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Testimony provided to the House Foreign Affairs Committee, Subcommittee on Africa, Global Health, Global Human Rights, and International Organizations of the Foreign Affairs Committee, U.S. House of Representatives

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Good afternoon, distinguished members of the House Foreign Affairs Committee, Subcommittee on Africa, Global Health, Global Human Rights, and International Organizations of the Foreign Affairs Committee, U.S. House of Representatives.

My name is Dr. Mirta M. Martin and I have the privilege to serve as the ninth president of Fort Hays State University located in Hays, Kansas. Thank you for affording me the opportunity to provide you testimony about our academic initiatives in China.

Fort Hays State University

Fort Hays State University (FHSU) was established in 1902 when the U.S. House of Representatives decommissioned the U.S. Army Base, Fort Hays, and the land was given to establish a state university. The university was originally named Western Branch of the State Normal School and its initial focus was on teacher training.

Today, Fort Hays State University is the destination of choice for students through its Programs of Distinction and its People of Excellence. The collective efforts of the many individuals at the University greatly impact the lives of Kansans and the rest of our nation. Fort Hays State University is a regional comprehensive university serving close to 14,000 students. The University has four divisions: Academic Affairs, Administration and Finance, Technology, and Student Affairs. Students can pursue certificate and degree programs at the associate's, bachelor's, master's and doctoral levels through 70 majors in 28 academic departments in four colleges - the College of Arts and Sciences, the College of Business and Entrepreneurship, the College of Education and Technology, the College of Health and Life Sciences - and in the Graduate School. As a result of re-engineering efforts which started in October 2014 and culminated in April 2015, the formation of a fifth college has been proposed and it is awaiting final approval by the Kansas Board of Regents. Once approved, it will be called the College of Science, Technology, Engineering and Mathematics (STEM).

Fort Hays State University is accredited by the Higher Learning Commission (HLC), an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. The HLC accredits degree-granting post-secondary educational institutions in 19 states located in the North Central region of the United States.

Fort Hays State University attracts goal-oriented students who want premier learning opportunities both inside and outside the classroom combined with extraordinary one-to-one attention and support. We provide hands-on learning with expert faculty members that take pride in making personal relationships that last beyond college

years. With over 200 student intramural activities, more than 100 student groups and organizations, and by following the Fighting Tiger Athletic teams, Fort Hays State University students have opportunities to become active participants in our campus life.

Fort Hays State University is known for innovation and entrepreneurship. The University has three teaching modalities: on-campus, with an approximate enrollment of 4800; the Virtual College, with an approximate enrollment of 5860 that includes Kansas, nearly all 50 states and U.S. Armed Services personnel internationally; and in China, with about 3165 students at partner universities. Fort Hays State is a national leader in delivering education at a distance through its Virtual College. The University is also home to the Kansas Academy of Mathematics and Science (KAMS), which is Kansas' premier residential academic high school program for the state's best and brightest high school students.

With the most affordable tuition in the region and the second most affordable tuition in the United States (U.S. News and World Report, 2015), Fort Hays State offers its students hands-on learning with close attention from a faculty that prepares them with a global perspective, professional skills and confidence to pursue successful careers. Revenue from its online and international operations supplements the low tuition charged to Kansas residents and enables the University to provide high quality learning experiences on a beautiful campus with leading edge facilities.

Located halfway between Denver and Kansas City, Fort Hays State University is part of a welcoming community in the heart of historic Hays, Kansas; a community that celebrates its frontier roots, its pioneering spirit and its modern sensibility - coffee shops, one-of-a-kind restaurants, shopping, and a vibrant arts scene. Hays, Kansas (often called Hays America) has been recognized as the third-best college town in America among small cities (epodunk.com). In addition, the website *StateUniversity.com* recently ranked the Fort Hays State campus as the safest in the state of Kansas. The ranking was based on a formula that accounts for the severity of a crime as well as the frequency of crime.

In August 2014 *The Chronicle of Higher Education* reported that Fort Hays State was the third-fastest-growing university in the United States from 2001 to 2011, the most recent 10-year period for which data were available. Over that time, Fort Hays State grew from an enrollment of 5,626 in fall 2001 to 12,802 in fall 2011, an increase of 127.6 percent.

Our professors are outstanding teacher scholars who inspire students to develop their unique talents. Our staff are dedicated individuals who ensure the operational needs of the campus are carefully attended. As a result, our students graduate with a deep appreciation of knowledge, service, and respect for resources as well as professional skills and confidence. These give them a competitive edge in their careers, now and for a lifetime.

Quick facts:

Enrollment: 13,825

On-campus headcount: 4,800

Virtual College headcount: 5,860

China program headcount: 3,165

Total number of Kansans served by Fort Hays State University: 7,141, compared to 6,900 a year ago, which is an increase of 241 in-state students.

Graduates: 3,163 in the 2014-2015 academic year (fall 2014, spring 2015, summer 2015). The number of graduates was an increase of 153 percent over the past 11 years, from 1,250 graduates in 2003-2004.

Placement rate: 95 percent (2013-2014 academic year — most recent final statistics available). The percentage includes students accepted into programs of advanced study.

What led to Fort Hays State University's partnerships in the People's Republic of China?

