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DEVELOPING SISTER COLLEGE RELATIONSHIPS BETWEEN LANSING
COMMUNITY COLLEGE, UNITED STATES, AND NATIONAL TAIPEI
INSTITUTE OF TECHNOLOGY AND NATIONAL TAICHUNG INSTITUTE OF
COMMERCE, REPUBLIC OF CHINA (TAIWAN)

Michigan State University

Ph.D. 1986

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LANSING COMMUNITY COLLEGE, UNITED STATES, AND
NATIONAL TAIPEI INSTITUTE OF TECHNOLOGY AND
NATIONAL TAICHUNG INSTITUTE OF COMMERCE,
REPUBLIC OF CHINA (TAIWAN)

By

Jacqueline D. Taylor

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1986

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JACQUELINE D. TAYLOR

1986

ABSTRACT

DEVELOPING SISTER COLLEGE RELATIONSHIPS BETWEEN LANSING COMMUNITY COLLEGE, UNITED STATES, AND NATIONAL TAIPEI INSTITUTE OF TECHNOLOGY AND NATIONAL TAICHUNG INSTITUTE OF COMMERCE, REPUBLIC OF CHINA (TAIWAN)

By

Jacqueline D. Taylor

To fully exist in today's society, one must be aware of the global society and its economic impact on national, state, and local economies. Parnell (1984) said, "A new economic era is upon us . . . yesterday is over . . . we must now adjust to living in a world of interdependent communities" (n.p.). Facts must be faced:

- one in six production jobs in this country is dependent upon exports.
- one-third of American corporate profits are from international activities.
- 40% of American farmland produces goods for export.
- every billion dollars worth of exports creates 25,000 jobs for Americans.
- for the first time in history, America has become a debtor nation. (International Trade Education, 1985, p. 5).

Educational and cultural bridges built between nations provide communications pathways for faculty, staff, and students to develop intercultural understanding so they can interact and compete knowledgeably in today's international marketplace. Many community colleges, in response to this need, view community from the perspective of

Jacqueline D. Taylor

world community. Some community colleges are establishing sister college relationships to provide international/intercultural learning experiences that may become cultural communication bridges.

In 1979, Lansing Community College initially established sister college affiliations with National Taichung Institute of Commerce and National Taipei Institute of Technology. The agreements provided the framework for exchange of faculty, staff, students, teaching resources, and materials. Exchanges of faculty and staff and short-term student study visits have transpired; however, systematized procedures and evaluation measures were necessary.

The researcher conducted personal interviews in all three sister institutions with chief executive officers, faculty and staff exchange participants, and the International Program Director at LCC. Interviews provided, among other information, determination of the following: collective definition of "sister college relationship," criteria for selecting sister college, criteria for selecting participants, role of the CEO, institutional financial commitment, teaching methodology change effected by exchange experience, exchange participant preparation procedure, positive exchange experiences, suggestions for improvement, program exchange priorities, and program goals.

Information collected resulted in nearly 60 recommendations to improve the program. Suggested forms were developed to systematize the exchange procedure.

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How do I begin to acknowledge the guidance and mentoring that are a part of the doctoral and dissertation process? Do I begin at the beginning with the teachers over the years in the K-12 process who so kindly took an interest in a student who wished to achieve and instilled the love of learning; with the first community college instructor who made an "older student" feel welcome in returning to the learning process; with the advisors at the graduate level who listened and encouraged and had faith? Yes, I say, "Thank God for each of you who shared your lives, who took the time to share your knowledge and expertise to help me become more scholarly and reach for and achieve the dream."

There would be no dissertation without the guidance of Drs. Marylee Davis, Richard Featherstone, Howard Hickey, and Vishwa Mishra, who truly were the best advisors a student could have. And there would be no dissertation without the mentoring, encouragement, and challenges provided by President Philip J. Gannon, who never doubted that I would rise to the challenges presented, who trusted me to help strengthen the delicate bonds of the sister college relationships so they would become the firm bridges of friendship and understanding that will provide pathways into the future for students of National Taichung Institute of Commerce, National Taipei Institute of Technology, and Lansing

Community College. And there would be no dissertation without the open communication and kindness of President Chih Tang, President S. N. Clifford Yoh, and President Wen-Shion Chang, who welcomed me with open arms and hearts, and who opened doors of communication and sharing never before dreamed possible. And there would be no dissertation without the love, support, and encouragement of good friends who shared their concerns, feelings, thoughts, and suggestions with me, especially President Tien-Chi Chen, Professor John Chou, Dr. Tai Sung Kim, and each of those who so kindly consented to share their precious time to help strengthen the sister college affiliations.

And how could I ever have completed the dissertation without the patience, understanding, and help of Donna Pike and Katy Liu?

Do I begin at the beginning? Yes, and then with sincere appreciation to all, I dedicate this dissertation to my sons, Kevin and Kip, whom I love as only a mother can love, and who both said, "Thank you, Mom, for not quitting."

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CHAPTER I

INTRODUCTION

Introduction of the Problem

Each of us is affected by worldwide events in our daily lives. One cannot live in Michigan without understanding the effect of the Japanese automobile on our economy, without seeing all the clothing labels that read "Made in Hong Kong," "Made in Korea," or "Made in Republic of China (Taiwan)." One cannot long remain provincial when the United States economy has suffered a near-depression state and only currently is beginning to show signs of partial recovery. To exist fully in this society, one must be aware of the nature of a global society, and one must be especially aware of its economic effect on the United States, as well as on the state and local economies. With that realization in mind, Parnell (1984) said that:

A new economic era is upon us. And whether we like it or not, our nation must understand, and we must cope with, a global economy as well as a national economy. The two most important things to remember about world economics are that yesterday is over and that we must now adjust to living in a world of interdependent communities [with] all of the countries growing increasingly interdependent . . . shifting from being an isolated, virtually self-sufficient national economy to being part of an interdependent global economy.

Economic survival in an interdependent society was recognized by few individuals 25 years ago; in fact,

Twenty-five years ago it would not have been pertinent to mention the increasing interdependence of nations and the ease with which inflation and recession have spread rapidly across national borders. . . . [However], we are sensitive to the severe shock waves that our world economy suffered during the last decade. (Gannon, 1982)

In 1985, Parnell again emphasized the importance of international issues when he said:

By this time the litany of facts that tie international trade to the strength of the American economy is familiar to most of us. The facts include that:

- 22 percent of the gross national product goes for international trade.
 - 20 percent of our industrial production is for export.
 - 1 in 6 production jobs in this country is dependent on exports.
 - One-third of American corporate profits are from international activities.
 - 40 percent of American farmland produces goods for export.
 - Every billion dollars worth of exports creates 25,000 jobs for Americans, and, conversely, about five million Americans were unemployed last year because of the federal trade deficit.
 - For the first time in history America has become a debtor nation.
- (p. 5)

Survival in this technologically revolutionized world, with its exponential change and interdependent nations, calls for an increased necessity for better understanding the cultures of other countries. With the reality of the global society, it may not only be pertinent, but could very well be imperative, that interdependence become a household word, with students oriented both through formal and informal education regarding its effect on their lives. In response to this imperative, President Reagan established the International Youth Exchange as a way of recognizing the necessity of communicating and developing closer relations and interaction through young

people and to reinforce communication and cultural, educational, and political bonds.

Educators have an obligation to students to provide an opportunity for an educational foundation that demonstrates a broader perspective, philosophy, and better understanding of worldwide interrelationships and interdependence and their effect on the economic future of the United States. In this manner the student will be introduced to, encouraged, and motivated to develop an understanding of different cultures. This encouragement to learn about other cultures can lead to building desire in students to form linkages through student exchange programs such as that provided through Youth for Understanding, study abroad programs, or through international college exchange affiliations such as sister colleges.

The researcher contends that as faculty and staff become involved in sister college exchange programs, they broaden their own backgrounds, experiences, and teaching methodologies. In this manner, they will begin to internationalize their offerings and encourage student involvement in learning more about world neighbors and raise the level of cultural awareness in students to further encourage involvement in exchange programs.

The researcher asks the reader to visualize a world map with its masses of land divided into individual ethnocentric areas separated by bodies of water. Then close your eyes and envision those masses of isolated lands begin to be linked by emerging bridges--bridges that provide a pathway from one nation and culture to other nations and

cultures, with communication beginning to flow interchangeably across these bridges. Schramm (1976) wrote:

Cultural bridges are seen as a good thing, an essential thing. Perhaps the most hopeful sign, as we look toward a world communication policy and healthful intercultural communication, is that people today as never before seem to yearn toward the global village where everyone knows his neighbor, talks with him, works together with him toward a happier situation in the world. (p. 15)

Higher education, through the establishment of sister college relationships, may be able to contribute to strengthening the initial involvement of these necessary bridges of communication in today's world. The researcher has had the privilege of participating in the development of the communication process and linkage between Lansing Community College and two of its sister colleges in the Republic of China (Taiwan): National Taipei Institute of Technology in Taipei and National Taichung Institute of Commerce in Taichung.

These two sister colleges in the Republic of China (Taiwan) place emphasis on training their students to be productive and contributing members of a global society, recognizing that in order to participate in the global business community it is important to be prepared to interact, understand, cooperate, and compete on a worldwide, interdependent basis. These two colleges particularly emphasize the importance of preparation of students for interaction with U.S. business, industry, and education since

two-way trade between Taiwan and the U.S. totaled almost 16 billion dollars in 1983, making Taiwan America's 15th largest export market, its sixth largest source of imports and its sixth largest trading partner. . . . American businessmen [are] flocking there and U.S. investment is on the upswing. (Taylor, 1984, pp. 38-39)

In August 1985, President Reagan was quoted in the China Post:

The great strides forward being made on the Pacific Rim bode well for the United States. We are, after all, a Pacific Rim country. Already our trade with Pacific and East Asian countries is greater than with any other region of the world. ("Reagan Says Japan," 1985, p. 1)

Sister college relationships may provide a vehicle through which faculty, staff, and students can learn more about other countries and cultures and assist in the adaptation of knowledge gained. In this manner, efforts to survive in an interdependent economic and global society can be maximized. The personal knowledge gained through the experience of working together, teaching together, and living on a daily basis in another society through educational exchange programs may provide assistance in cementing relationships that could lead to better intercultural and economic understanding. Thus, this intercultural educational exchange between sister college faculty/staff and students may result in influencing the students to think globally as they grow and become the decision makers of tomorrow in education, business, industry, government, and labor.

Community colleges serve students of all ages, and as partners with business and industry, community colleges can provide cultural training courses for business/industry personnel who will be doing business abroad or doing business with foreigners in the United States. Copeland (1984) warned that:

International business is one of the 1980s most distressing issues. We compete not only with Japan, but with Brazil, Mexico, Hong Kong, Singapore, South Korea and Taiwan. In the face of tougher competition, we are not performing well. The problem is that American personnel frequently are ignorant of the nature of doing business

abroad. Whether selling, buying, negotiating, managing personnel, instructing, or consulting, performance can be poor when there is a lack of cultural understanding. (p. 23)

Copeland stated the concern of the corporation, noting that:

Multinational organizations are taking the problem seriously and tackling it in different ways. Some are retreating from overseas ventures, giving up vast opportunity for growth. Others are replacing American personnel abroad with local or third-country nationals. Many more are taking the bull by the horns and providing training to personnel involved in international operations. (p. 23)

Community colleges, established to respond to the needs of the community, can provide this necessary international training through developing their own cultural-awareness and cultural-training programs. McCabe and Skidmore (1983) reminded community colleges: "It is time for community colleges to do what they do best--to design innovative and diversified programs to meet the rapidly changing needs of society" (p. 248).

Statement of the Problem

To develop recommendations and guidelines for mutually beneficial and successful sister college relationships between Lansing Community College and National Taipei Institute of Technology and National Taichung Institute of Commerce, it was important to address the following areas:

1. The basic agreements as they were developed in 1979 needed to be examined.
2. The processes of communications and exchange that have already been developed in the sister college affiliation needed to be identified, examined, and evaluated through documentation of past

efforts and through person-to-person communication to collect personal-experience information.

3. Evaluation of past efforts needed to take place.

4. Suggestions and recommendations based on the evaluations and experiences needed to be developed to ensure improvement and strengthening of the sister college affiliation to increase the success for the future.

5. A systematized process including appropriate procedural forms needed to be developed in order to establish a structure for the exchange of participants in this sister college program.

Purpose of the Study

The mutual relations between Lansing Community College and National Taipei Institute of Technology and National Taichung Institute of Commerce, based on agreements signed in November 1979, were initiated as "bare bones" agreements of intent. Since that time, more communication has transpired; exchanges of faculty, staff, students, materials, and information have taken place; and a process has begun to evolve. Thus, the sister college relationships have grown from a formal agreement of words and intent into reality. A more formalized, systematized process needed to be developed for the exchange of information, knowledge, materials, cultural traditions, and learning experiences involving faculty, staff, and students at all three institutions.

Identification and refinement of the elements that have led to success in the sister college affiliations were important so that the

benefits of the experiential foundation were maximized. This identification, evaluation, and refinement process will assist other educational institutions in the future as they seek to establish intercultural sister college affiliations.

One of the purposes of the study was to document chronologically the exchange experiences from 1979 through fall 1985. This included identifying and documenting, through the personal interview process, pre stated institutional and personal goals, methods used to achieve goals, evaluation of the exchange experience, and determining resultant recommendations based on experiences of participants and overall evaluation by the chief executive officers.

This method of data collection and recording of institutional interaction through individual faculty and staff exchange, along with evaluation by the chief executive officers (CEOs) of the three institutions, has resulted in the development of an addendum to the initial sister college agreements. It will also result in further recommendations for even more positive interactive learning experiences.

In addition, this research will promote opportunities for developing means of communication processes and linkages between postsecondary institutions in the United States and the Republic of China (Taiwan) which can be applied to other countries. Thus, this experiential reporting can assist other CEOs, faculty, staff, and students to understand the need for more knowledge of world cultures for today's citizen who must survive in a globally interdependent society.

The information assimilated, recorded, synthesized, analyzed, and reported in this study will also help others understand how a more broad and sophisticated communications process can evolve and be further developed from the base of a "bare bones" agreement; how the words of the agreement "come to life" and become reality in the form of growing and continuing experiential relationships between the faculty, staff, administrators, and students from two different cultures and backgrounds.

It was important to document and report this intercultural method of communication and linkage developed between sister colleges to enhance the understanding of the small-world concept, with interaction becoming a naturally occurring reality between students, faculty, and staff. It was even more important to determine through interviews with the CEOs and participants the changes they felt that these sister-relationship experiences have been instrumental in effecting. Thus, in this manner, future generations and future leaders may have an opportunity to be a product of an educational process that recognizes and promotes cultural, economic, and educational communication and exchange based on real life, practical experiential knowledge of world neighbors. It is important that postsecondary educational institutions play a key role in helping society understand that:

1. Society is globally interdependent.
2. Education, especially communication colleges, should be anticipatory in developing learning approaches that emphasize readiness

to participate in the world community, and provide international intercultural training for their personnel.

3. Teaching and learning methods can be enhanced through first-hand knowledge and experience gained through exchange of faculty, staff, and students.

By establishing and following through on an expanded basis with sister college affiliations, Lansing Community College, National Taipei Institute of Technology, and National Taichung Institute of Commerce have demonstrated that they advocate and believe in sister college affiliations. These educational institutions have also developed procedures and practices that enhance the communication, learning process, and cultural understanding between the United States and the Republic of China (Taiwan).

The dissertation concludes with recommendations for improving and strengthening the sister college relationships. Also included in the recommendations are suggested forms that have been developed by the researcher. This is a method of initiating a systemized procedure to assist in structuring the detailed paperwork necessary in formalizing the faculty/staff exchange program. These recommendations and forms will be applicable to the LCC, NTIT, and NTIC affiliations and also may be helpful for other sister college relationships, current or potential.

Operational Definition of Terms

Affiliation. Associate--as a member or a branch. In this dissertation, affiliation is referred to as the connection of two

institutions through a signed agreement to cooperate in exchange of resource materials, information, faculty, staff, and students. The formalized agreement for this affiliation has been signed and supported by the CEOs of each involved institution. Relationship and affiliation are used alternately and synonymously in this study. Also program, when used in the context of sister college program, is synonymous with both relationship and affiliation.

CEO. Chief executive officer (in this study, used alternately and synonymously with president of LCC, NTIC, and/or NTIT).

Culture. Related to long-standing beliefs based on tradition within a nation or country. According to Geertz (1973),

We are, in sum, incomplete or unfinished animals who complete or finish ourselves through culture--and not through culture in general but through highly particular forms of it: Dobuan and Javanese, Hopi and Italian, upper-class and lower-class, academic and commercial. Man's great capacity for learning, his plasticity, has often been remarked, but what is even more critical is his extreme dependence upon a certain sort of learning: the attainment of concepts, the apprehension and application of specific systems of symbolic meaning. . . . Between what our body tells us and what we have to know in order to function, there is a vacuum we must fill ourselves, and we fill it with information (or misinformation) provided by our culture. . . . Our capacity to speak is surely innate; our capacity to speak English is surely cultural.

ESL. English as a Second Language.

Global. Far-reaching activities and events that are worldwide in nature.

Heuristic. Of or relating to a usually speculative formulation serving as a guide in the investigation or solution of a problem: "the historian discovers the past by the judicious use of such a heuristic device as the 'ideal type'" of, or relating to, or constituting an

educational method in which learning takes place through discoveries that result from investigations made by the student (American Heritage Dictionary, 1982).

Interdependent. Nations and/or individuals involved in today's world whose lives, livelihood, and knowledge are tied to each other through world events and relations, both culturally and economically.

International. Worldwide relations between nations; overall view of all countries of the world, especially as it relates to interaction and intercultural knowledge.

International education. Component of educational curricula that deals with gaining knowledge of another culture, including knowledge of its people, history, society, business, politics, religion, and governmental and educational systems.

LCC. Lansing Community College.

MSU. Michigan State University.

MOE. Ministry of Education; a department of the central government of the Republic of China (Taiwan) which is completely responsible for planning and policy making on the nation's education, especially concentrating on higher education.

NTIC. National Taichung Institute of Commerce.

NIT. National Taipei Institute of Technology.

Orientation. Introductory instruction concerning a new situation. In this study, especially relating to special pre-exchange culture and language studies regarding the host-college country.

Qualitative research. According to Bogdan and Biklen (1982),
a research approach that

emphasizes inductive analysis, description and the study of people's perceptions. . . . Qualitative research is descriptive. The data collected is in the form of words or pictures rather than numbers. . . . Qualitative researchers are concerned with process rather than simply with outcomes or products. . . . "Meaning" is of essential concern to the qualitative approach. Researchers who use this approach are interested in the ways different people make sense out of their lives. In other words, qualitative researchers are concerned with what are called participant perspectives [e.g., how do participants view their exchange experience in the sister college program?]

ROC. Republic of China.

Delimitations and Limitations

Delimitations

The study was confined to three postsecondary institutions that have been affiliated and linked through sister college relationships: in the United States, Lansing Community College; in the Republic of China (Taiwan), National Taipei Institute of Technology and National Taichung Institute of Commerce. This confinement to three colleges may mean that chief executive officers, faculty and staff interviews may not broadly represent other colleges in the United States and the ROC (Taiwan).

The faculty and staff respondents interviewed were limited to those seven faculty and administrators who have participated in these selected sister college exchange programs, and thus their opinions may not be representative of opinions of other faculty and staff in the institutions. Three of the CEOs interviewed are currently presidents of the selected institutions, and the fourth is the recently retired

CEO of National Taipei Institute of Technology. The Director of International Education at Lansing Community College was also interviewed. The opinions of these administrators also may not be representative of other CEOs or Directors of International Programs in other colleges and universities.

The dissertation was confined to the study of two Lansing Community College sister college relationships, which included:

1. reasons for establishment of sister college relationships,
2. definition of the term "sister college relationship,"
3. predated personal goals for faculty and staff involved in exchanges,
4. institutional goals for sister college institutions,
5. CEO and institutional goals developed for the participants involved in exchange,
6. evaluation by participants of their exchange experience,
7. outcomes of the exchange experience for the individual and the institution, and
8. suggestions for improvement and further development of recommendations to formalize and strengthen the communication process.

Thus, the researcher did not attempt to compare or evaluate overall curriculum in the colleges involved, but limited the study to opinions of those who have participated in exchanges, the Director of International Programs at Lansing Community College, who first envisioned and worked with the Asian countries, and the opinions of the CEOs who initiated and support the sister college affiliations.

Limitations

The oral interview process was used, and while the data and information collected were rich in description and came directly from the respondent/participant, the information could be considered subjective in nature. However, in order to attempt to counteract the subjectivity, all participants were asked the same questions, and all CEOs were asked the same questions. The LCC Director of International Programs was asked questions through a third questionnaire because his participation in the program is from a different perspective than either the participants or the CEOs. While the questionnaire was not administered so that respondents could study it and write their own responses, three standardized questionnaire forms were developed and administered orally to the appropriate interviewees by the interviewer.

Language could have been a barrier. However, it did not appear to be since all exchange participants had a good background knowledge of and communicated well in the English language. Where necessary, interpreters were provided to assist with clarification and/or elaboration of an issue or question.

Interviews were conducted with the president emeritus and current president of National Taipei Institute of Technology and with the president of National Taichung Institute of Commerce, all of whom spoke excellent English and had traveled extensively and studied in the United States.

Another barrier could have been cultural backgrounds and cultural behavior or nuances. The Chinese have several thousand years of

history imbedded in their culture, and while the researcher has had experience in working with Chinese educators and has visited over 20 educational institutions in Taiwan, she may not have had an overall in-depth cultural understanding. This could have impeded or slowed the communications process; however, this did not seem to be the case. Previous teaching experience in these sister institutions; philosophical discussions with administrators, faculty, staff, and students; and daily work and interaction, as well as indepth cultural studies and previous independent research on these institutions in the Republic of China (Taiwan), were helpful in this area.

The ability to communicate by telephone, letter, and in person with several professors, administrators, and staff of the sister institutions, as well as with the president and the Director of International Programs at Lansing Community College and the president emeritus and presidents of both sister institutions in the Republic of China (Taiwan), was of assistance to the writer.

In addition, one of the interviewees, a fellow doctoral student at Michigan State University, is a college president from the Republic of China (Taiwan). He is in the United States under the auspices of Lansing Community College through the sister college affiliation with NTIC, and he has interned in all divisions of LCC. He was helpful in responding to cultural and language questions. Also, the researcher has various other contacts within the Chinese community in the Lansing area, who provided assistance in understanding cultural background and nuances.

Deep, on-going friendships have evolved with professors, presidents, secretaries, clerical staff, administrators, and reporters throughout the institutions and the Republic of China (Taiwan) so that personal communication is possible at all times. The researcher has become a gonma or "special mother" to a clerical worker from NTIT who is now completing a master's degree at Indiana State University. The researcher also has met and become friends with Christiana Chen, a reporter for the Europe Journal in Taipei, ROC. Through information and a photograph supplied by the researcher, this reporter published an article on President Emeritus Chih Tang of NTIT when he was named Honorary Professor of International Programs at LCC in June 1985. All of these interactive communication processes were helpful with further collection of data or when questions or data called for further clarification. However, this may also have added the possibility of bias and/or subjectivity rather than objectivity on the part of the researcher.

While it is anticipated that the study findings will be generalizable to and serve to assist other United States and Republic of China (Taiwan) postsecondary institutions, as well as educational institutions in other countries, the researcher realizes that this may not be the case. It is especially hoped that the recommendations and suggested forms developed by the researcher in this study will be applicable to community colleges, junior colleges, and two-year colleges in the development of sister college relationships since the literature in this area was sparse. However, the reader should be

especially careful in generalizing the findings of this study to other types of institutions and should remember that they were based on the experiences of three institutions.

Design of the Study

In seeking information on sister college relationships in order to complete the study, the researcher initiated an ERIC search. The search centered on the years 1966 through 1984, and literature directly related to "sister colleges" was sparse--in fact, almost nonexistent. Therefore, the topic called for a heuristic or self-discovery investigative approach to complete the research. Empirical research was of value in this instance because no corpus of data was available on which to base analyses and conclusions.

This approach called for qualitative research, which uses such techniques as participant observation and in-depth interviewing.

Bogdan and Biklen (1982) stated that these techniques

are respected and regularly employed in the social sciences, particularly in sociology and anthropology. In the last decade their popularity has grown and now many courses incorporate the qualitative perspective or are exclusively devoted to teaching this research strategy. . . . While the qualitative approach has not been central in educational research, a rich tradition of this type of research has grown in other fields. Anthropologists and sociologists have successfully conducted qualitative studies of educational issues. (p. xiii)

The study has emphasized and focused on the development of an interview questionnaire, with oral interviews taking place on a researcher-interviewee personal basis. Gordon (1980) wrote that "interviewing is most valuable when we are interested in knowing

people's beliefs, attitudes, values, knowledge, or any other subjective orientations or mental content" (p. 11).

Also, according to Gorden, the advantages of the interview include:

The interview provides more opportunity to motivate the respondent to supply accurate and complete information immediately. . . . The interview allows a greater flexibility in questioning the respondent. The more exploratory the purpose, the greater the need for flexibility in determining the wording of the questions, the sequence of the questions, and the direction and amount of probing used. When the emphasis is upon discovery as opposed to measurement, we must give serendipity a chance to operate and allow the interviewer to pursue hunches and clues he may get as the interview progresses. The interview allows greater control over the interview situation. The interview provides a greater opportunity to evaluate the validity of the information by observing the respondent's nonverbal manifestations of this attitude toward supplying the information. (pp. 61-62)

Normative survey questions were used in this oral interview basis, with the same questions being asked of all three presidents of participating institutions, as well as the president emeritus of National Taipei Institute of Technology. Normative survey questions were also developed and used for the professors and administrators involved in exchanges between Lansing Community College and its two sister colleges in the Republic of China, National Taipei Institute of Technology and National Taichung Institute of Commerce. A separate normative survey questionnaire was developed and used for Dr. Tai Sung Kim, Director of International Programs at LCC. The questionnaires are included in the appendix.

Collection of data included the original agreements signed in 1979 between Lansing Community College and National Taipei Institute of Technology and National Taichung Institute of Commerce. An addendum to

strengthen the sister college agreements between LCC and NTIC and NTIT was developed in December 1985 by the researcher and Dr. Kim, Director of International Programs at LCC. A copy of this addendum, along with copies of the original sister college agreements, may be found in the appendix.

Documents collected also include sample sister college agreements, sample academic calendar from NTIT (this calendar is also applicable to NTIC), sample academic calendar from LCC, organizational charts from the three institutions, and vita information on all participants.

Oral interviews were recorded in shorthand and transcribed by the researcher. The responses were then summarized and are analyzed in Chapter IV. A self-interview using the same questionnaire relating to the researcher's exchange experiences with the sister college programs since its establishment in 1979 is also included in the study.

Interviews for this research were conducted during 1984 and 1985, with other necessary communication taking place on a regular basis through telephone and written correspondence.

This heuristic, descriptive approach delineates criteria and methods of exchange of personnel, information, curriculum suggestions, and materials. This research also describes the communications process and linkages that have evolved, which have made the difference between an agreement of mere words and an effective, on-going agreement which is in a continual process of growth, refinement, and enhancement based on actual experiences.

The researcher had an opportunity in 1980, 1984, and 1985 to represent Lansing Community College in a living and daily working/teaching experience in National Taipei Institute of Technology and National Taichung Institute of Commerce. The researcher worked directly with the presidents of the institutions to gain an overall view of the educational system of the ROC (Taiwan) and a focused understanding of the operations and academic programs of the two sister colleges.

Particular emphasis was placed on affirming, strengthening, and building the sister college relationships. In addition, the researcher taught Conversational English in the classrooms of the sister colleges and interacted on both a formal and informal basis with faculty, administrators, other staff members, students, and chief executive officers of the two sister institutions.

The researcher also had the added privilege of traveling with the chief executive officer of NTIT and a corps of radio, TV, and newspaper reporters to study and tour over 20 colleges and universities in the Republic of China (Taiwan) in 1980 and 1984. This provided another learning base for the overall study of the educational system and educational institutions, as well as social and cultural interaction with a broader base of Chinese professional personnel.

Data were collected during each of the three visits to the Republic of China (Taiwan) and in-depth conversations and studies were completed to learn more about the Chinese culture which was helpful to the researcher.

Daily interaction with the President and Director of International Programs at Lansing Community College and with all visiting exchange faculty/staff from sister colleges also provided further in-depth understanding of the importance and involvement of sister college affiliations.

Involvement with the development of meaningful programs of study interspersed with assisting to initiate the necessary cultural experiences for visiting faculty/staff was helpful in researching this study.

In addition, interaction and communication on at least a weekly process has taken place with President Tien-Chi Chen of Ta Hwa Junior College of Technology, Taiwan, during the last two and one-half years while he has been pursuing his doctoral degree at Michigan State University under the sponsorship of Lansing Community College.

Overview of Subsequent Chapters

In Chapter II the researcher provides a selected review of the literature. The central theme of literature studied indicates that it is crucial that individuals learn to survive in an interdependent society; that students who are to become future leaders need opportunities to learn to be culturally aware and develop knowledge of the cultures and educational and business practices of different nations and countries if their own education is to remain relevant in today's global village. In addition, economic survival for the United States

depends on more knowledge of world neighbors in today's rapidly changing society, especially as it relates to international trade.

A synthesis of selected literature that relates to mutual relationships between postsecondary educational institutions has supported the concepts developed in this research, as well as providing a background of information on which to base the study of the communications process.

Pertinent literature was read, synthesized, and used as a base of knowledge for understanding world cultures in today's economically interdependent society. The manner in which communication and interaction between educational institutions can influence the exchange of information, faculty, staff, and students, and its relevance to the future of education and society, was also carefully considered.

In Chapter III the researcher develops the design of the study, focusing on the formulation of specific recommendations that can be used as guidelines for other postsecondary institutions attempting to develop sister college affiliations. The normative survey questions, personal interviews, and on-site in-country collection of pertinent materials, information, and sister college agreements, as well as discussions with participating college presidents, professors, and staff, formed the basis for the study.

In Chapter IV the researcher transcribes, synthesizes, summarizes, analyzes, and reports responses from the oral interviews of the CEOs, the exchange participants, and the Director of International Programs at LCC. This is a form of examination and evaluation of the

professional exchanges that have taken place between Lansing Community College and National Taipei Institute of Technology and National Taichung Institute of Commerce. Chapter IV describes "sister college relationship" in terms of its meaning to the chief executive officers of participating institutions, those professors and staff who have been involved in the sister college exchanges, and from the point of view of the Director of International Programs at LCC. Chapter IV also contains a statement of the findings of the study.

In Chapter V, the researcher summarizes and draws conclusions from the data collected, interviews conducted, and personal research, as well as from synthesis of the selected literature. The researcher studied, synthesized, compared, and analyzed responses of interviewees and drew conclusions, which are stated in Chapter V. Using information drawn from these conclusions, the researcher makes recommendations for the future in regard to strengthening the sister college relationships and improving experiences for participants. The researcher makes recommendations for the development of a more formalized or systematized process through the use of appropriate materials, pre- and post-interviews, and the development of suggested useful reporting forms. The researcher also recommends ways in which use of technology can enhance the future exchange of resources, information, curricular materials, and teaching techniques.

