对外开放政策的组成部分,是学习外国先进科学技术和进步文化的重要途径。这是一项长期的工作,必须切实做好。

第二条 聘请专家、外教的工作,应为加强师资队伍和学科建设服务,有利于提高学校的科研水平,培养为社会主义现代化建设服务的人才。

第三条 聘请专家、外教要贯彻以我为主,按需聘请,择优选聘,保证质量,用其所长,讲求实效的原则。在工作中要加强计划性,防止盲目聘用,凡可由我国内教师承担的教学和科研任务,一般不聘请专家、外教担任。

第四条 高等学校应根据专家、外教的业务专长并考虑到他们的政治背景和态度大多与我不同的情况,正确发挥他们的作用。还应主动多做工作,帮助他们正确认识中国,增进了解和友谊。

第二章 各专业专家、外教的聘用

第五条 对不同专业专家、外教的聘用,应根据需要,掌握不同原则。

第六条 理、工、农、医专业类的专家、外教以来华短期讲学、合作科研为主。应逐步扩大此类专家的聘用比例。

第七条 语言专业类(含外语短训班)的专家、外教,除语言实践课(包括听说读写等)可以面对学生授课外,应主要用于培养师资和编写教材。除国家设立的出国人员培训部外,原则上不聘请专家、外教承担我有关人员以出国为目的的语言培训任务。

第八条 外国文学、国际新闻、国际文化、国际贸易、国际法、国际政治经济和国际关系等学科的专家、外教,应主要为我国中、青年和研究生讲授课程的部分内容或举行讲座和研讨。院校应安排教师就专家外教讲授内容在马克思主义指导下,作出科学的分析,加强对听课人员的引导。此类专业专家一般不面对本科生授课。

第九条 哲学、社会学、法学、政治学、新闻学、史学、教育学等学科的专家，应安排我方教师，在马克思主义指导下，与其就有关学术问题进行共同研讨，一般不对研究生和本科生系统讲学。

第十条 各部门、各单位与外国政府、有关组织、民间团体、院校签订的协议，其教学任务，均按上述原则执行。

第三章 来华专家、外教的条件

第十一条 聘请对象应对华友好，愿与我合作，业务水平较高并符合我需要，身体健康。

第十二条 聘请对象为专家者，应具有三至五年以上的教学和科研经历；其中长期文教专家应具有硕士以上学位或讲师以上职称以及相当的资历，短期邀请专家应具有博士学位或副教授以上职称并在该学术领域有一定造诣。

第十三条 聘请对象为一般语言外籍教师者，应有本科以上学历，受过语言教学的专门训练并具有一定的语言教学经验。

第四章 聘请专家、外教院校的条件

第十四条 院校领导中有专人分管专家、外教工作。

第十五条 设有负责专家、外教工作的职能机构并配有经过政治和外事业务培训的专职工作人员。

第十六条 制定了较完整的专家、外教管理制度和办法。

第十七条 具有专家、外教必要的生活和工作设施（包括居住地食宿、卫生、工作、安全等条件）。院校所在地应是对外国人开放地区，非开放地区须报有关部门批准后方可聘请。

第五章 聘请专家、外教的审批原则

第十八条 聘请专家、外教，按院校隶属关系，由国务院有关部（委），或省、自治区、直辖市教育行政部门审批。

第十九条 对首次拟聘请专家、外教的学校，应按院校隶属关系，由院校向上级主管部门提出申请。部（委）属院校，由部（委）会同省、自治区、直辖市教育行政部门、外办按第四章规定进行实地考察；地方属院校，由省、自治区、直辖市教育行政部门会同省、自治区、直辖市外办按第四章规定进行实地考察，经考核确认其聘请资

格，并由院校上级主管部门报国家外国专家局批准后，院校方可编报聘请专家计划和办理聘请手续。

第二十条 聘请专家、外教的院校，应于每年九月初向上级主管部门申报下一学年的聘请专家、外教计划，并说明各专业聘请专家、外教的目的、来华工作性质、来华人数、在华工作期限等。主管部门对院校的学年聘请计划应认真审核，提出审核意见并报国家外国专家局。

第二十一条 院校应对拟聘专家、外教的条件进行认真审核，对拟聘的专家、外教，按院校隶属关系，将聘请报告及有关材料报上级主管部门审批。

第六章 专家、外教的管理工作

第二十二条 国务院有关部（委）和省、自治区、直辖市教育行政部门应加强对其所属院校的外籍教师工作的领导，认真研究专家、外教工作的特点，加强计划性，进行业务指导和效益评估。在京高等院校专家、外教日常管理工作，按隶属关系，由国务院部委和北京市高教局分别负责。在其它地区的高等院校专家、外教日常管理工作，由院校所在的省、自治区、直辖市教育行政部门负责，并与当地外办密切配合；重大问题应及时报上级主管部门处理，同时抄报国家教委和国家外国专家局。

第二十三条 教育行政部门和院校在专家、外教的管理工作中，应加强与地方外办、公安等有关部门的密切配合。

第二十四条 院校专家、外教的管理，实行分管校（院）长领导下的学校外事部门归口管理制度。

第二十五条 来我院校任教一学期以上（含一学期）的专家、外教，必须与院校签订合同，合同的基本内容应包括：受聘方被聘任的起止日期，每周授课时数，应享受的各种待遇；在合同中要明确规定专家、外教应遵守我国法律、法规、校纪、校规，并不得干预我国内部事务和进行传教，对受聘方在华期间的要求及受聘方违反合同规定应负的责任等。学校应严格按合同管理。

第二十六条 院校负责专家、外教工作的领导和职能部门，应向专家、外教介绍我国情况和我国的教育方针、政策、法律、法令及有关规定，帮助其了解中国并要求其遵守我国的法律、法规和校纪校规，尊重中国人民的风俗习惯。对专家、外教的宣传工作，目的在于加强相互了解和友好，工作方法上要灵活。

第二十七条 如发生专家、外教在政治上对我有意进行攻击或提出挑衅性的政治问题时，应正面阐述我观点，予以批驳，并及时报告上级主管部门，根据情况作出处理。

第二十八条 院校教务部门归口负责专家、外教的教学业务工作。

第二十九条 专家、外教所在的系、部、所，负责专家、外教教学业务的日常管理：

(1) 配备一位政治、业务较强的中方教师作为专家、外教的合作教师，协助专家、外教开展教学，并协助学校做好专家、外教的工作；

(2) 审定专家、外教讲学计划和教学使用的教材（包括参考、影视及其它资料）；使用原文教材，思想政治内容上应严格审定，要避免先用美化资本主义制度，宣扬民主社会主义以及丑化社会主义的教材；

(3) 建立对专家、外教的听课制度，对其教学态度和效果，要定期检查，并按国家外国专家局的有关规定进行教学评估，提高聘用效益。

第三十条 院校各级领导要主动做好专家、外教工作，鼓励有关师生与他们多接触，交朋友，主动关心和解决专家、外教在教学与生活中遇到的问题，要求中国师生与专家、外教友好相处，互相尊重，取长补短，加强合作，共同搞好教学和研究工作。对专家、外教教学中的意见，应由系、教研室或合作教师商讨解决。

第三十一条 专家、外教可以在指定范围利用我院校图书馆，查阅图书资料。院校可以接受专家、外教不附加条件的赠书，对有攻击我国政府或恶意诬蔑我国社会主义制度等内容的图书，应拒绝接受，并及时报告上级主管部门。院校应认真加强对专家、外教赠书的管理。

第三十二条 专家、外教与我进行合作科研，应以我重点科研项目为主。在合作科研中，应加强保密工作，加强对有关科研资料及计算机的使用管理，严防泄密。

第三十三条 对在华工作成绩显著的专家、外教应给予奖励；对不履行合同，教学效果差，态度恶劣的外籍教师，学校应及时提出批评、教育；对坚持不改者，可根据合同规定予以解聘。解聘专家、外教，由学校报请上级主管部门批准，同时抄报国家外国专家局，由国家外国专家局定期通报各有关单位，不得再录用。