In March 1999, Fort Hays State University was introduced to Dr. Shawn Chen, an American businessman. A year earlier, Dr. Chen launched the first private university in China, Sias International University (Sias), owned by an American and approved by the Chinese government. Sias affiliates with the prestigious Zhengzhou University located in the Henan province of China, the sister province to the state of Kansas. At the time, Dr. Chen was seeking a regionally-accredited American university partner to offer dual bachelor's degrees for Chinese students. Fort Hays State University had experience in delivering quality education at a distance and had the faculty and administrative qualifications he was seeking, including an affordable tuition for these rural Chinese students.

Dr. Chen presented the Fort Hays State University profile to the Ministry of Education in China. The Ministry gave Dr. Chen permission to negotiate a contract with Fort Hays State University to deliver courses leading to bachelor's degrees. This partnership came under the Chinese regulation of "Sino-Foreign Cooperation in Running Schools." The initial agreement was signed in May 2000 and the first Fort Hays State University courses were offered in the fall 2000 semester to 40 students. Fort Hays State University made the decision to start small so that it could maintain the same high quality of programming as is present on the main campus. The goal was established to double the number of students every year, at least for the first several years. Since then, Fort Hays State University has graduated over 8,000 students and this semester is serving about 3,165 students at two Chinese partner universities. Fort Hays State University does not have a satellite campus in China; rather it operates through partnership agreements to deliver courses leading to dual bachelor's degrees. The courses are taught by faculty hired by Fort Hays State University (mostly U.S. citizens), many of whom live on the campuses of our partner institutions in China.

Has there been any censorship by Chinese authorities of content offered by Fort Hays State University?

Soon after offering Fort Hays State University's first courses, Dr. Chen was asked by the Chinese government to provide the syllabi, textbooks, other instructional resources, and faculty credentials for the courses offered to Chinese students. All materials requested were forwarded to China during the first week of April 2001. This was the week of the spy plane incident between the United States and China. Some of the Fort Hays State University staff working on the launch of this Chinese initiative were skeptical that the politics between our two countries might mean that the educational materials from our University would not be approved by the Chinese government. However, their concerns were short-lived as the Ministry of Education of PRC sent a statement indicating that the Fort Hays State University courses had passed with "flying colors" and Fort Hays State University was approved to deliver bachelor's degrees in China. There was no censorship of any content or any courses by the government or by the university partners. The Chinese government has not asked to review curriculum, content or faculty credentials since then.

Initially, Fort Hays State University offered courses leading to a Bachelor of General Studies (BGS) degree with various concentrations. The first several years were a steep learning curve for Fort Hays State University and for our Chinese partners in how to serve students and to manage American and Chinese policies and practices.

In 2007, the Ministry of Education asked Fort Hays State University to offer more traditional Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Business Administration (BBA) degrees. Today Fort Hays State University is offering the following degrees: Bachelor of Business Administration, Bachelor of Science and Bachelor of Arts in Organizational Leadership, Bachelor of Arts in Global Business English, Bachelor of Science in Information Networking and Telecommunications, and Bachelor of Arts in Political Science. All courses offered in China are taught in English.

How did Fort Hays State University expand its partners in China?

In 2003, Dr. Shawn Chen introduced Fort Hays State University to Shenyang Normal University (SNU) in Liaoning Province as a second university desiring to offer dual bachelor's degrees with an American university. The Ministry of Education also approved this agreement and the first courses were offered in fall 2004.

Shenyang Normal University is a public university under the authority of the Liaoning Education Commission. Again, never has any content been censored by the Education Commission.

Over the years, Fort Hays State University explored partnership agreements with a number of Chinese institutions. Currently, we have two cross border partnerships in China and over 10 study abroad agreements.

What is the difference between planned and unplanned students in China and how does that impact the delivery of Fort Hays State University's curriculum?

Planned students are determined by their scores on the Chinese national standardized exam - the Gaokao. The cuts for each tier of university are determined by the Chinese Ministry of Education.

Students may be strong students, but may not do well on the Gaokao exam. A single standardized test may not be an effective indicator of learning ability or academic performance for all students. The Gaokao overly rewards memorization and may under weigh other valuable learning traits. A low Gaokao score may not be an indication of academic weakness. Some students choose not to take the Gaokao because they plan to study abroad and thus are "unplanned" by Chinese policies.

Planned students who pursue a Fort Hays State University degree receive dual degrees; one from the Chinese University and one from Fort Hays State University. Unplanned students in the partnership programs receive only the Fort Hays State University degree, although they take coursework for that degree from both, the Chinese institution and from Fort Hays State University.

The Fort Hays State University program is particularly important for the unplanned students as it is their only opportunity for a college degree in China. On the whole, unplanned students have weaker English language skills; yet, some of them seize the opportunity and rise to the top of their class. An observation some of the faculty who teach in China have made is that some of the unplanned students are "out-of-the-box" thinkers who have not performed as well on the standardized tests that are required for college admission. The brightest of them have some creative and critical thinking skills that serve them extremely well in the American program.

What is the instructional model used by Fort Hays State University in China?

Fort Hays State University has labeled the delivery of its Chinese programs "cross border education." Fort Hays State University faculty are hired to live in China and teach Chinese students. Our faculty have total control over the design and content of the curriculum. They select the textbooks, prepare exams and quizzes, assess students and issue grades. Many of the faculty live on the campus of the partner university.