Also in Chapter V, as a part of the conclusions, the writer more thoroughly responds to the role that sister college relationships may provide the community college which may significantly affect the

educational system and its curricula, as it relates to preparation of students to function effectively in today's interdependent world. This provides a way in which community colleges can help to build the linking bridges of cultural understanding from today's interdependent world to the world of tomorrow, which may well be even smaller and more globally interactive.

CHAPTER II

SELECTED REVIEW OF THE LITERATURE

Introduction

In Chapter I the researcher developed the premise that international education is not only vital, but key, to the future of today's student, the decision maker of tomorrow, if he/she is to survive in an economically interdependent, global society. In this chapter the researcher looks at the literature studies and information compiled (a) from the global and economic perspective, (b) from the role of higher education and community colleges (this area also raises the question of whether or not community colleges should be involved in international education), and (c) from the role of sister college relationships.

The chapter concludes with a summary of the broad global perspective of international/intercultural awareness, with a narrowing focus on higher education, community colleges in particular, and the finite role of sister college relationships.

The researcher introduces the reader to literature that supports the premise that the United States, and indeed the world, exists in a global society and must recognize the need for more frequent, thorough, and effective communication, international trade, and cultural awareness. An attempt has been made in this chapter to

demonstrate that sister college relationships are an integral, important part of international education and that participation of faculty/staff, students, and chief executive officers can act as a catalytic ingredient for the enhancement of international education, especially as it relates to preparation of students to interact in an interdependent world.

In this chapter the researcher also reviews selected current and past literature to strengthen the aforementioned premises and further demonstrate that authorities in education, government, business, and industry advocate the need for cultural awareness and knowledge, understanding, interaction, and cooperation. This literature has supported the premise that economic and cultural awareness is necessary in order for societies to develop the means to operate, function, and compete in today's global marketplace.

Global Economic Perspective

Parnell (1984) warned the reader that:

The two most important things to remember about world economics are that yesterday is over and that we must now adjust to living in a world of interdependent communities. . . . All of the countries on the world scene are growing increasingly interdependent. . . . We are shifting from being an isolated, virtually self-sufficient national economy to being part of an interdependent global economy.

The Disney tune, "It's a Small World After All," explains the essence of the interrelated planet. Global problems such as pollution, the scarcity of natural resources, inflation, the energy crisis, and food production require the American public to be educated about international issues. Americans are constantly affected by events that are happening in other parts of the world. Mortgage rates for home buyers are influenced by interest rates set by international bankers. International trade involves one out of every eight of America's manufacturing jobs and one out of three acres of America's farmland. . . .

According to Adams (1982),

Prior to the turn of the century, the United States maintained an isolationist stance, geographically separated from the rest of the world by two oceans. Two world wars later, Americans realized that nations were mutually dependent upon one another for peace. . . . Events such as moon landings, opening of People's Republic of China, . . . oil embargo . . . crisis in Iran . . . bring us to the conclusion that the world is interdependent. (p. 1)

Joseph Overbeck, President of Motor Wheel Corporation in Lansing, a subsidiary of Goodyear Tire and Rubber Corporation, supported this global concept when he presented a talk at a Motor Wheel Sales conference recently.

Motor Wheel's Mission Statement: "Position Motor Wheel as the global leader in the world transportation industry and its core business--wheels and brake components--through innovation, quality, and competitive costs by utilizing strengths in manufacturing, engineering and marketing." The four key phrases here are Global Leader, Innovation, Quality and Competitive Costs. They are really the key to the strategies that we have developed to meet the objectives of our profit plan. These phrases must constantly be on the tip of our tongue and in every idea that we can possibly conceive. I realize this global approach is a radical shift in the policies and philosophies that we at Motor Wheel have had in the past. But it is the right direction, and we have the support of Goodyear. By working as a team, we can make it happen. What will it take to become a world leader in quality, cost and innovation? First of all, we're going to have to broaden our scope considerably. As you know, we've concentrated on North America in the past. That's over now, because we're going worldwide. As an example of this, we plan to open an office in Japan next year. Also, we're making plans for an office in Brussels or Luxembourg before the end of next year. The facts of life are that we can no longer consider ourselves a North American manufacturer and be happy with just North American sales. The world economic environment is such that we must consider our market as the world. ("We Must Be a Global Leader," 1985)

Copeland (1984) said that

International business is one of the 1980s most distressing issues. We compete not only with Japan, but with Brazil, Mexico, Hong Kong, Singapore, South Korea and Taiwan. In the face of tougher competition, we are not performing well. The problem? American personnel frequently are ignorant of the nature of doing business abroad.

Whether selling, buying, negotiating, managing personnel, instructing or consulting, performance can be poor when there is a lack of cultural understanding. (p. 23)

On the cultural front, and in an attempt to combat the lack of cultural understanding, Ferish (1979) stated that no longer can we afford to encourage our children to be ethnocentric--to believe that their homeland, their people, their language, their everything is not only different but also superior to that of other people.

Smith and Luce (1979) reminded us that as we adjust to overseas communication our first problem to overcome is that of "egocentric bias." Egocentric bias was defined by these authors as "the tacit assumption that if we say something that makes good sense to us, it should make sense to everyone else." These authors also reminded us that this is "a bias that is about as unrealistic as it is widespread" (p. 59).

In 1978, Ernest L. Boyer, U.S. Commissioner of Education, stated:

I'm convinced that higher education must also begin to build bridges among the nations of the world. I happen to believe that a great international drama is unfolding with great rapidity on the planet Earth. Suddenly, we are beginning to confront an agenda that affects the four billion inhabitants of this world. And ever since we traveled into space, we are now able to look back on this little planet as it hurls itself through darkness; and at least we have the prospect of getting perspective on the central issues of our time. (Adams & Earwood, 1982, p. 1)

One of the central issues of our time--world economy--leads us to realize that no longer is national economy the main factor in society. It is the world or global economy that is affecting each individual. The effects of the sales of Japanese imports on the U.S.

economy are evidenced by the fact that "our [U.S.] trade deficit may reach over 20 billion dollars this year" ("Ways U.S. Can Cope, 1984, p. 33) or "The Pacific Basin has replaced Europe as our leading trading partner" ("Where Adam Smith Meets Confucius," 1983, p. 11).

In addition to Japan, one of the main countries in the Pacific Basin that is a significant trading partner with the United States is Taiwan. Parnell (1984) said that the Republic of China (Taiwan) is a good example of a rapidly shifting global economy. "The economy is booming in Taiwan. This Third World country is vying with Japan, South Korea, Singapore, and Hong Kong for economic productivity in the Orient" (p. 1).

Solid economic growth and new political maturity on Taiwan have stilled the prophets of doom who predicted five years ago that Nationalist China could not survive withdrawal of U.S. recognition in favor of Communist China. Two-way trade between Taiwan and the U.S. totaled almost 16 billion dollars in 1983, making Taiwan America's 15th-largest export market, its sixth-largest source of imports and its sixth-largest trading partner over all. . . . Today's economic relationship between the U.S. and the Republic of China, as Taiwan officially is known, is stronger than ever. Far from deserting Taiwan, American businessmen are flocking there, and U.S. investment is on the upswing. (Taylor, 1984, pp. 38-39)

The United States is in the midst of rapid change, change that focuses on moving from ethnocentric isolation to being part of an interdependent global economy. Another segment of change, which may be even more dramatic in nature for the United States, relates to the national economy and world position. This poses a powerful problem that must be dealt with. Stone said, "The United States must compete more vigorously. We are no longer the top dog among world economic powers" ("Ways U.S. Can Cope," 1984, p. 5).

The Washington Post headline of January 31, 1986, was dramatic as it focused on what is happening to the United States: "85 Trade Deficit Is Worst Ever, \$148.5 Billion Gap Expected to Intensify Pressures on Congress" (p. 1). The article by Stuart Overbach that accompanied that headline stated that:

The massive trade deficit marks a dramatic turnabout in U.S. international competitiveness over the past decade. Until 1977, the United States never ran a trade deficit that exceeded \$10 billion. . . . [This] is expected to intensify Congressional pressure for tougher trade laws to limit imports and increase overseas sales of U.S. goods.

The article emphasizes the U.S. deficit with such countries as Japan (\$49.7 billion deficit), Western Europe (\$27.4 billion deficit), Canada (\$22.2 billion deficit), Taiwan (\$13.1 billion deficit), South Korea (\$4.8 billion deficit), etc. Pacific Rim countries, therefore, account for over 45% of this country's trade deficit! (p. 1)

Anderson (1982) wrote that:

An expanded global consciousness is evidenced in the widespread use of such metaphors as "spaceship earth," "global village," "shrinking world," "global shopping center," "global factory," etc., in a growing rhetoric about global interdependence; in the increasing use of the term global in the mass media; in the visual imagery and language of multinational corporation advertising; and in a growing body of scholarship articulating conceptions of the world as a complex global system. (p. 155)

The Role of Higher Education in International Education With Focus on Community Colleges

To meet the challenges of the global economy and to stem the tide of reduction in the role for the U.S., "the past decade gave birth to an intensifying effort to globalize American education" (Anderson, 1982, p. 157). In Reischauer's (1973) book Toward the 21st Century--Education for a Changing World, he emphasized the crucial role that education plays in the world community.

Education certainly must be a part of the effort--a crucial part. . . . Whatever may be one's analysis of the road ahead for mankind, there can be no doubt that education faces some stupendous tasks. . . . If a world community does materialize, it will be the product, not just of intergovernmental negotiations by a few specialists, but of a cumulative growth deriving from a myriad of diverse undertakings, each adding a gossamer strand to the ties that finally unite the world. (pp. 135-36)

He indicated that there must be a concerted effort to bring about communication between all segments of people in all parts of the world. There must be more than intergovernmental workings; there must be exchanges in the fields of economics, cultural and intellectual activities, and many millions of contacts on an individual basis so that mutual understanding and friendships can grow. To accomplish these contacts, skills in communication and knowledge about other countries must be taught. True experts are needed in addition to the normal, intelligent person making a contact. These people all must be trained. The democratic societies must take the lead. A sense of worldwide belonging and participation has to be developed so that there is a true sense of "world citizenship."

Two pieces of literature that especially focused on higher education exchange and international development activities were Standards and Responsibilities in International Educational Interchange published by the Field Service Program of the National Association for Foreign Student Affairs in Winter 1979 and Basic Principles for College and University Involvement in International Development Activities published in 1983 for the National Association of State Universities and Land-Grant Colleges. The latter publication emphasized the following basic principles:

- Principle 1. Effective participation in international development activities requires a commitment by both administration and faculty.
- Principle 2. Effective involvement in international development activities should be consistent with the institution's mission, commitment, and competencies.
- Principle 3. Requisite key and supporting personnel resources must be available to assure effective, responsible and continuous involvement in each project undertaken.
- Principle 4. Adequate incentives should exist to assure that high quality, professionally active faculty members become involved in developmental activities.
- Principle 5. Adequate and timely logistical support of and professional service to a faculty member or a team abroad requires special administrative policies and practices.
- Principle 6. Provision of adequate orientation and specialized training of project personnel is necessary, especially before departure for international assignments.
- Principle 7. Teaching, research and public service activities of the university are enhanced by properly selected and executed international development activities, followed by appropriate integration efforts.
- Principle 8. Adequate and appropriate training for international students, particularly through contract training programs, depends on specially focused university policies and practices to deal with the students' unique needs and background, and the highly specialized requirements of the training program.
- Principle 9. Internal evaluation procedures are necessary to provide for continuous monitoring of activities, including international, and prompt adjustments when needed for international development activities.

For the purposes of the brochure in which these principles were listed, the term "international development activities" was considered in its broad perspectives and

refers not only to contracting for an operation of technical assistance projects abroad, but also to the integration of international development activities into appropriate and relevant on-campus programs. (n.p.)

As a result of these basic principles developed by the AASCU, the AASCU Committee on International Programs (1985) developed the following Guidelines: Incorporating an International Dimension in Colleges and Universities in November 1984:

The president and governing board are committed to the internationalization of the campus and the curriculum.

International education is a fundamental part of general and professional studies. It is the preparation for social, political, and economic realities that humans experience in a culturally diverse and competitive interdependent world.

The faculty are a major determinant of the substance and quality of general, professional, and graduate studies and engage in research to develop a global knowledge base. The institution recruits and supports faculty whose teaching, research, and service will enhance its international mission.

Students are provided with the opportunity to develop attitudes, skills, and knowledge that are consistent with the realities of the modern world and that prepare them for citizenship and for careers.

The institution provides the personnel, material, curricular, and organizational resources to support its international mission. (n.p.)

An early initiator of international education for community colleges was Maxwell C. King, President of Brevard Community College in Florida. Along with Seymour Ferish, Coordinator of Curriculum at Brevard Community College, he reemphasized the importance of international education in community colleges:

The "international" in international studies is not limited to "between nations"; it also includes transnational and transcultural education. The term "international education" is challenging to delineate; . . . we are referring generally to all programs, projects, studies, and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her culture-conditioned, ethnocentric perspectives, perceptions, and behavior. In addition, international education

should not only increase one's knowledge, but also enhance one's wisdom and affinity with humanity.

By definition and desire, the community college initially was designed to serve its community and to be served by it. But the definition of "community" is changing. Increasingly, especially in the past five years, some community colleges have broadened the definition of "community" to include the world community. . . .

The community college is constantly changing and developing--more so than any other American educational institution. Our colleges were purposely created in response to new conditions and are expected to initiate and lead. International education is a good example of such progress. Until the 1970's, few of the approximately 1,200 two-year colleges extended their curricula to include events affecting people and places beyond their locality. More and more the world community is urging and requesting the community college to increase its international efforts. . . .

The question is no longer whether the community college should become involved in international education, but to what extent, in what ways, and for what purposes? We must recognize that we live increasingly in a global environment for the projects and services we exchange, the energy and air upon which we depend, and the very survival and well-being of our world community. International education in the community college is no longer optional; it must become an integral part of what we are and are becoming. ("International Education and the U.S. Community College," 1983, p. 1)

In addition, King and Ferish cautioned community college administrators to remember:

Community colleges are now at the crisis point with reference to our involvement in international education. The Chinese understand well the great potential of a crisis; they represent the condition by combining the symbols of "danger" and "opportunity." Of all American educational institutions, the community colleges have demonstrated the most creativity and capacity in responding to rapidly changing local needs. The challenge now is to broaden and multiply our perspectives so that we can be responsive to the dynamic ways in which local and worldwide events are increasingly connected.

Our community colleges can, should, and must provide the leadership. The increased involvement of our colleges in the world can occur in at least three major ways: (1) through the international extension of the kinds of leadership and services which we have provided domestically--helping, among others, those in the world community who have not traditionally qualified for postsecondary education by sharing the kinds of educational know-how that we have pioneered at home; (2) by helping our citizens become better informed about the world we share, so that the United States can make commensurate contributions to the increased

prosperity and stability of our global society; (3) by helping our students and ourselves become increasingly self-educating, culture-creating, and people-relating. ("International Education and the U.S. Community College," 1983, p. 1)

This research has been establishing that education plays a major part and a key role in helping members of society to understand that they live in a globally interdependent society. Educators, including faculty, staff, and administrators, are in a position to not only stand ready, but they must be anticipatory in a learning approach that emphasizes readiness to participate in the world community. "The rapid spread of technology through multinational operations via satellite will allow for the exchange of information and the development of what one may call a World Class Curriculum" (Gannon, 1982, p. 2).

The world class curriculum approach suggested by Gannon can provide a communications process through which curriculum and information exchange throughout the world can become a reality. Community colleges, as a part of the higher education realm, are in strategic positions to respond to the need for international education. And "a responsibility of American higher education is to build the understanding of global issues by promoting the development of international/intercultural education" (Adams & Earwood, 1982, p. 1).

International educational exchange is the most significant current project designed to continue the process of humanizing mankind to the point, we would hope, that men can learn to live in peace, eventually even to cooperate in constructive activities rather than compete in a mindless contest of mutual destruction. We must try to expand the boundaries of human wisdom, empathy and perception, and there is no way of doing that except through education. (Fulbright, 1984, n.p.)

Should Community Colleges Be Involved in
International Education?

The researcher would be remiss not to consider and note the arguments against community colleges being involved in international education. Hess (1982) reported that a great deal has been accomplished since World Wars I and II. He focused on the new age of international exchanges of ideas in education, the stimulation of international contacts, the variety of new and exciting modes of communication that have stimulated cross-cultural exposure, and the multitude of newspaper and magazine articles with daily reporting of more and more international problems and relations. Yet he lamented that "nothing of substance has been done to provide international experiences for the freshman and sophomore college student" (p. 23).

Hess reported arguments that indicate that students should have completed at least two years of college training before studying abroad--that perhaps they are not ready to benefit from overseas experiences until they are juniors and seniors in college. He said that U.S. students are not accepted into European colleges until they have completed two years of study because European high school students have studied for one or two years longer in their K-12 experience than U.S. students and have covered more subjects in greater depth. Therefore, the U.S. student is not able to keep up with the European student until after the completion of two years of study makes the student more equal in educational background.

A third argument centers on the premise that most community college students do not have the ability to converse in a second

language at the freshman and sophomore levels. Hess did not feel that fluency in a foreign language should be the determining factor for participation in foreign studies. Instead, he believed that a constructive program in a foreign country can better introduce the student to serious language study.

According to Hess, "another debate, essentially philosophical in nature, revolves around the idea that community colleges are predominantly designed as institutions to serve the immediate community" (p. 34). Community is oftentimes referred to only in its provincial meaning, that of "the people living in the same district, city, under the same laws; the district, city where they live" (Webster's New World Dictionary, 2d College Edition). This definition may need revision in today's global marketplace. And worth repeating are the words of King and Ferish, as quoted by Parnell (1984):

By definition and desire, the community college initially was designed to serve its community and to be served by it, but the definition of "community" is changing. Increasingly, especially in the past five years, some community colleges have broadened the definition of "community" to include the world community. (p. 8)

In recognizing that the definition of community is changing, Parnell advised community colleges to be aware that more and more community, technical, and junior colleges today are recognizing that their communities, too, incorporate international dimensions.

An argument in favor of international education and exchange taking place in the community college advocated by Hess (1982) centered on the enrichment of both faculty and students through international education, which will emulate the four-year college and university. He

felt that this emulation would result in feelings of higher status for both the faculty and students in community colleges.

It becomes increasingly clear that:

The factors and forces of recent history have called forth an imperative--the imperative that intercultural and international literacy is a necessity in order to fully comprehend and participate in the world as it is and as it will be in the 21st century, when our present students will be reaching their maturity and roles of responsibility. (Adams & Earwood, 1982, p. 7)

The researcher wishes to note that community colleges enrolled over 5,000,000 students in the fall of 1985, with ages ranging from 16 to over 80 and with an average age of 28. This span is more broad than the traditional 18- to 22-year-old college student, and the majority of community college students are employed; therefore, it may be appropriate for the community college to also approach international issues from a more broad perspective of an older, already employed constituency.

Sister College Relationships

In perusing A Survey of International/Intercultural Education in Two Year Colleges (Shannon, 1976), the researcher found that most references in this survey were related to programs for foreign students, foreign student services, humanities courses in world history or world civilization, or short-term study-abroad programs. Nowhere in the survey could be found a reference to sister college relationships or affiliations. While sister college relationships can possibly lead to the outcome of an increase in foreign student population for LCC in the United States or one of its sister colleges in the Republic of

China (Taiwan), the researcher did not attempt to analyze the foreign student population in terms of numbers or services at any of the participating colleges. This, however, could be a separate study at a later date, and this question will be listed in Chapter V in the area of implications for future study.

Lansing Community College was listed in the above-mentioned survey (p. 26) as one of the "exemplary colleges" in the United States in relation to its international/intercultural offerings in 1976. However, again, at that time the sister college relationship was not mentioned in the survey or as a part of the report from Lansing Community College, possibly because the survey questionnaire did not request information in this area.

The survey questionnaire used in the 1976 study was not included as a part of the study. It appeared that the study, financed through a grant from the U.S. Office of Education (USOE), was initiated as a letter from the Chief Executive Officer of Charles County Community College, requesting that CEOs of two-year colleges across the nation share their international/intercultural offerings in order to complete this survey.

One of the findings of the survey is stated as follows:

The study indicates, not unexpectedly, that personal experiences abroad are frequently the key to building enthusiasm for initiating or developing international programs at the colleges. Administrators, faculty, and occasionally students, who have travelled to other countries, frequently spark the formation of intercultural or international activities. (p. 13)

Limitations of that study included a lack of a generally accepted definition of the terms "international" and "intercultural" related to courses or programs. Resolution of this problem was minimized through the supply of the following definition by the project director:

International/intercultural education is any activity which fosters an awareness of problems of transnational or transcultural significance and encourages understanding of other nations, people, or cultures. (p. 1)

The definition was further refined in the following manner so that programs could be divided into two categories:

1. those "that appear to have definite international/intercultural content" and
2. those "that are being taught with an infusion of international or intercultural examples" (p. 1).

With the foregoing broad definition in mind, the survey conclusion was that:

Community, junior and technical colleges currently offer a wide array of international/intercultural programs and services but have a potential for even greater and more extensive service to their students and communities and to the nation. (p. 6)

On the local scene, Lansing Community College, under the direction of President Philip Gannon, initiated programs and curriculum of an international nature during the 1960s. Such programs included a sister college relationship with St. John's College in Belize, educational programs that included experiences on the Sea of Cortez, and visits to European businesses as a part of marketing experiences for students. It was in 1979 that sister college affiliations were formed

with CEOs of two-year technical institutions in the Republic of China (Taiwan), Korea, and Japan.

In the case of establishment of sister college affiliations with the ROC (Taiwan), Lansing Community College was preceded by several community colleges involved in the Community College Cooperative for International Development (CCID). The CCID had signed a bilateral education agreement with the Ministry of Education in the Republic of China (Taiwan) in 1978. As a result of the signing of that bilateral education agreement, "more than 20 sister institution agreements were signed" as of November 1980 (Breuder & King, 1980, p. 28).

Lansing Community College sister college agreements with National Taipei Institute of Technology (Provincial at that time) and National Taichung Institute of Commerce (also Provincial at that time) were a part of those 20 sister institutional agreements.

These activities have provided an opportunity for Americans to learn more about the people of Taiwan, their culture, history, economy, customs, values, beliefs, traditions, and politics. The urgency of issues confronting the U.S. increases the need for an educated electorate on international affairs. Obviously, the education systems of both countries stand to benefit from this partnership. Both ROC professional colleges and United States community colleges have a rare opportunity to internationalize their educational programs: to consider new and varied teaching strategies; to strengthen curriculum content; and to expand community services. Students from both countries will receive an enriched view of a world gradually diminishing in size with the advent of modern communication system and transportation networks. (Breuder & King, 1980, p. 29)

If the reader will carefully reread and study the preceding citation, key words identified with sister college affiliations will emerge that focus on learning more about another culture and environment, the opportunity to internationalize programs, experience mutual

benefits for both countries, learn new teaching techniques, strengthen curriculum, expand community services, and develop communication networks.

In his description of the overall educational system of the Republic of Korea, Gannon (1985) talked about both intracountry cooperative relationships and sister college affiliations between educational institutions of Korea and other countries. He especially related these sister college affiliations to faculty and student exchanges.

Summary

In summary, the review of the literature on a broad basis has covered the need for the reader to understand that he/she lives in an international society and global marketplace, in an interdependent world where an emphasis on an ethnocentric attitude will lead nowhere. Ferish (1979) warned that:

Humankind faces extinction unless we can learn to change our behavior before we create environments to which we will be unable to adjust. The degree to which technological innovations become blessings rather than burdens depends upon our "intelligent foresight of consequences," in John Dewey's words. We must become futurologists, consciously and actively determining in advance what kind of future we prefer. This new necessity (and opportunity) makes the study of human societies essential because we all belong to cultures and need to know more about how they are created and how they function. We need more information and more understanding, but more than these we need new methods of learning. (p. 103)

The review of selected literature has provided insight into and support of the role that higher education should play in an anticipatory approach to international education.

The term "international education" is challenging to delineate: . . . referring generally to all programs, projects, studies, and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her culture-conditioned, ethnocentric perspectives, perceptions, and behavior. In addition, international education should not only increase one's knowledge but also enhance one's wisdom and affinity with humanity. (Fersh, 1979, p. 9)

The role that education plays in international education and intercultural awareness in today's world was used as a broad approach. The researcher then focused on the necessity for community colleges to accept a vital role as a catalyst for serving business, industry, and students. The finite role that sister college affiliations can play in exchange of faculty, staff, and students to develop pathways to learning focused on actual sister relationships between Lansing Community College and National Taipei Institute of Technology and National Taichung Institute of Commerce. These relationships have provided exchange for faculty, staff, students, materials, and information. Over and above all this, the sister college relationships have initiated the beginnings of mutually beneficial intercultural awareness that has come about through the building of bridges of communication, friendship, and understanding.

In Chapter III, the researcher establishes the settings for the research; explains the research methodology used; names the participants, their positions, and the reason for their inclusion in the study; describes the instrumentation for the data-gathering process; and summarizes the process for the overall design of the study.

CHAPTER III

DESIGN OF THE STUDY

Introduction

Chapter III describes the approach used for this study with sections dealing with (1) the settings for the study, which includes a brief history of the three institutions involved; (2) the participants involved; (3) the statement of the problem; (4) the research methodology used; (5) instrumentation developed and used for data gathering; and (6) the data-gathering process. A summary is included at the end of the chapter.

The research is confined to the study of mutual relationships between Lansing Community College and National Taipei Institute of Technology and National Taichung Institute of Commerce and will serve as a method for designing recommendations and a series of suggested forms to systematize the procedure for faculty and staff exchange for sister college relationships that may prove helpful to other community colleges. The recommendations and suggested forms, developed as a result of this research and based on experiences of participants and expertise of chief executive officers, will provide a form of guidance for administrators, staff, faculty, and students as they seek knowledge of another culture, its people, business, industry, and education through educational partnerships.

The Settings

The settings for the study included Lansing Community College and the two institutions affiliated with Lansing Community College since 1979 through the initiation of sister college relationships. These sister institutions are National Taichung Institute of Commerce, Taichung, ROC (Taiwan), and National Taipei Institute of Technology, Taipei, ROC (Taiwan). A brief history of each of the institutions follows.

Lansing Community College

LCC was established in 1957 as the result of a 1956 feasibility study conducted by Michigan State University graduate student Philip J. Gannon for the Lansing Public Schools. The college was established in response to an approach made by Oldsmobile Division of General Motors to Michigan State University requesting that the university consider a two-year program in drafting and technical education. A committee of representatives of industry, business, and state government met in 1956 with university officials, and together the committee decided to approach Lansing Public Schools with this request. Thus, the school district hired Gannon to conduct the study, and he later was hired as the first, and to this date only, chief executive officer of Lansing Community College.

While the college was initially established as a technical institute, a comprehensive, complex community college with nearly 300 programs, 2,000 courses, and 20,000 students has emerged over its 29 years of existence. Partnerships with business, industry, and K-12 and

university education are still primary thrusts as the college continues to respond to the community's needs.

Significant to responding to the community's needs is the statement of commitments from the 1986 catalog, which follows:

Lansing Community College has evolved from a partnership of the community, students, faculty and staff. The College is committed to the idea that education today is a life-long process. With their diverse personal and career needs, students demand from the educational marketplace relevant instruction, flexible scheduling, and individualized services. The College believes it must respond to these students with instruction that has quality, timeliness and relatively low cost. To meet this commitment the College works closely with business, industry, labor, government, community agencies and educational institutions. The College measures its vitality by how well it responds to the students and community.

The College recognizes that in this world of economic and technological change there is a growing interdependence of this metropolitan community with other communities throughout the world. The challenge is to be effective in that larger community, enhancing understanding and cooperation through international education and networking of resources.

The College is committed to career training programs, college transfer programs, basic skills programs, personal and professional seminars, business and industry support programs, and community service programs. The College is also committed to the idea that the individual and the community are best served when the programs and courses assist students to integrate learning with experience. Programs and courses are designed to help students achieve career, social and personal competencies through the mastery of skills and the study of contemporary and historical human values.

The College has committed itself by purpose, structure and resources to a learning environment that is both traditional and nontraditional. This environment is supported by an experienced faculty and staff of professional educators and specialists from business, industry, labor and government. Because the urban campus is complemented by a network of learning centers cooperating with schools and businesses throughout the service area, the programs and services are more accessible to students. Through its open admissions policy the College pledges equal educational opportunity to all in its service area.

Significant to note in relationship to international education is paragraph two:

The College recognizes that in this world of economic and technological change there is a growing interdependence of this metropolitan community with other communities throughout the world. The challenge is to be effective in that larger community, enhancing understanding and cooperation through international education and networking of resources.

Also significant to note is the following strategic goal developed by the Collegewide Committee on the Future of the Institution and incorporated into the Strategic Goals for Lansing Community College Through the Year 1990: "Continue to internationalize the college's curriculum and services in recognition of the international marketplace and world interdependence."

National Taipei Institute of Technology

National Taipei Institute of Technology was established in 1912 as Taipei Institute of Technology, the first vocational/technical institute of its kind in Taiwan. The institute was established to meet the needs of industry. The institute was initially established under provincial auspices, and it received national status and support of the national government in 1981.

Taipei Institute of Technology is not a community college in the U.S. concept of community colleges; it is not a junior college; however, the College does train technicians, and they are educating skilled workers. According to information from the institute, there is much potential for NTIT alumni to become involved in middle- or high-level management, based on the experience of its graduates. The instructional policy is to present students with theories in science

and to offer workshop practice, thereby giving equal importance to both areas of study. A rigid national examination must be passed by the student in order to be accepted by the institute.

Approximately 50,000 students have graduated from the institute since it was established. The institute has a long tradition and an excellent reputation at the national level, and 4,000 of its graduates have been promoted to directors and general managers of their companies.

It was the researcher's observation that even though this institute was established in 1912 and that it has enjoyed an excellent reputation, the greatest push for vocational/technical education in the ROC (Taiwan) has come within the last decade. Before the last decade,

Most students aspired to attend the academic senior high schools, which are geared to the task of preparation for college matriculation. Today the ratio is 7 to 4 in favor of the vocational schools. One reason for this is that only one-fourth of senior high graduates will be successful in the joint college entrance examinations. Another is the wide spectrum of job opportunities open to those with special skills in Taiwan's rapidly industrializing economy. After the start of the nine-year program, President Chiang Kai-shek cautioned against parental aspiration to send each son and daughter to college. He pointed to the nation's growing need for technicians and skilled craftsmen. ("Education in the Republic of China," 1980, n.p.)

National Taipei Institute of Technology is striving to fill the need for skilled workers and engineers in the Republic of China, and from the reports the researcher received from their placement director, there is no unemployment among graduates of Taipei Institute of Technology.

Plans have been developed for the future for National Taipei Institute of Technology. These include expansion, which will allow the

institute to increase to educate 15,000 students annually. Therefore, it would seem that the administration of the institute, the Ministry of Education, and others in responsible governmental forecasting positions feel that the need for good skilled tradesmen will continue for some time to come.

Taipei Institute of Technology offers the following programs in vocational/technical education:

Two-Year Program (90 credits required--one credit equals 18 teaching hours). These students are graduates of senior vocational schools. (Two-year students seem to have better technical skills because they come out of a vocational/technical high school background, and after graduation they are hired faster.) All two-year students are required to have worked at least one year in industry.

Three-Year Program (130 credits required--one credit equals 18 teaching hours). These students are graduates of an academic senior high school. Taipei Institute of Technology has the only three-year program in technical education in the ROC (Taiwan). Three-year students are required to have 130 credits. This is almost the same as a four-year college in Taiwan.