第三十四条 院校应尊重专家、外教的风俗习惯和宗教信仰。专家、外教不得在任何场所，以任何方式，散布攻击我国政府和政策法规的言论，干涉我国内政；不得以任何形式进行传教活动或宗教宣传，不得以教学名义在我学生中散发宗教书籍或材料；对违犯上述规定者，应根据合同和我国有关法律规定处理。

第三十五条 专家、外教不得从事与教学无关的社会工作。如采访，经商，咨询服务等，以及与其身份不符的其它活动。

第三十六条 专家、外教在应聘期间，不得以任何形式向社会和学生作涉及我政治思想、社会状况、经济或科技秘密、特殊的生物资源，以及违反规定的调查。特殊需要者，经批准后方可进行。在省、自治区、直辖市范围内，报请所在省、自治区、直辖市教育行政部门，会同省、自治区、直辖市外办及有关部门审批，超出所在省、自治区、直辖市的，报国家教委、国家外国专家局审批，同时抄报有关部门。

第三十七条 除高等学校外，其它各级各类学校，一般不聘请外籍教师来校任教，特殊需要的，亦按上述规定办理。

[教育部](#)

APPENDIX C

Electronic Invitation (English)

Dear Dean of the Foreign Affairs Office,

My name is Jun Wang, I am a Chinese student at The University of Montana, Missoula, USA. I taught English in the College of Science and Technology Ningbo University in China before coming to the United States to study for my doctoral degree in Educational Leadership. I am planning to complete my doctoral studies and return to China in May, 2011.

The purpose of this Email is to invite you to participate in this study regarding the perceptions of the Deans of the Foreign Affairs Office in public institutions of higher education in China regarding their agreement with, and implementation of, the current policy concerning the employment of the foreign experts.

Along with this letter, you will find a link to an online questionnaire that is entirely based on the current policy: Provisions on Employment of Foreign Experts and Foreign Teachers in Higher Education 1991. To complete the questionnaire will take you approximately 25 minutes. Likert Scale data will be collected from the questionnaire, that is to say, you are asked to comment on each of the Article of the current national policy, “ Provisions on Employment of Foreign Experts in Higher Education” by choosing one of the answers provided, which are listed either as strongly agree, agree, and strongly disagree; or very easy, easy, difficult, and very difficult.

To complete the questionnaire, please click on the web link provided in your email, which is completely safe because the questionnaire is conducted through SurveyMonkey which is a widely-used online survey website. Your response will be anonymous. SurveyMonkey will report the data without any identifiers. Thus, none of your personal information or the name of your institution will be traced or revealed from the survey. In addition, you are free not to answer any of the questions that are sensitive to you or that make you feel nervous.

I sincerely ask for your participation and your prompt response will be greatly appreciated. If you complete and return the questionnaire, an electronic version of the executive summary of my dissertation will be sent to you. If you are really interested in the results, please feel free to contact me and I will send you an electronic copy of the executive summary of this study.

If you have any questions concerning the survey, you can always contact my dissertation Chair, Dr. Bill McCaw or me via our emails or telephones:

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APPENDIX D
Invitation Letter (Chinese Version)
调查邀请信

尊敬的主任，你好！

很冒昧发电子邮件给你。首先我声明这不是一个垃圾邮件。我名叫王军，男，43岁，原来是宁波大学科学技术学院教师，现在美国蒙大拿大学留学。我2007年来美国读教育管理博士学位，计划明年五月毕业。现在正在准备毕业博士论文。

我的研究兴趣是国内高校外教管理。给你发这份电邮目的是请你帮忙完成我的网上关于中国大学外事办主任对当前高校外教政策的看法的调查问卷。本问卷是按照1991年颁布的《高等学校聘请外国文教专家和外籍教师的规定》而设计的。

如果你能帮忙完成该问卷，我不胜感激！如果你有兴趣，作为回报，等我完成论文后，我会将我的论文电子原件寄给你作为酬谢！另外，如果我在美国能为你帮什么忙，请尽管联系我。我会很愿意尽力为你效劳！

完成这份调查问卷大约占用你25分钟左右时间。你不需要填写你的姓名，只需要点击问卷当中的答案选项，选择你最认可的答案即可。该调查问卷是通过美国专业普遍认可的SurveyMonkey发送给你的，你的所有回复信息都会被匿名并严格保密。请放心点击打开下面调查问卷的网络链接，帮我完成问卷，谢谢！

如果你有任何问题，请用及时联系我或者我的论文导师Bill McCaw。我们的联系方式在我署名的下面。

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再次非常感谢你在百忙当中抽出时间帮助我！谢谢！

王军
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电话: 001-406-243-5586
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Appendix E

Questionnaire (English)
 Chinese National Policy Regarding the Foreign Experts:
 Perceptions of Foreign Affairs Deans.

Part One General Questions

Instruction: Please complete the following statements by clicking on the radio button next to the answer that most closely matches your opinion. A dot in the middle of the button will appear once an answer is chosen. Only one answer can be chosen.

1. What is your gender?
 Male Female
2. What is your age?
 Between 20 and 30 Between 31 and 40
 Between 41 and 50 Above 50
3. Are you the Dean the Foreign Affairs Office in your institution?
 Yes No.
4. If yes, how many years have you been in this position at your current institution?
 If no, what is your position?
5. How many students are there in your institution?
 Above 50,000 Between 50,000 and 30,000,
 Between 30,000 and 20,000, Under 20, 000
6. How many foreign experts does your institution currently have?
7. How many foreign experts does your institution currently need?
8. What is the location of your institution?
 Northwest China Northeast China North China
 East China Central South China Southwest China
9. In what category does your institution fit?
 Under Ministries and Agencies
 Provincial/ Municipal/Regional
 Two-year or three-year colleges
 Vocational colleges
 Adult colleges
10. How easy or difficult is it for you to implement the current policy as a whole?
 Very easy Easy Difficult Very difficult
11. In general, do you agree that the current policy needs to be updated?
 Strongly agree Agree Disagree Strongly disagree
12. Do you agree that the current policy is outdated?
 Strongly agree Agree Disagree Strongly disagree

Part Two Policy Questions

Instructions: Each of the following questions contains the exact language of each Article from the current national policy concerning the administration of foreign experts. Please complete the following statements by clicking on the radio button next to the answer that most closely matches your opinion. Only one answer can be chosen for each question. When you finish, please click on the Done, and you will then be exited from the questionnaire.

Questions from Chapter One-General Principles

13. Employing foreign experts and teachers in higher education is one of the important policy components of Reform and Opening-up. It is an important channel for learning advanced foreign science, technology, and culture. Do you agree that this Article needs to be updated??

Strongly agree Agree Disagree Strongly disagree

14. The employment of foreign experts and teachers shall strengthen and build qualified teaching teams, be beneficial for improving the level of higher education scientific research, and cultivate talents for modernizing socialism. Do you agree that this Article needs to be updated??

Strongly agree Agree Disagree Strongly disagree

15. Foreign experts and teachers shall be employed according to the following principles: (a) serving the country as the priority, (b) meeting the school's actual needs, (c) selecting the most qualified candidates, (d) making the most of the expertise, (e) demanding practical results. It is generally not applicable to employ foreign experts and teachers if the teaching and research tasks can be accomplished by Chinese teachers. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

16. Foreign experts and teachers shall be employed according to the following principles: (a) serving the country as the priority, (b) meeting the school's actual needs, (c) selecting the most qualified candidates, (d) making the most of the expertise, (e) demanding practical results. It is generally not applicable to employ foreign experts and teachers if the teaching and research tasks can be accomplished by Chinese teachers. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

17. Higher education institutions shall correctly enhance the roles of foreign experts and teachers with the consideration that their professional expertise, political backgrounds, and working attitudes may be different from China's; shall work proactively to help them know

China correctly; and shall promote mutual understanding and friendship. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

Questions from Chapter Two Employment of Foreign Professionals and Teachers

18. Employment principles shall be adapted according to different foreign professionals and teachers as well as the differing needs of schools. Do you agree that this Article needs to be updated??