Fort Hays State University brought the first Blackboard server to China to meet the curricular needs of the faculty. Blackboard is the learning management system for classroom and content management. While a myriad of documents had to be prepared for the Chinese government to bring the technology into mainland China, the request was approved. Fort Hays State University now has four servers in China. In addition, Blackboard now has offices located throughout China to serve Chinese universities.

At this time, I would like to briefly outline the various programs offered by Fort Hays State University, their method of delivery and political climate in China.

College of Arts and Sciences – Department of English Experience with China Programming at Sias International University and Shenyang Normal University (SNU)

All Chinese students enrolled in an academic program offered by Fort Hays State University take the English Composition sequence (English 101 and 102). This sequence of courses provides the foundation for introducing Chinese students to western values and western educational system. Most importantly in maintaining curricular integrity, full-time instructors hired and supervised by Fort Hays State University teach both courses face-to-

face in China. Instructors have, minimally, a master's degree in English or a related field. They participate in a state-side, week-long, intensive orientation session that includes workshops on curriculum design, English as a Foreign Language (EFL) and writing pedagogy, academic honesty, grade norming, and cultural differences. Also essential to maintaining integrity, instructors report directly to the Fort Hays State University English department's International Coordinator, who is a Fort Hays State University faculty member, and who is not accountable to any member of the Chinese university administration. The International Coordinator has the responsibility of hiring, supervising, and evaluating instructors, and maintains regular contact with instructors throughout the academic year, including an on-site visit in the spring.

English 101 and 102 mirror the courses offered on-campus in Hays by Fort Hays State University, using the same syllabi guidelines with the same course goals and learning objectives. Classroom pedagogy is also similar, although augmented with EFL strategies to accommodate the students' abilities as English language learners. Chinese students are held to the same standards of academic integrity as U.S. students, and classroom practices, such as group work, collaboration, and active participation, foster western education models.

One of the most important goals of English 101 and 102 is the development of critical thinking and analysis skills. In order to do so, the curriculum of these courses focuses on examining topics that students are encouraged to take a variety of viewpoints on. While we stay away from hot-button topics like Tibet or Taiwan, we do include topics such as the environment, especially pollution and the government's role in addressing the problem; educational methods at the secondary or university level; tourism and the preservation of cultural sites; and branding and marketing, including the concept of *shan zhai* (fake or imitation products). Many of these topics involve asking critical questions of the government's role in Chinese society. Students respond in various ways, some maintaining the party line, while others become more open in their outlook. Related to the issue of critical thinking and analysis, both English 101 and 102 emphasize academic integrity and honesty, particularly plagiarism. In our courses, Fort Hays State University tries to take a culturally sensitive route, recognizing that there are varied but valid ways of acknowledging sources, but ultimately, we are teaching western styles of writing and academic discourse, which require appropriate acknowledgement and documentation of sources.

College of Arts and Sciences – Department of Leadership Studies Experience with China Programming at Sias International University (Sias) and Shenyang Normal University (SNU)

The Department of Leadership Studies has offered a Bachelor of Arts/Sciences at Sias International University and Shenyang Normal University in the People's Republic of China since 2008. Information about the department, academic programs, and learning outcomes can be found at www.fhsu.edu/leadership. This 124 credit hour program utilizes the same learning outcomes, faculty credentials, degree requirements, and academic policy as all other modalities, including traditional on-campus instruction. Faculty members have at a minimum a master's degree in leadership studies or a related field. Throughout the history of this program, Leadership Studies has experienced full academic freedom in determining the curriculum and content of the degree.

Fort Hays State University utilizes a shared curriculum model wherein 42 credit hours are taught directly by Fort Hays State University, and the remaining 82 credit hours are transferred in from the partner institution. Within the 42 credit hours taught by Fort Hays State University, all aspects of the curriculum are fully under the authority of the academic department (Leadership Studies). This includes not only the content in the classes, but also the overall program outcomes and the degree requirements, as well as the prerogative to make administrative decisions related to the program including faculty hiring and course availability. At no time has Leadership Studies ever been coerced or pressured to alter the content of the curriculum from an outside entity within the Chinese government or the partner institutions, despite including content of a sensitive nature in the curriculum. However, innovation and creativity regarding pedagogy have been challenging. For instance, students and faculty have experienced difficulty in accessing specific content and learning tools due to the internet censorship by the Chinese government.

Despite the relative academic freedom of the curriculum, Fort Hays State University has experienced some instances of the partner schools' faculty being complacent in undermining academic integrity. Fort Hays State University has met with the partner institutions' leadership team to work through solutions to the issues surrounding academic integrity and the requests have been met with great support. However, more faculty and student training, use of student identification cards, and enforcement of policies need to be fully implemented to make more progress in this area. Leadership Studies, and Fort Hays State University as a whole, have largely dealt with these issues by taking a stance of placing ownership of standards with the program in question. This stance has allowed Fort Hays State University to maintain academic integrity in its courses.

Students who earn a Fort Hays State University degree with an Organizational Leadership major find the Western leadership content to be challenging; however, the guiding principles and learning outcomes of the program give students the tools to exercise leadership in their organizations and communities.