Five-Year Program (280 credits required--one credit equals 18 teaching hours). These students are graduates of junior high schools (ninth grade); therefore, the first three years are similar to a vocational/technical high school. The five-year program is more theoretical in nature.

Evening Class Program. This is a three-year program that requires four years to complete. Students in this program have completed their military service or were unable to fulfill the military requirements. The students in this program are older and graduated from senior vocational/technical schools before their military service. They are working, and some are married and have families. They are quite similar to our community college students.

Cooperative Education Program. The college works closely with industry in this, and the students are selected by the company or industry involved.

Supplemental Program. This is an adult education program scheduled on weekends, with its own separate curriculum. Students are graduates of senior high schools or senior vocational schools and attend classes for three years to complete a two-year program. It is possible to finish in two years, but in that case students must attend year around with no vacations. The supplemental school offers all NTIT programs except Mining and Metallurgy.

There are ten departments in NTIT as follows: Mechanical Engineering, Electrical Engineering, Electronic Engineering, Nuclear Engineering, Civil Engineering, Chemical Engineering, Industrial Engineering (no five-year program here), Industrial Design, Mining and Metallurgical Engineering (three- and five-year programs only), and Fiber Engineering (Textiles) (three-year program only). Mechanical, Electrical, and Electronic Engineering are the programs most in demand; therefore, there are more students and more classes in these areas.

Also, the only automotive program offered in the ROC (Taiwan) is at the National Taipei Institute of Technology. It is interesting that students are required to take both the English and Japanese languages, as well as their own Chinese language.

President Emeritus Chih Tang was CEO of NTIT from 1971 until his retirement in January 1985. Dr. Wen-Shion Chang became the CEO at that time.

National Taichung Institute of Commerce

The history of the institute can be traced back to June 1, 1919, when the Taichung Vocational Commercial School, the predecessor of the institute, was officially established. In August 1963, the Vocational Commercial School was reorganized by extending its academic studies to five years. Taiwan Provincial Taichung Institute of Commerce then functioned as a junior college directed by the Provincial Department of Education for 19 years.

On July 1, 1982, the institute was formally asked to put itself under the supervision of the Ministry of Education, which is responsible for higher education. Since that time it has been called the National Taichung Institute of Commerce. Clifford Sung-nien Yoh became president of NTIC in 1978, and according to the 1982 college catalog, he places emphasis on international education. Since 1979 the institute has signed sister college agreements with 14 institutions in the United States and one in Japan.

There are four programs in the institute, a five-year program, a two-year evening program, a two-year open program, and a three-year

supplementary education program. In the five year program, there are seven departments: International Trade, Accounting and Statistics, Banking and Insurance, Business Management, Commercial Arts, Foreign Languages for Business, and Electronic Data Processing. In the two-year evening program, there are five departments: International Trade, Accounting and Statistics, Banking and Insurance, Business Management, and Commercial Arts. In the two-year open program, there are three departments: International Trade, Accounting and Statistics, and Business Management.

Admission. Admission to the institute is by examination only. All applicants must be:

1. graduates of junior high schools for the five-year program.
2. graduates of senior commercial schools or of senior high schools for the two-year evening program.
3. graduates of senior commercial schools or senior high schools for the two-year open program.
4. graduates of junior high schools for the three-year supplementary education program.

NTIC goals. Based on the Three Principles of the People, the goals of education in the ROC are enriching the life of the people, maintaining the prosperity of society, raising the standard of living of the country, and, above all, prolonging the life of the nation. In short, the purpose of Chinese education is to keep the nation independent, to promote democracy, and to build a stable society in a troubled world.

Participants in the Study

The number of subjects in the study was limited to the following:

1. The chief executive officers of the three institutions and the president emeritus of National Taipei Institute of Technology, who retired in January 1985. This former CEO was instrumental in the researcher's gain of knowledge not only of National Taipei Institute of Technology but of the overall educational system in the Republic of China. He made it possible for the researcher personally to visit over 20 educational institutions in that country. (Total number = 4.)

2. Participants in the sister college program between LCC and NTIT and NTIC. (Total number = 5.)

3. The Director of International Programs at LCC because of his early and continued involvement in the sister college programs. (Number = 1.)

4. The Director of Electrical Engineering at NTIT because of his early pioneering involvement with Dutchess County Community College, where he became a full professor for two years while completing a master's degree in computer science at Syracuse University under an IBM fellowship. Thus, he provided an example of the partnership between education and business in addition to the sister college involvement. Also it is anticipated that he will be an exchange administrator/professor at LCC in summer/fall 1986. (Number = 1.)

5. The President of Ta Hwa Junior College of Technology because of his direct involvement with LCC through its sister college

relationship with NTIC. Second, he was included because of his participation in the sister college relationship during his doctoral studies at MSU. This demonstrates a manner in which sister college affiliations can provide learning experiences that become the foundation for doctoral studies and pathways to advanced degrees. It also demonstrates one manner in which two- and four-year colleges can cooperate to expand learning experiences. (Number = 1.)

Names of those interviewed are as follows:

1. Dr. Philip J. Gannon, President, Lansing Community College.
2. Dr. Wen-Shion Chang, President, National Taipei Institute of Technology.

3. Dr. S. N. (Clifford) Yoh, President, National Taichung Institute of Commerce.

4. Dr. Chih Tang, President Emeritus, National Taipei Institute of Technology.

5. Dr. Tai Sung Kim, Director of International Programs at Lansing Community College. Dr. Kim was instrumental in developing for Lansing Community College the first student-abroad programs in Korea in 1978, and he first introduced President Gannon to the Orient. This eventually led to the establishment of sister colleges in the Orient for Lansing Community College.

6. President Tien-Chi Chen, Ta Hwa Junior College of Technology, Hsin Chu, Republic of China (Taiwan). He is completing his doctoral studies at Michigan State University under the auspices of Lansing Community College through the sister college agreement with

National Taichung Institute of Commerce. He has interned in every division of Lansing Community College.

7. Professor Ching-Hui Chou, who was the first professor from National Taipei Institute of Technology to teach for two years at Dutchess County Community College while completing his master's degree at Syracuse University. This was accomplished under the auspices of an IBM fellowship with no bachelor's degree. He therefore pioneered and developed a pathway for graduates of National Taipei Institute of Technology to enter Syracuse University for master's degree studies with the educational background preparation of completion of studies at National Taipei Institute of Technology. (This is not a four-year bachelor's degree program.)

8. Professor Charles Tsai, Director of the Foreign Language Program at National Taichung Institute of Commerce, who studied at LCC and MSU in 1981 from September through December.

9. Mr. Benjamin Kuang-Yen Chang, instructor in the Civil Engineering Department at National Taipei Institute of Technology, who studied at Lansing Community College from March 1, 1982, to July 15, 1982.

10. Mr. Victor Min-Sung Yeh, Director of Business Administration, National Taichung Institute of Commerce, who studied at Lansing Community College from April through July 1983.

11. Mr. Taih-Der Yen, Industrial Engineering instructor, who studied at Lansing Community College from September through December 7, 1984.

12. Ms. Jacqueline D. Taylor, Vice-President for College and Community Relations, Lansing Community College, who was the first person to participate in the sister college programs at both National Taipei Institute of Technology and National Taichung Institute of Commerce after these relationships were established in 1979. She worked/taught at NTIT and NTIC October 30 through November 30, 1980; October 25 through December 3, 1984; and August 11 through 18, 1985.

The researcher is also the first and only female to participate in these sister college relationships. While that may not be significant, it may be important to note that both National Taipei Institute of Technology and National Taichung Institute of Commerce have attempted to involve female participants in the program, and on both occasions the potential female participants declined for personal reasons. In one instance the reason related to an impending marriage, and in the other instance the reason related to the potential participant's reluctance to leave a preschool child for the three months that would have been involved. The case of the impending marriage seemed significant to the researcher because that person was an administrative secretary in the office of the president at National Taipei Institute of Technology, and she would have been not only the first female from that institution to participate, but she would have been the first and only secretarial employee to participate. The researcher felt that she could have opened up a pathway for other clerical involvement from ROC (Taiwan).

Statement of the Problem

To develop recommendations and guidelines for mutually beneficial and successful sister college relationships between Lansing Community College and National Taipei Institute of Technology and National Taichung Institute of Commerce, it was important to address the following areas:

1. The basic agreements as they were developed in 1979 needed to be reviewed.

2. The processes of communications and exchange that have already been developed in the sister college affiliation needed to be identified, examined, and evaluated through documentation of past efforts and through person-to-person communication to collect personal experience information. (This included from the viewpoint of the CEOs of the three institutions as well as the Director of International Education at Lansing Community College as well as from the viewpoint of the exchange participants.)

3. Evaluation of past efforts needed to take place.

4. Suggestions and recommendations based on the evaluations and experiences needed to be developed to ensure improvement and strengthening of the sister college affiliation to increase the success for the future.

5. Also, a systemized process, including appropriate procedural forms, needed to be developed in order to establish a structure for the exchange of participants in the sister college relationship.

Research Methodology

The heuristic, descriptive approach used in this study was based on qualitative research. According to Bogdan and Biklen (1982), qualitative research techniques such as participant observation and in-depth interviewing are respected and regularly employed in the social sciences, particularly in sociology and anthropology. In the last decade their popularity has grown, and now many courses incorporate the qualitative perspective or are exclusively devoted to teaching this research strategy. While the qualitative approach has not been central in educational research, a rich tradition of this type of research has grown in other fields. Anthropologists and sociologists have successfully conducted qualitative studies of educational issues.

The data collected in qualitative research have been termed soft--that is, rich in description of people, places, and conversations and not easily handled by statistical procedures. Research questions are not framed by operationalizing variables; rather, they are formulated to investigate in all their complexity, in context. The researcher looks upon qualitative research as an approach that allows for hypothesis generating rather than hypothesis testing, and Chapter V will include the questions raised from this research that call for further study.

While people conducting qualitative research may develop a focus as they collect data, they do not approach the research with specific questions to answer or hypotheses to test. They are concerned

as well with understanding behavior from the subject's own frame of reference.

The best-known representatives of qualitative research are participant observation and in-depth interviewing. This research used the in-depth interview process to learn directly from sister college participants their perception of the program and to take advantage of their knowledge and experience to improve upon the program. Since this was a new program without models on which to base a study and there was absence of a corpus of data on which to base analysis and conclusions, the researcher had no alternative but to use the heuristic or self-discovery approach and to utilize qualitative research.

Bogdan and Biklen stated that qualitative researchers tend to analyze their data inductively. They do not search out data or evidence to prove or disprove hypotheses they hold before entering the study. Rather, the abstractions are built as the particulars that have been gathered are grouped together. Theory developed this way emerges from the bottom up (rather than from the top down), from many disparate pieces of collected evidence that are interconnected. As qualitative researchers plan to develop some kind of theory about what they have been studying, the direction they will travel comes after they have been collecting the data, after they have spent time with the subjects. They are constructing a picture that takes shape as they collect and examine the parts. The qualitative researcher plans to use part of the study to learn what the important questions are. He or she does not

assume that enough is known to recognize important concerns before undertaking the research.

Instrumentation

Instrumentation used to collect data for the study was the questionnaire with open-ended questions orally administered on a one-to-one basis to each participant by the researcher. Bogdan and Biklen (1982) stated that:

In qualitative research, interviews may be used in two ways. Either they may be the dominant strategy for data collection, or they may be employed in conjunction with participant observation, document analysis, or other techniques. . . .

In all of these situations the interview is used to gather descriptive data in the subject's own words so that the researcher can develop insights on how subjects interpret some piece of the world. (p. 135)

Schatzman and Strauss (1973) told us that:

Asking questions is the simplest tactic in field research. Brief conversation is always economical, nothing is lost in its use unless the researcher has made a faux pas; hence, the researcher will use host-tactics which minimize asking the "wrong" question, at the "wrong" time, of the "wrong" person, in the "wrong" way. We can hardly detail this aspect of conversing beyond stating that the researcher is patient, polite, and cautious; he finds the natural way, and the opportunity for posing a question or two about what he has seen and heard. Asking questions can be perhaps the most important single tactic in field research except in the fully participant types of research, whether concealed or open. (p. 71)

Asking open-ended questions through a standardized questionnaire developed by the researcher was the manner in which this research was conducted because "the lengthy interview is most economical for data gathering" (Schatzman & Strauss, 1973, p. 71).

The same questionnaire was used with the four CEOs; a separate questionnaire was designed as the data-gathering instrument for the

participants in the sister college program; and yet a separate questionnaire was designed specifically for Dr. Tai Sung Kim, Director of International Programs at Lansing Community College. The separate questionnaire was necessary for Dr. Kim since his involvement was from a different perspective than either the direct participants in sister college visiting scholar programs or the CEOs. Copies of the questionnaires are included in the Appendix.

The researcher felt that standardized questionnaires for CEOs and participants were more conducive to compilation and analysis and did not agree with Schatzman and Strauss when they said that "the interviewer does not use a specific, ordered list of questions or topics because this amount of formality would destroy the conversational style" (p. 73). However, the researcher did prepare the questionnaire as stated previously, and that fits in with Schatzman and Strauss as they further elucidated:

He may have such a list in mind or actually in hand, but he is sufficiently flexible to order it in any way that seems natural to the respondent and to the interview situation. After all, what does one do when the respondent, while answering the first question, fully answers the third and some of questions six and seven? Far from becoming disorganized by this state of affairs, the interviewer builds upon what has apparently become a shared event. Conversation implies this very properly. (p. 73)

The foregoing passage from Schatzman and Strauss is particularly significant because that is exactly what occurred in many instances during the oral interview process. The typed questionnaires were used on a more informal basis. Even though all like interviewees were asked the same questions, they did not actually "see" the questionnaire. Since the interview was held on a conversational basis, the

responses tended to carry over from one question to others contained within the questionnaire.

The researcher, with 30 years of experience in shorthand notetaking, carefully recorded total responses in shorthand. During transcription, the researcher just as carefully analyzed the responses in reference to which questions they were answering and placed the response in the correct area. When there was a doubt regarding the response, the interviewer quietly asked the interviewee to clarify the response in relation to the question asked. The relationship of the interviewer to the interviewee and the trust built up in advance is extremely important in the interview process, for:

we are concerned only with the data-gathering or research type of interview. It consists of three interacting variables: the respondent, the interviewer, and the interview schedule or questionnaire. Each of these, as well as the interview situation, can have an important influence on the results. (Oppenheim, 1966, p. 30)

It is important to also understand that even as carefully as the interviewer recorded the responses, according to Oppenheim there could still be some bias as he stated:

Equally, what is understood by the respondent and what is recorded or noted down from the respondent's answer will be selected and possibly biased. Thus, while our primary concern here is with the design of the question sequences, we must not imagine that once they go into the field they constitute an absolutely standardized set of stimuli; nor will the responses reach us in "pure" form. (p. 31)

However, it was felt that the advantages of the oral interview outweighed the disadvantages, for:

The greatest advantage of the interview in the hands of a skilled interviewer is its flexibility. The interviewer can make sure that

the respondent has understood the question and the purpose of the research. . . . Above all, they can build up and maintain rapport, that elusive motivating force that will keep the respondent interested and responsive to the end of the interview.

The personal, oral interview lends itself to 100% response rate, allows for a personal introduction to the research and its importance, and

There remains the undisputed advantage that the richness and spontaneity of information collected by interviewers is higher than that which a mailed questionnaire can hope to obtain. The researcher may also feel a sense of security due to the fact that all the data were collected in face-to-face situations, even if biases may have crept in now and then. (Oppenheim, 1966, p. 32)

Interviews are also time consuming, and the interviewer/ researcher was always mindful as Bogdan and Biklen (1982) stated:

Good interviewers need to display patience. You often do not know why respondents reply as they do, and you must wait to find out the full explanation. Interviewers have to be detectives, fitting bits and pieces of conversation, personal histories, and experiences together in order to develop an understanding of the subject's perspective. (p. 139)

However, it was important to provide an opportunity for the participants to relate their experiences and to voice their suggestions for improving and strengthening the sister college relationship. It was also important for the CEOs to carefully consider the objectives of the program and evaluate the program from their perspective. And the interview process provided a meaningful method of data gathering to gain an overall view through the experiences and perspective of all respondents. Again, in the opinion of Bogdan and Biklen, "Good interviews produce rich data filled with words that reveal the respondent's perspectives. Transcripts are filled with details and examples" (p. 136).

After interviews were completed, the information was transcribed from shorthand notes onto the questionnaire form. From that point responses were collated and compared as they related to the responses of the CEOs and the responses of the participants. Particular emphasis was placed on the question: "What does a sister college relationship mean to you--define the term 'sister college relationship.'" In this manner, the definition of sister college relationship was refined from the point of view of all 12 people interviewed.

Another question that was carefully considered from the point of view of all respondents related to "What suggestions do you have to improve the sister college program and relationship?" Again, this information was compiled, carefully considered, and became the basis for many of the recommendations developed in Chapter V, which the researcher is hopeful will lead to strengthening the sister college affiliations.

Data Gathering

In this research the interview was used as the dominant strategy for data collection since descriptive data gathering was the major goal. Open-ended survey questions were used in questionnaires developed and administered to the 12 subjects interviewed by the researcher.

The study concentrated on field research in the Republic of China (Taiwan) for over 12 weeks for periods of time ranging from two to six weeks, from October 1980 through August 1985. Incorporated

with the field research was an intensive interview process during November and December 1984 and August through December 1985.

The major portion of the first four-week visit in 1980 concentrated on learning the culture; establishing rapport with CEOs, administrators, faculty, staff, and students; and establishing a knowledge base of the culture and educational system. In reality, this first four weeks served as the foundation for the further study, for without the successful foundation the research may not have been possible.

Bogdan and Biklen (1982) stated that:

With qualitative research . . . the relationship is ongoing; it evolves over time. Doing qualitative research with subjects is more like having a friendship than a contract. (p. 50)

One of the best known representatives of qualitative research is the indepth interview which often takes place in the field. Fieldwork sounds earthy. It is the way most qualitative researchers collect data. They go to the subjects and spend time with them in their territory--in their schools, their playgrounds, their hangouts, and their homes. These are the places where subjects do what they normally do, and it is these natural settings that the researcher wants to study. As time is spent with subjects, the relationship becomes less formal. The researcher's goal is to increase the subjects' level of comfort, encouraging them both to talk about what they normally talk about, and eventually to confide in the researcher. Researchers build trust by making it clear that they will not use what they are finding out to demean or otherwise hurt people. (This research style is what is meant by naturalistic.) (p. 119)

This researcher taught Conversational English in both National Taipei Institute of Technology and National Taichung Institute of Commerce as well as working directly with the presidents of the institutions in their offices to gain an overall perspective of their institutions. And in 1984 the researcher was accepted as Vice-President, or FuShowjon, of both of these sister institutions at the same time she became Vice-President for College and Community Relations

at Lansing Community College. The researcher never forgot during each of the visits to Taiwan that she was there to learn, for:

Fieldwork refers to being out in the subjects' world, . . . not as a person who pauses while passing by, but as a person who has come for a visit; not as a person who knows everything, but as a person who has come to learn. (Bogdan & Biklen, 1982, p. 119)

In addition, the researcher visited over 20 educational institutions, both two- and four-year, in the Republic of China (Taiwan) over this five-year period in order to understand better the overall educational system and its governance and as preparation for the research. Also, the researcher had the opportunity to be personally involved in the development of educational programs for each participant exchange professor who became a visiting scholar at Lansing Community College between 1980 and 1985.

The primary purpose of this research was to analyze what had transpired since the sister college relationships were established in 1979, to evaluate what had transpired, and to develop and strengthen the relationship through a more formalized and systematized process. Based on interviews with the CEOs and those professors and administrators directly involved in sister college experiences, the researcher defined needs, carefully noted and synthesized and refined suggestions, and developed recommendations that will not only strengthen, but enhance, the sister college affiliations. It is anticipated that this will assist to establish sister college affiliations as an integral, productive segment of each of the participating colleges. Thus, the personal interview was selected as the most appropriate means of

learning through listening, analyzing and evaluating experiences, and building a foundation on which to base recommendations for the future.

Summary

The design of the study used qualitative research and analysis since there were no data to quantitatively or statistically analyze. The small number of participants related well to the interview process in the qualitative research. In this manner the researcher felt that the research tightly defined the population so that the data collected would be pertinent to experiences and focused on first-hand knowledge of the sister college relationships. Bogden and Biklen stated that "some researchers limit their study to tightly defining the population the theory is encompassing" (p. 67).

The open-ended oral interview process with standardized questionnaires seemed to work well to gather data that were helpful to the researcher in developing recommendations and forms to strengthen, improve, and systematize the procedures for sister college exchange.

Chapter IV contains a summary of the responses of the CEOs of the three institutions (including the emeritus CEO of NTIT) and the responses of the seven exchange participants, as well as the responses of Dr. Tai Sung Kim, Director of International Programs at LCC.

CHAPTER IV
SUMMARY, COMPARISON, SYNTHESIS, AND
ANALYSIS OF RESPONSES

Introduction

Chapter IV contains a summary of the responses of the CEOs, Dr. Kim, and the participants in the sister college exchange. Following each question and its responses, a synthesis and analysis of the responses has been written by the researcher. Where appropriate, this synthesis and analysis contains a comparison of the CEO responses to the responses of Dr. Kim and the exchange participants. This chapter also includes an analysis of documents studied, which follows.

Analysis of Documents

The heuristic descriptive approach to this study called for the researcher to examine the original sister college documents signed in 1979 between LCC and NTIC and NTIT. These were called "An Agreement to Cooperate." Documents were identically worded and established the framework for an agreement to:

1. "develop (a) cultural and educational relationship as sister-colleges."
2. "agree to entertain a relationship which allows for the transfer of educational materials, institutional publications, course

literature and instructional information such as films and video tapes."

3. "explore the faculty opportunities and to seek ways to bolster the faculty members of the sister college to participate in the cultural projects in the hosting country."

4. "consider the hosting of cultural events from the other country, which may enrich or expand educational understanding and experiences of faculty and students of sister colleges."

They closed by adding: "In an age when mankind has been brought together through technology this relationship serves to bring the peoples of diverse cultures closer through our pursuits of educational ideals and understanding."

The documents were designed as overall agreements to cooperate and needed an organized or systematized process to use as a follow-through procedure, especially as it related to exchange of faculty and staff. In an attempt to determine a structure, the researcher collected and examined sample agreements between:

1. Ming Hsin Engineering College, ROC, and Oklahoma City University, U.S.A. (Agreement for Sisterhood Ties).
2. Tunghai University, ROC, and San Jose State University, U.S.A. (Agreement of Academic Cooperation).
3. Ministry of Education, ROC, and the Universite Catholique De Louvain (Educational Cooperation Agreement).
4. Ministry of Education, ROC, and the Austrian Foreign Students Service (Educational Cooperation Agreement).

5. National Taichung Institute of Commerce, ROC, and Pittsburgh State University, U.S.A. (Exchange Agreement).

It is interesting that the different terminology used to entitle the exchange agreements ranged from "Agreement for Sisterhood Ties" to "Agreement of Academic Cooperation" to "Educational Cooperation Agreement" to "Exchange Agreement."

In each case, the document was carefully examined to assist the development of a systematized process. While, in some cases, the agreements were a little more structured and were helpful, these sample agreements still did not provide a step-by-step process that could be used for faculty and staff exchange.

Each document studied, however, did provide suggestions or ideas for the researcher to use in developing recommendations and forms. For example, the various agreements examined contained sections relating to:

1. maximum number of faculty members to be involved in exchange
2. period of exchange
3. selection process
4. remuneration, financial considerations
5. teaching courseloads, working hours
6. approval of presidents and/or chancellors and/or boards of trustees and/or appropriate authorities
7. fields of exchange
8. baccalaureate programs

9. graduate programs
10. travel, insurance, lodging, board, books, supplies, etc.
11. applications
12. orientation, counseling

After studying the documents, it seemed even more prudent for the researcher to interview the CEOs, Dr. Kim, and the participants to obtain their perceptions of what had occurred and their opinion of how the sister relationships could be improved. After the personal interviews had been conducted and the agreements studied, the researcher, in December 1985, in conjunction with Dr. Tai Sung Kim, LCC Director of International Programs, developed addenda to Sister College Agreements between LCC and NTIC and between LCC and NTIT.

The addenda were drafted in an attempt to formalize, strengthen, and improve the sister college relationships between LCC and NTIC and NTIT. They contained sections in relation to:

1. Annual Exchange
2. Selection of Faculty/Staff
3. Duration
4. Responsibility of Faculty/Staff
5. Compensation
6. Work/Study Program (for students)
7. Resident Student Program
8. Cultural Orientation Program
9. Orientation and Evaluation

This draft document is still in the process of being considered, examined, and rewritten in cooperation with NTIC and NTIT.

Academic Calendars

The researcher also examined the academic calendars of NTIT (also applicable to NTIC) and LCC in an effort to call attention to the fact that these calendars differ and that this must be a consideration in exchange of faculty and staff. As an example:

The LCC academic calendar is established on a year-round basis with four terms, which are as follows (for the 1986 academic year):

Fall, September 25-December 14
Winter, January 7-March 24
Spring, April 2-June 17
Summer, June 24-August 18

The NTIT academic calendar is established on a two-semester basis and is as follows (for the 1986 academic year):

February 25-June 15
September 24-January 18

It is important to consider these calendars when setting timelines for faculty/staff exchange so that course schedules can be adhered to in the host college. When LCC personnel go to NTIC or NTIT, it may be advisable to have them teach with their Chinese counterpart for a full semester, rather than to disrupt the class with a change during the semester with visiting faculty and staff arriving or leaving. Accordingly, NTIC or NTIT faculty and staff should arrive at LCC in accordance with the LCC academic calendar so they can register for classes and have time for the orientation program and be prepared to teach at the appropriate time.

Travel time should be planned to give faculty/staff from all three institutions timely arrival at their host institutions, and return travel should be scheduled to coincide with the home institution's academic calendar insofar as possible.

Organizational Charts

Examination of organizational charts by the researcher brought to light the following information:

1. While it is not indicated on the organizational charts of either NTIC or NTIT, their governance stems from the Ministry of Education directly to the CEOs. There is no board or authority between the MOE and these two national institutions. (National means that their funding is derived from the national Lifa Yuan [legislature].) Lansing Community College is semi-autonomous as far as the national or state levels of governance, and Michigan's public community colleges operate under the governance of boards of trustees in each institution.

2. All three institutions have a President as their CEO.

3. LCC has three vice-presidents, with the Vice-President for Administration assuming the presidency in the absence of the President. NTIC and NTIT both have a Dean of Study, who is second in command; there are no vice-presidential positions. The Dean of Study may also be seen as similar to an Academic Dean or Academic Vice-President since the curriculum is under his/her guidance.

4. There is one woman at the vice-presidential level at LCC, and there are no women at the Dean of Study or other Dean levels at NTIC or NTIT.

5. NTIC and NTIT have a Dean of Student Affairs, which is similar to the Dean of Student Personnel Services at LCC.

6. The position of Dean of General Affairs at NTIC and NTIT is similar to the Vice-President for Business and Finance at LCC.

7. Head of Accounting is at the same level as Deans on the organizational charts of NTIC and NTIT. At LCC this individual, Director of Accounting, reports to the Vice-President for Business and Finance.

8. Head of Personnel office at both NTIC and NTIT is at the Dean's level, and the Director of Personnel at LCC is also at the Dean's level.

9. NTIC has a Practice Department, which handles student placement as one of its duties, and NTIT has a Dean of Practice (Coordinator) who handles student placement as well as, among other duties, coordination and cooperation with industries. LCC has a Placement Director who reports to the Student Personnel Services Dean; however, cooperative work experience for students is handled throughout the divisions as assigned by the Deans. The Director of the Business Industry Institute at LCC and other Deans work closely with business and industry.

10. LCC's organizational chart is structured with 11 administrators reporting directly to the President. NTIC's organizational

chart indicates seven areas comprising an academic council, which reports directly to the President. NTIT's organizational chart indicates six Deans reporting directly to the President.

Comparing the organizational charts of the three institutions is just a beginning, and under Recommendations for Further Study the researcher suggests considering a study of the three institutions to compare similarities and differences in governance, organizational structure, finance, physical plant, instruction, teaching methodologies, and student and instructor profiles.

All documents examined were considered in developing recommendations and forms for this study. However, it was the feedback from the CEOs, Dr. Kim, and the participants that was most valuable in developing the recommendations and forms for formalizing, strengthening, and improving the sister college relations. The documents examined may be found in Appendices D, E, G, and H.

Summary of Responses of Chief Executive Officers

This segment of Chapter IV summarizes, compares, synthesizes, and analyzes responses of the CEOs interviewed during the data-gathering process. While responses were varied, they were never contradictory, and they really built on one another to comprise an information base that may be helpful in describing sister college relationships, their purposes and expected outcomes. The final question on how to improve the sister college relationship between LCC and NTIC and NTIT brought forth suggestions that were carefully

considered in the development of the researcher's recommendations in Chapter V.

The researcher indicates when a number of responses are the same or similar. (The interviews are printed in their entirety in Appendix C.)

Reasons for Establishing Sister College Relationships

Question 1: Why did you involve your institution in sister college relationships?

1. To establish a structure that facilitates professional exchange, which includes in-depth long-term training as well as short-term visits for faculty, students, and administrators.
2. To raise the quality of faculty, students, and the academic programs through the exchange of information, teaching materials, and joint research projects.
3. To promote friendship between the two countries and to establish friendship on an individual basis.
4. To improve curriculum and gain more knowledge of what is going on in another culture.
5. To have a better understanding of the cultures and languages of both countries.
6. To expand the range of interaction between the two countries and increase working skills, especially as it relates to serving business, industry, government, and education.
7. To provide comparisons in order to take the best of both systems to improve the educational system.

8. To remove international education from an informal arrangement to that of institutional policy and procedure.

9. To facilitate in-depth training with long-term program impact over and above commitment from the CEO.

President Gannon of LCC was asked about board of trustee commitment and how he built that support. (This is not applicable to NTIC and NTIT because they are national institutions reporting to the MOE, and they have no board of trustees.) A summary of his responses to this question follows:

1. Careful one-to-one explanation of how this program benefits the community, the college, and the students and how it fits into the institutional role and mission.

2. The "International Update" section has been added to the regular board of trustees monthly meeting agenda.

3. Board members have been involved with visiting CEOs, faculty, and staff from sister educational institutions, as well as with governmental dignitaries from other countries.

4. Demonstrating the international partnership tie-in with business, industry, government, and education.

5. Board members, when possible, have been provided opportunities (through contacts in other countries) to travel to sister college countries to meet with officials of the sister institutions and to view the sister institutions.

6. Demonstrate that sister college relationships fit into the strategic and tactical plans for LCC.

Synthesis and analysis of responses. The reasons given by CEOs for establishing sister college relationships were varied, and, as was the case throughout the questionnaire responses, they seemed to build on one another's thoughts and ideas (even though they were not interviewed together, nor did they know how the others responded.)