Strongly agree Agree Disagree Strongly disagree

19. The majority of foreign experts shall be in the fields of science, engineering, agriculture, and medicine engaging in short-term teaching and co-researching. The number of these experts shall be increased gradually. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

20. Foreign language experts and teachers shall mainly be employed for training teachers and compiling textbooks, except for those teaching practical courses such as listening, speaking, reading, and writing. In principle, no foreign experts and teachers shall be employed for language training for personnel going abroad except for the training departments set up by China. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

21. Foreign language experts and teachers shall mainly be employed for training teachers and compiling textbooks, except for those teaching practical courses such as listening, speaking, reading, and writing. In principle, no foreign experts and teachers shall be employed for language training for personnel going abroad except for the training departments set up by China. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

22. Foreign experts and teachers in the fields of foreign literature and international news and culture, trade, law, politics and relations shall mainly teach to, and conduct lectures, research, and discussion for young and middle-aged teachers and graduate students. Higher education institutions shall assign someone to analyze the teaching content of foreign teachers and experts according to Marxism. These experts shall generally not teach undergraduate students. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

23. Foreign experts and teachers in the fields of foreign literature and international news and culture, trade, law, politics and relations shall mainly teach to, and conduct lectures, research, and discussion for young and middle-aged teachers and graduate students. Higher education institutions shall assign someone to analyze the teaching content of foreign teachers and experts according to Marxism. These experts shall generally not teach undergraduate students. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

24. Foreign experts of philosophy, sociology, law, politics, news, history, education shall discuss and explore academic issues with Chinese teachers under the direction of Marxism, but generally not teach Chinese students. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

25. Foreign experts of philosophy, sociology, law, politics, news, history, education shall discuss and explore academic issues with Chinese teachers under the direction of Marxism, but generally not teach Chinese students. How easy or difficult for you to implement this Article?

Very easy East Difficult Very difficult

26. The above-mentioned principles shall apply to the teaching tasks and agreements signed between relevant Chinese departments and foreign governments, relevant organizations, local groups, and universities. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

Questions From Chapter Three- the Requirement for Foreign Experts and Teachers

27. Foreign experts and teachers shall be friendly, healthy, willing to cooperate with China, and have higher professional proficiencies that satisfy China's needs. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

28. Foreign experts and teachers shall have at least three to five years experience in teaching and research. Foreign experts and teachers with long-term employment in China shall at least have masters' degrees or be lecturers with equivalent expertise. Foreign experts who will work short-term shall at least have doctorate degrees or be associate professors with high accomplishment in their academic fields. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

29. Foreign experts and teachers shall have at least three to five years experience in teaching and research. Foreign experts and teachers with long-term employment in China shall at least

have masters' degrees or be lecturers with equivalent expertise. Foreign experts who will work short-term shall at least have doctorate degrees or be associate professors with high accomplishment in their academic fields. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

30. Foreign language experts and teachers shall have at least a bachelor's degree with special training in language teaching and shall have some language teaching experience. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

31. Foreign language experts and teachers shall have at least a bachelor's degree with special training in language teaching and shall have some language teaching experience. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

Questions From Chapter Four the Requirement of the Institutions of Higher Education

32. Universities and colleges shall assign special administrators to be in charge of foreign experts and teachers. Do you agree with this policy Article?

Strongly agree Agree Disagree Strongly disagree

33. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

Questions from Chapter Five- Approving Principles of Employing Foreign Experts

34. Administrative departments shall be established to take charge of foreign experts and teachers with full-time staff who are trained politically for working with foreign affairs. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

35. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

36. Comprehensive administrative measures and methods shall be formulated. Do you agree with this policy Article?

Strongly agree Agree Disagree Strongly disagree

37. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

38. Schools shall have necessary working and living conditions for foreign experts and teachers—housing, catering, health, work, and security. The locations of the universities and colleges shall be in regions that are open to foreigners. Regions not open to foreigners shall apply for permission. Do you agree with this policy Article?

Strongly agree Agree Disagree Strongly disagree

39. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

40. The employment of foreign experts and teachers shall be approved by the relevant ministries or agencies under the State Council, or by the relevant educational administrative departments under different provinces, autonomous regions, or municipalities. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

41. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

Questions from Chapter Six- Management of Foreign Experts

42. First time universities and colleges to employ foreign experts and teachers shall apply to their direct authorities. Universities and colleges directly affiliated with the ministries or agencies of the Central Government shall be examined by their corresponding departments and ministries together with the educational administration at levels of province, autonomous region, or municipality directly under the Central Government in accordance with the regulations specified in Chapter Four. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

43. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

44. Universities and colleges shall report and apply to their direct authorities their employment plans for foreign experts and teachers, and explain the purposes, working characteristics, and time lines for employing foreign experts and teachers. The direct authorities shall examine the

reports and applications seriously and shall provide a report to the State Administration of Foreign Expert Affairs. Do you agree that this policy Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

45. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

46. Universities and colleges shall carefully examine the foreign candidates and shall report to their direct authorities for approval. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

47. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

48. The direct authorities of the schools shall strengthen the leadership and direction, by seriously examining the work characteristics of the foreign experts, by strengthening the planning process, and by conducting evaluations. Management of foreign experts in Beijing colleges and universities shall be the responsibility of the departments of State Council and the Beijing Higher Education Bureau in accordance with their direct authorities. Management of foreign experts in other regions shall be the responsibility of the Education Committee of province, autonomous region, and municipality directly under the Central Government. Important issues shall be promptly reported to the direct authorities and to the Ministry of Education and the State Administration of Foreign Experts Affairs. Do you agree that this Article needs to be updated??

Strongly agree Agree Disagree Strongly disagree

49. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

50. Departments of educational administration and universities and colleges shall work closely with the local Foreign Affairs Offices and the Public Safety Bureaus for the management of foreign experts and foreign teachers. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

51. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

52. Management of foreign experts and teachers at the university level shall be the responsibility of the Foreign Affairs Office under the leadership of the designated presidents or deans. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

53. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

54. Foreign experts teaching more than one semester shall sign a contract with the university. The contents of the contract shall include: working period, weekly work hours, and benefits. The contract shall clearly state the laws, regulations, school disciplines that foreign experts shall abide by. Foreign experts shall neither interfere with Chinese domestic affairs nor do missionary work. The contract shall also state the punishment for breaching the contract. Universities shall strictly administer the contract. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

55. How easy or difficult is it for you to implement the Article?

Very easy Easy Difficult Very difficult

56. Leaders and relevant departments from the university shall inform the foreign experts about China, Chinese educational guidelines, policies, laws, acts and other regulations; shall help them understand China; shall require them to abide by laws, regulations, and school disciplines; and shall encourage them to respect Chinese customs. These efforts are to improve the mutual understanding and friendship. The approaches towards foreign experts shall be flexible. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

57. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

58. Should foreign experts either deliberately attack China politically or ask provoking political questions, leaders and staff shall positively state the viewpoints to count-attack, shall report the incident in a timely fashion to the direct authorities, and shall settle the issue accordingly. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

59. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

60. The Provost office shall be responsible for foreign teachers' teaching issues. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

61. Is it easy or difficult for you to implement this article?

Very easy Easy Difficult Very difficult

62. The relevant department, institutions, and organizations in the university shall be responsible for the daily management of foreign teachers' teaching issues. Chinese teachers with sound political and professional backgrounds shall be assigned to be partners of the foreign experts to assist them with teaching and management, and to examine and approve teaching plan and teaching materials including teaching references, audio and videos. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

63. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

64. Should a foreign text be used, its content must be examined and approved to avoid material that advances the capitalist system and democracy at the expense of the socialist system. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

65. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

66. The relevant department, institutions, and organizations in the university shall establish a system of observing foreign experts' classes and shall provide regular assessment of their teaching. Do you agree that this Article needs to be updated??