One of the challenges in offering a bachelor's in organizational leadership in China is the difficulty in explaining and translating the definition of leadership. In China, leadership refers to the Communist Party leadership. Initially, students do not wish to enroll in this degree as they are not interested in studying aspects of Communist Party leadership. However, once they understand the learning outcomes of the Fort Hays State University degree related to team building, communication skills, civic engagement, personal and professional development and even women in leadership roles, they enroll and thrive in the program.

College of Arts and Sciences - Department of Political Science's Experience with China Programming at University of International Business and Economics (UIBE) and Shenyang Normal University (SNU)

Collaboration between the Fort Hays State University Department of Political Science and our University of International Business and Economics (UIBE) and SNU partners has been positive. We have experienced no efforts to infringe the academic freedom or integrity of our Political Science: Legal Studies programs. All universities have been respectful, transparent and collaborative with each other. Learning about the American system of government and law has been one of the key learning objectives of the program, and, as a result, students have been expected, both by their Fort Hays State University and UIBE/SNU faculty and administrators, to learn that content.

The Fort Hays State University Department of Political Science's first dual degree program in China was a Bachelor of General Studies (BGS) in Legal Studies with the University of Business and Economics in Beijing, China. The Fort Hays State University/UIBE partnership lasted six years. The UIBE campus, located in Beijing is land-locked; thus it created challenges for the partnership to grow to the enrollment numbers that were appropriate to continue the relationship. Thus, both institutions mutually agreed to terminate the dual-degree partnership.

The department had a positive experience in terms of maintaining transparency, integrity and academic freedom. The small size of the Political Science: Legal Studies program made it possible to use a predominantly face-to-face delivery model with a single full-time doctorally-degreed faculty member located in China. Creation of the degree program at UIBE was facilitated by the inherent flexibility of the BGS. UIBE desired graduates who understood the American Legal System and were prepared for graduate legal study in the U.S. or other countries and/or work in international business arenas that would benefit from an understanding of American law. The only Fort Hays State University legal studies course UIBE did not want to have delivered in the dual program was American Civil Liberties. Constitutional Law and American Civil Liberties are parts 1 and 2 of Fort Hays State University's Constitutional Law sequence. UIBE desired a single American Constitutional Law course rather than the two-course sequence. They were, however, amenable to including civil liberties and civil rights concepts in the single American Constitutional Law course.

As a result of UIBE's desire to combine the Constitutional Law content into a single course, the Constitutional Law course Fort Hays State University offered at UIBE was slightly different from the one offered domestically. Instead of using the 2-text companion set that was normally used, Fort Hays State University selected a textbook that combined the two parts of Constitutional Law (institutional powers and constraints/civil rights and civil liberties) into a single text. The college-level text was appropriate for a Constitutional Law course, and integrity of content and academic freedom were not in any way abridged. All other legal studies courses taught in that program used the same materials as their American counterparts.

The department's second partnership in China was a BGS: Legal Studies with Shenyang Normal University in Shenyang, China. The Fort Hays State University/SNU dual degree BGS: Legal Studies was exactly the same as the program created for UIBE. The BGS degree is not a typical degree in China, and because the Ministry of Education expressed a preference for recognizable degrees such as the BA, BS and BBA, Fort Hays State University transitioned from a BGS: Legal Studies to a Bachelor of Arts (BA) in Political Science with a Legal Studies concentration. Fort Hays State University has delivered the Bachelor of Arts for nearly a decade.

The Department of Political Science of Fort Hays State University has used some different textbooks in China compared to those textbooks used in the domestic versions of the same courses. In selecting appropriate texts, the faculty considered content, available vendors, pricing and accessibility for Chinese students. All the selected texts are acceptable college-level texts appropriate for the courses.

The SNU version of Constitutional Law takes a more generalist approach than its domestic counterpart because it combines coverage of institutional powers and constraints and civil rights and civil liberties into a single course. As a result, the students read and write less in the SNU version. Because of the limited availability of American legal library resources on the partner campus and the limited access students have to online American legal search engines, the SNU version of Legal Research and Writing does not require students to do as much of their own research, although they still learn the research process, citation format, legal analysis and writing style.

The Legal Studies program has enjoyed a reputation for rigor, a consequence of which has been diminished popularity with unplanned students at SNU. On the whole, planned students enjoy greater success in the program and many have gone on to reputable graduate programs in China, the U.S., Canada, the U.K. and other countries.

In a decade of teaching American law and government at two institutions in China, Fort Hays State University has never encountered any resistance to the teaching of western values or political structures. Through the political science curriculum the students receive extensive exposure to the U.S. democratic system of government and rule of law. In courses such as American Government, Introduction to Law and Constitutional Law, faculty always spent a significant amount of time discussing the issues of civil liberties and civil rights including the concepts of due process, equal protection, freedom of speech, freedom of the press, freedom of religion and assembly, and the rights of criminal defendants (i.e.: The Bill of Rights). In the Political Philosophy course students are required to read, be tested over, and write about western political philosophy. We have not experienced any resistance from students, faculty or administrators. Fort Hays State University's faculty in China have covered content that included discussion of the Great Leap Forward and the Cultural Revolution in China, including coverage of Chinese dissidents. Students have read articles and viewed documentaries that included versions of events different from what they had previously been taught.