Reasons/Criteria Utilized in
Selection of Sister College Affiliate

Question 2: Why did you involve your institution in a sister college relationship with NTIC, NTIT, LCC? (as appropriate to the respondent)

1. Similarity of programs/curriculum.
2. Similar in size (student body enrollment and faculty numbers similar).
3. Knowledge of institution, its reputation, and knowledge of the CEO, with agreement on general principles of cooperation.
4. Assessment of institution's background and history.
5. Interest, enthusiasm, and support of the CEO for international educational programming.
6. Support of the board of trustees or MOE for the sister college agreement.
7. Support of faculty/staff for international programs as a learning tool/method.
8. Select country(ies) demonstrating economic advancement. Country should have a fair degree of openness and willingness to work with the United States.

9. The director/president is a very important factor; that person must be enthusiastic, supportive, and willing to be involved.

10. Check standing of institutions, and select those that produce the best students.

11. Instructors with a good knowledge of the English language.

12. Institution with a well-known commitment to broadening educational and international backgrounds of faculty, staff, and students.

Synthesis and analysis of responses. All CEOs also mentioned curriculum and program similarity. This is congruent with Dr. Kim's response that curriculum was the most important criterion, with the emphasis on the ability to meaningfully exchange curricula. Dr. Kim also stressed similarity of mission; the vital role of presidential leadership and support from all segments of the institution, i.e., board, faculty organizations; and commitment of resources and commitment to professional-development activities. Dr. Kim's comments were in response to his Question 8, "What criteria is important for selecting a sister college?"

The overall responses for criteria for selecting of sister colleges indicated the importance of CEO commitment and leadership, support of appropriate governing body, e.g., board of trustees or MOE; similarity of size, curriculum, mission; knowledge of institution and its reputation; success of students, which signifies quality education and good instructors; commitment of resources; and support of all

segments of the institution for international education as a learning tool.

Goals for the Sister
College Relationship

Question 3: What do you expect to achieve for your institution, faculty, staff and students by having your institution involved in a sister college relationship? (with NTIC, NTIT, or LCC as appropriate to respondent) and

Question 5: What are your goals for the exchange program?

1. To improve institution's curriculum, especially as it relates to language, and rigorous, tightly designed curricula that blend the best theoretical with the best applied approaches.

2. To provide pathway for faculty, staff, and students to have exchange opportunities with another culture's educational system with its attendant opportunities to live in and interact with another culture and its society.

3. To strengthen the concept that the U.S. is not the top decision maker in the world; that it takes cooperative learning experiences to develop the best approaches to joining knowledge and developing stronger business, governmental, and educational ties across the world.

4. To develop bridges of communication and understanding between educational systems and cultures.

5. To strengthen the role of community colleges in education and training for business and industry needs in today's global marketplace.

6. To exchange faculty and materials so that academic quality will be improved.

7. To have faculty live in the U.S. and learn everything possible about U.S. teaching methods.

8. To establish opportunities for faculty to further their educational degrees at a four-year institution while they are studying, teaching, and learning at a two-year institution.

9. To provide a pathway for students to attend graduate schools in the U.S. after completing their studies in the ROC (Taiwan).

10. To provide an opportunity for faculty to teach in another culture in order to blend teaching methods from both cultures and provide a pathway for communication.

The CEOs included in their responses the expected goals they expected participants to achieve. Those responses follow:

1. To share the learning experiences through formal briefings with other faculty, staff, and students.

2. To keep in touch with friends made during exchange so friendships will continue and grow.

3. To ensure that all materials collected are placed in the library so others can learn from them.

4. To develop slide programs of the host institution, geographic area, and cultural activities to assist in the formal briefings of home-institution faculty, staff, and students.

5. To take a formal briefing program on their home institution to share in presentation to members of their host institution.

Translate these materials into the language of the host country.

6. To develop curricular improvements that will broaden and internationalize the institution's mission.

7. To encourage more involvement of faculty/staff/students in working with exchange professors to deepen the learning experience.

8. To learn different innovative administrative approaches in areas of governance, finance, and education.

9. To develop fieldwork-experience situations.

10. To develop more intense language-training programs.

Synthesis and analysis of responses. The CEOs were unanimous in talking about the importance of culture and language, building friendships and bridges of communication, and curriculum improvement. Their goals centered on the benefit to faculty and students as it related to the shared teaching experiences and blending of teaching methods. The Chinese presidents stressed that sister college relationships provide pathways for their faculty, staff, and students to higher education studies and degrees. All indicated the advantage of the opportunity for faculty, staff, and students to visit and/or live and work in a different culture and country.

Role of CEO in Sister
College Relationship

Question 4: What do you see as your role as a chief executive
officer in the sister college relationship?

1. To encourage participation and appropriate preparation of faculty/staff/students in the exchange program.
2. To select the best institutions for sister colleges so faculty/staff/students will experience quality exchanges and increase their own quality.
3. To work with presidents/directors of colleges to establish appropriate sister college relationships.
4. To work with the MOE to develop international programs.
5. To visit U.S. colleges to observe and learn new methods and to check out equipment and facilities. Return with knowledge to share with the MOE, faculty, and staff.
6. To establish methods of professional development and to arrange for faculty/staff/students to upgrade their educational degrees.
7. To make our own institutions the best possible.
8. To commit time to inspection visits, meetings, preparation of materials, and in-service training.
9. To develop an understanding of the language and culture of the sister college country.
10. To set up initial lines of communication to develop overall procedure for sister college programs.

11. To develop appropriate evaluative measures for review and improvement.

12. To ensure quality exchange of faculty, staff, students, information, and materials.

Synthesis and analysis of responses. Responses were again varied, without the same response coming from all four CEOs. Therefore, priority was difficult to establish, and all responses appeared to be of equal importance.

While priority was difficult to establish, some activities seem to need to take place before others in order to establish a logical sequence of events, e.g., making their own institution the best possible, the commitment to international education, the visits to other colleges in different countries, and establishing initial communication links, signing appropriate agreements would seem to be a logical pathway for the CEO role in sister college relationships.

Dr. Kim especially stressed the vital need for presidential leadership in responding to his Question 8, criteria for selecting a sister college, and that also fits into the role of the CEO.

Involvement of All Segments of Institution

Question 6: Do you see all segments of your institution involved in the sister college exchange program, i.e., faculty, administrators, clerical/technical, students?

1. Absolutely. This is a total team effort.
2. Administrators and faculty can be involved, but they must fit into the criteria established for participation.

3. Male students cannot leave prior to completion of their two years of military service.

4. Female students can be involved in an exchange before they complete their studies.

5. I hoped to have a secretary involved, but she got married and did not follow through.

6. May be difficult to arrange for staff exchange, but no problem with short visits. The MOE does not provide funds for short visits; need to set up special foundation to help with expenses for short visits.

7. Difficult to involve students for long exchange.

8. Cultural exchange visits for short periods of time for students is encouraged.

9. Faculty and administrators are those who are the most involved.

Synthesis and analysis of responses. All four CEOs expressed the opinion that administrators, faculty, staff, and students should be involved in the sister college exchange program, although the Chinese presidents felt the long-term exchange was provided primarily for faculty and administrators. The shorter cultural visits for students and other staff were encouraged. Limiting factors include the rule that male students cannot leave the ROC (Taiwan) to study until they have completed their two years of military duty. However, they are allowed short visits to institutions in other countries. It was also suggested that a special foundation be established to assist with

financing the short-term visits since the MOE does not provide funds for this type of exchange.

It was interesting that President Gannon felt that everyone should be involved; that it should be a team effort; and that, if all participate, the institution becomes involved in the commitment to gain the knowledge necessary to help students be well-prepared to participate in a relevant manner in today's society;.

Selection Criteria for Participants

Question 7: On what criteria do you base selection of participants in this program?

1. Willingness to be a goodwill ambassador for the institution and the country.
2. Willingness to make long-term commitment to the institution.
3. Must be academically and professionally competent and respected in their field regardless of their position so they can relate to their counterparts in the host institution.
4. Must be enthusiastic, with personal and intellectual integrity.
5. Willingness to commit time and energy to learn a new language and background information regarding another culture.
6. Willingness to assist in preparation of exchange faculty, staff, and students when they return to home institution and at the host institution.

7. Willingness to return from experience, develop reports, and share with other segments of the institution as well as the community.

8. Faculty member should be a technical teacher in mechanical, industrial, electrical, or civil engineering to fit into NTIT selection criteria.

9. Must have the ability to interact well with people of a different culture and be friendly so they can make many friends.

10. Must have worked in the institution for at least three years and must agree to return to the ROC (Taiwan) institution and teach for two years after they complete their exchange. (President Tang said that age is a factor--that the person must be a younger person; President Yoh said the MOE limits the exchange professor's age to under 45.)

11. U.S. faculty must be able to team-teach so they can work well with Chinese counterparts.

12. Selection is also based on the need of institution in areas where extra expertise is needed.

Synthesis and analysis of responses. All CEOs stressed good knowledge of language or willingness to learn, good work record with enthusiasm, and good ability to interact with other cultures. These responses were also compared and synthesized with participant Question 5, "Why do you think you were selected by your President to participate in the sister college program with Lansing Community College?" and Dr. Kim's Question 14, "What criteria do you feel is important in the selection of faculty/administrators to participate in a sister college

exchange?" That synthesis and analysis is reported in the participant response segment of this chapter, pp. 104-106.

Specific Areas/Programs for Exchange

Question 8: Do you have specific programs that you feel fit better into the sister college exchange?

1. English.
2. Computer Science.
3. Commercial Art.
4. Business Administration.
5. Areas that the institute wants to add expertise.
6. Science.
7. Technology.
8. Mechanical, electrical, electronic, civil engineering.
9. Language (Chinese).
10. Mathematics.
11. Computer integrated manufacturing.
12. Assess strengths of institution and share those strengths.
13. Health programs.

Synthesis and analysis of responses. Language, mathematics, science, business and business administration, technical areas such as electronics and electrical engineering, computer integrated manufacturing, health programs, computer science, and commercial art were areas/subjects/programs identified by the CEOs that better fit into the exchange program. Also, it was noted that institutions should assess their own institutional strengths and share those strengths with sister

institutions, especially if an institution was seeking a particular area of expertise and a sister institution had strength in that area.

MOE Approval (for ROC Institutions)

Question 9: Do you require approval from the MOE in order to have your institution involved in a sister college relationship?

1. Yes. Ministry of Education must approve the agreements.
2. MOE must approve individual faculty/administrator exchanges.

Synthesis and analysis of responses. All Chinese Presidents responded that the MOE must authorize the approval of the sister college relationship. President Tang further responded that the MOE must approve each faculty member who goes abroad to teach, visit, or study in sister colleges and that the MOE provides official budget funds for the exchange professors or when he went to the U.S. or other countries on an official trip. He said the Ministry of Interior issues the exit and re-entry permits.

View of MOE (for ROC Institutions)

Question 10: How does the MOE view sister college relationships, and what type of application or criteria is required for the MOE?

1. No specific criteria.
2. They normally go along with the recommendation of the President.
3. They support the general principles of the agreement and expect the institution to work out the details.

Synthesis and analysis of responses. Responses from the Chinese Presidents in relation to the view of the MOE and criteria required by the MOE in regard to sister college relationships ranged from "no specific criteria" to "The MOE will normally go along with the recommendation of the president of the institution," to "The MOE encourage sister relationships, and while they do not have specific criteria listed for sister college agreements, they must approve all sister college agreements on an individual basis. They support the general principles of the sister agreement and expect the institute to work out specific program details. But they must approve each exchange experience."

Responsibility for Sister
College Exchange Program

Question 11: Do you designate a particular individual and/or department at your institution to be responsible for sister college exchange programs?

1. Have assigned this sister college project to the Department of Student Job Placement and the department in charge of the cooperative programs between education and industry.

2. Handled out of my office, with special assignments given to appropriate professors and/or secretaries.

3. Professor Tsai, Head of the English Department, is the person in charge, and I must approve all participants.

4. Yes, the Director of International Programs.

Synthesis and analysis of responses. All CEOs indicated that they designated an individual to be responsible for the sister college

programs; yet they personally remained actively involved in all exchanges and have final approval for the exchange-experience participant. Thus, it appears they feel this program is important enough to devote their personal commitment of time and energy to it.

Preparation of Exchange Participants

Question 12: How do you prepare participants, once selected, for their sister college exchange experience?

1. Intensive English language studies.
2. Information provided on host institution.
3. Previous participants work with the person going.
4. I work personally with each individual to tell them what I want them to accomplish.
5. Require participant to develop a plan regarding what they wish to accomplish at host institution.
6. They attend orientation program on host country, culture, and language provided by the MOE.
7. Request they collect materials on home institution to take with them and gather gifts for hosts.
8. Need to develop better approach in language development and cultural orientation; need to develop handbook outlining responsibilities, duties, expectation, financial considerations, and living arrangements.

Synthesis and analysis of responses. Preparation of exchange participants by home institutions varied in quality and length of preparation. All Chinese Presidents indicated that participants, once

selected, must attend cultural and language training classes. Also, President Tang stated that he carefully briefed each participant regarding assignments and goals to be accomplished.

In addition, President Chang said that professors who have participated in exchange programs in the U.S. are contacted for advice; that the participant must develop a plan for what he/she wishes to accomplish on the campus of the sister college, in the community, and in the United States. Also, materials on the home institution and home country must be collected and organized for presentations, and gifts and souvenirs readied for hosts. (He also requires interim progress reports from the participant during the exchange.)

President Gannon expressed a fear that LCC does not prepare participants as well or as carefully as necessary in the areas of language development and cultural orientation. He further stated that he felt the whole process from selection through the exchange experience through the post-evaluation needed to be more formalized, with the necessary imperative for intensive language and cultural studies before the exchange.

This question was also compared and synthesized with responses to Dr. Kim's Question 16, "How do you recommend that participants be prepared to gain the most benefit from the exchange?" and responses to the participants' Question 12, "What did your institution/you do to prepare for your exchange experience?" Responses were analyzed and are reported in the participant response segment of this chapter, pp. 118-20.

Financial Commitment of
Institutions to the Participant(s)
and the Program

Questions 13, 14, and 15 were combined because they were all concerned with financial commitment.

Question 13: What financial commitment does your institution make to the sister college program?

Question 14: What financial commitment does your institution make to the participant?

Question 15: What financial commitment do you expect a sister institution to make?

1. Continuation of salary and employee benefits for participant.
2. Round-trip ticket.
3. Some living allowance.
4. Payment and time allowance for orientation program.
5. Hospitality for incoming faculty, staff, students.
6. Some field trips and cost coverage for special cultural events.
7. Budget commitment for promoting and building international relationships.
8. International education funds budgeted for overall college for curriculum design and development, teaching materials, and resources.
9. The Chinese indicated that much of the Chinese professor's salary stays in the ROC for family support, so they hoped for part-time teaching assignments to assist the professor financially while in the host institution in the United States. President Chang indicated that

all funds for the national institutions come from the MOE and that the MOE approves some funds for visitors.

10. Those who wish families to accompany them from the U.S. to China have to assume the financial responsibility. However, institutions in both countries will be as helpful as possible with housing and travel arrangements. This is the same case with Chinese families coming to the U.S.

Synthesis and analysis of responses. CEOs all indicated the travel expenses, some living expenses, and salary and benefits were covered during the exchange experience. They also covered costs for incoming exchange participants for special field trips and hospitality for guests. Financial commitment was also made for international programs in the area of curriculum design and building international relationships.

These CEO responses in relation to financial commitment to the participant were also synthesized and analyzed with participants' responses to their Question 15, "How are you financing your sister college exchange and how does your institution assist you financially during this exchange program?" This synthesis is listed in the participant response section of this chapter, pp. 123-24.

Optimum Number of Participants

Question 16: What number of participants do you feel should be involved in the exchange program? (in the actual exchange)

1. One to two faculty/staff exchange(s) per year.
2. Short visits for small groups of students.
3. Number varies according to program needs.
4. Depends on availability of funds, substitute faculty, and the need to gain certain expertise.
5. Numbers depend on what the institution is trying to achieve.

Synthesis and analysis of responses. Annual number of participants seemed to be acceptable to all Presidents as one or two faculty/administrator exchanges and one visit per year of a small group of students with the possibility of a student studying for a one-semester program (in China). Also, the number will fluctuate with what the institution(s) needs to achieve, and the mix of faculty, staff, and students can make a difference in the maximum numbers to be involved. Also, the numbers of faculty that can be involved depends on the funds available for classroom substitute instructors.

CEO Recommendations: Activities, Institutional and Noninstitutional, for Participants During Exchange

Question 17: What activities, institutional and noninstitutional, do you expect your faculty/staff member to be involved in while participating in a sister college experience?

1. Coursework that will improve their teaching ability.
2. Graduate studies, if possible.

3. Language studies to improve their foreign language ability.
4. Participation in cultural events.
5. Collection of materials that will help in teaching, administration, or future projects.
6. Building friendships, both on an individual and a family basis.
7. Teach/lecture and observe the foreign teaching techniques.
8. President Wen-Shion Chang specifically requested that his professors spend time teaching the Chinese language.
9. Experience visits to business and industry.
10. Participate in professional and cultural activities with colleagues.
11. Study the total curriculum of the institution as well as the overall educational system and include studies of government, business, and industry.
12. Learn to live and travel in a foreign country.
13. Have family experiences with some home-stay experiences, if possible.

Synthesis and analysis of responses. This list was varied, and when all responses were combined they seemed to build upon each other. Checking this list against participants' responses to their Question 21, "What was good about your sister college exchange experience?" and Question 23, "How do you evaluate your experiences in the program?" indicated that the majority of the recommendations of the CEOs were incorporated into the sister exchange experience of the participants.

However, participants' responses to their Question 22, "How could the sister college exchange have been better?" demonstrated that there are activities that need to be considered for addition; e.g., President Wen-Shion Chang specifically requested that his professors teach the Chinese language, and that opportunity was not a part of the NTIT exchange participant experience at LCC before President Chang assumed the presidency at NTIT, and there have been no participants at LCC since that time.

Foreign Language Skills

Question 18: Do you expect an instructor or other participant to be able to communicate in your language?

1. It would be wonderful, but if they speak English slowly, then our students and faculty can understand them and learn English, and they can learn Chinese at the same time.
2. It is helpful; English has been a common denominator.
3. We provide English as a Second Language (ESL) courses for visiting professors.

Synthesis and analysis of responses. Foreign language skills were deemed more necessary for visiting faculty in the United States, where there is not much knowledge of the Chinese language and there is less patience in learning through translators. In China, the Presidents encouraged the visiting faculty/staff to learn some Chinese to demonstrate their enthusiasm, interest, and sincerity; however, team-teaching with a Chinese counterpart is required. In addition, some speeches to groups of faculty, staff, and students are required.

LCC offers conversational Chinese; therefore, the LCC participant can easily engage in Chinese language studies before departure, and the Chinese have typically studied six years of English before high school graduation. In addition, some have studied English in college, and must take intensive English language studies before departure. Once at LCC, English as a Second Language courses are provided so participants have the opportunity to more fully develop their conversational and listening skills.

Areas to Improve Participants for
Sister College Exchange Experience

Question 19: Based on the past experience, how can we (each institution) better prepare faculty, staff, and students to participate in a sister college experience?

1. All CEOs stressed taking more time to teach the participants about the sister college and about the host country customs, culture, and language before arrival at the host institution.
2. Sending participants who teach or administer in specifically identified subject area.
3. Overall development of a plan in advance for each specific individual participant (or student group).
4. Understanding that periodic interim reports and a final evaluation report are necessary if one is to participate in the program. Personal briefings with the departmental chairperson, director of international education, and CEO would be helpful before departure and at the host institution during the exchange experience.

Also, debriefings with the same individuals upon return to the home institution would be helpful.

5. Documentation of past experiences and a method developed for sharing the knowledge gained through those experiences.

Synthesis and analysis of responses. All of the CEOs interviewed were in agreement about the need for an improved advance orientation program to help familiarize the participant with the sister college and with host-country customs, culture, and language. The Chinese CEOs were more desirous of specifying particular academic areas for the visiting professor, and all CEOs agreed that the development of an advance plan for each individual or student group was important, as well as interim progress reports and debriefing of participants upon return to their home institution. These CEO responses also agreed with the responses of participants to their Question 22, "How could the sister college exchange have been better?" especially as it relates to better preparation in the area of language and culture orientation.

International Education Curriculum
Component to Assist Students With
Different Cultural Experiences

Question 20: Do you have an international education component in your curriculum to assist in the preparation of students for different cultural experiences?

1. Recognizing the importance of those who had already been involved in overseas programs and developing ways in which they can help those who are being oriented or who wish to be involved in the international sister exchange.

2. Requesting that faculty, staff, and students take advantage of opportunities to visit with guests from sister colleges and other countries.

3. Providing opportunities for sister college guests and other international guests to lecture and talk to students, staff, and faculty.

4. Development of World Civilization course has been instituted to enable students to better understand the history of the total world.

5. Development of a number of international study-abroad programs, which provide living experiences in other countries.

6. Encouragement of participation in goodwill missions and management study tours to other countries for students, faculty, and staff, and through orientation seminars/courses before participation in these experiences or in sister college exchange.

7. Institution of a number of foreign languages into the overall college curricula.

8. Collegewide committee on international education has been reestablished to encourage overall faculty, staff, and student involvement in international programs. It is hoped this committee will help each segment of the institution to see how they can fit an international component into their particular curricular area.

9. All CEOs indicated that the sister college affiliations encourage international participation with good colleges across the world and that

10. Encouragement for instructors from sister colleges to teach in host institutions resulted in an international curricular thrust.

11. Sharing of materials, information, and experiences upon return from sister college exchange experience was deemed one of the most important and helpful tools in encouraging others throughout the institution to become involved in learning more about other countries and cultures.

12. Adapting and blending the teaching methods observed and learned in another culture helped.

Synthesis and analysis of responses. While there was no formal curricular component called "international education," all CEOs listed areas in which their institution is currently emphasizing international education and activities in order to provide different cultural learning experiences for students. One CEO stated that a course entitled "International Education" would be too broad to accomplish specific objectives but that international segments added to appropriate courses would be a better way for each area to understand the part they play in this multicultural world.

CEO Suggestions for Improving the Sister College Relationship

Question 21: What suggestions do you have to improve the sister college program and relationship?

1. Involve more faculty, staff, and students.
2. Request for LCC to send professors to NTIT in the areas of mechanical, electronics, electrical, or industrial engineering.

3. Assisting NTIC and NTIT faculty to study graduate courses while at LCC.

4. Arranging for NTIT instructors to teach at LCC.

5. More pre-planning for exchanges with a sharing of plans with each other.

6. More role exchange with counterparts--faculty to faculty, administrator to administrator, student to student.

7. Set aside time for institutional detailed planning to more specifically develop a plan to formalize the exchange program with targets set for allocation of human and financial resources.

8. Assist exchange professors with special projects such as writing textbooks and/or collecting materials for projects.

9. Must be able to understand each other very carefully with open communication and sharing of information between the two sister colleges in order to learn from each other.

And, in President Yoh's words,

We need more and more good cooperation. Our two colleges can set good examples so that our countries can understand what we are doing so we can improve our standards. We must let each other know our troubles. Our end objective is the same even though our backgrounds and our cultures are not the same. We want to provide a better education for the next generation. If we do not exchange knowledge, we do not grow, and we want improvement for our next generation. This is what LCC and NTIC are working for.

Synthesis and analysis of responses. These responses were varied and appeared to be the result of concerned thought on the part of the CEOs. They all indicated their strong desire to do everything possible to improve the sister college relationship. Their responses

were carefully studied and considered in the recommendations and suggested forms developed by the researcher to help improve, strengthen, formalize, and systematize the sister college relationships.

The next section of Chapter IV summarizes the responses of the exchange participants and provides a synthesis and analysis of those responses.

Summary of Responses of Exchange Participants

Responses of the participants are summarized in this section of Chapter IV and, where appropriate, their responses are compared with those of the CEOs and the Director of International Programs at LCC. Questions 1 through 4 are informational and record keeping and are related to name of participant, position at institution, and educational background. This section begins with Question 5. (Interviews are included in their entirety in Appendix C.)

Reasons for Selection of Individual to Participate in Sister College Exchange Program

Question 5: Why do you think you were selected to participate in the sister college exchange program?

1. Hard worker, good professor, and because I could be a pioneer for the NTIT-IBM relationship; also because I could pioneer a pathway directly from NTIT graduation/academic background to completion of a master's degree program at Syracuse University. (No bachelor's degree involved.)

2. Expert in civil engineering, good attitude, and willing to learn; and the CEO wanted me to gain more expertise in civil engineering and learn to understand the sister relationship.

3. Each year the MOE sends some people to the U.S. to learn, and the CEO wanted to give me this chance. I thought President Gannon was a good President and asked to go to LCC.

4. I had studied in the U.S. and Canada before, and our college needed someone to have more experience in computer science and computer-assisted instruction.

5. My CEO wanted me to learn American teaching methods and customs. I work hard, with a serious work life; have good habits; good behavior; and the institute is happy with me. I had not been abroad, and it was the turn of the Industrial Engineering Department.

6. Enthusiasm, hard work, and commitment to my home institution and to strengthening the sister college program.

7. My board of trustees wanted me to get a Ph.D. in the U.S. and to establish a sister college in the U.S. Both the Ph.D. and sister college will establish more prestige for my college. My board also wished me to learn U.S. methods for organizing and administering my college and to learn more about the U.S. community college and to help make the junior college in the ROC (Taiwan) have better quality.

Synthesis and analysis of responses. While various reasons were given, the emphasis seemed to be on good worker, good attitude, and good expertise in area, combined with a willingness to learn. This is congruent with two reasons given by Dr. Kim in his response to his

Question 14, "What criteria do you feel is important in the selection of faculty/administrators to participate in a sister college exchange?" i.e., exemplary behavior and one who will act according to his/her position with a clear concept/understanding of his/her role behavior. Dr. Kim also emphasized the importance of being well educated and, above all, one who is tolerant of a different way of life and different views, i.e., adaptability.

The CEOs, in response to their Question 7, "On what criteria do you base selection of participants in this program?" all stressed good knowledge of language, and none of the participants mentioned this as a selection criterion. All CEOs stressed willingness to learn, academic and professional competence, good work record, and enthusiasm and ability to adapt to other cultures. Other criteria included a willingness to commit time and energy to learn new language; make long-term commitment to institution; assist other faculty, staff, and students in both host and home institutions; develop reports; and be a goodwill ambassador.

Selection, based on need for particular expertise in the institution, was mentioned by several participants as well as CEOs.

Definition of Term "Sister College Relationship"

Question 6: What does a sister college relationship mean to you?
Please define the term "sister college relationship."

1. Opportunity to learn much from each other; to learn strengths and weaknesses of both institutions and educational systems

of both countries to improve own system and college. Learn about curriculum, facilities, and equipment.

2. Cross-cultural, mutually beneficial relationship between two institutions to establish a formal process for exchange of faculty, staff, students, educational materials, and teaching resources. Way to learn from each other.

3. Getting the chance to know a sister college better and having a chance to study there to learn and bring back information to my students. Exchange of discussion and ideas.

4. Opportunity to exchange ideas and information with college in another country; study in another country and learn new teaching methods.

5. Exchange of faculty and students; to help each other with information, textbooks, and materials so we can both be better institutions.

6. Helping to understand a different educational system and improving lessons for students and faculty.

7. Opportunity for information and cultural exchange along with exchange of teaching experiences and methods that will be mutually beneficial to both institutions. Opportunity to live in another culture and to learn from people you meet. Teaching American students was as important as my studies.

Synthesis and analysis of responses. All the definitions focused primarily on exchange of faculty, staff, students, materials, and resources with advantages of learning a new culture, studying, and

teaching/working in a different culture, with the end result learning to incorporate new methods with existing ones in order to improve the quality of the institutions under a permanent cooperative relationship. The permanent cooperative relationship providing assistance to each other was especially emphasized by Dr. Kim in his Question 7, "What does the term "sister college relationship" mean to you?" He was the only interviewee to stress that numbers of sister colleges in one country be limited to three in order to ensure quality.

Based on the above responses and the responses of the CEOs in their Question 1, "Why did you involve your institution in sister college relationships?" in relation to reasons for having sister college relationships and the goals of such relationships, the researcher developed the following collective definition for sister college relationship: A formalized agreement that establishes a permanent relationship between two educational institutions, supported by institutional policy, which provides educational and intercultural experiences to increase understanding of another country, its people, governmental, and educational systems, as well as its business, industry, and economic structure. A mutually beneficial program that calls for exchange of faculty, staff, students, resource materials, technology, ideas, and information in order to learn from each other, increase academic quality, and assist in community service, especially as it relates to training for business, industry, and government. A method of building bridges of communication between nations to promote friendship in an interdependent world.

Participants' Career Goals

Question 7: What are your career goals?

1. Complete master's degree.
2. Complete Ph.D.
3. Improve teaching skills.
4. Improve institution.
5. Be a chairperson, dean, and maybe someday president.
6. Be a good employee by doing a good job.

Synthesis and analysis of responses. Career goals of participants were varied, depending on their field; however, most participants wished to complete their master's and/or Ph.D. programs, improve their teaching/administrative skills, improve the academic quality of their institutions for their students, and raise their position to chairperson, dean, or president.

Career Benefits Through Participation in Sister College Exchange

Question 8: How do you feel the sister college exchange experience benefits your career?

1. Opportunity to teach in foreign country while pursuing graduate degree.
2. Increased opportunities to present seminars and workshops for other staff/students and in other countries.
3. Helped in promotion to better position.
4. Helped in developing and improving teaching, writing, speaking skills in foreign language.

5. Broadened perspective and knowledge in intercultural relations and international contacts.

6. Raised status and increased respect from colleagues and students.

7. Helped in learning new teaching methods and learning to operate and function in a different culture with different cultural values.

8. Helped to understand another educational and cultural system.

Synthesis and analysis of responses. All participants concluded that their careers were benefited from participating in the sister college exchange program.

Benefits From Sister College
Program for Institution,
Students, and Colleagues

Question 9: How do you feel the sister college exchange program experience benefits your institution? students? colleagues?

1. Brought back new teaching methods learned while both teaching and studying (all participants listed this benefit).

2. Learned more about curriculum-development process to help other faculty members.

3. Learned about the student-advising system and have now set up a student-advising committee where a senior student assists the new student, and now have five instructors assisting students with their questions during the registration process.

4. Textbooks used in the U.S. were helpful in gaining knowledge for my students, and much of this information I have incorporated in the development of student training manuals here.

5. The opportunity to compare the thinking, behavior, and philosophy of both Chinese and American students is helpful to my students, my colleagues, and my institution.

6. When first back in Taiwan I spoke English to my students (to give them practice).

7. By using discussion method in my class I learned that my own students can speak very well.

8. I now require some type of research paper because I learned how to write creative papers in the U.S.

9. My writing, English as a Second Language, and U.S.A. Educational System classes helped me to learn and help the teachers in my department.

10. I tried my best to give good suggestions on how to beautify our campus and let our students know that LCC is beautiful and clean.

11. Traffic was better and rules were observed better in the U.S., and I (now) teach my students to obey the traffic rules and be a good citizen. (This participant said that "our country [ROC Taiwan] is 4,000 years old but we do not know how to follow the traffic rules!")

12. My conversational English is much improved; learned that there was an old-fashioned English and a modern English, and we had been using the old in ROC (Taiwan). Now there is more efficient use of English, which helps in both teaching and correspondence.

13. Will do some comparative studies and tests on learning of students to see the effect of the new teaching methods (based on the discussion, question approach in U.S.).

14. By opening up international opportunities for our students, faculty, and staff through learning from exchange professors in discussions, lectures, and coursework; and providing intercultural learning experiences.