Strongly agree Agree Disagree Strongly disagree

67. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

68. Administrators at all levels in the university shall proactively work with foreign experts, encourage teachers and students to contact and make friends with them, solve their work and life problems, require friendly relationships with them, and work for mutual respect to learn from each other, and strengthen cooperation for the improvement of teaching and research. Teaching suggestions and advice from the foreign experts shall be solicited. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

69. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

70. Foreign teachers may get reference books and materials only from the designated areas of school libraries. Universities shall selectively accept books given by foreign teachers. The university shall refuse to accept books given by foreign teachers that stigmatize China's socialist system. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

71. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

72. When conducting co-research with foreign experts, priority shall be given to China's key research projects and national secrets shall always be kept to prevent the leakage of state secrets. Do you agree that this Article needs to be updated??

Strongly agree Agree Disagree Strongly disagree

73. How easy or difficult is it for you to implement this Article?

Very easy Easy Difficult Very difficult

74. Excellent foreign teachers shall be rewarded. Poorly-performing foreign teachers shall be criticized and educated, Universities shall terminate the contract with those foreign teachers who are ill-mannered or breach the work contracts. Such incidents shall be reported to the State Administration of Foreign Experts Affairs which shall regularly inform the universities not to employ these foreigners. Do you agree that this Article needs to be updated?

Strongly agree Agree Disagree Strongly disagree

75. How easy or difficult is it for you to implement this Article?

- Very easy Easy Difficult Very difficult

76. Universities shall respect foreign teachers' religious beliefs and customs. Foreign teachers shall neither speak against the Chinese government and regulations nor interfere with China's domestic affairs. Foreign teachers shall not promote religion by dispersing religious materials. Such incidents shall be handled according to the regulations of the laws in China. Do you agree that this Article needs to be updated?

- Strongly agree Agree Disagree Strongly disagree

77. How easy or difficult is it for you to implement this Article?

- Very easy Easy Difficult Very difficult

78. Foreign teachers shall not practice activities irrelevant to their jobs, such as conducting interviews, doing business, or maintaining consulting services. Do you agree that this Article needs to be updated??

- Strongly agree Agree Disagree Strongly disagree

79. How easy or difficult is it for you to implement this Article?

- Very easy Easy Difficult Very difficult

80. Foreign teachers shall not conduct political social, economical, or scientific surveys without permission. Do you agree that this Article needs to be updated??

- Strongly agree Agree Disagree Strongly disagree

81. How easy or difficult is it for you to implement this Article?

- Very easy Easy Difficult Very difficult

82. Educational institutions other than higher education generally shall not, without special needs, employ foreign teachers. Do you agree that this Article needs to be updated??

- Strongly agree Agree Disagree Strongly disagree

83. How easy or difficult is it for you to implement this Article?

- Very easy Easy Difficult Very difficult

Thank you very much for you cooperation! Please submit the questionnaire by click on the following button “Done”

Done

APPENDIX F
Questionnaire (Chinese Version)
调查问卷

中国国家外国专家政策：外事办主任的看法
第一部分 一般问题

说明：请点击选择每个问题后面最接近你观点的答案。每个问题只能选一个答案。

1. 你的性别是： 男 女
2. 你的年龄是： 30 以下 30-40 41-50 50 以上
3. 你是外事办主任吗？ 不是 是
4. 如果是，你担任外事办主任的年限是：
如果不是，你的职位是什么：_____。
5. 贵校现有学生数是：
 5 万以上 3-5 万 2-3 万 2 万以下
6. 贵校现有外国专家的人数是：_____。
7. 贵校现在实际需要的外国专家数是_____。
8. 贵校的所在地理位置是中国：
 西北 东北 华北 华东 华中南
9. 贵校所属的院校类型是：
 部委直属 普通院校 专科学校 职业学院 成人高校
10. 你觉得执行现行外教管理政策是难还是容易？
 非常容易 容易 不容易 非常不容易
11. 一般来讲，你同意现行外教管理的政策需要修改吗？
 很同意 同意 不同意 很不同意
12. 你同意我国现行外高校教管理政策已经过时了吗？
 很同意 同意 不同意 很不同意

第二部分，政策问题

说明：下面的每一个问题基于我国 1991 年颁布执行的“高等学校聘请外国文教专家和外籍教师的规定”的条款。请点击选择每个问题后面最接近你观点的答案。每个问题只能选一个答案。完成后，请点击最后的“Done”按钮提交该问卷。

- 一. 总则
- 问题
13. 高等学校聘请专家、外教是我国对外开放政策的组成部分，是学习外国先进科学技术和进步文化的重要途径。这是一项长期的工作，必须切实做好。你同意这条政策需要修改吗？
 很同意 同意 不同意 很不同意
 14. 聘请专家、外教的工作，应为加强师资队伍和学科建设服务，有利于提高学校的科研水平，培养为社会主义现代化建设服务的人才。你同意这条政策需要修改吗？
 很同意 同意 不同意 很不同意

15. 聘请专家、外教要贯彻以我为主，按需聘请，择优选聘，保证质量，用其所长，讲求实效的原则。在工作中要加强计划性，防止盲目聘用，凡可由我国内教师承担的教学和科研任务，一般不聘请专家、外教担任。你同意这项政策需要修改吗？
 很同意 同意 不同意 很不同意
16. 聘请专家、外教要贯彻以我为主，按需聘请，择优选聘，保证质量，用其所长，讲求实效的原则。在工作中要加强计划性，防止盲目聘用，凡可由我国内教师承担的教学和科研任务，一般不聘请专家、外教担任。你认为执行该项政策容易还是难？
 非常容易 容易 不容易 非常不容易
17. 高等学校应根据专家、外教的业务专长并考虑到他们的政治背景和态度大多与我不同的情况，正确发挥他们的作用。还应主动多做工作，帮助他们正确认识中国，增进了解和友谊。你同意该项政策需要修改吗？
 很同意 同意 不同意 很不同意
- 二. 各专业专家、外教的聘用问题
18. 对不同专业专家、外教的聘用，应根据需要，掌握不同原则。你同意该项政策需要修改吗？
 很同意 同意 不同意 很不同意
19. 理、工、农、医专业类的专家、外教以来华短期讲学、合作科研为主。应逐步扩大此类专家的聘用比例。你同意该项政策需要修改吗？
 很同意 同意 不同意 很不同意
20. 语言专业类（含外语短训班）的专家、外教，除语言实践课（包括听说读写等）可以面对学生授课外，应主要用于培养师资和编写教材。除国家设立的出国人员培训部外，原则上不聘请专家、外教承担我有关人员以出国为目的的语言培训任务。你同意该项政策需要修改吗？
 很同意 同意 不同意 很不同意
21. 你认为执行该项政策容易还是难？
 非常容易 容易 不容易 非常不容易
22. 外国文学、国际新闻、国际文化、国际贸易、国际法、国际政治经济和国际关系等学科的专家、外教，应主要为我中、青年教师和研究生讲授课程的部分内容或举行讲座和研讨。院校应安排教师就专家外教讲授内容在马克思主义指导下，作出科学的分析，加强对听课人员的引导。此类专业专家一般不面对本科生授课。你同意该项政策需要修改吗？
 很同意 同意 不同意 很不同意
23. 你认为执行该项政策容易还是难？
 非常容易 容易 不容易 非常不容易
24. 哲学、社会学、法学、政治学、新闻学、史学、教育学等学科的专家，应安排我方教师，在马克思主义指导下，与其就有关学术问题进行共同研讨，一般不对研究生和本科生系统讲学。你同意该项政策需要修改吗？
 很同意 同意 不同意 很不同意
25. 你认为执行该项政策容易还是难？
 非常容易 容易 不容易 非常不容易
26. 各部门、各单位与外国政府、有关组织、民间团体、院校签订的协议，其教学任务，均按上述原则执行。