Fort Hays State University faculty do not criticize the Chinese government and do not compare and contrast differences in Chinese and American systems of government and law in a judgmental way. We believe students, Chinese or American, can make those judgments for themselves. Tiananmen Square is the only topic our faculty have chosen to avoid, not at anyone's request, but because it is believed to be too sensitive in China.

SNU has sent many faculty and students to participate in exchange opportunities on the Fort Hays State University campus. Faculty have come for periods of a few weeks to an entire semester, sitting in on American classes to observe teaching methodologies, meeting and collaborating with American colleagues, offering guest lectures, and participating in activities such as mock trials. We have had 2-5 students per year spend their junior year on the Fort Hays State University campus. They typically take the American versions of courses they would have taken in China, and it is possible some have taken the American Civil Liberties class and/or upper division Political Theory courses. SNU has been supportive of these course substitutions.

College of Business and Entrepreneurship (COBE) – Departments of Management and International Business and Economics' Experience with China Programming at Sias International University and Shenyang Normal University (SNU)

Fort Hays State University has maintained academic freedom through a clear understanding that it establishes the curriculum for the joint programs. All faculty employed to teach in the China program by Fort Hays State University report solely to Fort Hays State University and teach coursework that aligns with learning objectives that mirror those taught in the United States. The predominant programs in the Fort Hays State University College of Business and Entrepreneurship (COBE), such as the Bachelor of Business Administration (BBA) in Management and Bachelor of Business Administration in International Business and Economics, by their nature, typically do not involve subjects that are sensitive or political. Our faculty have had computer access to Western academic databases and have never been prevented from sharing Western scholarship in the classroom setting.

Fort Hays State University's partner universities have sought bridges between East and West. Shenyang Normal University has a sculpture garden featuring "great thinkers" including Confucius, Ts'ai Lun - the Chinese inventor of paper, Sir Isaac Newton, Charles Darwin and Albert Einstein. Sias International University's administration building is built to replicate the Chinese Great Hall of the People from the East and the United States Capitol from the West. Interaction of western faculty and students with Chinese faculty and students has been viewed as a means of expanding intellectual development and understanding in both directions.

The Fort Hays State University College of Business and Entrepreneurship maintains the academic integrity of its programs in China in a number of ways. Our teaching model promotes both quality and academic integrity. Our instructors—who are doctorally-qualified—are on-the-ground in China and personally oversee all aspects of their courses. The COBE's faculty in China are American citizens and are well-acquainted with Fort Hays State University's expectations concerning academic integrity. Each COBE faculty member in China is assisted by one full-time and one part-time assistant. These assistants help our faculty to maintain academic integrity by proctoring exams, taking roll and through other means. The COBE further promotes academic integrity by clearly stating its expectations regarding integrity in its course syllabi. The COBE's own faculty determine the course content and the means of instruction. The COBE's faculty exercise exclusive control over the evaluation of students' work product and over the assignment of grades in the course.

In establishing the curricula, the COBE maintained total control over the courses that it would deliver face-to-face in China, as well as those courses it would accept in transfer. Since the COBE began delivering its particular degrees in China (Bachelor of Business Administration in Management and Bachelor of Business Administration in International Business and Economics), only occasional changes to these curricula have been implemented, and always at the COBE's direction, rather than at the urging of our Chinese partner schools. The COBE has experienced the unfettered freedom to experiment with "continuous improvement" processes in its China courses. For instance, the COBE has deployed several exams to measure seniors' learning across the curriculum, including one exam developed in-house by Fort Hays State's domestic business faculty. In addition, Fort Hays State University has continued to test a variety of plagiarism detection software in its China programs.

To date, the COBE has never been pressured to alter its curriculum or the nature of its courses. Fort Hays State University alone selects the textbooks and other teaching materials used in its courses in China. These textbooks are almost entirely U.S. products that speak to numerous business contexts, and largely incorporate U.S. values, including business, cultural and ethical values.

For instance, the COBE delivers its Business Law course in China. The COBE's Business Law course is focused almost entirely upon the American legal system and its role in the American business environment. This course considers, among other topics, American contract law, property law, business organizations, and business and legal ethics. The COBE's Business Law course exposes students in China to the ideas and commitments that animate the American tradition, including the freedom to contract, the integrity and significance of private property ownership, and the foundational role of the United States Constitution in creating and perpetuating these institutions in America. Students also study the nature of America's common law system, the notion of three branches of government (including an independent judiciary), and the basics of the American lawmaking and legal processes in this course. The other courses that the COBE delivers in China are similarly oriented toward the U.S. environment and American values.