15. Increased curriculum offerings; gives students an instructor with a more knowledgeable background after their own professors have participated in an international experience.

16. Brings a whole new concept of "open door" for junior college education in ROC (Taiwan); way of upgrading education and reducing pressure for those who do not have bachelor's degree; also brings the adult education idea of providing education for all people in ROC (Taiwan).

17. Facilities and equipment information will make a better place to study and better equipment to use.

18. Professional-development program at LCC is one of the most important things I learned--best way to improve instructors and administrators.

19. Students have instructors who are more knowledgeable about the world and international/intercultural relations; the college is better able to serve the needs of business and industry as it relates to international training.

20. I learned more about the difficulty of another country's course curricula, a different teaching methodology that concentrates on strong teaching to the examination and the intense use of every page of text, both of which tended to preclude class discussion because of time constraints.

21. The awesome responsibility of what it means to have teachers/educators/administrators so highly respected really struck me when lecturing in the classroom; the true meaning of teaching was learned with the learning of the Confucian saying, "Once you are his teacher you are his father for life."

Synthesis and analysis of responses. The participants listed a variety of benefits from their experience but especially focused on the gain from learning new teaching methods and how these new methods can blend with their country's teaching methods to raise the quality of education.

Dr. Kim, in response to his Question 9, "How does the sister college exchange program benefit Lansing Community College faculty and staff?" stated that the experience increased the awareness of the significance of educational exchange programs with other countries. In response to his Question 10, "How does the sister college exchange benefit students?" Dr. Kim felt that it greatly benefited students who had actually been involved but had little effect if they were not personally involved. He felt that sister college relationships could be very positive for students by making them aware of the international scene, and it could help them develop career goals, sensitivity to

another value system, and an affinity for foreign students through hosting and getting to know each other better. He did not mention the benefit of the knowledge and possible change in teaching methods to include the blend of two countries, as did many of the participants and CEOs.

The CEO Question 3, "What do you expect to achieve for your institution, faculty, staff, and students by having your institution involved in a sister college relationship with Lansing Community College?" related to this participant question in that the CEO achievement expectations seemed to relate to the benefits as described by the participants; i.e., CEOs expected gain in knowledge of new teaching methods, expanded range of interaction by learning to live and make new friends in a different culture, improve curriculum, and to provide comparisons in order to take the best from both countries. These expectations all coincided with the benefits the participants felt they gained.

One participant indicated that the only difference he could see in Chinese and American teaching methods was the emphasis on discussion in America and that this methodology gave students more opportunities to ask questions. He indicated that this was the only difference in U.S./Chinese teaching methods he observed and that this was the case both at MSU and at LCC.

Benefits of Sister College
Exchange Program for Community

Question 10: How do you feel the sister college exchange program
experience benefits your community?

1. What benefits our college and students makes a better city and country through improving the quality of education.

2. Knowledge exchange helps our students to become better workers in our community and our country; when they (students) receive better education, it helps everyone.

3. Provides an educational institution that is current and relevant in meeting today's education and training needs in relation to today's interdependent and yet competitive world; brings international resource people to the community to talk with and share ideas with counterparts to learn new methods and procedures.

4. Comprehensive community college ideas will help our educators to become more conscious of community needs and may help us to respond to what our community wants.

5. By helping the teacher to be better, and this helps the students learn more.

Synthesis and analysis of responses. Participants felt that the exchange program helped the community in which they live because quality education helps everyone and because it helps to better prepare students to participate in today's world. Also mentioned by participants and by Dr. Kim in response to his Question 11, "How do you think the sister college program benefits the community?" is the effect of international resource people and their knowledge/expertise sharing

when they visit a community through international education and sister college programs, and the increase in sensitivity of the host society for the different culture. It also helps emphasize training background from other countries to help the home country business and industry.

Achievements/Assignments of
Participants Expected by
Institution and CEOs

Question 11: What does/did your institution expect you to
accomplish while you are/were involved in the
sister college exchange program?

1. To teach successfully in another country and return with knowledge, techniques, and information to help my colleagues and my students.
2. To be a successful pioneer with the IBM-NTIT fellowship and in the master's degree program.
3. To learn new teaching methods, more about my specific course, different learning rates, different environment.
4. To learn more about the sister college exchange program since I was the first from NTIT to exchange at LCC.
5. Reaffirm and strengthen the sister college relationship; demonstrate the LCC commitment to actively participate in the sister exchange program.
6. Work directly with Presidents of sister colleges.
7. (a) To work with my counterparts in offices of the Presidents of sister colleges to help them develop improved English language skills and understanding, to feel more comfortable and competent with both verbal and written English language, and to improve

their English correspondence. Also, to study the administrative structure of the sister institutions.

(b) To teach conversational English to Taiwanese junior college students.

(c) To physically tour and study as many different vocational/technical institutions as possible during the time I was in the ROD (Taiwan).

(d) To study as thoroughly as possible the educational system of the ROC (Taiwan) with special emphasis on vocational/technical education with its attendant structure, facilities, equipment, teaching methodology, and relation to business, industry, and government.

(e) To serve as a goodwill ambassador from Lansing Community College to sister colleges and other institutes visited in the ROC (Taiwan).

8. To make new friends and maintain contacts to keep learning.
9. Learn more about variety of ages in a community college.
10. Get Ph.D.
11. Establish sister college relationship.
12. See more of the U.S.

Synthesis and analysis of responses. These responses indicated that specific assignments/objectives given by CEOs to their faculty/staff were varied and, in some cases, very specific, e.g., "get Ph.D." or "be successful pioneer with the IBM-NTIT fellowship and in the master's degree program." In other cases, the assignments were broader, e.g., "see more of the U.S.," or perhaps the assignments were

not as clearly stated or understood. According to the responses received to Question 9, regarding benefits of the sister college exchange program, it would appear that these initial assignments were met and, in some instances, enhanced. Dr. Kim in response to his Question 12, "What do you expect Lansing Community College faculty/staff to accomplish during an exchange?" felt that learning to internationalize the curriculum was the most important objective/assignment, and also important in Dr. Kim's eyes was helping the sister college faculty staff and students learn more about the U.S. culture to clear up the misconceptions.

Preparation for Sister College Exchange Experience

Question 12: What did your institution/you do to prepare for your exchange experience?

1. The institution made arrangements for my travel itinerary after the CEO made formal arrangements with sister college for teaching/studying exchange. (All Chinese participants said this.)

The following responses all are indicative of what the participant himself/herself did to prepare for the exchange experience.

2. Studied hard to increase my English speaking/writing ability (through American students, teachers, classes, and TV English school). Intensive English studies for two months.

3. Worked carefully with IBM-Taiwan to ensure their objectives would be met.

4. Set up lesson plans for the class I was to teach.

5. Made housing arrangements.

6. Met with representative of the sister college to learn more in advance about the college.

7. Met with previous exchange participant to learn more about the sister college.

8. Prepared for American food by going to Western restaurants in ROC (Taiwan).

9. Studied information on LCC and the U.S.

10. Studied the Chinese language, sister college information, read booklets on the ROC (Taiwan), and especially studied the educational system; established a Chinese name and got namecards; worked with Chinese colleagues and friends to prepare.

11. Attended an AACJC conference and visited five community colleges.

Synthesis and analysis of responses. Each participant was sincere in his/her preparation activities, with particular emphasis on learning of the appropriate foreign language, learning more about the culture and educational system of the host country, studying the sister college, and determining methods to achieve the assignments and goals.

Dr. Kim's response to his Question 16, "How do you recommend that participants be prepared to gain the most benefit from the exchange?" coincides with those areas that the participants tried to accomplish; however, he placed particular emphasis on the intensive orientation and emphasis on the participant understanding his/her responsibilities to the program while in a foreign culture. He also

added that faculty should develop a plan to internationalize their particular course when they return from the sister college experience.

CEOs, in their response to their Question 12, "How do you prepare participants, once selected, for their sister college exchange experience?" also stressed pre-exchange orientation, language and culture training, and the development of a plan. (Dr. Kim's responses regarding students are synthesized and analyzed on p. 164.)

These responses were carefully considered and, where appropriate, are reflected in the recommendations and suggested forms developed by the researcher as a result of this study.

Expectations of Host College by Participant

Question 13: What do/did you expect of your host college in order to gain the most from your exchange experience?

1. Help establish me in my classroom.
2. Provide a contact and follow-through with Syracuse University.
3. Treat me as a regular employee who can take care of myself.
4. Help me with living arrangements.
5. Help me meet colleagues in my field and other people.
6. Provide pathway to MSU.
7. Provide courses in the community college.
8. Provide learning and resource materials on specific objectives such as computer-assisted instruction and computer science.
9. Provide information on the college; send materials on language/culture.

10. Teach me ways for local travel and familiarize me with area so I could be a part of the culture and city.
11. Provide access to cultural events; visits to historical sites.
12. Provide opportunity to teach, work, and interact with colleagues.
13. Provide opportunity to visit other educational institutions.
14. Study the community college system.
15. Provide access and overall introduction to host institution so it would become my institution.

Synthesis and analysis of responses. It appears that each of the participants developed broader objectives/desires than the specific accomplishments/goals determined by the CEOs and that this demonstrates their commitment to learning and to helping their institutions, their country, and their students. It is interesting that later in the interview process it was indicated that, in most cases, the participants felt that these expectations were met. These responses also demonstrate the faith that the participants had in the sister institution and the importance of the institution meeting its responsibilities with integrity.

Family View of Selection
of Participant

Question 14: How did/does your family feel about your selection
and your being away from home three to six months?

1. Some concern because of children and my program was two years of exchange, but she understood; she is Asian.
2. Family felt it would be good experience for me to be in the U.S. and hoped I could stay longer or go back to get master's degree in the U.S.
3. Little children were a concern, but we felt I should do this to improve myself and my department.
4. They understand it is of assistance to my present job and future job opportunities.
5. Happy for me to have the opportunity, but I was very homesick for them.
6. Excited for me, but concerned because of not living in U.S. before; worried about U.S. education for children, but we thought we should do it for our future. (This person brought family because he is involved in three-year Ph.D. program. In this case, the participant related that the first year was extremely difficult because of language difficulty, no social life, and adjustment. After the first year, everything went more smoothly.)

Synthesis and analysis of responses. All families were very supportive and willing for the participant to be involved because they felt it was a good opportunity for the instructors/participants and

would help their future in their institutions and improve the future for their families.

Financing of Sister College
Exchange Program Experience--
Personal and Institutional

Question 15: How are you financing your sister college exchange and how does your institution assist you financially during this exchange program?

1. Paid by sister college at full-time professor rate; IBM fellowship paid for master's courses.
2. Family received my salary.
3. Received regular pay from institution, and some of the pay stays in ROC (Taiwan) with family; also my wife works.
4. Home institution paid round-trip transportation.
5. Home institution paid some living allowance.
6. Host institution helped with meals; some transportation and some living expenses.

Synthesis and analysis of responses. All participants received regular salary while participating in sister college exchange program. No one (except Professor Chou) mentioned the community college or graduate institutional course fees; however, intrainstitutional course fees were paid for the visiting Chinese professors by LCC; in some cases the MSU tuition was also covered by LCC. Travel was also covered by the home institution except for the first involvement by the researcher, when she used personal funds for the round-trip transportation. This was to demonstrate commitment to the sister college program and to encourage others to become involved. Field trip transportation,

while not mentioned by interviewees, is normally provided by the host institution. The host institution, in many cases, has also provided textbooks and educational materials, and in nearly every case has assisted with living expenses and meals. These responses are congruent with the responses of the CEOs in their Question 14 ("What financial commitment does your institution make to the participant?") and Question 15 ("What financial commitment do you expect a sister institution to make?").

Prior U.S./ROC Living Experience

Question 16: Have you lived or traveled in U.S./ROC previous to your sister college exchange?

1. Of the seven participants interviewed, four had not previously been in the U.S., and the researcher had not been to the ROC (Taiwan) before the 1980 sister college exchange program.

2. One participant had traveled in the U.S. on a special Texas Instruments project, and another had studied for his master's degree in the United States.

Synthesis and analysis of responses. Having been in a foreign country before, particularly the sister college country, did not seem to be of primary concern to the CEOs or participants and was not listed or mentioned as a necessary criterion for involvement.

Pre-Experience Image of U.S.Question 17: What was your image of U.S. prior to your sister college exchange experience?

1. Television and movies show American students as mischievous with time for a lot of pranks. I can now let my students know that this isn't true; that American students study hard, are serious, polite, and listen. (Several said movies and TV give false impression of U.S.)

2. Some members of my family had lived in America so they helped me to understand some ahead of time, but I still didn't know what to expect.

3. I felt it would be a good place for learning, and I had a good image of the U.S.

4. I only knew it would be a big country.

Synthesis and analysis of responses. Television and movies seen in advance by participants seemed to portray a negative impression or image of the U.S. Also, the image, in most cases, really was not defined and seemed to be more of a mystery. Dr. Kim also mentioned the prior misconceptions about the U.S. These responses also appeared to point out the significant need for pre-exchange orientation to help prepare the participant for the United States. No one mentioned knowledge of geography or demographics.

Post-Experience Image of the U.S.

Question 18: What is your impression of the U.S. after living there during your sister college exchange?

1. I still like the U.S. very much, and it is important to note that the American people were all very polite. There was an honor system in the daily living experiences.

2. The traffic was most orderly; the environment and landscapes were very beautiful.

3. So many people design and build their own houses; everything is painted and it makes the house look beautiful.

4. The historical sites were significant.

5. The clean surroundings were especially noted (and I've talked about it to my students and faculty).

6. There are no walls and no gates. In my country everything seems to be behind a gate; you can find the buildings you want by walking to them; you don't have to go through a gate where there is a gatekeeper. If the gatekeeper doesn't know you, you might not get into the institution.

7. Cultural differences included a difference in entertaining. You (in U.S.) have a quieter way of entertaining; you can get together for fun and exchange ideas or do business. We invite a lot of people, eat a lot, drink a lot and have fun, but we cannot exchange ideas or do business during that time.

8. The main difference in the two cultures is that our children all show propriety to their parents; in the U.S. it is different. Respect for the parents is the main difference.

9. U.S. and Taiwan are very different cultures. The history of the Chinese culture is longer than American history, so the Chinese people are more conservative. Our culture stems from Confucius and we welcome guests--we are not egotists (explained to him this meant "not self-centered"); we like people and we like to welcome friends. (Conservative was defined by him to mean that we dare not show our feelings to others immediately.) In ancient times we Chinese people depended on the agricultural life, and we became lazy in the area of science. If we get the harvest in and we have enough to eat, we don't think about being more advanced; we only worried about what we have so that is why science and technology are not highly developed at this time. Our knowledge of science is limited.

The history of America is younger than ours so the American people are more vivid (vivid described as young men who will try everything--not like an old man just sitting there). America is like a young man who is vital and energetic.

American people migrated from many other countries so that they have to face difficulties and fight their difficulties; otherwise they can't leave their homelands. In Taiwan/China the Chinese do not have other cultures as a part of their background. (At this point we talked about the different races in the U.S. and how that bothers some people from China.) He said that Americans are more free to develop their self-wills, not like Chinese people who are sometimes bound by many social regulations or other regulations. So the Americans are free to develop themselves and their talents. This is why there is a big

difference between science development in America. Many businessmen are industrial people in the U.S. and they support research and development, but in Taiwan business and industry do not contribute as much to science and technology development.

The Chinese have more superstitions (belief without foundation) because they were living in an age of agricultural life; therefore, science and technology are very difficult to develop. (Superstition was also described as "not afraid, just their nature and their tradition--more accepting of things as they are.") Those who do wish to develop science and technology, and there are some, are encouraged by the government seeing their plans and then paying some money to support the projects.

In ancient times in the agricultural age there were large families and they all lived together and there was food enough for all of them so they don't have to work hard. Since they had enough to eat they don't look for other things, they have their food and shelter and those are the main things. (We talked about Maslow's hierarchy of needs here and how many Chinese are at the first level of just satisfying food and shelter needs.)

10. I got used to eating American food.

11. I think Americans waste too much electric power. In Taiwan, we use gas and only turn on the gas meter when it is needed.

12. In the U.S. I was impressed by everyone who goes to school part time while they are working.

13. Our government does not have enough budget for education. MSU's budget was more than one whole year for education in Taiwan.

14. American TV news is very helpful and gave me deep understanding and more (interviewer's clarification--broader, deeper) impression of the U.S. The teachers at one of the schools were on strike while I was there; that was incredible to me--that teachers would strike!

15. I was surprised that American students work very hard and behave themselves very well; that is different from what we see on TV and in American movies.

16. I had a good image of the U.S. but after being here 2-1/2 years I felt differently. I still like it but there is a cultural difference--there is more pressure living here with the more expensive living standards. My salary comes to about \$1,000 per month in U.S. dollars, and it is hard to live on that and keep high standards of living. In my country my family lives well on that.

17. People are so busy here; they do not have as much time to be social.

18. People are not as crowded here, and the air is fresh. It is a good environment for learning.

19. Being in America gave me a different feeling. It was such a big country, and the scientific development is so good.

20. Transportation rules and regulations were very good; e.g., people do not walk all over the street. I was terrified when I

returned to Taiwan because I had become accustomed to rules, regulations, and good traffic patterns in the U.S.

21. The American university was good, and I liked their professional teaching ways.

22. This gave me a broader and deeper understanding and now I have more understanding of America and Americans but (also) other countries because there are so many people from other countries in America; so many people from so many different countries--Central America, Iran, Korea, Vietnam--so I gained an understanding of more cultures.

23. I learned American people work too hard.

24. I don't like to just see American movies on TV; they make it look like American people have much leisure time. I found this is not true. American people are very busy and concentrate on their work; movies and TV do not project the correct image.

25. People too busy--social contact much less--must make appointments and always worried about time. In our society there is a much slower pace and we can always find time to talk.

Synthesis and analysis of responses. The number of different responses to this question seems to demonstrate the careful thought and attention to detail by each of the exchange faculty/staff participants. It also appears to demonstrate that an important difference was noted when these participants had the opportunity to visit and live in the U.S. and not only observe but be involved in the society and culture

through the sister college programs rather than gain their view of the U.S. through television and movies.

Researcher's View/Image of ROC
(Taiwan) Before and After

Question 18: What was your image of the ROC (Taiwan) prior to living there during the period of the sister college exchange?

1. I had almost no idea except from the slides, photographs, and conversations with President Gannon and other Chinese I had talked with. I knew from history studies the background and development of the current government but had no conception of the feeling between the Taiwanese and those who came to Taiwan from Mainland China in the late 1940s. Nor did I have any real concept of the educational system except that I had identified Chinese as being scholarly. I was a Pearl Buck fan and when very young had read The Good Earth and probably unconsciously based some preconception of Mainland China and the Chinese people and culture on that book.

Question 18: What is your image of the ROC (Taiwan) now that you have participated in the sister college exchange program?

1. I had never experienced the density of traffic or the extensive construction projects that seemed to be going up everywhere, also the density of population that constantly crowded the streets; the poverty dwellings next to the new buildup, the street vendors with their carts next to the modern department stores; the temples busy day and night. It is difficult to describe dedication to education that I witnessed by all segments of the institution; the students in their

uniforms who saluted their instructors (and me) and clapped when we entered a room, the respect for teachers; the extreme open welcome and overwhelming kindness, and the willingness to openly respond to every question, every request I made for information, the desire to talk to me as an American and the warm hospitality with so many different kinds of food, and learning to gombay in friendship and respect, the cultural travels to historic sites; the educational visits to 12 different educational institutions (on my first trip exchange) as a part of a review team of radio, newspaper, and TV reporters and educators; the TV that only had Chinese language coming from it, the Chinese music permeating the air from all the taxi cabs; the elementary school children in their uniforms happily heading for school--these are all indelible cultural memories, with the major impact of what the special friendship has meant to my life.

Participant's Impression of Sister
College After Exchange Experience

Question 19: What is your impression of the sister college you visited after your exchange experience?

Regarding LCC:

1. At LCC everything was in order.
2. The campus was clean and beautiful.
3. Everything was all set when I arrived and I was hosted so much. Schedule was all arranged, and this was helpful to my teaching and learning.
4. I had good rides even though I didn't drive either in Taiwan or the U.S.

5. The helpfulness and hosting by LCC people are what I remember so much.

6. I was there when many Korean professors were there, and I made some good friends; traveled on field trips with the Korean professors and LCC personnel, and this helped very much.

7. The library was really excellent.

a. All classes are open.

b. The students must talk.

c. In Taiwan, big classes of 50 students; in the U.S., smaller classes.

d. In the U.S. a mixture of old and young; in Taiwan, younger.

e. More freedom in using courses in the U.S.

f. Professors have more freedom.

g. LCC--there is more video/TV/computers; more teaching equipment and for students to use.

h. In NTIC all students are required to wear uniforms with student name and number.

i. More students wear glasses in Taiwan.

j. At LCC students can change classrooms easier; at NTIC, fixed classrooms.

k. All students (male) have short hair at NTIC (required); no long hair.

l. Every student here must take physical education every year and military courses, both male and female.

m. Organization of the college is different; government provides all budget at NTIC.

n. NTIC does not have a board of trustees.

o. MOE appoints presidents at the college in Taiwan.

p. NTIC has a five-year program for students who come directly from junior high school; a two-year program for students who come from senior vocational high school; three-year program with their air school; supplementary school--three-year program; and night school--three year program. In the U.S. you have extension centers.

q. Everyone has to take entrance examination here, no matter which program they are in. (He said that regular day students have a harder examination.)

r. All schools are on the same calendar (K-12; college; university); the semester is different than in the U.S. In Taiwan the semester begins September 22-January 26, January 26-February 26 is vacation; February 27-June 20 second semester. No summer courses at all. Air school is the only different one in Taiwan. Their first semester begins February 27, and their second semester is September 26-January 26; no summer program for air school either.

s. Draft in Taiwan--boys must go into the military for two years right after they graduate from NTIC (and in all Taiwan); girls also take military training (nursing) but do not go into military service upon completion of program. Not this way in U.S.

8. Impressed with LCC equipment and facilities.

9. Impressed with Public Safety Department.

10. Impressed with so many part-time students who work while going to school and who are all ages, especially the student aides.

a. LCC has effective and efficient administration and instruction.

b. The quality of education is very high.

c. Many of my Chinese friends take courses at LCC and feel many times that in certain areas the courses are better than at MSU, especially the courses seem more practical. (Writer's note: This is meant to be--community colleges teach the applied or practical methods with some blend of theory, while university courses are established with a more theoretical base.) My Chinese friends also tell me about some instructors who are not very good.

d. Universities concentrate on research/community service and then teaching. The community college should concentrate on being the best teacher, and that is why it is so bad when a teacher/instructor is not good.

e. Sometimes the students are not on the same par with the university students, and good instructors are even more important in order to compensate for this so that the students will do a good job and be encouraged to go on to higher education.

f. Collective bargaining and contracts may cause difficulty for the administration at LCC, especially as it relates to terminating a bad instructor, but we also have the problem of getting

rid of a bad instructor in Taiwan even though we do not have collective bargaining. In our country it seems that when an instructor is hired, he/she is hired for life and it seems almost impossible to get rid of them.

g. Community colleges do not have to pay as much attention to the degree--they have good instructors who have just bachelor's degrees or maybe much experience especially in the vocational areas, but in Taiwan we pay too much attention to the degree and not so much attention to experience.

11. The campus plan at LCC is good; impressed with the trees and flowers at both LCC and MSU.

Regarding NTIC and NTIT:

1. Both are top institutions with only the top students admitted through passing a rigorous entrance examination. Both have developed close contacts with business and industry for cooperative internships and training programs for their students; e.g., NTIT has a cooperative agreement with National Taiwan Power Company. This company has an office on campus and advises the institution regarding curriculum. I have seen both institutions upgraded to national institutions from provincial institutions, which provides more prestige and more extensive budgets. Both have top qualified instructors.

Synthesis and analysis of responses. These responses also appeared to demonstrate the commitment of the exchange participants to carefully observing and paying attention to details during their

exchange experiences. This information may also be helpful to communicate to other educational institutions as it regards the type of detail noticed by exchange participants.

Changes in Teaching Methods

Question 20: How have you added to or changed your teaching methods since you participated in the sister college exchange?

1. I have tried to have less of the speaking, speaking, speaking from the instructor and have tried to encourage the students to ask some questions and have tried to take some time to listen to student opinions.

2. I have worked the textbook information and materials collected into the training manuals at my college, and I have also set up the Student Advisory System to help my new students. This also gives my older students a chance to show what they can do to help new students and builds relationships between students.

3. Have taught very rarely due to lack of time, but when teaching I have added an international component to talk about sister colleges and what this can mean for our students.

4. I learned American teaching methods and how to write creative papers. I learned that American students can ask questions--our Chinese students have been taught not to ask questions during class. I have tried to adapt some of the U.S. methods. My first year back in Taiwan I started asking the students to bring questions to class, and they said it was different from their other classes. They did not know how to have discussions, and I encouraged them to bring

their questions and we would discuss the questions and answers. Then I asked how they liked the change in teaching methods and most thought it was good. They said they learned much this way, and I think this way we can develop their potential. I hope that every student will speak on some topic. This gives me a very different impression. Our students can speak very well. I did not know this before, so I learned more about my own students. Also, the first year I was back in Taiwan I talked with my students sometimes in English, but I only do it occasionally now. Also, I find that it took a great deal of time to answer questions, and my students are so busy in their other classes that they were not having time to research the questions before they came to my class. I still try to save five minutes for them to ask questions, though. Our students get as much at NTIT in three years as they would learn in the university in four years, so our time is more limited. But I do think that the American teaching method helped. I never talked with my colleagues about it, though. Except for the discussion I don't think there is a great deal of difference between American and Chinese methods of teaching. This was my observation at both MSU and LCC. Also I have begun to require some type of research papers in my class, and 80% of my students have done well on this.

5. Changed teaching methods and gave the students more chance to ask questions and have discussion. The old method was for students to just listen and never discuss. It's very good to let the students express what they think and to train them in the ability to express themselves. The students like this because they can freely express

what they think. The other instructors do not know I have changed methods. They remain the same, but I use the new methods in Principles of Management. I want to see how the testing comes out and do some comparative studies on the learning of students with this new method; then maybe I will talk to other instructors about it.

6. The U.S. has flexible teaching methods, with students being able to ask questions and exchange ideas with the teachers. In ROC (Taiwan) the method is different. We must teach according to the program with ready-made materials. We must be finished with certain areas by a certain time. Our methods are more rigid. We talk and talk (lecture) in order to finish the materials on time. If the students ask questions it puts you behind. At LCC and at MSU they say, "Today we have to teach chapter five and then the instructor teaches, but if a student asks a question, then the teacher stops to solve that problem and maybe you finish what you have to later, but the chapter will not be taught again. The student is more responsible for learning. Our high schools are more teaching to the examination. At least in the college it becomes a little better because we only have to teach to the mid-term and the final examinations, and our instructors can design their own examinations. In high school the students must take examinations every day in the area of Chinese, English or math, etc.

I now have my students take notes, and I give them writing assignments and check their notebooks, and I still give them mid-term and final examinations. Some of this I have based on the ways that I learned at LCC and MSU.

7. LCC uses a lot of instructional media for teaching and also much self-paced learning, which can be helpful to my college. Grading on the bell curve is much better so that it is the more even natural curve. In my country too many instructors want to flunk students. I tell my instructors, "You must know your students and know their potential and encourage them--not flunk them."

Synthesis and analysis of responses. Again, the researcher noted the careful attention to detail, the careful observation of the sister teachers/students by the exchange participants, and the manner in which these observations were carefully recorded so that whenever possible the best of both educational systems could be adapted for use in their home institution.

Experience--Good Areas

Question 21: What was good about your sister college exchange experience?

1. There was a mutual learning experience and education between the American students and me. I have much patience in teaching the students, and they like to ask me questions and I like to talk with them.

2. It was a good learning process to study the equipment and the facilities, and the library management is so convenient with such a good reading environment with an excellent information system. There is much speed and efficiency built into this information system.

3. Dr. Connolly was especially supportive of me, and he told me that he had never seen such a successful program with the teaching

of his students and the IBM connection with my getting my master's degree. He went to the State (his boss) and got approval for a second year of the program because it was so successful, and the general manager of IBM-Taiwan extended the program a second year for me to complete my master's degree because it was so successful the first year.

4. In addition to the good classes I took at LCC and MSU and with the Korean professors, I worked with Athena Chou (Warner) in the Chinese Conversation class at LCC and visited and talked/lectured at other LCC classes. Also I visited and had discussions with Dr. Bramer, Chairman of the Communications Department, and I learned much from him. I also visited reading classes, business writing class, and a journalism class. Mr. Bentley, the instructor in the journalism class, was also the instructor in my writing class. He was a good teacher who helped me improve my writing skills, which was good for my teaching at my institution. He taught the theory of writing and introduced articles to learn from and then asked me to write and correct any mistakes that were made. My experience with the culture and ways of American living make it easier to explain to my students. Geography is better known and explained because I have been there.

5. My experiences with Professor Eugene Russell were especially helpful to me. He had me travel on field experiences with him to Grand Rapids, Zilwaukee Bridge, highway engineering projects, a cemetery, and construction projects. He treated me, a foreign person, very well. This helped me very much and was good experience for both

engineering and English. We also went to power plants and sanitary treatment centers. It helped me to understand how people in the U.S. work and how they live. He also invited me to his own home.

6. Studied often in the LCC library and at the MSU mathematics library. Both excellent. East Lansing Inn was okay.

7. Good learning experiences in the classes I took, which included Personality of Management and English as a Second Language. I also worked a lot of time in the language laboratory. I still read English newspapers to practice my English. The Personality of Management was very difficult for me. Personality plays a very important role in management, and the work/labor union role is very important. More union is stressed in the U.S. In Taiwan, unions are not as strong since it cannot perform its duties because the government forbids the labor union to gain much strength in Taiwan. I learned so much about labor laws and worker benefits from this class and employee/employer relationships. Jim Johnson had much patience with me and my questions, and he spent an evening helping me to understand better. There were not very many students in this class, and I think it is a very important class. There would be more students interested in Taiwan. In Taiwan there is more emphasis on production management and less on labor management since there is no shortage of labor in Taiwan. In Taiwan if you don't like to work there is always someone else to take your place.

8. The most special part was the chance to learn about the total comprehensive community college system.

9. The teaching experience in a different culture; the opportunities to work directly with three different presidents in two sister colleges; the freedom to become better acquainted and interact with students, faculty/staff; the privilege of "belonging" to sister institutions, becoming Vice-President of NTIC with my own office; the visits to over 20 institutions and discussions with Ministry of Education officials, governmental and educational agencies; the gaining of confidence and a sense of belonging in living in another culture and country; the lasting bonds of friendship and high respect built with people. The excellent scheduling and opportunity to be involved with all segments of the institution as a sister.

Synthesis and analysis of responses. All stressed the positive aspects of the sister exchange experience, which included course work at host institutions, some teaching/lecture experience, some university study, development of friendship, knowledge gained in teaching methods as well as through course work and textbooks, and learning to develop better coping skills through living in another country and culture. The colleague relationships were also viewed in a very positive manner.

Experience--How Could It
Have Been Better?

Question 22: How could the sister college exchange have been better?

1. If I could have had a TV in my room, it would have helped. I could have learned more English from a TV. I watched TV in the rooms of the Korean professors sometimes.

2. Even though I am a teacher of English, I still needed to know how to speak English better in order to teach American students better.