你同意该项政策需要修改吗？

- 很同意 同意 不同意 很不同意

三. 来华专家、外教的条件问题

27. 聘请对象应对华友好，愿与我合作，业务水平较高并符合我需要，身体健康。

你认为执行该项政策容易还是难？

- 非常容易 容易 不容易 非常不容易

28. 聘请对象为专家者，应具有三至五年以上的教学和科研经历；其中长期文教专家应具有硕士以上学位或讲师以上职称以及相当的资历，短期邀请专家应具有博士学位或副教授以上职称并在该学术领域有一定造诣。你同意该项政策需要修改吗？

- 很同意 同意 不同意 很不同意

29. 你认为执行该项政策容易还是难？

- 非常容易 容易 不容易 非常不容易

30. 聘请对象为一般语言外籍教师者，应有本科以上学历，受过语言教学的专门训练并具有一定的语言教学经验。你同意该项政策需要修改吗？

- 很同意 同意 不同意 很不同意

31. 你认为执行该项政策容易还是难？

- 非常容易 容易 不容易 非常不容易

四. 聘请专家、外教院校的条件问题

32. 院校领导中有专人分管专家、外教工作。你同意该项政策需要修改吗？

- 很同意 同意 不同意 很不同意

33. 你认为执行该项政策容易还是难？

- 非常容易 容易 不容易 非常不容易

34. 设有负责专家、外教工作的职能机构并配有经过政治和外事业务培训的专职工作人员。你同意该项政策需要修改吗？

- 很同意 同意 不同意 很不同意

35. 你认为执行该项政策容易还是难？

- 非常容易 容易 不容易 非常不容易

36. 制定了较完整的专家、外教管理制度和办法。你同意该项政策需要修改吗？

- 很同意 同意 不同意 很不同意

37. 你认为执行该项政策容易还是难？

- 非常容易 容易 不容易 非常不容易

38. 具有专家、外教必要的生活和工作设施（包括居住地食宿、卫生、工作、安全等条件）。院校所在地应是对外国人开放地区，非开放地区须报有关部门批准后方可聘请。你同意该项政策需要修改吗？

- 很同意 同意 不同意 很不同意

39. 你认为执行该项政策容易还是难？

- 非常容易 容易 不容易 非常不容易

五. 聘请专家、外教的审批原则问题

40. 聘请专家、外教，按院校隶属关系，由国务院有关部（委），或省、自治区、直辖市教育行政部门审批。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
41. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
42. 对首次拟聘请专家、外教的学校，应按院校隶属关系，由院校向上级主管部门提出申请。部（委）属院校，由部门（委）会同省、自治区、直辖市教育行政部门、外办按第四章规定进行实地考察；地方属院校，由省、自治区、直辖市教育行政部门会同省、自治区、直辖市外办按第四章规定进行实地考察，经考核确认其聘请资格，并由院校上级主管部门报国家外国专家局批准后，院校方可编报聘请专家计划和办理聘请手续你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
43. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
44. 聘请专家、外教的院校，应于每年九月初向上级主管部门申报下一学年的聘请专家、外教计划，并说明各专业聘请专家、外教的目的、来华工作性质、来华人数、在华工作期限等。主管部门对院校的学年聘请计划应认真审核，提出审核意见并报国家外国专家局。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
45. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
46. 院校应对拟聘专家、外教的条件进行认真审核，对拟聘的专家、外教，按院校隶属关系，将聘请报告及有关材料报上级主管部门审批。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
47. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易

六. 专家、外教的管理工作问题

48. 国务院有关部（委）和省、自治区、直辖市教育行政部门应加强对其所属院校的外籍教师工作的领导，认真研究专家、外教工作的特点，加强计划性，进行业务指导和效益评估。在京高等院校专家、外教日常管理工作，按隶属关系，由国务院部委和北京市高教局分别负责。在其它地区的高等院校专家、外教日常管理工作，由院校所在的省、自治区、直辖市教育行政部门负责，并与当地外办密切配合；重大问题应及时报上级主管部门处理，同时抄报国家教委和国家外国专家局。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
49. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
50. 教育行政部门和院校在专家、外教的管理工作中，应加强与地方外办、公安等有关部门的密切配合。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
51. 你认为执行该项政策容易还是难？

- 非常容易 容易 不容易 非常不容易
52. 院校专家、外教的管理，实行分管校（院）长领导下的学校外事部门归口管理制度。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
53. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
54. 来我院校任教一学期以上（含一学期）的专家、外教，必须与院校签订合同，合同的基本内容应包括：受聘方被聘任的起止日期，每周授课时数，应享受的各种待遇；在合同中要明确规定专家、外教应遵守我国法律、法规、校纪、校规，并不得干预我国内部事务和进行传教，对受聘方在华期间的要求及受聘方违反合同规定应负的责任等。学校应严格按合同管理。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
55. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
56. 院校负责专家、外教工作的领导和职能部门，应向专家、外教介绍我国情况和我国的教育方针、政策、法律、法令及有关规定，帮助其了解中国并要求其遵守我国的法律、法规和校纪校规，尊重中国人民的风俗习惯。
- 对专家、外教的宣传工作，目的在于加强相互了解和友好，工作方法上要灵活。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
57. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
58. 如发生专家、外教在政治上对我有意进行攻击或提出挑衅性的政治问题时，应正面阐述我观点，予以批驳，并及时报告上级主管部门，根据情况作出处理。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
59. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
60. 院校教务部门归口负责专家、外教的教学业务工作。你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
61. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
62. 专家、外教所在的系、部、所，负责专家、外教教学业务的日常管理：
- （1）配备一位政治、业务较强的中方教师作为专家、外教的合作教师，协助专家、外教开展教学，并协助学校做好专家、外教的工作；你同意该项政策需要修改吗？
- 很同意 同意 不同意 很不同意
63. 你认为执行该项政策容易还是难？
- 非常容易 容易 不容易 非常不容易
64. 审定专家、外教讲学计划和教学使用的教材（包括参考、影视及其它资料）；使用原文教材，思想政治内容上应严格审定，要避免选用美化资本主义制度，宣扬民主社会主义以及丑化社会主义的教材；你同意该项政策需要修改吗？