Faculty Credential Expectations

The credentials for faculty who are hired by Fort Hays State University to teach face-to-face in China are the same for our faculty who are teaching domestically face-to-face in Hays or on-line. The faculty must meet the minimum standards set forth by the Higher Learning Commission. Fort Hays State University is seeking program-specific accreditation of its business program. Therefore, in the instance of the courses taught in China by the College of Business and Entrepreneurship, the faculty must also meet the prevailing standards set by the Association to Advance Collegiate Schools of Business (AACSB). As a result, the College of Business and Entrepreneurship hires highly qualified individuals in all areas. For the COBE, there are four qualifying designations for teaching faculty as put forth in Standard 15 of the 2013 Standards for Accreditation by AACSB: the Scholarly Academic (SA), Practicing Academic (PA), Instructional Practitioner (IP), and Scholarly Practitioner (SP). The general guidelines for the four designations are:

- **Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. SA status is granted to faculty members who earned their terminal doctorate degree in a field consistent and appropriate to their teaching assignment.
- **Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. PA status may be granted to faculty members who are tenured, full professors, and previously classified as Scholarly Academics.
- **Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. SP status is applied to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.
- **Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

All new faculty hired by Fort Hays State University to teach face-to-face business courses in China are to be Scholarly Academics, as deemed by the COBE administrators. These faculty are hired by a search committee at the Fort Hays State University campus and then deployed to the Chinese partnering institution on one-year contracts.

In the current agreement with our China partners, the University is requiring that all partner faculty teaching the courses accepted for Advanced Standing Credit (ASC) will have the same credentials as those teaching

domestically. These ASC courses will have the Fort Hays State University course designation on the student transcript. The preference of the COBE is that the faculty instructing these courses be Scholarly Academics. Fort Hays State University also requires these faculty to have strong English skills as the courses are taught in English.

In the College of Business and Entrepreneurship, the courses accepted as transfer credit from the partner institution by Fort Hays State University are taught by qualified faculty that meet the AACSB requirements. These faculty must be deemed IP, SP, SA, or PA, based on AACSB Standard 15 and the COBE Faculty Qualifications document.

Fort Hays State University partner institutions have been provided the AACSB 2013 Standards for Accreditation as well as the COBE Faculty Qualifications document that was developed internally. These documents are intended to guide our Chinese partners in the hiring of teaching faculty earmarked to teach transfer courses. The partners have agreed to provide curricula vitae of all current faculty and any potential faculty teaching courses for transfer to the BBA curriculum for review by COBE Administrators to ensure they are qualified.

These guidelines provide for consistency throughout Fort Hays State University's domestic, virtual and Chinese partnership programs. In this way, all faculty teaching courses within the COBE are qualified to teach in an institution with or striving for AACSB Accreditation. Our Chinese partners have reaffirmed their agreement to these guidelines.

Cultural Differences – Access vs. Quality

Whereas universities in the United States have focused on improving quality over the past couple decades, universities in China have been more concerned with access to education over this same time period. According to the Chinese Ministry of Education, the number of students enrolled in higher education increased from 3.4 million to 31.1 million between 1990 and 2010.

This sharp increase in enrollments has outpaced the Chinese universities' ability to train qualified teachers for all the necessary classes to accommodate all these students. Although the increase in enrollments is slowing which allows universities to "catch up" in regards to hiring qualified teachers, many classes are still taught by teachers without the academic credentials that Fort Hays State University would prefer.

This access vs. quality issue also affects the students' expectations about the academic rigor of university course work. In China, simply getting into a university is often considered by many students as the most difficult challenge. Then, many students expect that they will graduate. In the United States, gaining acceptance into an institution of higher education is difficult, but successfully completing the requirements for graduation is considered the most difficult part.

How does Fort Hays State University continue to maintain the integrity of our curriculum?

In 2010, our two partner universities in China were selected by the Ministry of Education to conduct a self-study related to the quality and performance of the dual degree programs. Other universities throughout the world that fell under the regulations entitled "Sino-Foreign Cooperation in Running Schools" were also selected. The work was not inconsequential; and the results identified Fort Hays State University's practices as a model for other universities. Over 50 percent of the partners falling under this regulation were terminated as a result of this evaluation process.

The government has continued to be supportive of increasing our enrollments and providing the tools for delivering quality education. Of course, as it is in America, there is always room for improvement. Fort Hays State University is currently undertaking reformations in all its programs; of particularly emphasis are the offerings of the BBA in Management and BBA in International Business and Economics. It is imperative the

faculty, the curriculum objectives and assessment align with the prevailing standards established by the Association to Advance Collegiate Schools of Business (AACSB).

The textbooks and other curriculum materials are selected by our faculty. The partners purchase these materials from import-export companies, and students are required to refer to them in the classroom. Rarely do the administration or Party Secretaries of SNU visit the classes of Fort Hays State University faculty. If they do, it is to observe the students' performance, not the teaching performance.

The guarantee of teaching quality is the sole responsibility of Fort Hays State University. Faculty teaching in China report to international coordinators and department chairs at Fort Hays State University, just like other faculty teaching on the Hays campus. All faculty teaching in China are required to attend a week-long training in Hays conducted by the Fort Hays State University academic units prior to going to China. The Chinese government has been impressed that Fort Hays State University spends the money and time to train the faculty hired to teach in China. Fort Hays State University invests significant financial resources each year to conduct this week-long training. Academic integrity is maintained by constant communication through Skype and email during the semester. Fort Hays State University has a student appeal process for our Chinese students as it does for any student who believes a grade or other matter has not been handled appropriately.