3. My children were young and sometimes I got homesick when I would get a letter from my wife.

4. I think LCC should help the exchange teacher go to MSU to learn more of the recent methods in his/her field.

5. I think it would be better to live on the MSU or LCC campus, and it would be better to live with other teachers or with other students.

6. I think I would have learned more if someone else had been with me, maybe another Chinese professor, or better yet, if I had an American roommate.

7. I did not get the computer-assisted instruction that I wanted. It was not yet developed at LCC, and there was no opportunity at MSU. Wanted to visit some other colleges, and there was no transportation.

8. Needed some more English as a Second Language.

9. Wanted to take some extension courses.

10. Wanted more briefing on whole college (TV, etc.) similar to the videotape briefing developed by NTIC.

11. Would have been better to arrange one room for two persons and come in a pair to have each other to talk to and go out together. Otherwise alone too much.

12. We still need student exchange. A student group should visit your college for a short time to let students understand your culture and learn English in your country. We are now sending a group of students to our sister college in Japan, and we had almost 40 students make application for the 15 positions that could go. Parents in Taiwan have become richer, and families support their children to go abroad. The President and the Minister of Education have to approve this. The letter of invitation from your President is very important.

13. It was very good.

14. Some of the instructors promised me materials, and they did not follow through and send the materials. It is very important to follow through and provide the materials to our college because they are so helpful to our students.

15. If we can just learn to talk more frankly--you, President Gannon, and I--so that we can openly discuss the weaknesses of the community college system and of LCC. I know all the strengths from observing, but I also know some weaknesses that I should discuss with you--not just about LCC, but about the community college system. You and President Gannon have been in my country, and you especially have visited many colleges and have taught and studied my system of education. I hope that we can sit down and have good conversations where we can evaluate our colleges and our systems openly. We can't be too polite to each other.

16. More language preparation on my part.

Synthesis and analysis of responses. It appears that it would be helpful if these responses were carefully noted by the CEOs, Dr. Kim, and all others involved in the administration of sister college relationships. Some excellent constructive suggestions can be developed from these responses, and the researcher has tried to carefully consider each of these responses in the recommendations developed in Chapter V of this dissertation.

Participants' Evaluation of Experience

Question 23: How do you evaluate your experiences in the sister college exchange program?

1. Good.

2. a. Good. I gained in writing, listening, and speaking skills. I made many new friends, American, Korean, and Chinese. I learned new teaching methods and learned about the U.S. educational system. I traveled throughout the U.S. as a guest of President Yoh and went to Chicago, Washington, D.C., New York City, Boston, Los Angeles, Las Vegas, San Diego, and Hawaii. This was a part of the good learning experience.

b. I was invited to homes to share U.S. living experiences and U.S. holidays like Thanksgiving, so I learned more about the culture of the U.S.

c. I read the English newspapers everyday--Lansing State Journal, State News from MSU, Open Line and Lookout from LCC. I read many magazines and used the library at LCC, which was excellent.

d. I have learned so many things to help my students and my instructors.

3. Very good--visiting-professor policy very good and we must keep continuing it.

4. Good.

5. Very good, but I am very tired. This is the toughest time of my whole life. We seldom have social activities, and many times I wonder if it's worth it all. However, we have committed ourselves and we must reach our goal. (Response from President Chen more indicated his feeling regarding the MSU doctoral program rather than the sister college experience, however, they may seem synonymous in his mind.)

6. Good. It gave me a more open mind. After I came back, I seemed to absorb, accept, and appreciate new ideas and new concepts much better. My mind seemed to widen, and I was able to see more than before. I would like to return to the United States.

7. Excellent research experience.

8. Excellent.

Synthesis and analysis of responses. Responses from participants all indicated that their experience ranged from good to excellent and expressed that they had had an opportunity to gain in such areas as writing, listening, and speaking skills. They also added to their teaching methods and had an opportunity to live and travel in a different culture. They also expressed that it broadened their concepts and their minds so that they were able to appreciate more and see more than ever before.

Evaluation of Participant Experience
by CEO (From the Perspective
of the Participant)

Question 24: How does your President evaluate your experience
in the program?

1. Successful.

2. Feels good about my participation, and he gives me more assignments that he knows I can complete because of my improvement of the English language and writing skills. For example, I had to write our NTIC catalog in English, which I did. Together we are trying to write an article for the AACJC Journal. I do all the English letters for President Yoh, complete all my department-chair responsibilities, and teach. Also other special assignments included the new videotape with English dialogue written and translated by me with assistance from my department instructors.

3. He seemed pleased when I briefed him when I returned and seems to feel that I had a good learning experience that would help our students and our college.

4. I think good; I briefed President Tang with an oral report when I returned. I asked that this program continue because it helps the exchange professor to get advanced study, and I suggested that the period of time in the U.S. last longer so that master's degrees or Ph.D.'s can be earned and more understanding of America can be developed.

5. Too early to say--board chairman will evaluate when I finish Ph.D. and after I go back to Taiwan.

6. Very good.

Synthesis and analysis of responses. Responses of participants indicated that they felt their CEOs were supportive of the exchange program and felt the participants had done a good job. One participant had not yet completed his assignment. Also, when participants had an opportunity to brief their CEOs, more discussion took place in regard to special assignments and suggested changes in the program.

Recommendation of Sister
College Program

Question 25: Would you recommend this sister college exchange program to your colleagues?

All respondents indicated they would recommend the sister college exchange program to their colleagues because:

1. Yes, because of all the reasons described throughout all the ways I have improved and helped my students and my colleagues.

2. Yes.

3. Yes, because of all the good things that I have been able to develop because of the program--the knowledge of teaching methods, the ability for my mind to see and learn better, and the knowledge that I gained from attending classes and getting materials for my school and my students.

4. Yes, because it is a very good way to gain experience--by actually working in another college. You gain from doing. My experience was increased because I was accepted as a teacher and also

studied at the same time at Syracuse University. So I gained knowledge of both community college and university education. I also made many friends while I was learning.

5. Yes, because it is the best way to learn, to be right in the class and make friends with faculty and students in the sister college. Also, it is a good way to see the equipment and find more materials and books for our students, and learn the American teaching methods.

6. Yes, because it is the best way to learn from each other-- to actually experience the involvement and participation in the colleges and in the programs with discussions with instructors, faculty, and students and observing the facilities, equipment, and the textbooks and materials.

Once you have accepted the responsibilities for sister college relationships it is very important that the colleges follow through and make all possible experiences available to their faculty/staff and students. The follow-through is the most important to make it a meaningful relationship on both sides.

Synthesis and analysis of responses. All respondents agreed that they felt the program was good, and they wished to have their colleagues have an opportunity to participate. They felt it was a good way to learn.

Suggestions for Improvement of
the Sister College Exchange Program
Between LCC and NTIC and NTIT

Question 26: What suggestions do you have to improve the
sister college program and relationship?

1. Follow through carefully to see that each personal/
professional goal is accomplished as much as possible.
2. Provide lots of English as a Second Language.
3. Provide transportation and opportunities to visit other
colleges.
4. Provide more in-depth knowledge and access to host college.
5. Would like to come in a pair so I have a colleague to talk
to and travel with.
6. Student exchange very important, and we must continue to
strive to achieve more student exchange.
7. a. Now, since I have experience in the exchange program I
can help others. I tell them about their travel, how to take a bus,
how to stay in a hotel, tell them about the airplane transfers, espe-
cially in Chicago where it is so huge; how to find their way around,
which places to visit; also which universities and colleges they should
look at. I think that someone should be able to help our people
prepare this way for their experiences.
b. It is important for faculty and students to participate
in this exchange program, and I think that more short-term visits would
be helpful to build the interest and to involve more people. They want
to visit, but they do not get the opportunities for long visits, so I
think short visits for a number of students and professors would be

helpful. Also, I think that it would be good for you to send professors and students to our college to learn. We can all learn about each other's culture and country that way.

c. One thing I wish you would check out is that the American Institute in Taiwan sometimes refuses to give a visa to us. They make it difficult because they don't seem to trust us even when we have our letter of invitation from you or from another sister college in the U.S. It took three visits for our Dean of Students to get his visa when he was invited to Johnson County Community College. They didn't trust him and said that he might try to stay in the United States.

d. It is a good program, and I hope more of my colleagues and students can be involved.

8. The preparation and the follow-through are the most important. You should send us more materials to better prepare our people and have your people come here to help us prepare. Also, your people should follow through on what they promised.

9. My only advice to all colleges involved is to really commit yourself to the exchanges--do not sign agreements just to have agreements--really commit yourself and follow through for the good of your faculty/staff/students and your college future.

Synthesis and analysis of responses. This was the final question the researcher asked the CEOs, Dr. Kim, and individual participants. It seemed logical as the last question since considering and responding to all other questions first would appear to provide an

opportunity to think carefully through the program from defining sister college relationship with its goals and objectives to reviewing the selection, the preparation, and the experience would afford the respondent the opportunity to review in his/her mind the overall program. They then might be able to espouse more ideas on how to improve the program through this evaluation process. These responses also provide an excellent base on which to carefully consider how the program can be improved through feedback from participants, involved CEOs, and the Director of International Programs. These responses provide a base from which to continue to grow, develop, and work together to improve the sister college program.

It should be noted that in some cases the participants requested that their response to Question 22, "How could the sister college exchange have been better?" be used for their response to Question 26, "What suggestions do you have to improve the sister college program and relationship?" because they felt their evaluation of what could have been better also could become suggestions for improvement. These suggestions were carefully taken into consideration when the researcher developed recommendations to formalize, improve, and strengthen the sister college program.

Careful thought went into these suggestions from participants, and the researcher just as carefully recorded every word and repeated and clarified to be sure to gain the most knowledge possible. These suggestions, along with consideration of the areas the respondents said could be better, are the root of the suggestions and recommendations to

improve the program. Some of the suggested forms for systematizing the procedure came from these recommendations and those of the CEOs and Dr. Kim.

Summary of Dr. Kim's Responses

A separate questionnaire was developed to use in the interview with Dr. Tai Sung Kim, Director of International Programs at Lansing Community College. This was done because of his unique experience and expertise in assisting to develop student study-abroad programs and sister college affiliations, and administering these among other international programs.

Where appropriate, Dr. Kim's responses have been compared and/or added in the synthesis and analysis of responses from the CEOs and the participants. Those responses were identified as Dr. Kim's when this was the case.

A number of Dr. Kim's questions were asked to obtain his opinion in regard to strengthening the sister college relationships. Dr. Kim's responses often centered on the students and student programs, and only one question on the CEO questionnaire, Question 3, "What do you expect to achieve for your institution, faculty, staff, and students by having your institution involved in a sister college relationship?" and one question on the participant questionnaire, Question 9, "How do you feel the sister college exchange program experience benefits your institution? students? colleagues?" specifically mentioned students. This was intended by the researcher because it

seems appropriate that a separate study should be made in relation to students and student experiences. This is one of the areas listed in Chapter V under Recommendations for Further Study.

As in the case of reporting the responses of the exchange participants, the first four questions for Dr. Kim centered on informational and record-keeping items such as name, position, number of years with the college, and educational background. Responses synthesized and analyzed begin with Question 5.

Initial Involvement-- Sister College Program

Question 5: When and how were you first involved in sister college programs?

1. Took students to Korea in 1974 before sister colleges established; that's when LCC first explored sister relationships in Asia.

Synthesis and analysis of responses. This response indicates Dr. Kim's early involvement in the initiation of sister college relationships, especially in student-related programs, in Asia for LCC.

Expected Outcomes

Question 6: What did you wish to accomplish?

1. To start a Summer Study Abroad program and give students an opportunity to participate during the summer months.

Synthesis and analysis of responses. From this response it would appear that Dr. Kim's initial concern was the development of group study-abroad experiences for students, and at that time he did

not plan the faculty/administrator exchange that has developed. However, he did not mention long-term goals in his response.

Definition of Term
"Sister College Relationship"

Question 7: What does the term "sister college relationship" mean to you?

1. Permanent relationship in which the sister colleges will cooperate for educational exchange programs far beyond what these colleges have with non-sister-college relationships. There is a lot of giving of assistance to each other, so much more than the casual contact. I recommend not having more than three sister colleges in one country so that special attention can be focused on each of the sister colleges to provide a quality relationship.

Synthesis and analysis of responses. Dr. Kim's response was synthesized and analyzed with those of the exchange participants in response to their Question 6, "What does a sister college relationship mean to you? Please define the term 'sister college relationship.'" and with those of the CEOs to their Question 1, "Why did you involve your institution in sister college relationships?" This synthesis and analysis was reported in the responses of the exchange participants and was used in the formation of an overall definition of "sister college relationship" in the same section of this chapter.

Criteria for Selecting Sister CollegeQuestion 8: What criteria is important for selecting a sister college?

1. Curriculum is the most important--curriculum must be able to be meaningfully exchanged.
2. Professional-development commitment and the types of professional-development activities must be emphasized.
3. Missions must be similar--it would be difficult for a research institution to have a meaningful exchange with a teaching institution.
4. Presidential leadership is vital.
5. Institutional backing is extremely important; there must be support of the board of trustees and faculty organizations.
6. There must be a commitment of resources. This is very important in order for the program to survive.

Synthesis and analysis of responses. Dr. Kim's responses to this question were included in the synthesis and analysis of responses to the CEO Question 2, "Why did you involve your institution in a sister college relationship with [appropriate name] college?" Out of the CEO responses and Dr. Kim's responses, important criteria for selecting a sister college were identified and were reported on pages 79-81 of this chapter.

Benefits From Sister College
Program for Institution, Students,
Faculty, Staff

Question 9: How does the sister college exchange program benefit
Lansing Community College faculty and staff?

Question 10: How does the sister college exchange program benefit
students?

1. It increases the awareness of the significance of educational exchange programs with other countries, particularly for faculty and staff.

2. There is very little impact on students except those who actually participate in the program. In a community college there is not one large auditorium where all students can meet at the same time to hear the President talk about the sister college program, so many do not even know that it exists. Taiwan has this advantage--there are many times where the President calls all the students together to talk with them.

The sister college program can be very positive for students because of making them aware of the international scene. Many community college students are not exposed to events taking place outside of the U.S. as much as four-year college students.

For those students who have actually been involved, the benefits are great. They include:

a. Helping to set and develop vocational/career objectives. These objectives tend to become more internationally conscious after a sister college exchange.

b. They become very sensitive to a different way of life and a different value system.

c. The students may be more eager to host sister college students because of this affiliation. More affinity is developed.

Synthesis and analysis of responses. Dr. Kim's responses were considered in the synthesis and analysis of the CEO responses to their Question 3, "What do you expect to achieve for your institution, faculty, staff, and students by having your institution involved in a sister college relationship with [appropriate name] college?" and with responses to the participants' Question 9, "How do you feel the sister college exchange program experience benefits your institution? students? colleagues?" This synthesis and analysis was reported on pages 113-114 of this chapter.

Benefits of Sister College Exchange Program for Community

Question 11: How do you think the sister college program benefits the community?

1. When faculty and staff visit here they meet with community leaders, and that is helpful to the learning experience of all involved.

2. They become more sensitive regarding another country.

Synthesis and analysis of responses. Dr. Kim's responses were synthesized and analyzed and included with the responses to the participants' Question 10, "How do you feel the sister college exchange program experience benefits your community?" This synthesis and analysis was reported on pages 115-116 of this chapter.

Achievements Expected of Participants

Question 12: What do you expect Lansing Community College faculty/staff to accomplish during an exchange?

1. To learn to internationalize the curriculum is the most important thing.

2. Help sister college faculty/staff/students to acquire knowledge regarding the real nature of U.S. culture because there is a great deal of misconception regarding the U.S.

Synthesis and analysis of responses. Dr. Kim's responses indicate that internationalizing the curriculum is the most important in his opinion and assisting others to gain a knowledge of U.S. culture because of the misconceptions regarding the United States. His mention of the misconceptions regarding the United States is of particular interest because participants from the ROC (Taiwan) talked about their image of the U.S. before coming here being different because of the manner in which television and movies shown in their country depict the United States.

Dr. Kim's responses were considered in the synthesis and analysis of responses to participants' Question 11, "What does/did your institution expect you to accomplish while you are/were involved in the sister college exchange program?" and were mentioned on pages 116-118 of this chapter.

Achievements Expected of Students

Question 13: What do you expect students to accomplish during an exchange?

1. To learn a different way of life (cultural learning).
2. To exhibit decent behavior as a good American. This is very important.

Synthesis and analysis of responses. Dr. Kim's responses indicate that he wants students to have the opportunity to learn more about a different culture and to demonstrate good behavior to reflect America. He indicated he felt this was important.

Selection Criteria for Participants

Question 14: What criteria do you feel is important in the selection of faculty/administrators to participate in a sister college exchange?

1. The most important is for someone to be tolerant of a different way of life and different views. Expertise is important, but not nearly as important as tolerance.
2. One who exhibits exemplary behavior and is well educated and who will act according to his/her position.
3. Participants must have a very clear concept/understanding of their role behavior.

Synthesis and analysis of responses. Dr. Kim's responses were considered with the synthesis and analysis of responses to CEOs' Question 7, "On what criteria do you base selection of participants in this program?" and with the synthesis and analysis of response to the participants' Question 5, "Why do you think you were selected by your

President to participate in the sister college program with [appropriate name] college?" This synthesis and analysis was reported on pages 104-106 of this chapter.

Selection Criteria for Students

Question 15: What criteria do you feel is important in the selection of students to participate in a sister college exchange?

1. Their degree of interest in learning about a foreign culture is very important.
2. Language knowledge is important, but not as important as a willingness to learn, although to really learn a foreign culture you must learn its language.
3. Above-average academic performance record is very important.

Synthesis and analysis of responses. Dr. Kim emphasized their willingness to learn and their degree of interest in learning more about a foreign culture as his primary criteria for selecting students. He also felt that above-average academic performance was another important area for selection of students to participate in a sister college exchange program.

Preparation of Exchange Participants

Question 16: How do you recommend that participants be prepared to gain the most benefit from the exchange?

Faculty and staff:

1. Before they go to a foreign country they should develop a framework for specific activities in which they wish to be involved.

2. They should have an intensive orientation that includes language, culture, and knowledge of the sister college and country. This orientation should place emphasis on the participant's responsibilities to the program and while they are in a foreign culture.

3. The orientation should also include a clear understanding of the sister college program objectives.

4. They should develop a plan to internationalize their particular course or curriculum when they return from the exchange.

Students:

1. The college must develop a framework for specific activities in which the students should be engaged during the exchange.

2. They should also have an intensive orientation that includes language, culture, and knowledge of the sister college and country. This orientation should place emphasis on behavior in a foreign culture.

3. Their orientation should also include a clear understanding of the sister college program objectives. (This would seem to come first.)

Synthesis and analysis of responses. Dr. Kim's responses in relation to the preparation for faculty and staff were included in the synthesis and analysis of the responses to the CEOs' Question 12, "How do you prepare participants, once selected, for their sister college exchange experience?" and with the responses of the participants to

their Question 12, "What did your institution/you do to prepare for your exchange experience?" The information in regard to faculty and staff was reported on pages 118-120 of this chapter and also was carefully considered by the researcher in the development of recommendations to strengthen and improve as well as in the development of the suggested forms.

In relation to Dr. Kim's responses regarding students, he stressed working with the students to help them develop an overall knowledge of the objectives of a sister college relationship and then begin the orientation/preparation program for the sister college exchange.

Also, in relation to students, Dr. Kim advocated developing an overall framework with a program developed for specific preparation activities, which includes an intensive orientation with language, cultural, and overall knowledge base of the host country.

Suggested Methods to Finance the Sister College Program

Question 17: How do you think sister college activities should be financed?

1. Activities should be financed through institutional funds; that is what I meant when I responded earlier regarding the commitment of financial resources.

2. Grants, if available, should be pursued.

3. Some specific programs can be self-supporting, i.e., expenses borne by participants.

Synthesis and analysis of responses. Dr. Kim's response to this question suggested pursuing grants and charging participants to be involved. It would appear that charging participants or having the participants bear expenses of the program would apply more directly to students and student programs than to faculty/staff participation in an exchange program. His first response indicated that, in his opinion, the institution should be prepared to commit its financial resources to the sister college program activities.

Suggestions for Improvement of
the Sister College Exchange Program

Question 18: What suggestions do you have to improve the sister college program and relationships?

1. A strong emphasis must be placed on faculty exchange because this has the most impact on educating students and it leads to internationalizing the curriculum. Student and staff exchange are important, but the faculty exchange is most important to build the interest in the program.

2. There must be more emphasis placed on specific program exchange with a specific sister college, rather than trying to accomplish universal exchange. I mean by that response that LCC and NTIC can more readily exchange business programs by the nature of their college and NTIT and LCC can more readily exchange technology or vocational programs because of the nature of that institution.

3. Reports of the exchange experiences must be widely disseminated so that information on the actual exchange gets out to the faculty and students and staff.

4. There must be an evaluation of the specific program exchange. Formalized evaluation can take place through the development of a reporting form.

Synthesis and analysis of responses. Dr. Kim emphasized the faculty exchange since, in his opinion, this has the most impact on educating students and internationalizing the curriculum. He also advocated focusing on specific institutions for specific programs rather than trying to accomplish universal exchange with a number of institutions. He felt that it was important to ensure that reports of experiences are disseminated so that others can share the experience, and he advocated the development of a reporting form that would serve to evaluate the specific program exchange.

Dr. Kim's responses were carefully considered by the researcher in the development of recommendations and suggested forms for strengthening and improving the sister college relationship.

Summary Statements of Findings

The personal interview basis provided an opportunity to gather a great deal of information from the perspective of the CEOs, the individual participants in the sister college exchange program, and Dr. Kim, Director of International Programs at LCC. Summary statements of findings include the following:

1. Collective definition of the term "sister college relationship." Through the careful consideration of the opinions of those interviewed, the researcher developed a collective definition of

the term "sister college relationship." That definition is as follows: Formalized agreement that establishes a permanent relationship between two educational institutions, supported by institutional policy, which provides educational and intercultural experiences to increase understanding of another country, its people, governmental and educational systems, as well as its business, industry, and economic structure. A mutually beneficial program that calls for exchange of faculty, staff, students, resource materials, technology, ideas, and information in order to learn from each other, increase academic quality, and assist in community service, especially as it relates to training for business, industry and government. A method of building bridges of communication between nations to promote friendship in an interdependent world.

2. Reasons for establishing sister college relationships reported by the CEOs were:

a. To establish a structure that facilitates professional exchange, which includes in-depth long-term training as well as short-term visits for faculty, students, and administrators.

b. To raise the quality of faculty, students, and the academic programs through the exchange of information, teaching materials, and joint research projects.

c. To promote friendship between the two countries and to establish friendship on an individual basis.

d. To improve curriculum and gain more knowledge of what is going on in another culture.

e. To have a better understanding of the cultures and language of both countries.

f. To expand the range of interaction between the two countries and increase working skills, especially as it relates to serving business, industry, government, and education.

g. To provide comparisons in order to take the best of both systems to improve the educational system.

h. To remove international education from an informal arrangement to that of institutional policy and procedure.

i. To facilitate in-depth training with long-term program impact over and above commitment from the CEO.

3. Reasons for establishing sister college relationships with a particular institution:

a. Similarity of programs/curriculum.

b. Similar in size (student body enrollment and faculty numbers similar).

c. Knowledge of institution, its reputation, and knowledge of the CEO, with agreement on general principles of cooperation.

d. Assessment of institution's background and history.

e. Interest, enthusiasm, and support of the CEO for international education programming.

f. Support of the board of trustees or MOE for the sister college agreement.

g. Support of faculty/staff for international programs as a learning tool/method.

h. Select country(ies) demonstrating economic advancement. Country should have fair degree of openness and willingness to work with United States.

i. The director/president is a very important factor; that person must be enthusiastic, supportive, and willing to be involved.

j. Check standing of institutions and select those that produce the best students.

k. Instructors with a good knowledge of the English language.

l. Institution with a well-known commitment to broadening educational and international backgrounds of faculty, staff, and students.

4. Goals to be achieved as a result of the sister college relationship and the exchange of faculty/staff/students:

a. To improve institution's curriculum, especially as it relates to language and rigorous, tightly designed curricula that blend the best theoretical with the best applied approaches.

b. To provide pathway for faculty, staff, students to have exchange opportunities with another culture's educational system, with its attendant opportunities to live in and interact with another culture and its society.

c. To strengthen the concept that the U.S. is not the top decision maker in the world; that it takes cooperative learning experience to develop the best approaches to joining knowledge and

developing stronger business, governmental, and educational ties across the world.

d. To develop bridges of communication and understanding between educational systems and cultures.

e. To strengthen the role of community colleges in education and training for business and industry needs in today's global marketplace.

f. To exchange faculty and materials so that academic quality will be improved.

g. To have faculty live in the U.S. and learn everything possible about U.S. teaching methods.

h. To establish opportunities for faculty to further their educational degrees at a four-year institution while they are studying, teaching, learning at a two-year institution.

i. To provide a pathway for students to attend graduate schools in the U.S. after completing their studies in the ROC (Taiwan).

j. To provide an opportunity for faculty to teach in another culture in order to blend teaching methods from both cultures and provide a pathway for communication.

5. Role of the CEO (this is key since Dr. Kim termed presidential leadership vital to the success of the program).

a. To encourage participation and appropriate preparation of faculty/staff/students in the exchange program.

b. To select the best institutions for sister colleges so faculty/staff/students will experience quality exchanges and increase their own quality.

c. To work with presidents/directors of colleges to establish appropriate sister college relationships.

d. To work with the MOE to develop international programs.

e. To visit U.S. colleges to observe and learn new methods and to check out equipment and facilities. Return with knowledge to share with MOE, faculty, and staff.

f. To establish methods of professional development and to arrange for faculty/staff/students to upgrade their educational degrees.

g. To make our own institutions the best possible.

h. To commit time to inspection visits, meetings, preparation of materials, and in-service training.

i. To develop an understanding of the language and culture of the sister college country.

j. To set up initial lines of communication to develop overall procedure for sister college programs.

k. To develop appropriate evaluative measures for review and improvement.

l. To ensure quality exchange of faculty, staff, students, information, and materials.

6. Criteria for selection of participants:

- a. Willingness to be a goodwill ambassador for the institution and the country.
- b. Willingness to make long-term commitment to the institution.
- c. Must be academically and professionally competent and respected in their field, regardless of their position, so they can relate to their counterparts in the host institution.
- d. Must be enthusiastic with personal and intellectual integrity.
- e. Willingness to commit time and energy to learn a new language and background information regarding another culture.
- f. Willingness to assist in preparation of exchange faculty, staff, and students when they return to home institution and at the host institution.
- g. Willingness to return from experience, develop reports, and share with other segments of the institution as well as the community.
- h. Faculty member should be a technical teacher in mechanical, industrial, electrical, or civil engineering to fit into NTIT selection criteria.
- i. Must have the ability to interact well with people of a different culture and be friendly so they can make many friends.
- j. Must have worked in the institution for at least three years and must agree to return to the ROC (Taiwan) institution and

teach for two years after they complete their exchange. (President Tang said that age is a factor, that the person must be a younger person; President Yoh said the MOE limits the exchange professor's age to under 45.)

k. U.S. faculty must be able to team-teach so they can work well with Chinese counterparts.

l. Selection is also based on the need of institution in areas where extra expertise is needed.

7. Identified specific programs for sister college exchange between LCC and NTIC and NTIT:

- a. English.
- b. Computer science.
- c. Commercial art.
- d. Business administration.
- e. Areas in which the institute wants to add expertise.
- f. Science.
- g. Technology.
- h. Mechanical, electrical, electronic, civil engineering.
- i. Language (Chinese).
- j. Mathematics.
- k. Computer-integrated manufacturing.
- l. Assess strengths of institution and share them.
- m. Health programs.

8. That approval of MOE is necessary in order for two-year National colleges in ROE (Taiwan) to be involved in sister college exchange.

9. Identification of those responsible for administration of sister college programs--LCC, NTIC, and NTIC.

10. Preparation of participants, once selected, for the sister college exchange program:

- a. Intensive English language studies.
- b. Information provided on host institution.
- c. Previous participants work with the person going.
- d. I work personally with each individual to tell them what I want them to accomplish.
- e. Require participants to develop a plan regarding what they wish to accomplish at host institution.
- f. They attend orientation program on host country, culture, and language provided by the MOE.
- g. Request they collect materials on home institution to take with them and gather gifts for hosts.

11. Identified the positive aspects (from the participant's point of view) of the faculty/staff exchanges that have taken place since the inception of the program and up to this time.

- a. There was a mutual learning experience and education between the American students and me. I have much patience in teaching the students; they like to ask me questions, and I like to talk with them.

b. It was a good learning process to study the equipment and the facilities, and the library management is so convenient, with such a good reading environment with an excellent information system. There is much speed and efficiency built into this information system.

c. Dr. Connolly was especially supportive of me, and he told me that he had never seen such a successful program with the teaching of his students and the IBM connection with my getting my master's degree. He went to the State (his boss) and got approval for a second year of the program because it was so successful and the general manager of IBM-Taiwan extended the program a second year for me to complete my master's degree because it was so successful the first year.

d. In addition to the good classes I took at LCC and MSU and with the Korean professors, I worked with Athena Chou (Warner) in the Chinese Conversation class at LCC and visited and talked/lectured at other LCC classes. Also I visited and had discussions with Dr. Bramer, Chairman of the Communications Department, and I learned much from him. I also visited reading classes, business writing class, and a journalism class. Mr. Bentley, the instructor in the journalism class, was also the instructor in my writing class. He was a good teacher who helped me improve my writing skills, which was good for my teaching at my institution. He taught the theory of writing and introduced articles to learn from and then asked me to write and correct any mistakes that were made. My experience with the culture

and ways of American living make it easier to explain to my students. Geography is better known and explained because I have been there.

e. My experiences with Professor Eugene Russell were especially helpful to me. He had me travel on field experiences with him to Grand Rapids, Zilwaukee Bridge, highway engineering projects, a cemetery, and construction projects. He treated me, a foreign person, very well. This helped me very much and was good experience for both engineering and English. We also went to power plants and sanitary treatment centers. It helped me to understand how people in the U.S. work and how they live. He also invited me to his own home.

f. Studied often in the LCC library and at the MSU mathematics library. Both excellent. East Lansing Inn was okay.

g. Good learning experiences in the classes I took, which included Personality of Management and English as a Second Language. I also worked a lot of time in the Language Laboratory. I still read English newspapers to practice my English. The Personality of Management was very difficult for me. Personality plays a very important role in management, and the work/labor union role is very important. More union is stressed in the U.S. In Taiwan, unions are not as strong since it cannot perform its duties because the government forbids the labor union to gain much strength in Taiwan. I learned so much about labor laws and worker benefits from this class and employee/employer relationships. Jim Johnson had much patience with me and my questions, and he spent an evening helping me to understand better. There were not very many students in this class, and I think it is a very

important class. There would be more students interested in Taiwan. In Taiwan there is more emphasis on production management and less on labor management since there is no shortage of labor in Taiwan. In Taiwan if you don't like to work there is always someone else to take your place.

h. The most special part was the chance to learn about the total comprehensive community college system.

i. The teaching experience in a different culture; the opportunities to work directly with three different presidents in two sister colleges; the freedom to become better acquainted and interact with students and faculty/staff; the privilege of "belonging" to sister institutions, becoming Vice-President of NTIC with my own office; the visits to over 20 institutions and discussions with Ministry of Education officials, governmental and educational agencies; the gaining of confidence and a sense of belonging in living in another culture and country; the lasting bonds of friendships and high respect built with people. The excellent scheduling and opportunity to be involved with all segments of the institution as a sister.