- 很同意 同意 不同意 很不同意
65. 你认为执行该项政策容易还是难?
 非常容易 容易 不容易 非常不容易
66. 建立对专家、外教的听课制度,对其教学态度和效果,要定期检查,并按国家外国专家局的有关规定进行教学评估,提高聘用效益。
 A.你同意该项政策需要修改吗?
 很同意 同意 不同意 很不同意
67. 你认为执行该项政策容易还是难?
 非常容易 容易 不容易 非常不容易
68. 院校各级领导要主动做好专家、外教工作,鼓励有关师生与他们多接触,交朋友,主动关心和解决专家、外教在教学与生活中遇到的问题,要求中国师生与专家、外教友好相处,互相尊重,取长补短,加强合作,共同搞好教学和研究工作。对专家、外教教学中的意见,应由系、教研室或合作教师商讨解决。你同意该项政策需要修改吗?
 很同意 同意 不同意 很不同意
69. 你认为执行该项政策容易还是难?
 非常容易 容易 不容易 非常不容易
70. 专家、外教可以在指定范围利用我院校图书馆,查阅图书资料。院校可以接受专家、外教不附加条件的赠书,对有攻击我国政府或恶意诬蔑我国社会主义制度等内容的图书,应拒绝接受,并及时报告上级主管部门。院校应认真加强对专家、外教赠书的管理。你同意该项政策需要修改吗?
 很同意 同意 不同意 很不同意
71. 你认为执行该项政策容易还是难?
 非常容易 容易 不容易 非常不容易
72. 专家、外教与我进行合作科研,应以我重点科研项目为主。在合作科研中,应加强保密工作,加强对有关科研资料及计算机的使用管理,严防泄密。你同意该项政策需要修改吗?
 很同意 同意 不同意 很不同意
73. 你认为执行该项政策容易还是难?
 非常容易 容易 不容易 非常不容易
74. 对在华工作成绩显著的专家、外教应给予奖励;对不履行合同,教学效果差,态度恶劣的外籍教师,学校应及时提出批评、教育;对坚持不改者,可根据合同规定予以解聘。解聘专家、外教,由学校报请上级主管部门批准,同时抄报国家外国专家局,由国家外国专家局定期通报各有关单位,不得再录用。你同意该项政策需要修改吗?
 很同意 同意 不同意 很不同意
75. 你认为执行该项政策容易还是难?
 非常容易 容易 不容易 非常不容易
76. 院校应尊重专家、外教的风俗习惯和宗教信仰。专家、外教不得在任何场所,以任何方式,散布攻击我国政府和政策法令的言论,干涉我国内政;不得以任何形式进行传教活动或宗教宣传,不得以教学名义在我学生中散发宗教书籍或材料;对违犯上述规定者,应根据合同和我国有关法律规定处理。你同意该项政策需要修改吗?
 很同意 同意 不同意 很不同意

77. 你认为执行该项政策容易还是难?

- 非常容易 容易 不容易 非常不容易

78. 专家、外教不得从事与教学无关的社会工作。如采访，经商，咨询服务等，以及与其身份不符的其它活动。你同意该项政策需要修改吗?

- 很同意 同意 不同意 很不同意

79. 你认为执行该项政策容易还是难?

- 非常容易 容易 不容易 非常不容易

80. 专家、外教在应聘期间，不得以任何形式向社会和学生作涉及我政治思想、社会状况、经济或科技秘密、特殊的生物资源，以及违反规定的调查。特殊需要者，经批准后方可进行。在省、自治区、直辖市范围内，报请所在省、自治区、直辖市教育行政部门，会同省、自治区、直辖市外办及有关部门审批，超出所在省、自治区、直辖市的，报国家教委、国家外国专家局审批，同时抄报有关部门。你同意该项政策需要修改吗?

- 很同意 同意 不同意 很不同意

81. 你认为执行该项政策容易还是难?

- 非常容易 容易 不容易 非常不容易

82. 除高等学校外，其它各级各类学校，一般不聘请外籍教师来校任教，特殊需要的，亦按上述规定办理。你同意该项政策需要修改吗?

- 很同意 同意 不同意 很不同意

83. 你认为执行该项政策容易还是难?

- 非常容易 容易 不容易 非常不容易

谢谢你的合作! 请点击“Done”提交该问卷

Done

APPENDIX G

Demographics in Relation to Question 10

Level of ease		VE (n=1)		E (n=0)		D (n=78)		VD (n=36)	
Demographics	Categories	%	(f)	%	(f)	%	(f)	%	(f)
Gender	Male	0%	(0)	0%	(0)	69%	(71)	31%	(32)
	Female	8%	(1)	0%	(0)	58%	(7)	33%	(4)
Age	<30	0%	(0)	0%	(0)	0%	(0)	0%	(0)
	30-40	0%	(0)	0%	(0)	76%	(31)	20%	(8)
	41-50	1%	(1)	0%	(0)	60%	(41)	38%	(26)
	51-60	0%	(0)	0%	(0)	100%	(2)	0%	(0)
Position	Dean	1%	(1)	0%	(0)	67%	(58)	33%	(28)
	Associate Dean	0%	(0)	0%	(0)	81%	(13)	19%	(3)
	Secretary	0%	(0)	0%	(0)	60%	(3)	40%	(2)
Year in Position	1 yrs	0%	(0)	0%	(0)	100%	(5)	0%	(0)
	2 yrs	0%	(0)	0%	(0)	70%	(23)	30%	(10)
	3 yrs	3%	(1)	0%	(0)	55%	(16)	41%	(12)
	4 yrs	0%	(0)	0%	(0)	43%	(3)	57%	(4)
	5 yrs	0%	(0)	0%	(0)	100%	(1)	0%	(0)
Student Size	<20,000	0%	(0)	0%	(0)	41%	(24)	59%	(34)
	20,000-30,000	0%	(0)	0%	(0)	95%	(39)	5%	(2)
	30,000-40,000	7%	(1)	0%	(0)	93%	(13)	0%	(0)
	40,000-50,000	0%	(0)	0%	(0)	100%	(1)	0%	(0)
Number of FE Employed	<10	0%	(0)	0%	(0)	40%	(21)	60%	(32)
	10--20	0%	(0)	0%	(0)	88%	(15)	12%	(2)
	21-30	5%	(1)	0%	(0)	100%	(21)	0%	(0)
	> 30	0%	(0)	0%	(0)	100%	(11)	0%	(0)
Number of FE Needed	<20	0%	(0)	0%	(0)	42%	(25)	58%	(34)
	20--40	3%	(1)	0%	(0)	100%	(30)	0%	(0)
	41-60	0%	(0)	0%	(0)	100%	(8)	0%	(0)
	>60	0%	(0)	0%	(0)	100%	(2)	0%	(0)
Institution Location	Central South	0%	(0)	0%	(0)	69%	(9)	31%	(4)
	East	3%	(1)	0%	(0)	66%	(19)	28%	(8)
	North	0%	(0)	0%	(0)	69%	(22)	31%	(10)
	Northeast	0%	(0)	0%	(0)	67%	(8)	33%	(4)
	Northwest	0%	(0)	0%	(0)	67%	(10)	33%	(5)
	Southwest	0%	(0)	0%	(0)	67%	(10)	33%	(5)
Institution Type	Adult	0%	(0)	0%	(0)	90%	(9)	10%	(1)
	Affiliate	13%	(1)	0%	(0)	100%	(8)	0%	(0)
	Provincial 4 yr	0%	(0)	0%	(0)	52%	(14)	48%	(13)
	Special (2-3 yrs)	0%	(0)	0%	(0)	84%	(27)	16%	(5)
	Vocational	0%	(0)	0%	(0)	54%	(20)	46%	(17)