At our other partner school, Sias International University, the partner has recently been requested by the Education Commission of the Henan Province to conduct peer-to-peer evaluations of all teachers, including that of its foreign partner, Fort Hays State University. Fort Hays State University was comfortable with the request, as this is an established, on-going methodology already in place and used to ensure excellence and uniformity of delivery. No additional influence has resulted from this new mandate.

In addition, the Fort Hays State University employs an International Education Management Group (IEMG) to manage internal operations, policies and practices related to global partnerships. A handbook of policies has been developed and is regularly updated and shared with partners.

Student and Faculty Evaluations

Every semester, Fort Hays State University conducts student and faculty evaluations and the results of these are used by the academic departments to modify and improve quality and the performance of students. The University follows the *Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals*, endorsed by all regional accrediting commissions.

Student Evaluations – At the end of each semester, students are provided the opportunity to provide anonymous feedback about the quality of their teacher, course and course materials. These evaluations are submitted online and the results are only accessible by the academic leaders at Fort Hays State University. These results are not shared with the Chinese partner university.

Faculty Evaluations – Once per semester, academic leaders from the campus of Fort Hays State University visit the Chinese partner schools to evaluate their programs. One part of this program evaluation is an evaluation of each teacher in the program. The academic leaders visit the classrooms to observe and evaluate their faculty.

Both the evaluation conducted by students and the evaluation conducted by Fort Hays State University's academic leaders are used to ensure quality.

Has Fort Hays State University ever had to replace a textbook or other content in China?

Fort Hays State University has controlled the selection of textbooks. The courses are owned and delivered by the University and its faculty. Departments have sometimes selected textbooks different from those used in the comparable classes in the domestic program. Decisions to use a different textbook were sometimes made to accommodate the partner institution's concerns about textbook costs or vendor access to a textbook. Ultimately,

textbook selection has always remained with Fort Hays State University. Even in the Credit by Documentation courses taught by the partner institution, Fort Hays State University faculty have been involved in the selection of textbooks.

How do our faculty display principles of academic freedom and transparency?

Fort Hays State University faculty display principles of academic freedom and transparency through their teaching, research and discussions with students. Discussions regarding learning objectives for the degree programs, majors and individual courses have all been given and accepted in an atmosphere of transparency. Faculty have been free to select their own textbooks, reading materials, video and web content. While faculty may seek Chinese and international examples to include in their courses, Fort Hays State University has never had any involvement by Chinese administrators or government officials in developing course materials. Fort Hays State University faculty have conducted research and participated in academic conferences without fetter. Our faculty have been able to discuss relevant course topics in class and have not had any interference.

In Credit by Documentation courses, faculty have openly and successfully advocated for course syllabi and materials resonant with domestic versions of the same course. They have delivered programs and courses that meet the department's expectations in terms of content and rigor. Where internet access to materials has been limited in China, faculty have either made other selections or provided the content through other means.

Faculty have been free to teach and engage in scholarly activity appropriate for their disciplines without interference by the partner institution, although, of course, they do not have full access to the internet while in China. Fort Hays State University faculty seek to be very transparent in grading and they seek to remove arbitrary or preferential treatment. The Fort Hays State University administration has stood firmly behind the faculty decisions regarding grading and grade distribution. Like in America, at times, rigorous grading results in students failing classes or even being dismissed from a program.

Fort Hays State University has experienced some efforts on the part of some administrators from partner institutions in China to try to align the teaching practices of cooperating teachers with traditional Chinese faculty. A cooperating teacher is a faculty employed by the Chinese partner to teach some of the Fort Hays State University's curriculum in China. The University has always championed the academic freedom of the cooperating teachers and insisted upon the integrity of the learning experience. Currently, the University is assessing this model of delivery.

Chinese students will seek out our faculty to explore ideas, views and values. As with all young adults, this may be confusing to them, which is part of the critical thinking development that is fostered through the dual degree programs. There have been occasions when the student might discuss these differing values and views with faculty. The faculty have not been censured for sharing or listening to these viewpoints.

Fort Hays State University has been fortunate to have a high retention rate of our faculty, particularly those teaching English Composition, which is as high as 95 percent retention. If faculty felt the government or the partners were imposing on personal or academic freedoms and human rights, we do not believe we would have this high retention.

Have our faculty and students experienced challenges with technology infrastructure and social media?

The bandwidth for internet infrastructure on our partner campuses is improving, but challenges still exist. The Chinese firewall was the overarching reason that Fort Hays State University brought the four Blackboard servers inside China in order to more easily facilitate delivery of instruction. Virtual Private Networks (VPNs) have recently been blocked so that faculty could not access sites blocked by the Chinese government. Last year, Gmail was totally blocked for the first time. This has limited students applying to U.S. colleges and faculty trying to access international research. Communications to and from China, always slightly unreliable, have been more erratic. Facebook was blocked in China in 2009 after riots in the northwestern Xinjiang province.

Yet, the internet is thriving in China. A recent report by Morgan Stanley estimates that by 2018 there will be more online transactions occurring in China than in the rest of the world combined. We admit that universities and other organizations working in a foreign country whose reputations depend on privacy rights and the free flow of information do not appreciate restrictions imposed by any government. Many of the students at our partner universities have smartphones and tablets, used for Internet access, texting and social media outlets approved by government officials. Fort Hays State University is working through these technology challenges. As recent as May 2015, Fort Hays State University's Vice President for Technology held meetings with her counterparts at the partner universities to address technology infrastructure challenges and availability. They were open to her observations and suggestions. We will continue these conversations.