12. Identified suggestions for strengthening, improving, and formalizing the sister college procedures.

13. Identified ways in which participants changed their teaching methodologies as a result of their sister college exchange experience, e.g., more student discussion encouraged and more creative writing required in coursework.

14. That all participants felt positive about their exchange experience and would recommend it to their colleagues.

15. That everyone interviewed was eager to share their experiences and help to identify ways in which the sister college program could be strengthened and improved.

16. That the CEOs were all very supportive of the program and have personal involvement and commitment to help ensure its success.

17. That the original sister college agreements signed in 1979 established a framework for the sister college relationships but did not establish a structure under which to operate the program; therefore that operational structure needed to be established.

18. That each of the institutions has made a financial commitment to the sister college program and helped identify financial considerations of which institutions need to be aware when entering into sister college agreements, e.g., expenses for travel to and from host country, continuation of salary and benefits, allowances for food and living arrangements, and so on.

19. That, in some cases, it was apparent that the participants viewed the sister college exchange from their personal perspective rather than from the overall institutional or mankind perspective of what international education can mean for education and for the future of their nation in an interdependent world. However, the researcher's questions may have elicited the more personalized type of response.

Chapter V contains a summary of the overall research, with conclusions reached in regard to sister college relationships. Chapter V also contains recommendations developed by the researcher based on the knowledge gained through this selected review of the literature and the personal interview process with CEOs, sister college exchange participants, and the Director of International Programs at LCC. Suggested forms that the researcher developed in an attempt to formalize the process for exchange of faculty and staff between LCC and NTIC and NTIT are included in Appendix A.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

Chapter I presented the study, with an introduction to the problem in relation to the necessity to gain worldwide knowledge in the face of the economic impact on the United States by other nations of the world; the necessity to understand other cultures better in order to exist and compete in today's global society; and the necessity to build bridges of understanding and communication between nations. The role of higher education with particular focus in relation to international education was introduced in Chapter I.

Chapter I included the consideration of the role of sister college relationships between institutions from two different countries and the specific examination of the role of the sister college relationship between LCC in the United States and NTIC and NTIT in the ROC (Taiwan).

Definitions of terms for the study and limitations and delimitations of the study were also presented in Chapter I. In addition, the design of the study was outlined with the rationalization for using a qualitative research approach. A questionnaire was developed that focused on the personal interview process and was used as the instrument for data gathering. The researcher interviewed 12 people

involved in the sister college relationships between LCC, NTIC, and NTIT. These included the three current CEOs and the CEO emeritus who retired from NTIT in January 1985.

Chapter II provided an in-depth review of selected literature, which was presented to the reader on the basis of the global/economic perspectives and the role of higher education in international education with focus on the role of community colleges. The question whether community colleges should be involved at all in international education was also included in the selected literature search in Chapter II, and arguments were presented. The search of the literature for Chapter II then more tightly focused on the role of sister college relationships.

Chapter III provided a description of the design of the study with the citations emphasizing the use of qualitative research as the basis for the research along with support from the literature for the use of the questionnaire and the oral interview process. Chapter III also established the setting for the study and included a brief history of all three institutions, as well as information on each subject interviewed and the reasons for their inclusion in the study.

Chapter IV listed each question used in the interview process and summarized, synthesized, analyzed, and compared the responses of the CEOs, the participants in the sister college program, and the Director of International Programs at LCC.

Chapter V contains a summary of the study and the conclusions developed by the researcher regarding the role of sister college relationships in international education. This chapter also includes

recommendations developed as a result of the study and interview process. These recommendations may be helpful to the colleges currently involved in sister college relationships or those seeking to participate in these relationships. Chapter V concludes with the listing of recommendations for further study.

Conclusions--Sister College Relationships

Conclusions reached by the researcher include the following in regard to sister college relationships:

1. Through sister college relationships, education may be able to assist in developing the pathway for bridging the cultural and communication gap. Yet it must be noted that those selected to participate in the sister college relationship must have the ability to transfer meaning and generate understanding.

2. From the findings in the study, it appears that one method for establishing bridges of cultural/educational understanding and forming communication linkages is through sister college relationships.

3. The reasons given for sister college relationships by CEOs of Lansing Community College, National Taipei Institute of Technology, and National Taichung Institute of Commerce and the individual definitions provided by participants in the sister college exchange, as well as Dr. Kim, the Director of International Education at LCC, combined to establish the following collective definition: Formalized agreement that establishes a permanent relationship between two educational institutions supported by institutional policy which provides intercultural experiences to increase understanding of another country,

its people, governmental and educational systems as well as its business, industry, and economic structure. A mutually beneficial program that calls for exchange of faculty, staff, students, resource materials, technology, ideas, and information in order to learn from each other, increase academic quality, and assist in community service, especially as it relates to training for business, industry, and government. A method of building bridges of communication between nations to promote friendship in an interdependent world.

4. Sister college affiliations may provide the in-country laboratory that effectuates the exchange of knowledge, ideas, resources, and intercultural learning experiences. Programs can be initiated in international business practices; seminars developed for preparing the business person to know what to expect when traveling in a foreign country; step-by-step orientation programs can be used to teach prospective business/industry participants about another culture; foreign language training from the conversational approach through the more formal training courses can be offered; and through interinstitutional contacts with sister colleges, internship and work/study programs can be developed for students and instructors alike.

5. With these sister college affiliations, the instructors from the different cultures can more easily become an integral part of the community college faculty/staff, and community college faculty/staff can more easily become a part of the institutional staff in the foreign country.

6. As a result of educational exchanges through the sister college affiliation method, one may see in the near future cooperative intercultural exchange between business, industry, labor, and government. This can lead to interactive communication on a daily basis that builds friendships, mutual respect, and understanding of other people and other cultures. People-to-people programs serve to strengthen the human side of relationships that build the perpetual bridges of understanding and communication.

7. Sister college relationships provide the formal means to initiate this academic and intercultural exchange and understanding. Those bridges emerging from one nation to another through sister college affiliations can form the link through which humankind can cross the cultural barriers and form friendships.

8. The more faculty/staff/students become familiarized with another culture, the more they may be able to identify, clarify, and form individual opinions regarding their own and other cultures.

9. The more faculty/staff/students familiarize themselves with the languages of other nations, the easier communication becomes. Once communication begins to be processed on a more equal understanding basis, a rapport may begin to develop and a smaller world or "global community" begins to emerge on a people-to-people basis. President Emeritus Chih Tang (1984) stated in his interview with the researcher:

If we have one sister college then our world is doubled; if you understand one other language you have increased your world; the person's life is better. Our Chinese proverb says, "When we are in the house we depend on parents; when we go out, we depend on friends." If you have sister colleges you have more friends and are accepted better and quicker.

10. Knowing ourselves better through learning about others may be one of the most beneficial aspects of sister college relationships and may well be the reward of exchanging information as the bridges of understanding and communication link us to a better world. According to T. S. Eliot, when people learn about another culture, it is also a method of gaining more knowledge and understanding of their own world, for "we shall not cease from exploration, and at the end of all our exploring will be to arrive where we started and know the place for the first time" (in Ferish, 1979, p. 9).

11. Participants from LCC, NTIT, and NTIC involved in sister college exchange focused on their learning experiences and how these intercultural experiences were carried back to their institutions and their classrooms as a means of enriching and increasing the academic quality of their offerings--in other words, gaining a knowledge of their own world. Their responses relating to how their sister college experience had affected their teaching and academic offerings included:

- "Changed teaching methods and gave students more chance to ask questions and have discussion. Old method was for student to just listen, never discuss. It's good to let students express what they think and to train them in the ability to express themselves" (M. Yeh).
- "Our college can take the best of both systems and make more quality education for our students" (T. Chen).
- "Benefit was in opening my eyes to the American teaching methods. . . . When we can mix the best from America and the

best from ROC (Taiwan), this makes a much better system for students" (T. Yen).

--"I learned American teaching methods and how to write creative papers. . . . I have tried to adapt some of the U.S. methods . . . encouraged students to bring questions to class. . . . They thought it [the change] was good. I have begun to require some type of research papers in my class, and 80% have done well on this" (K. Chang).

--"I learned a great deal about the student advising system. I think that was one of the best things I learned. I have established a student advising committee in my department" (C. Chou).

--"The knowledge gained in my writing class and in the English as a Second Language class helped me improve my teaching and it helped me to help the other teachers in my department. I want my students to give their ideas and I have talked to my faculty members about this teaching method" (C. Tsai).

--"I found out there was an old-fashioned English and I learned the modern English. Now there is more efficient use of English. . . . This helps in writing correspondence" (C. Tsai).

12. The above responses suggest that blending the best of the teaching methodologies of both countries may be one way of learning more from each other and gaining a deeper understanding of one's own culture and educational system.

13. A procedure needs to be established with forms developed to systematize the exchange process.

14. Support from the governing body of the institution is necessary in order to provide CEOs the authority to establish and develop meaningful sister college relationships.

15. The leadership and personal involvement of the CEO is vital to initiate and develop meaningful sister college relationships that encourage participation of faculty/staff/students.

16. There must be financial commitment on the part of institutions involved in sister college relationships.

17. It is important to establish criteria for selection of sister colleges and for institutions to fit into those criteria in order to be affiliated as a sister college.

18. It is important to establish criteria for the selection of exchange participants and for exchange participants to meet those criteria.

19. It is important that a plan be developed by each participant in coordination with his/her CEO and/or supervisor to establish goals to be achieved during a sister college exchange.

20. An orientation program in both the home and host countries should be developed for exchange participants, to better prepare them for education and culture in the host country and institution.

21. Pre- and post-exchange briefings and debriefings need to take place between each exchange participant and the home and host CEOs.

Recommendations for Strengthening and Improving the Sister
College Relationships Between Lansing Community College
and National Taichung Institute of Commerce and
National Taipei Institute of Technology

The in-depth interview process allowed the researcher personally to gain the perspective of each CEO and participant in the sister college exchange as well as the Director of International Programs at Lansing Community College. Using this approach, the researcher was able to record and synthesize input from all interviewees to form recommendations that may serve to formalize the procedures for faculty/staff exchange and strengthen and improve the sister college affiliation between LCC and NTIC and NTIT.

Studying the past activities involved in the sister college affiliations between LCC and NTIT and NTIC through the in-depth interview process with those most intimately involved with the program formed the basis for determining where the sister college program can be strengthened and formalized to improve the relationship for the future. Thus, we study what has already transpired in order to build for the future. In this manner, the study, heuristic and descriptive in its approach, has led to the development of prescriptive recommendations and forms to systematize, improve, and strengthen the sister college program.

Taking into consideration the information gained from the personal interviews, the researcher compiled nearly 60 recommendations for formalizing, improving, and strengthening the process for the sister college affiliations between Lansing Community College and National Taipei Institute of Technology and National Taichung Institute

of Commerce. These recommendations are categorized into the following areas: (1) general institutional recommendations (1-15), (2) exchange procedures (16-48), and (3) financial considerations (49-57). The recommendations are not prioritized but are listed in what seems to be a logical sequence of events.

In addition to recommendations, the researcher developed forms for use as a method of establishing procedures for the sister college exchange program. These recommended forms are included in Appendix A. The recommendations and proposed forms may be useful in creating a more organized communications process through informational data gathering as it relates to participants.

It is recommended that all forms used in the sister college program be printed in both English and the language of the sister college. All forms are in suggested draft stage. It is the researcher's intention that these forms serve as a guide that may be refined for specific institutions through trial use.

The recommendations and suggested forms that have been developed by the researcher may be helpful to institutions involved and/or those seeking to become involved in sister college relationships between educational institutions in different countries. The researcher is hopeful that this study can become the foundation for the development of a more structured process for sister college affiliations that will be helpful to LCC, NTIT, NTIC, and other community and junior colleges in the United States and the Republic of China (Taiwan), as well as other colleges and countries throughout the world.

Overall Institutional Recommendations

1. That support and approval of the Ministry of Education of the ROC be obtained initially in order to establish sister college relationships for ROC institutions.
2. That the support of the LCC board of trustees be recognized through the development of a policy statement that incorporates the support of international/intercultural education and sister college affiliations.
3. That all involved sister college institutions place special emphasis on seeking external funds such as foundation, state, federal, or local grants to assist in further developing and promoting sister college relationships and exchanges for faculty/staff and students.
4. That each sister institution, through its CEO, compile a list of pertinent resource persons who would be helpful to the sister college programs. That funds be used to invite these special resources to the campuses of the institution for professional-development activities, in-depth study tours, and to familiarize them with the institutions involved in the sister college programs to help promote the logic behind the sister college program and to spark enthusiasm for the program's objectives as well as cultural awareness and understanding. This will again strengthen the bridges of communication and build joint efforts.
5. That each sister college promote the sister college affiliations/goals/objectives as a part of their mission, goals, and

commitments in their catalogs and other appropriate publications. Along this line, the colleges can perhaps develop a booklet on the sister college relationships with definition, recommendations, and so on. This study may form the foundation for the booklet. The booklet and specific brochures should be printed in both English and Chinese or appropriate sister college language.

6. That video briefings on sister colleges be shared with each other and that these video briefings be presented to faculty/staff/students across each of the sister colleges, so that as many institutional segments as possible become acquainted with the sister college program and what it means in terms of intercultural awareness, understanding, and communications; this should also be narrated in both languages.

7. That management/study tours be set up that will allow for all segments of the institution as well as community participants to visit business/education/industry and government in the sister college country(ies) with opportunities to be briefed by top officials in each of these areas. Sister college personnel can provide the links to setting up the in-country travel, hotel, and management-briefing contacts.

8. That joint workshops/seminars be held for faculty/staff/students at least once a year for professional/staff development purposes (alternate the host country).

9. That joint workshops/seminars be developed through video-conferencing for professional-development purposes on an annual basis

in addition to the in-country seminars/workshops listed in Recommendation 8.

10. That research begin as soon as possible to develop a process of teaching through video-conferencing. Research needs to focus on which courses would best lend themselves to the video/telecourse method of teaching, which students would best fit into the pilot program, costs, satellite connections, and so on.

11. That more short-term exchange learning experiences take place that include five to ten students and an appropriate number of faculty members so that there can be more student/faculty involvement in the sister college programs.

12. That, where appropriate and where the coursework fits, arrangements be made for four- to six-week cooperative internships in business/industry/government for one or two student participants.

13. That at least one faculty/staff/administrator exchange take place between sister institutions each year, and more if possible.

14. That board of trustees members and Ministry of Education officials be encouraged to participate in exchange visits and that these same persons be encouraged to participate in exchange activities when faculty/staff/students are at sister colleges.

15. That each sister college work carefully with the media to increase their knowledge and understanding of sister college affiliations and activities.

Recommendations Regarding
Exchange Procedures

16. That a general file of interested potential participants for sister college program assignments be maintained by the Director of International Education.

17. That potential participants be encouraged to fill out a general application so that the general file can be maintained. (See recommended application form #1.)

18. That when a sister college notifies the CEO or his/her designee that it is interested in having exchange faculty/staff/students in its institution, a notice is published throughout the institution stating this information. (See recommended form #2.) (This provides an opportunity for those who have not filled out the general application form to be made aware of the opening and fill out the general application form.)

19. That a committee comprising the International Education Director, the Program Director/Chairperson of the involved department, the Divisional Dean, and any other persons designated by the CEO review application forms, interview appropriate candidates, and based on developed scoring criteria including professional and personal attributes, recommend the final selected candidate to the CEO for approval to participate in the program. (See recommended form #3.)

20. That once selected by the home institution, the background information, including the completed application form and a resume of the potential participant be forwarded to the sister college's CEO so that the information can be considered by the host institution for

approval. A photograph should be included with the resume. Recommended form #4, completed by the Director of International Programs, should accompany the application form and resume.

21. That once appropriate selection and approval have taken place in both the home and host institutions, the participant is to complete his/her portion of recommended form #5 and the International Education Director is to complete the Director's portion of the same form. This particular form will assist in intrainstitutional communication and ensure that a general checklist is followed to systematize and organize the preparation and departure procedure after the participant is selected for an assignment. A copy of this form should be forwarded to sister college officials so they will be aware of the objectives/goals of the participant. A formal letter of invitation should be issued upon approval of the particular program. A sample letter of invitation is included with these recommendations. (See recommended form #6.) IAP-66 must be completed during this time and included with the letter of invitation. (See recommended form #7 for IAP-66.)

22. That the host sister college also prepare and share with the home college and the participant a proposed briefing sheet, including the assignment, duty hours, contact person, expectations, special holidays and dates that assignment will cover on a daily schedule basis, with some suggested cultural and educational activities that will be taking place during the time the participant is involved in the educational exchange. Also included in this information could

be suggestions for living arrangements and schools for children, if necessary. (See recommended form #8.)

23. That an orientation be scheduled for the participant in the home college before departure. The length of the orientation program can be flexible but should include the following areas:

Language training (unless the participant is already proficient in the language. If language speaking ability already exists, the participant may wish to concentrate on reading and writing skills.)

Cultural orientation, including background on the history of the country as well as an overview of the governmental and educational systems. Cultural orientation should also include information on the value systems, customs in business, government, education, hospitality and hosting information, monetary information on exchange rate, exchange of gifts, and so on.

Part of this orientation should also include areas such as passport and visa information and form for obtaining same; preparation of travel schedule with final arrangements set, and information on housing in the host country. Included also should be work and moral responsibilities while in host institution and host country. This includes being a goodwill ambassador for the nation and the home institution.

Correspondence with the contact person in the host institution could also begin during this period.

A map of the country should be studied as well as information on the local region and in-depth information studied on the educational institution in which the participant will be teaching/working.

Also of extreme value is "walking the participant through the travel itinerary from leaving the airport in his/her home area to arrival at the airport at the host country. If the person is being met by a host individual, that individual's name, photo, phone number, and the phone number of the educational institution should be part of the information packet prepared before departure. If the participant is not being met at the airport, but is instead to proceed to a particular address/place, that should be explained in writing as well as who is to be contacted upon arrival at the prescribed place and the date that the participant is to be briefed by appropriate personnel. (Walking through the jet-lag experience should be included.)

The orientation can be the key to the entire exchange experience. This is the time that the participant should have in-depth conversations and briefings with the CEO, appropriate supervisor(s), and the Director of International Education, as well as other appropriate resource persons, to discuss overall institutional objectives and personal/professional objectives for the exchange experience. Key resource people can include people both within and without the institution who have previously been involved in the exchange program or who have visited the institution and/or the country.

24. That each participant be assigned an appropriate "host counterpart." This person can assist in all aspects of working with the participant. The host may be the team teacher, the team worker, or an administrator--whoever has the best ability to work with the participant. Areas that this person can cover involve classroom

preparation for teaching and/or preparation for the participant to attend classes. This person will have the daily schedule for the participant and will go over this carefully with the participant.

The same person can be assigned to help on a personal basis; however, a different person (host) could work with the participant as it pertains to the "home front" regarding housing, neighborhood adaptation, local transportation, grocery shopping, banking, and personal services such as haircuts, laundry, doctor, and dentist.

The person assigned to help on the homefront can work with the professional host to ensure that the participant has opportunities to meet people and to attend cultural events, meetings, professional activities, church, sightseeing, historical museums, movies, restaurants--the real cultural side of the experience, which hopefully includes a short homestay or visits to homes. The care given by these hosts can make the difference in the success of the overall experience. This is the type of attention that leads to long-lasting friendships and perpetual bridges of understanding and communication. This attention also tends to alleviate any homesickness problems.

25. That a briefing soon after arrival in the host country take place with the CEO of the institution and other key individuals so that the participant feels comfortable knowing these persons and has an opportunity to share his/her objectives personally and can learn the objectives of the CEO for the exchange. Complete tour of all campus facilities should also take place during this time.

Briefings should take place with other key institutional personnel during this same period, which will be referred to as the orientation period in the host institution. A one-week period of time is recommended for this host orientation with that time scheduled immediately after the participant has had approximately two days to rest and relax and clear the jet-lag period.

26. That the host institution provide a furnished apartment (or appropriate living quarters) for each participant that contains a telephone, television, and cooking facilities in order for the participant to be in a home atmosphere. This not only leads to a higher comfort level but enhances the acculturation/language assimilation process. This may result in a more normal life style and tends to lead to increased study/learning habits.

27. That appropriate recognition be given to exchange participants. This can be provided through articles in student newspapers, internal and external publications, board of trustees agendas, Ministry of Education information, and so on.

28. That all participants be introduced at administrative meetings, board of trustees meetings, student government meetings, and other appropriate institutional events, meetings, and activities such as departmental meetings. This can provide the vehicle for building relationships that will continue to spark enthusiasm for the exchange program.

29. That all participants have an opportunity to team teach and/or guest lecture as well as having an opportunity to participate in

host-institution courses. In addition, and where appropriate, graduate study coursework should also take place with the host assisting the participant to register in the appropriate graduate institution.

30. That appropriate opportunities be made available for participants to make presentations to community groups to provide exposure to the participant and to build community relationships that will also promote the sister college exchange program that will spark community enthusiasm and build intercultural awareness and understanding.

31. That appropriate visits to business, industry, and governmental agencies also be arranged, with meetings with legislators and other appropriate contacts set up to again spark the enthusiasm for the exchange program and to promote exchanges between business/industry and governmental agencies.

32. That, where appropriate, short-term work/study or internship programs be arranged with business/industry/governmental agencies for the participant.

33. That, where appropriate, the participant have an opportunity to visit K-12 school systems with an opportunity to talk with students and/or faculty/staff. This will spark enthusiasm and interest in the K-12 school districts, and mutually beneficial programs can be established between the colleges and the K-12 school systems, which will strengthen the communications process locally and can lead to overseas programs. This also can lead to international curricula being instituted or strengthened in the K-12 districts.

34. That each institution honor the academic calendar of the other institution with exchange experiences being scheduled at appropriate term/semester periods of time with the participant scheduled to arrive on campus at least one week before the scheduled beginning of the term/semester. This timing is most important in relation to teaching. Administrators, students, and staff need also to adhere to careful consideration of the host-institution calendar with the dates approved by the host institution.

35. That telephone progress reports be made on a regular basis by the participant to appropriate supervisor(s) in the home institution and verbal progress reports be made on a regular basis to the host colleague in the host institution.

36. That a preliminary progress report form be completed by the participant half-way through the exchange program, with a copy being retained in the host-institution file after being discussed with appropriate host personnel, and that a copy be forwarded to the CEOs of both institutions with a copy also being forwarded to the appropriate home supervisor(s). (See recommended form #9.) This helps the follow-through process and still allows time for completion of objectives and/or addition of new objectives after the participant has become more familiarized with the host institution and country.

37. That a final progress report form be completed by the participant at the completion of the exchange program and, preferably, before returning home. An addendum report can be filed for continued thoughts and recommendations after the participant has returned home.

(See recommended form #10.) This report should be filed with the Director of International Programs, with copies to the CEOs and other appropriate supervisor(s), deans, chairpersons, host colleague, and so on.

38. That each participant carefully list and collect the resource materials he/she wishes to take home, and that the host institution assist with the shipment to the home institution.

39. That each participant have an opportunity to personally meet with the CEO and other appropriate persons before leaving the host institution and the country for a final verbal briefing.

40. That appropriate field trips take place during the exchange experience; however, if course schedules make the trips impossible during the term/semester, it is recommended that the field trips take place after the exchange experience and before returning to the home country. The host institution can assist in setting the schedule for these learning experiences, and, where possible, host-institution personnel should accompany the participant. Also, where possible, the field-trip expenses should be paid by the host institution.

41. That upon return to the home institution the participant personally meet with the CEO and other appropriate supervisor(s) to verbally brief them on the exchange experiences and accomplishments.

42. That appropriate recognition be given to the exchange participant in his/her home institution before leaving for the exchange and upon return from the exchange. Interviews by student newspapers

and internal/external publications are again appropriate for this type of recognition.

43. That appropriate opportunities be provided for the participant to make presentations to his/her colleagues and other faculty, staff, administrators, and students so that there is a dissemination of materials as well as a sharing of the enthusiasm for the exchange experience.

44. That resource materials collected be placed in departmental and/or collegewide libraries so that the materials can be used by all faculty/staff/students.

45. That the participant feel free to continue to contact the host colleague to assist in gathering resource materials after the participant has returned to the home institution.

46. That participants be encouraged to develop new methods of teaching that blend the best of both educational systems to improve the quality of the academic learning experience for students.

47. That participants be encouraged to establish an alumni association within their home institution of all those who have participated in particular sister colleges; and that all alumni be added on all host-institution mailing lists for student newspapers and internal/external publications so that they remain a part of the host institution.

48. That an evaluation form be completed by appropriate host-college personnel to record their perception/observation of the participant's activities, teaching/working experiences, and abilities.

(See recommended forms #11 and 12.) If the participant teaches, he/she should also be evaluated by students with the regular teaching evaluation form/process. (See LCC sample forms #13 and 14.)

Recommendations for
Financial Consideration

49. That appropriate monetary recognition at the rate of full-time professor be provided to participants for their teaching/lecture/workshop/seminar time in the host institution.

50. That regular rate of pay and employee benefits be extended to the participant by the home institution during the exchange experience.

51. That a round-trip air transportation ticket be provided by the home institution for the participant. Where possible, it is recommended that the ticket include stops in some special cities/areas since this may be the only time that an exchange participant may have an opportunity to visit the host country.

52. That tuition and textbooks for host-institution course enrollment for the participant be provided by the host institution.

53. That tuition for graduate study at a four-year college or university be provided by the home institution. The host institution is encouraged to assist in obtaining scholarships or graduate assistantships where possible.

54. That, where possible, arrangements be made by the host institution for free institutional cafeteria privileges.

55. That, according to the U.S. Exchange Visitor Program, each exchange participant must have appropriate health, accident, and death insurance, and that this insurance be provided by the host institution.

56. That funds for daily living expenses, including local transportation, miscellaneous expenses, and so on, be provided by the home institution and that personal expenses be the responsibility of the participant. Also, if it is feasible for the participant to include his/her family in the exchange experience, the expenses for the family should be the responsibility of the participant.

57. That the expenses for in-country field trips and cultural/educational activities in the community be assumed by the host institution unless that trip is planned as a personal trip by the participant. In that case, the expense should be assumed by the participant.

Recommendations for Further Study

The researcher has examined the sister college relationships between LCC and NTIC and NTIT from the standpoint of documenting the sister college exchange experiences that have taken place since the inception of the sister college relationships in 1979. These relationships have been viewed through the eyes of the CEOs of the institutions, the LCC Director of International Education, and the faculty/staff who have participated in the sister college exchange relationships.

Responses to the appropriate questionnaires were recorded, transcribed, synthesized, and analyzed, and from these responses were developed recommendations and forms to improve, strengthen, formalize,

and systematize the sister college procedures. It was important to document the experiences that have transpired in these sister college relationships in order to better understand what has been experienced and build from that experience. It is now important to consider areas that have been raised by this study that will require further study.

Recommendations for further study raised by this research include the following:

1. Consider the sister college relationship between LCC and NTIC and NTIT from the perspective of faculty and staff who have not participated in the sister college exchange with particular reference to defining the term "sister college relationship" and the viewpoint of this population in relation to the need for internationalizing the curriculum.
2. Consider the sister college relationship between LCC and NTIC and NTIT from the perspective of selected students in all three institutions with particular reference to defining the term "sister college relationship" and the viewpoint of this segment of education in relation to the need for internationalizing the curriculum.
3. Consider a study to sample community colleges throughout the United States to determine the number that have sister college relationships with educational institutions in foreign countries and the reasons for establishing those relationships and for establishing relationships with a particular institution in a particular country.

4. Consider a study to sample two-year colleges throughout a selected set of foreign countries to determine the number that have sister college relationships with educational institutions in a country foreign to them, and the reasons for establishing those relationships and for establishing the relationships with a particular institution in a particular country.

5. After establishing which community colleges in the United States do and do not have sister college relationships, consider a study to sample the faculty and staff of those institutions that have sister college relationships and those that do not, in order to compare the awareness level and viewpoint regarding their perspective of the importance of teaching from a global perspective.

6. Consider a study to determine, through participant observation, questionnaire, and personal interview process, the similarities and differences in leadership styles of the four CEOs involved in this study.

7. Consider a study to determine two two-year colleges in the ROC (Taiwan) and two-year community colleges in the United States that do not have sister college agreements with another country and compare the leadership styles of those CEOs with the CEOs in this study.

8. Consider a study to determine the location of the foreign student population in the educational institutions in the United States and determine the reasons for students from certain countries attending certain community colleges; e.g., does that community college have a sister college agreement with an educational institution in the country

of the highest segment of foreign student population, or is there a large resident population from the country showing the largest number of foreign students?

9. Consider a study to sample the community in which LCC is located to determine the awareness level of community members regarding sister college relationships and international education needs.

10. Consider a study to sample business and industry in the community college district in which LCC is located to determine their needs for employees trained in areas of international business/industry and determine through an assessment of those needs how LCC can develop training programs to meet the needs of international business and industry.

11. Consider a study to sample state and local government in the LCC district to determine their needs for employees trained in areas of international expertise, e.g., language, culture, education, and so on, and determine through an assessment of those needs how LCC can develop training programs to meet these needs.

12. Consider a study to replicate this study with different selected institutions in the ROC (Taiwan) and their selected sister colleges and compare the recommendations developed for formalizing and systematizing the procedure with the recommendations developed in this study.

13. Consider a study to track the participants in this study to determine if their careers match the career goals they specified in this study.

14. Consider the study of a successful sister college relationship and its effects on the institution as related to internationalizing the curriculum and exchange of faculty, staff, and students.

15. Consider a study to track students who are involved in international exchange programs to determine if their careers involve international aspects of business, industry, education, government, labor, and so on.

16. Consider a study to compare similarities and differences in governance, finance, organizational structure, instruction, physical plant, teaching methodologies, and student and instructor profiles in LCC, NTIC, and NTIT.

APPENDICES

APPENDIX A
SUGGESTED FORMS

Copy 1 - Submit to Director
 of International Programs
Copy 2 - Divisional file
Copy 3 - Personal file

APPLICATION TO PARTICIPATE
IN SISTER COLLEGE FACULTY/STAFF
EXCHANGE PROGRAM

NAME _____

ADDRESS _____

TELEPHONE: HOME _____ CAMPUS _____

POSITION _____

YEARS IN CURRENT POSITION _____

PREVIOUS POSITIONS HELD IN COLLEGE _____

TOTAL YEARS EMPLOYED BY COLLEGE _____

EDUCATIONAL BACKGROUND _____

AREAS PREPARED TO TEACH/WORK (Please list by choice preference)

1. _____

2. _____

3. _____

TERM/SEMESTER DESIRED

COUNTRY DESIRED

COLLEGE DESIRED

LENGTH OF STAY DESIRED

LEAVE _____ RETURN _____

PLEASE LIST FOREIGN LANGUAGES YOU CAN SPEAK/WRITE/READ. (RATE YOUR PROFICIENCY)

<u>LANGUAGE</u>	<u>SPEAK</u>	<u>PROFICIENCY</u>

_____	_____	_____

_____	_____	_____

<u>WRITE</u>	<u>PROFICIENCY</u>

_____	_____

_____	_____

<u>READ</u>	<u>PROFICIENCY</u>

_____	_____

DO YOU HAVE VALID PASSPORT? _____ VISA? _____

DO YOU WISH TO HAVE YOUR FAMILY ACCOMPANY YOU? (Note: this is subject to approval of host institution and depends on availability of housing, etc.) _____

WHY DO YOU WISH TO PARTICIPATE IN THIS EXCHANGE PROGRAM(S)? _____

BRIEFLY DESCRIBE GOALS TO BE ACHIEVED DURING YOUR TEACHING/WORKING EXPERIENCE _____

HOW DO YOU THINK THIS WILL BENEFIT YOU? YOUR INSTITUTION? YOUR STUDENTS? _____

ADDITIONAL COMMENTS: (Please attach extra sheets as needed.)