APPENDIX H

Demographics in Relation to Question 11

Level of ease		SA (N=93)		A (N=20)		D (N=2)		SD (N=0)	
Demographics	Categories	%	(f)	%	(f)	%	(f)	%	(f)
Gender	Male	86%	(89)	13%	(13)	1%	(1)	1%	(1)
	Female	73%	(8)	27%	(3)	0%	(0)	0%	(0)
Age	<30	0%	(0)	0%	(0)	0%	(0)	0%	(0)
	30-40	87%	(33)	13%	(5)	3%	(1)	0%	(0)
	41-50	86%	(57)	14%	(9)	2%	(1)	0%	(0)
	51-60	50%	(1)	50%	(1)	0%	(0)	0%	(0)
Position	Dean	83%	(73)	15%	(13)	1%	(1)	1%	(1)
	Associate Dean	88%	(14)	13%	(2)	0%	(0)	0%	(0)
	Secretary	100%	(5)	0%	(0)	0%	(0)	0%	(0)
Year in Position	1 yrs	80%	(4)	20%	(1)	0%	(0)	0%	(0)
	2 yrs	91%	(29)	9%	(3)	0%	(0)	0%	(0)
	3 yrs	84%	(26)	13%	(4)	3%	(1)	0%	(0)
	4 yrs	78%	(7)	11%	(1)	11%	(1)	0%	(0)
	5 yrs	0%	(0)		(1)	0%	(0)	0%	(0)
Student Size	<20,000	91%	(52)	9%	(5)	0%	(0)	0%	(0)
	20,000-30,000	64%	(27)	31%	(13)	2%	(1)	2%	(1)
	30,000-40,000	86%	(12)	14%	(2)	0%	(0)	0%	(0)
	40,000-50,000	100%	(1)	0%	(0)	0%	(0)	0%	(0)
Number of FE Employed	<10	76%	(32)	21%	(9)	2%	(1)	0%	(0)
	10--20	60%	(12)	30%	(6)	5%	(1)	5%	(1)
	21-30	86%	(18)	14%	(3)	0%	(0)	0%	(0)
	> 30	92%	(12)	8%	(1)	0%	(0)	0%	(0)
Number of FE Needed	<20	73%	(41)	23%	(13)	4%	(2)	0%	(0)
	20--40	79%	(22)	21%	(6)	0%	(0)	0%	(0)
	41-60	100%	(7)	0%	(0)	0%	(0)	0%	(0)
	>60	50%	(1)	50%	(1)	0%	(0)	0%	(0)
Institution Location	Central South	100%	(12)	0%	(0)	0%	(0)	0%	(0)
	East	80%	(24)	13%	(4)	3%	(1)	3%	(1)
	North	81%	(25)	19%	(6)	0%	(0)	0%	(0)
	Northeast	75%	(9)	25%	(3)	0%	(0)	0%	(0)
	Northwest	67%	(10)	33%	(5)	0%	(0)	0%	(0)
	Southwest	81%	(13)	13%	(2)	6%	(1)	0%	(0)
Institution Type	Adult	100%	(10)	0%	(0)	0%	(0)	0%	(0)
	Affiliate	89%	(8)	11%	(1)	0%	(0)	0%	(0)
	Provincial 4 yr	76%	(28)	22%	(8)	3%	(1)	0%	(0)
	Special (2-3 yrs)	82%	(18)	18%	(4)	0%	(0)	0%	(0)
	Vocational	78%	(29)	19%	(7)	0%	(0)	3%	(1)

APPENDIX I

Demographics in Relation to Question 12

Level of ease		SA (n=93)		A (n=20)		D (n=2)		SD (n=0)	
Demographics	Categories	%	(f)	%	(f)	%	(f)	%	(f)
Gender	Male	83%	(85)	17%	(17)	1%	(1)	0%	(0)
	Female	67%	(8)	25%	(3)	8%	(1)	0%	(0)
Age	<30	0%	(0)	0%	(0)	0%	(0)	0%	(0)
	30-40	84%	(32)	13%	(5)	3%	(1)	0%	(0)
	41-50	78%	(53)	21%	(14)	1%	(1)	0%	(0)
	51-60	50%	(1)	50%	(1)	0%	(0)	0%	(0)
Position	Dean	80%	(70)	18%	(16)	2%	(2)	0%	(0)
	Associate Dean	88%	(14)	13%	(2)	0%	(0)	0%	(0)
	Secretary	100%	(5)	0%	(0)	0%	(0)	0%	(0)
Year in Position	1 yrs	100%	(5)	0%	(0)	0%	(0)	0%	(0)
	2 yrs	82%	(27)	18%	(6)	0%	(0)	0%	(0)
	3 yrs	77%	(24)	19%	(6)	3%	(1)	0%	(0)
	4 yrs	88%	(7)	0%	(0)	13%	(1)	0%	(0)
	5 yrs	0%	(0)	100%	(1)	0%	(0)	0%	(0)
Student Size	<20,000	84%	(48)	14%	(8)	2%	(1)	0%	(0)
	20,000-30,000	76%	(32)	21%	(9)	2%	(1)	0%	(0)
	30,000-40,000	86%	(12)	14%	(2)	0%	(0)	0%	(0)
	40,000-50,000	0%	(0)	100%	(1)	0%	(0)	0%	(0)
Number of FE Employed	<10	76%	(32)	21%	(9)	2%	(1)	0%	(0)
	10--20	60%	(12)	30%	(6)	5%	(1)	5%	(1)
	21-30	86%	(18)	14%	(3)	0%	(0)	0%	(0)
	> 30	92%	(12)	8%	(1)	0%	(0)	0%	(0)
Number of FE Needed	<20	73%	(41)	23%	(13)	4%	(2)	0%	(0)
	20--40	79%	(22)	21%	(6)	0%	(0)	0%	(0)
	41-60	100%	(7)	0%	(0)	0%	(0)	0%	(0)
	>60	50%	(1)	50%	(1)	0%	(0)	0%	(0)
Institution Location	Central South	85%	(11)	15%	(2)	0%	(0)	0%	(0)
	East	86%	(25)	10%	(3)	3%	(1)	0%	(0)
	North	74%	(23)	26%	(8)	0%	(0)	0%	(0)
	Northeast	83%	(10)	17%	(2)	0%	(0)	0%	(0)
	Northwest	73%	(11)	27%	(4)	0%	(0)	0%	(0)
	Southwest	87%	(13)	7%	(1)	7%	(1)	0%	(0)
Institution Type	Adult	100%	(10)	0%	(0)	0%	(0)	0%	(0)
	Affiliate	67%	(6)	22%	(2)	11%	(1)	0%	(0)
	Provincial 4 yr	76%	(28)	22%	(8)	3%	(1)	0%	(0)
	Special (2-3 yrs)	86%	(19)	14%	(3)	0%	(0)	0%	(0)
	Vocational	81%	(30)	19%	(7)	0%	(0)	0%	(0)

APPENDIX J

Demographics in Relation to 33 Questions Seeking the Level of Ease (n=33)

Level of ease			VE+E			D+VD	
Q	Art.	Article description	n	%	(f)	%	(f)
29	12	Master Degree	115	1%	(1)	99%	(114)
31	13	Bachelor Degree	115	1%	(1)	99%	(114)
67	29.3	Class Observation	115	1%	(1)	99%	(114)
75	33	Excellence Award	114	1%	(1)	99%	(113)
55	25	Contract	113	2%	(2)	98%	(111)
65	29.2	Foreign Text	113	2%	(2)	98%	(111)
73	32	Priority to Chinese	112	2%	(2)	98%	(110)
83	37	Employ with Need	110	2%	(2)	98%	(108)
51	23	FE Management	114	3%	(3)	97%	(111)
77	34	Religious Freedom	112	3%	(3)	97%	(109)
79	35	Irrelevant Activities	115	3%	(3)	97%	(112)
71	31	Designated Material	115	4%	(5)	96%	(110)
69	30	Friendly Relations	111	5%	(6)	95%	(105)
61	28	Provost Office	114	6%	(7)	94%	(107)
57	26	Informing FE	114	7%	(8)	93%	(106)
25	9	Marxism Direction	115	8%	(9)	92%	(106)
81	36	Seeking Permission	112	8%	(9)	92%	(103)
45	20	Report to Authorities	108	9%	(10)	91%	(98)
59	27	Opposing Views	114	9%	(10)	91%	(104)
23	8	Marxist Analysis	114	10%	(11)	90%	(103)
39	17	Living Condition	112	10%	(11)	90%	(101)
41	18	Approval	112	13%	(15)	87%	(97)
27	11	Friendly Cooperation	114	14%	(16)	86%	(98)
47	21	Examination of FE	111	14%	(15)	86%	(96)
49	22	FE Evaluation	110	14%	(15)	86%	(95)
21	7	FE For Training	114	15%	(17)	85%	(97)
43	19	First Employer	109	15%	(16)	85%	(93)
16	3	Principle	112	17%	(19)	83%	(93)
63	29.1	Chinese Partners	115	23%	(26)	77%	(89)
37	16	Formulation of Rules	112	28%	(31)	72%	(81)
53	24	FOA Managing FE	115	30%	(35)	70%	(80)
33	14	Appointment Admin	115	79%	(91)	21%	(24)
35	15	Establishment FAO	113	85%	(96)	15%	(17)

Note: Q=Question, Art=Article, V=Very, E=Easy, D=Difficult, F=frequency.