Fort Hays State University faculty are reminded not to post offensive information on the web or social media. Faculty hired to live and teach in China are reminded to obey the rules as "guests" of China.

Areas for Mutual Improvement

Improving the abilities of students to study courses in English will always be an ongoing challenge for dual degree programs. Our Chinese partners and Fort Hays State University have implemented new strategies each and every year, some with greater success than others. We will continue to learn from our experience, study the research literature on teaching English as a second language, and experiment with new initiatives.

The lack of English abilities often hinders some students from completing their Fort Hays State University degrees. Fort Hays State University has committed to sending more PhD faculty to our partner schools to teach courses in the cross border programs. Fort Hays State University believes this will provide a new methodology rich in research and design which will further Fort Hays State University's goal for academic excellence.

Improving the quality of cross-border programs

One of the greatest challenges of teaching in a non-native English speaking country is ensuring that students in the classroom are capable of understanding instruction in English. English proficiency tests are generally good at assessing written language but notoriously unreliable when assessing the spoken language. To ensure that students are prepared for the instructional environment, Fort Hays State University will be implementing an interview assessment process conducted by Fort Hays State University faculty for each student.

Another challenge with ethical values is that grades and rules about students passing pre-requisite courses may not be uniformly enforced if managed by the host country. Due to challenges in the Chinese registration system, students may be inadvertently registered in a core course even if they have failed the pre-requisite course. Therefore, faculty often have to manually withdraw these students from courses. Fort Hays State University currently audits these records. The University is looking to implement its own course registration system to ensure that this information is accurately maintained and rules enforced.

It is also very important that the learning achieved by each student in a course of study be consistent, irrespective of the country of delivery. More rigorous definition of learning outcomes and ubiquitous assessment across programs will be implemented to ensure that this is the case.

Concluding Comments

China's new leader, Xi Jinping, has made no secret of his ambitions to revitalize China and increase her influence on the global stage. President Xi has made it clear that he wants to build an "innovative society" with strong Chinese tech firms that can compete internationally. His vision and mission have not negatively affected Fort Hays State University's partnerships in China; in fact, they may be have strengthened them.

Fort Hays State University feels privileged to have been selected and approved to offer the first American bachelor's degree to Chinese students on-site in mainland China. All of the challenges that we have faced have

been addressed together with our Chinese partners under the auspices of their respective government education commissions. The Fort Hays State University-Sias and Fort Hays State University-SNU partnerships are widely noted in the higher education circles as a model of U.S.-Sino cooperation. During these times of complex political and economic change, the continued success of these partnerships serves as a “best practice” model where both institutions and their students benefit greatly.

In the concluding statement of the Higher Learning Commission System Appraisal Team’s report about Fort Hays State University in March 2010, a statement is made: “I endorse Fort Hays State University’s accreditation status and extensive success in working with educational partners in China and elsewhere.” On April 20, 2004, a resolution was entered into the Congressional Record of the U.S. House of Representatives by the Honorable Xavier Becerra from California on the occasion of the fifth anniversary of Sias International University. In speaking about the partnership with Fort Hays State University and Sias International University, the resolution states, “The establishment of an institution like Sias could not be timelier. At a time when countries are threatened by terrorism and the national reflex worldwide is to close borders, we must remember that our economies, our people, and thus our nations are intertwined in this world. We must continue to resist reactions of fear and isolation and work instead towards forging relations with our international neighbors.” These statements are equally true today.

The greatest outcome of these relationships are our Chinese students’ expanded knowledge of the world around them, and how China fits into the global picture. Our Chinese students have similar aspirations to our U.S. students: to be engaged in their communities, to hold political offices, to own their own businesses, to be successful leaders and role models in their families, and to strive for the improvement of our world. Fort Hays State University is proud to be associated with the Chinese Ministry of Education and the provincial Education Commissions and to be part of the positive work accomplished through our dual degree programs.

Tom Friedman in his book *The World is Flat* writes that students who have the facility of two languages, have a cultural experience in another country, and use technology to communicate worldwide, are true citizens of the world. They are equipped and ready to change the world in a positive way. Fort Hays State University is proud to be partners with Chinese universities, as well as other universities throughout the world, to prepare students to be *forward thinking* and *world-ready*.

As I conclude, I would like to leave you with some final thoughts. From the early days of our republic, our forefathers recognized the value of a widely and highly educated citizenry to the success and stability of our nation. Indeed, we created a system of public and private higher education that is the world-wide standard for academic excellence. As a nation, I submit, we need to go back to those roots; we need to return to the guiding principles established by our Founding Fathers that support and deliver a superb education because it is essential to the common good.

This year, the Chinese government mandated that English be a required course starting in middle school. They are committed to educating their citizenry to do business in the global market place. We need to do the same. We need to look beyond our current status and recognize that knowing how to do business with the East will be a determining and critical factor in the prosperity of our children and the success of our nation.

Fort Hays State University stands ready to continue building bridges that connect and educate the future leaders of our world.

Thank you for affording me the great privilege to share Fort Hays State University’s initiatives in China with you.