APPENDEK K

Spearman Rho Correlation Data

Questions	Age		Years in Position		#FE Employed		#FE Needed	
	r	p	r	p	r	p	r	p
Q10	0.00	1.00	0.04	0.74	0.01	0.96	0.04	0.70
Q11	-0.08	0.42	-0.06	0.58	0.06	0.52	0.04	0.71
Q12	-0.09	0.33	-0.12	0.30	0.08	0.42	0.06	0.54
Q13	-0.09	0.35	0.04	0.72	0.10	0.31	0.10	0.34
Q14	-0.03	0.76	-0.05	0.68	0.04	0.72	0.12	0.24
Q15	0.03	0.73	0.03	0.80	0.16	0.11	0.21	0.04
Q16	0.06	0.56	0.15	0.18	0.06	0.52	0.03	0.74
Q17	0.06	0.51	0.01	0.92	-0.01	0.96	0.01	0.94
Q18	0.15	0.14	-0.07	0.56	-0.10	0.31	-0.12	0.26
Q19	0.11	0.26	-0.05	0.64	0.11	0.28	0.15	0.13
Q20	0.08	0.41	-0.04	0.72	0.25	0.01	0.28	0.01
Q21	-0.12	0.21	-0.06	0.58	-0.13	0.20	-0.13	0.21
Q22	0.09	0.38	-0.04	0.71	-0.19	0.05	-0.22	0.03
Q23	-0.03	0.78	-0.02	0.86	-0.02	0.85	0.00	0.97
Q24	0.08	0.40	-0.05	0.67	-0.23	0.02	-0.25	0.01
Q25	-0.14	0.14	-0.05	0.68	0.01	0.91	0.04	0.68
Q26	0.08	0.45	0.06	0.64	-0.04	0.69	-0.10	0.35
Q27	-0.02	0.83	-0.05	0.70	-0.18	0.07	-0.17	0.08
Q28	0.06	0.57	0.21	0.06	0.26	0.01	0.26	0.01
Q29	0.08	0.42	0.08	0.46	0.11	0.29	0.13	0.21
Q30	0.18	0.07	0.10	0.38	0.03	0.76	0.10	0.32
Q31	0.07	0.50	0.11	0.35	-0.09	0.37	-0.02	0.81
Q32	0.06	0.54	0.09	0.45	0.05	0.60	0.08	0.45
Q33	0.04	0.68	0.04	0.74	-0.13	0.19	-0.06	0.56
Q34	0.12	0.23	0.27	0.02	0.11	0.27	0.22	0.03
Q35	0.16	0.10	0.07	0.53	-0.11	0.26	-0.04	0.67
Q36	-0.07	0.51	0.02	0.87	0.07	0.47	0.15	0.13
Q37	-0.02	0.81	0.06	0.59	-0.04	0.72	-0.04	0.66
Q38	-0.18	0.07	-0.16	0.17	0.28	0.01	0.31	0.00
Q39	0.05	0.62	-0.07	0.55	-0.16	0.12	-0.19	0.06
Q40	-0.09	0.36	-0.08	0.47	0.16	0.12	0.18	0.08
Q41	0.07	0.49	0.18	0.11	-0.05	0.66	0.00	0.99
Q42	0.06	0.52	0.03	0.78	0.09	0.39	0.19	0.07
Q43	-0.13	0.19	-0.06	0.64	0.01	0.92	-0.07	0.48
Q44	-0.07	0.51	-0.12	0.31	0.11	0.28	0.19	0.07
Q45	-0.05	0.64	0.05	0.65	-0.08	0.45	-0.08	0.44

APPENDIX K (continued)

Questions	Age		Years in Position		#FE Employed		#FE Needed	
	r	p	r	p	r	p	r	p
Q46	0.01	0.91	0.00	0.99	0.22	0.03	0.25	0.01
Q47	-0.50	0.61	-0.20	0.09	-0.09	0.38	-0.09	0.39
Q48	0.05	0.60	0.03	0.83	0.07	0.48	0.15	0.15
Q49	0.12	0.24	-0.06	0.64	0.00	0.99	-0.05	0.63
Q50	0.07	0.51	0.28	0.01	0.33	0.00	0.39	0.00
Q51	0.12	0.23	0.12	0.29	0.07	0.46	0.03	0.78
Q52	0.07	0.48	0.03	0.78	0.00	0.99	0.04	0.67
Q53	0.18	0.07	0.11	0.35	0.20	0.05	0.27	0.01
Q54	0.08	0.42	0.13	0.26	0.27	0.01	0.30	0.00
Q55	-0.06	0.54	0.01	0.97	0.07	0.51	0.10	0.33
Q56	0.02	0.87	0.07	0.56	0.15	0.14	0.20	0.05
Q57	0.12	0.24	0.01	0.93	-0.05	0.62	0.04	0.72
Q58	0.00	1.00	0.31	0.01	0.21	0.03	0.21	0.04
Q59	0.06	0.58	0.06	0.63	0.01	0.91	0.00	0.98
Q60	-0.01	0.95	0.05	0.66	-0.12	0.25	-0.11	0.27
Q61	0.01	0.93	0.12	0.30	0.04	0.70	0.03	0.75
Q62	0.01	0.94	0.38	0.00	0.18	0.07	0.18	0.07
Q63	0.20	0.04	0.06	0.58	-0.05	0.61	-0.03	0.80
Q64	0.05	0.61	-0.04	0.72	-0.19	0.05	-0.17	0.09
Q65	-0.06	0.51	0.00	0.98	0.18	0.06	0.18	0.07
Q66	-0.06	0.52	0.10	0.40	0.22	0.03	0.28	0.01
Q67	-0.08	0.42	0.03	0.77	0.08	0.43	0.08	0.40
Q68	-0.10	0.33	0.04	0.75	0.48	0.00	0.49	0.00
Q69	0.08	0.42	-0.33	0.00	-0.11	0.28	-0.11	0.27
Q70	-0.05	0.62	-0.21	0.07	0.09	0.36	0.12	0.22
Q71	0.05	0.58	0.15	0.19	-0.18	0.07	-0.19	0.06
Q72	-0.17	0.08	0.00	0.98	0.52	0.00	0.55	0.00
Q73	-0.01	0.93	-0.10	0.41	-0.12	0.23	0.16	0.11
Q74	-0.11	0.26	0.02	0.90	0.21	0.03	0.20	0.05
Q75	-0.06	0.57	0.07	0.52	0.10	0.34	0.08	0.42
Q76	-0.14	0.15	0.11	0.34	0.28	0.00	0.31	0.00
Q77	0.04	0.68	-0.02	0.90	-0.08	0.41	-0.12	0.23
Q78	-0.13	0.19	-0.03	0.81	0.30	0.00	0.35	0.00
Q79	0.08	0.44	0.06	0.59	-0.05	0.59	-0.06	0.54
Q80	0.08	0.42	0.08	0.52	0.36	0.00	0.40	0.00
Q81	0.11	0.27	-0.07	0.57	-0.15	0.14	-0.15	0.14
Q82	-0.04	0.72	-0.02	0.85	0.29	0.00	0.35	0.00
Q83	0.01	0.95	-0.05	0.69	-0.04	0.69	-0.05	0.63