NOTE: Please attach current resume'.

Signature _____

Approved By: _____
(Chairperson/Supervisor/Dean)

For International Director Use:

- (1) Date received _____
- (2) Date Interviewed _____
- (3) Listed in availability _____
- (4) Sister College contacted _____

NOTICE

THE FOLLOWING SISTER COLLEGE HAS INDICATED A DESIRE TO HAVE EXCHANGE
FACULTY/STAFF/STUDENTS PARTICIPATE IN THEIR COLLEGE:

NAME OF COLLEGE _____

COUNTRY _____

PROGRAM/CURRICULAR AREA(S)

PERIOD OF EXCHANGE (e.g. term or semester) _____

DATE TO COMMENCE _____

COMPLETION DATE _____

REQUIRED BACKGROUND EXPERIENCE NECESSARY _____

FOR FURTHER INFORMATION AND PARTICULARS DIRECT A MEMO OF INQUIRY TO
DIRECTOR OF INTERNATIONAL PROGRAMS _____

OR CALL _____

INTERVIEW FORM

NAME _____

DEPARTMENT/DIVISION _____

CLASSES THAT CAN BE TAUGHT IN SISTER COLLEGE _____

SCORING CRITERIA:

	<u>Points</u> Score 1-10
NUMBER OF YEARS WITH INSTITUTION _____ (Must have been with institution 2 years)	_____
EVALUATION OF STUDENTS WHO HAVE ATTENDED CLASSES: _____	_____
EVALUATION OF SUPERVISOR: _____	_____
WILLINGNESS/ABILITY TO SERVE AS GOODWILL AMBASSADOR FOR INSTITUTION/COUNTRY _____	_____
WORK RECORD - ATTENDANCE _____ ATTITUDE _____	_____
LANGUAGE SPOKEN _____	
READ _____	
WRITTEN _____	
PREVIOUS FOREIGN EXPERIENCE (give dates) _____	_____

TOTAL SCORE _____

APPROVAL OF SUPERVISOR _____
(Signature)INTERVIEWER _____
((Signature))

FORM TO BE FORWARDED TO HOST INSTITUTION BY DIRECTOR OF INTERNATIONAL PROGRAMS (Include copy of original application Form #1)

The following instructor/staff has been selected and given preliminary approval to participate in the sister college program between

_____ and _____
(name of college) (name of college)

RECOMMENDED PARTICIPANT:

NAME _____

DEPARTMENT/DIVISION _____

HOME ADDRESS _____

HOME PHONE _____ OFFICE PHONE _____

DATE(S) AVAILABLE FOR EXCHANGE: _____

BACKGROUND INFORMATION: (See attached resume' for complete background information.)

EDUCATION: _____

HOBBIES: _____

FAMILY MEMBERS: _____

PARTICIPANT WISHES FAMILY TO ACCOMPANY: YES _____ NO _____

Signature

Participant _____

Director International Programs _____

Chief Executive Officer or
designee _____

* * * * *

HOST INSTITUTION APPROVAL:

Dept/Division Dean _____

Director of International Programs _____

Chief Executive Officer or Designee _____

PLEASE RETURN COPY OF THIS APPROVAL AFTER IT IS SIGNED TO:
DIRECTOR OF INTERNATIONAL EDUCATION (HOME INSTITUTION)

TO BE COMPLETED BY PARTICIPANT
AFTER SELECTION FOR
SPECIFIC EXCHANGE EXPERIENCE

NAME _____

ADDRESS _____

TELEPHONE HOME _____ CAMPUS _____

INSTITUTION TO WHICH ASSIGNED _____

ADDRESS _____

PHONE _____

ASSIGNMENT _____

DATE ASSIGNMENT TO COMMENCE _____

COMPLETION DATE _____

DOES PARTICIPANT WISH TO HAVE FAMILY ACCOMPANY HIM/HER? YES ____ NO ____

IF YES, PLEASE COMPLETE THE FOLLOWING INFORMATION:

NAME OF SPOUSE: _____

SPECIAL INFORMATION ON SPOUSE:

PROFESSION _____

HOBBIES _____

CHILDREN:	<u>NAME</u>	<u>AGE</u>	<u>GRADE IN SCHOOL</u>

	_____	_____	_____

	_____	_____	_____

	_____	_____	_____

	_____	_____	_____

ARE YOU PREPARED TO COVER FINANCIAL ARRANGEMENTS FOR FAMILY FOR
TRAVEL, HOUSING, FAMILY INSURANCE, MISCELLANEOUS LIVING EXPENSES?

EMERGENCY CONTACT:

NAME _____ RELATIONSHIP _____

ADDRESS _____

PHONE: HOME _____ OFFICE _____

INSURANCE INFORMATION:

COMPANY NAME: _____

POLICY# _____

IMPORTANT - PLEASE USE THE SPACE BELOW TO LIST THE OBJECTIVES YOU WISH
TO ACHIEVE DURING YOUR EXCHANGE EXPERIENCE. _____

Signed

Participant

Director of International Programs

TO BE COMPLETED BY DIRECTOR OF INTERNATIONAL PROGRAMS: (HOME COLLEGE)

NAME OF PARTICIPANT _____

DEPARTMENT/DIVISION _____

APPROVAL RECEIVED FROM: _____

HOME INSTITUTION _____ (DATE) _____

HOST INSTITUTION _____ (DATE) _____

DATE OF EXCHANGE _____

FORM CONTINUES ON PAGE 4 WITH CHECK LIST

CHECKLISTIAP-66 ISSUED (for participants coming to U.S. institution) _____
(See Sample of IAP-66 - Form #7) (date)PASSPORT: Applied for _____ Received _____
(date) (date)VISA: Applied for _____ Received _____
(date) (date)INTERNATIONAL INSURANCE COVERAGE CONFIRMED _____
(Date)

TRAVEL REQUEST _____

ADVANCE NECESSARY? _____ RECEIVED _____

HOUSING ARRANGEMENTS _____
(Established through host institution)

TRAVEL ARRANGEMENTS MADE/CONFIRMED _____

AIRLINES _____ DATE _____

HOST INSTITUTION CONTACTED FOR ARRIVAL DATE: _____

ORIENTATION PROGRAM DATE(S) _____

SUBSTITUTE NECESSARY? _____

IF SO, IS SUBSTITUTE ARRANGED FOR? _____

NAME OF SUBSTITUTE _____

PARTICIPANT/SUBSTITUTE MEETING HELD TO ORIENT
SUBSTITUTE _____Signed _____
Participant_____
Director of International Programs



Lansing Community College
P.O. Box 40010
Lansing, Michigan 48901-7211

SAMPLE LETTER OF INVITATION
INDICATING:

- (1) official invitation
- (2) period of exchange
- (3) areas to be studied/taught
during exchange

December 3, 1985

This type of letter can be
adapted for the individual
involved and for their area
of expertise.

Professor John Chou
Director, Electrical Engineering Department
National Taipei Institute of Technology
3, Section 1, Hsin-Sheng South Road
Taipei, Taiwan
REPUBLIC OF CHINA

Dear Professor Chou:

It is a pleasure to give you a special official invitation to visit Lansing Community College from January 27th through February 20th, 1986. As you are aware, we are the Midwest Training Center for CADAM, and we will have special seminars taking place during that time. With your experience with IBM, we feel that your expertise would be very helpful to our College. Also, there will be special seminars during that time on statistical process control and our whole area of computerized integrated manufacturing (CIM), which should be helpful for you and your institution.

We sincerely believe that your presence in our College during that period of time will be another way in which we can strengthen the sister college relationship between National Taipei Institute of Technology and Lansing Community College. We look forward to seeing you in January of 1986. If we can be of any assistance with your travel arrangements or in any other way, please do not hesitate to give us a call.

Sincerely,

Philip J. Gannon
President

mt

PLEASE DO NOT STAPLE THIS FORM

OMB-108-R0017 INTERNATIONAL EDUCATION AGENCY ASSOCIATE DIRECTORATE FOR EDUCATIONAL AND CULTURAL AFFAIRS CERTIFICATE OF ELIGIBILITY FOR EXCHANGE VISITOR (J-1) STATUS		A152763
PART I — IT IS HEREBY CERTIFIED THAT:		THE PURPOSE OF THIS FORM IS TO 1 Begin a new program 2 Extend an on going program 3 Transfer to a different program 4 Replace a lost form 5 Permit visitor's immediate family to enter U.S. separately
1. (Male) <u>(FAMILY NAME OR EXCHANGE VISITOR)</u> <u>(FIRST NAME)</u> <u>(MIDDLE NAME)</u> (Female) born <u>(Mo.)</u> <u>(Day)</u> <u>(Yr.)</u> at <u>(City)</u> , <u>(Country)</u> a legal permanent resident of <u>(Country)</u> , <u>(Code)</u> , whose position in that country is _____ <u>(Prof Code)</u> U.S. address _____		
2. will be sponsored by _____ _____ to participate in Exchange Visitor Program No. _____, which is still valid and is officially described as follows: "A program of Lansing Community College to provide short term learning experiences not to exceed one year involving research, teaching, lecturing, observation, consultation at the college and in some instances with selected participants temporarily placed at other accredited technical institutes under college's auspices for specially selected foreign guest instructors visiting professors and international visitors, to promote the general interest of international exchange."		
3. This form covers the period from <u>(Month)</u> <u>(Day)</u> <u>(Yr.)</u> to <u>(Month)</u> <u>(Day)</u> <u>(Yr.)</u> (TWO YEAR MAXIMUM) If this form is for family travel or replaces a lost form, the expiration date on the exchange visa(s) is _____		
4. The category of the visitor is 1 Student, 2 Trainee, 3 Teacher, 4 Professor, 5 Research Scholar or Specialist, 6 International Visitor, 7 Professional Trainee, and the specific educational field or non-study activity to be engaged in is <u>Code No.</u> _____, verbally described as follows: <u>(Daily Field Code)</u>		
E. During the period covered by this form, it is guaranteed that the following financial support in U.S.\$ will be provided to the exchange visitor by: a. () The Program Sponsor in item 2 above \$ _____ Financial support from organizations other than the sponsor will be provided by one or more of the following: b1. () U.S. Government Agency(ies): _____ Agency Code, \$ _____; b2. _____ Agency Code, \$ _____ c1. () International Organization(s): _____ Int. Org. Code, \$ _____; c2. _____ Int. Org. Code, \$ _____ d. () The Exchange Visitor's Government \$ _____ e. () The International Commission of the visitor's Country \$ _____ f. () All other organizations providing support \$ _____ g. () Personal funds \$ _____ (If necessary, use above spaces for funding by multiple U.S. Agencies or Int. Organizations)		
B. INS USE _____ _____ _____ _____ _____ _____	7. _____ <u>(Name of Official Preparing Form)</u> (Title) _____ <u>(Address)</u> _____ <u>(Signature of Responsible Officer or Alternate R.O.)</u> (Date)	
PART II—ENDORSEMENT OF CONSULAR OR IMMIGRATION OFFICER REGARDING SECTION 212(a) OF THE INA. I, (Name) _____ (Title) _____ have determined that the alien in the above program 1. () is not subject to the two year residence requirement; 2. () is subject based on: A. () government financing and/or B. () the Exchange visitor skills test and/or C. () PL 94-484 as amended _____ <u>(Signature of Officer)</u> (Date)	PART III—STATEMENT OF RESPONSIBLE OFFICER FOR RELEASING SPONSOR (FOR TRANSFER OF PROGRAM) Date _____, Transfer of this exchange visitor from program No. _____ sponsored by _____ to the program specified in item (2) is necessary or highly desirable and is in conformity with the objectives of the Mutual Educational and Cultural Exchange Act of 1961 _____ <u>(Signature of Officer)</u> (Date)	

INSTRUCTIONS FOR AND CERTIFICATION BY the alien beneficiary named on page 1 of this Form:

Read and complete this page prior to presentation to a United States consular or immigration official.

1. I understand that the following conditions are applicable to exchange visitors:
 - (a) *Extension of Stay and Program Transfers:* The initial period of stay in the United States authorized for an exchange visitor may not exceed one year, notwithstanding the fact that a sponsorship beyond that period may be contemplated. The completed Form IAP-66, which is required in order to apply for an extension or transfer, may be obtained from or with the assistance of the sponsor. It must be submitted to the appropriate office of the Immigration and Naturalization Service within fifteen to sixty days before the expiration of the authorized period of stay.
 - (b) *Limitation on Stay:* STUDENTS - as long as they pursue a substantial scholastic program leading to recognized degrees or certificate. (However, students whom the sponsor recommends for practical training may be permitted to remain for such purpose for an additional period of up to 18 months after receiving their degree or certificate.) BUSINESS AND INDUSTRIAL TRAINEES - 18 months. TEACHERS, PROFESSORS, RESEARCH SCHOLARS, and SPECIALISTS - 3 years. INTERNATIONAL VISITORS - 1 year. PROFESSIONAL TRAINEES: Graduate Nurses - 2 years; Medical Interns and Residents - 2 years with possibility of extension as provided by PL 94 484 as amended; Medical Technologists; Medical Record Librarians, Medical Record Technicians, Radiologic Technicians, and Other Participants in Similar Categories - the length of the approved training program plus a maximum of 18 months for practical experience, not exceeding a total of 3 years.
 - (c) *Documentation Required for Admission or Readmission as an Exchange Visitor:* To be eligible for admission or readmission to the United States, an exchange visitor must present the following at the port of entry: (1) A valid nonimmigrant visa bearing classification J-1, unless exempt from nonimmigrant visa requirements; (2) A passport valid for six months beyond the anticipated period of admission, unless exempt from passport requirements; (3) A properly executed Form IAP-66. Copies one and two of Form IAP-66 must be surrendered to a United States immigration officer upon arrival in the United States. Copy three may be retained for re-entries within a period of previously authorized stay.
 - (d) *Change of Status:* Exchange visitors are expected to leave the United States upon completing their objective. An exchange visitor who is subject to the two-year home-country physical presence requirement is not eligible to change his/her status while in the United States to any other nonimmigrant category except, if applicable, that of official or employee of a foreign government (A) or of an international organization (G) or member of the family or attendant of either of these types of officials or employees.
 - (e) *Two-Year Home Country Physical Presence Requirement:* Any exchange visitor whose program is financed in whole or in part, directly or indirectly by either his/her own government or by the United States Government is required to reside in his/her own country for two years following completion of his/her program in the United States before he/she can become eligible for permanent residence (immigration) or for status as a temporary worker ("H") or as an intracompany transferee ("L"). Likewise, if an exchange visitor is acquiring a skill which is in short supply in his/her own country (these skills appear on the *Exchange Visitor Skills List*) he/she will be subject to this same two-year home-country residence requirement as well as alien physicians entering the U.S. to receive graduate medical education or training (Section 212(e) of the Immigration and Nationality Act and PL 94 484, as amended).
2. I seek to enter into, or remain temporarily in, the United States as an exchange visitor under Section 101(a)(15)(J) of the Immigration and Nationality Act, as amended, for a total maximum stay of _____ (months or years) for the purpose of (state type of degree, certificate, or other objective toward which your program participation will be directed. Doctors of medicine should indicate their medical specialty): _____
 and I understand that I shall be permitted to perform only those activities described in Item 2 and 4 on page 1 of this Form.
3. My passport numbered _____ issued by _____ (Country) expires on _____ (Mo./Day/Yr.)
4. I ☐ have ☐ have not (check one) been in the United States previously as an exchange visitor. (If you have been in the United States previously as an exchange visitor, show total length of time: _____, and dates: _____):
5. (To be completed only if application is being made for extension of stay or Program transfer. Use a continuation sheet if necessary.) I first entered the United States as an exchange visitor, or acquired exchange visitor status, on _____ (Mo./Day/Yr.) and have engaged in the following activities under the sponsorship of respective institutions listed for each activity (include program numbers): _____
6. I understand that a Consular or Immigration Officer will determine whether I am subject to the two year home country physical presence requirement described in item 1(e) above. If such officer determines that I am subject, I will accept that determination and comply with the requirement. I understand that the determination will be endorsed in Part II, Page 1 of this form.
7. I certify that I have read and I understand the foregoing.

(Signature of Applicant)

(Place)

(Date: Mo., Day, Yr.)

FORM TO BE COMPLETED BY
DIRECTOR OF INTERNATIONAL PROGRAMS
IN HOST INSTITUTION

NAME OF PARTICIPANT _____

HOME COLLEGE _____

HOME ADDRESS _____

PHONE--HOME _____ WORK _____

ADDRESS IN HOST COUNTRY _____

PHONE--HOME _____ CAMPUS _____

ASSIGNMENT _____

IF TEACHING ASSIGNMENT, LIST NAME OF TEAM-TEACHER _____

DATE OF ASSIGNMENT - FROM _____ TO _____

TERM/SEMESTER _____

DATE/TIME/MODE & NAME OF TRANSPORTATION FOR ARRIVAL IN COUNTRY _____

PERSON ASSIGNED TO MEET PARTICIPANT _____

SCHEDULE OF DAILY ACTIVITIES IN RELATION TO ASSIGNMENT (PLEASE BEGIN
WITH ORIENTATION SCHEDULE)

<u>Date</u>	<u>Time</u>	<u>Place</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

INFORMATION RECEIVED RE:
OBJECTIVES/GOALS _____

SUGGESTIONS FOR ASSISTING TO
ACHIEVE GOALS: _____

LANGUAGE STUDY NEEDS/ARRANGEMENTS MADE:

<u>NEEDS</u>	<u>ARRANGEMENTS MADE</u>	<u>TIMES</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PACKET OF COLLEGE/COUNTRY/STATE/LOCAL ORIENTATION MATERIALS PREPARED?
MAILED?

MATERIALS READY FOR ASSIGNMENT (PLEASE LIST)

LIST OF EDUCATIONAL ACTIVITIES/HOLIDAYS TAKING PLACE DURING THIS
ASSIGNMENT (ATTACH SCHEDULE)

SIGNED

NOTE: THIS FORM SHOULD BE REVIEWED AND DISCUSSED WITH PARTICIPANT AS
SOON AS POSSIBLE AFTER ARRIVAL IN HOST COUNTRY OR PREFERABLY, MAILED
IN ADVANCE AND THEN MORE THOROUGHLY DISCUSSED UPON ARRIVAL IN HOST
COUNTRY.

DATE _____

This form has been developed to give you an opportunity to share with us your thoughts and activities to date so that we can do everything possible to enrich your learning experience.

PRELIMINARY PROGRESS REPORT FORM
(To be filled out at halfway point during
exchange program by participant)

NAME _____

HOME INSTITUTION _____

DATE OF ARRIVAL _____

HOME ADDRESS IN FOREIGN COUNTRY _____

PHONE _____

ACTIVITIES PARTICIPATED IN TO DATE:

EDUCATIONAL: _____

COURSES TAKEN OR TAKING AS A STUDENT:

1. _____

2. _____

3. _____

COURSES/SEMINARS TAUGHT OR IN PROGRESS OR GUEST LECTURES GIVEN:

1. _____

2. _____

3. _____

PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED:

1. _____

2. _____

3. _____

CULTURAL/SOCIAL

PLACES VISITED (MUSEUMS, CAPITOL, SHOPPING MALLS, ETC.)

1. _____

2. _____

3. _____

EVENTS ATTENDED (PLAYS, MOVIES, COMMUNITY ACTIVITIES)

1. _____
_____2. _____
_____3. _____

HOME VISITS:

1. _____

2. _____

3. _____

FIELD TRIPS:

1. _____

2. _____

3. _____

LANGUAGE DIFFICULTY OR ANY OTHER PROBLEMS ENCOUNTERED (PLEASE DETAIL)

RESOURCE MATERIALS COLLECTED - (COURSE MATERIALS, TEXT BOOKS, ETC.)

LIST THOSE MATERIALS WHICH YOU STILL WISH TO COLLECT _____

PLEASE LIST SOME OF THE ACTIVITIES YOU STILL WISH TO ACCOMPLISH PRIOR
TO COMPLETING YOUR EXCHANGE PROGRAM _____

PLEASE LIST ANY SUGGESTIONS THAT YOU HAVE FOR MAKING YOUR EDUCATIONAL
OR PERSONAL EXPERIENCE AT YOUR HOST COLLEGE BETTER _____

Recommended form for use
for all participants
whether faculty/staff or
student and this form can
be used by all sister
colleges

SISTER COLLEGE PROGRAM
VISITING SCHOLAR/PROFESSOR
FINAL REPORT FORM

(To be filled out at completion of Visiting Scholar Program)

- Copy 1 - To remain with host institution - Visiting Professor file
Copy 2 - To be sent to Chief Executive Officer of home institution with
letter from Director of International Program and Chief
Executive Officer or designee
Copy 3 - For Exchange Participant

NAME _____

HOME INSTITUTION _____

PERIOD OF STAY AT HOST INSTITUTION

FROM _____ TO _____

CLASSES ENROLLED IN AT HOST INSTITUTION (attach transcripts)

CREDITS	COURSE CODE	NAME OF COURSE
_____	_____	_____
_____	_____	_____
_____	_____	_____

DAYS/TIMES COURSE MET

PERIOD OF TIME IN COURSE

_____ (Dates) From _____ To _____

_____ (Dates) From _____ To _____

_____ (Dates) From _____ To _____

CLASSES ENROLLED IN AT FOUR-YEAR INSTITUTION (attach transcripts)

CREDITS	COURSE CODE	NAME OF COURSE
_____	_____	_____
_____	_____	_____
_____	_____	_____

DAYS/TIMES COURSE MET

PERIOD OF TIME IN COURSE

_____	(Dates) From _____ To _____
_____	(Dates) From _____ To _____
_____	(Dates) From _____ To _____

ADD: HOST COLLEGE ORGANIZATIONS VISITED e.g. STUDENT GOVERNMENT, BOARD OF TRUSTEES MEETING(S) PRESIDENT'S COUNCIL

DATEORGANIZATION

1. _____
2. _____
3. _____
4. _____

COLLEGE DIVISIONS VISITED - HOSTED BY DEAN, PROGRAM DIRECTOR, CHAIRPERSON

DATEDIVISION

1. _____
2. _____
3. _____
4. _____

COLLEGE PROFESSIONAL DEVELOPMENT ACTIVITIES PARTICIPATED IN - SEMINARS,
LECTURES, ETC.

	<u>DATE</u>	<u>PLACE</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

CLASSES/SEMINARS TAUGHT OR LECTURES GIVEN BY PARTICIPANT

	<u>DATE</u>	<u>TIME</u>	<u>PLACE</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

ADDRESS OF LIVING QUARTERS WHILE AT HOST INSTITUTION

RATE THE QUALITY OF LIVING QUARTERS:

Please check: ☐ Excellent ☐ Good ☐ Average ☐ Poor

COMMENTS: _____

TRANSPORTATION WITHIN CITY BY: _____

BUS: _____

PRIVATE CAR: _____

PLEASE LIST:
FIELD TRIP EXPERIENCES

	<u>DATE</u>	<u>PLACE</u>	<u>PROVIDED BY:</u>
1.			
2.			
3.			
4.			
5.			

CULTURAL EXPERIENCES: (VISITS TO CHURCHES, SHOPPING, THEATRE, HOMES, ETC.)

1.	
2.	
3.	
4.	
5.	

PLEASE LIST YOUR GOALS THAT YOU HAD ESTABLISHED PRIOR TO YOUR VISIT AND
RESPOND WHETHER YOU FEEL THE GOAL WAS FULFILLED.

	<u>Goal</u>	<u>Met/Not met</u>	<u>Please explain</u>
1.			
2.			

3. _____

4. _____

5. _____

PLEASE DESCRIBE YOUR OVERALL EVALUATION OF YOUR LEARNING EXPERIENCE
GIVING EXAMPLES OF WHAT YOU FEEL YOU LEARNED. _____

PLEASE LIST YOUR SUGGESTIONS FOR IMPROVING THE SISTER COLLEGE PROGRAM.

(Please attach extra pages as necessary.)

HAVE YOU BEEN ABLE TO COLLECT MATERIALS/TEACHING RESOURCES YOU DESIRE TO TAKE BACK TO YOUR COLLEGE WITH YOU? IF NOT - PLEASE LIST ADDITIONAL NEEDS.

ADDITIONAL COMMENTS:

THANK YOU. WE HOPE YOU HAVE ENJOYED YOUR STAY AT YOUR HOST COLLEGE.
PLEASE KEEP IN TOUCH.

Signed _____
Participant

The following form is recommended as a type of peer review/evaluation and is a way of helping to provide exchange professors with feedback and to help the institutions evaluate the kinds of ability necessary for a successful experience.

NAME OF COLLEGE _____

EXCHANGE PARTICIPANT NAME _____

DEPARTMENT/DIVISION _____

TAUGHT/WORKED IN HOST INSTITUTION: _____

DATE: _____

PLEASE EVALUATE THE FOLLOWING AREAS:

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>
English or appropriate language ability	_____	_____	_____	_____
Speaking	_____	_____	_____	_____
Listening	_____	_____	_____	_____
Comprehension	_____	_____	_____	_____
Teaching ability	_____	_____	_____	_____
Lecture	_____	_____	_____	_____
Lecture discussion	_____	_____	_____	_____
Seminar	_____	_____	_____	_____
Student response	_____	_____	_____	_____
Advance preparation for classes	_____	_____	_____	_____
Use of A/V materials	_____	_____	_____	_____
Ability to interact with peers	_____	_____	_____	_____
Enthusiasm	_____	_____	_____	_____
Attitude	_____	_____	_____	_____

Additional Comments:

OVERALL, HOW WOULD YOU EVALUATE PARTICIPANT'S TEACHING/WORK
ACTIVITIES?

HOW DID THIS EXPERIENCE ASSIST YOU?

Signature:

Team Instructor/Host College

Department Chairperson/Dean

Director of International Programs

NOTE: A copy of this form and transcripts of courses attended at host institution and four-year institution should accompany letter from host International Director and host Chief Executive Officer to home college International Director and Chief Executive Officer regarding exchange participant evaluation.

NOTE: This form may be duplicated so other appropriate personnel can also complete the information.

Form to be completed by appropriate
host college personnel to assist in
evaluation of exchange participant.

NAME OF PARTICIPANT

HOME INSTITUTION

POSITION IN HOST INSTITUTION

DATES OF EXCHANGE PROGRAM FROM: _____ TO: _____

DUTIES/RESPONSIBILITIES AS YOU PERCEIVED THEM

IN YOUR OPINION DID THE EXCHANGE PARTICIPANT MEET HIS/HER
RESPONSIBILITIES

PLEASE LIST EDUCATIONAL/CULTURAL ACTIVITIES/EVENTS THAT YOU ARE AWARE
OF THAT EXCHANGE PARTICIPANT WAS INVOLVED IN

DID YOU ATTEND WITH THE PARTICIPANT _____

HOW WOULD YOU EVALUATE PARTICIPANT'S TEACHING/WORK ACTIVITIES?

HOW DID THIS EXPERIENCE ASSIST YOU? YOUR STUDENTS?

HOW WOULD YOU RATE PARTICIPANTS ABILITY TO SPEAK THE LANGUAGE OF THE
HOST COUNTRY?

OTHER COMMENTS:

NAME OF PERSON COMPLETING FORM

POSITION

DATE

LANSING COMMUNITY COLLEGE
STUDENT WRITTEN COMMENT SHEET
 (DISTRIBUTED SEPARATELY)

COURSE (1)	
SECTION NO. (2)	TERM & YEAR (3)
INSTRUCTOR (4)	

This is your opportunity to inform the college about your reactions to the course and the instructor. Your comments will be helpful in improving the course instruction. You are free to sign this sheet or not, depending on your wishes. **STUDENTS MUST COMPLETE ABOVE BOXES 1 THROUGH 4 IF THIS FORM IS USED.**

NOTE: The instructor will receive the results of this evaluation next term.

1. Is there something that you believe the instructor has done especially well in this course?

2. Is there something that you believe the instructor might have done better?

3. What recommendations would you make to improve this course?

APPENDIX B

QUESTIONNAIRES

CHIEF EXECUTIVE OFFICER QUESTIONNAIRE

Questionnaire for CEOs (Presidents) of National Taichung Institute of Commerce, National Taipei Institute of Technology, and Lansing Community College.

Presidents:

Dr. Clifford S. N. Yoh
National Taichung Institute of Commerce

Dr. Chih Tang (President for 17 years until January 1, 1985)
National Taipei Institute of Technology

Dr. Wen-Shion Chang (New President as of January 1, 1985)
National Taipei Institute of Technology
(Questions for Dr. Chang focus only on commitment and future relationship since he was not involved with the LCC sister relationship until January 1985.)

Dr. Phillip J. Gannon
Lansing Community College

The interview with each President was prefaced with discussion of overall sister college relationship, background information, and interactive conversation. This discussion period also included information on the questions and types of questions and areas that would be or had been discussed with their faculty/administrators who had participated in the sister college exchange program. Questions were as follows:

1. Why did you involve your institution in sister college relationships?
2. Why did you involve your institution in a sister college relationship with Lansing Community College? (In the case of President Gannon, the question was changed to read "National Taichung Institute of Commerce and National Taipei Institute of Technology.")
3. What do you expect to achieve for your institution, faculty, staff, and students by having your institution involved in a sister college relationship with Lansing Community College? (In the case of President Gannon, the question was changed to read "National Taichung Institute of Commerce and National Taipei Institute of Technology.")

4. How do you see your role as a chief executive officer in the sister college relationship?
5. What are your goals for the exchange program?
6. Do you see all segments of your institution involved in the sister college exchange program, i.e., faculty, administrators, clerical/technical, students?
7. On what criteria do you base selection of participants in this program?
8. Do you have specific programs that you feel fit better into the sister college exchange?
9. In the case of institutions in the Republic of China, do you require approval from the Ministry of Education in order to have your college involved in a sister college relationship?
10. How does the Ministry of Education view sister college relationships, and what type of application or criteria for approval is required from the Ministry of Education?
11. Do you designate a particular individual and/or department at your institution to be responsible for sister college exchange programs?
12. How do you prepare participants, once selected, for their sister college exchange experience?
13. What financial commitment does your institution make to the sister college program?
14. What financial commitment does your institution make to the participant?
15. What financial commitment do you expect a sister institution to make?
16. What number of participants do you feel should be involved in the exchange program? (in the actual exchange)
17. What activities, institutional and noninstitutional, do you expect your faculty/staff member to be involved in while participating in a sister college exchange experience?
18. Do you expect an instructor or other participant to be able to communicate in your language?

19. Based on the past experience (each institution), how can we better prepare faculty, staff, and students to participate in a sister college experience?
20. Do you have an international education component in your curriculum to assist in the preparation of students for different cultural experiences?
21. What suggestions do you have to improve the sister college program and relationships?

DR. KIM QUESTIONNAIRE

A separate questionnaire was developed to use in the interview with Dr. Tai Sung Kim, Director of International Programs at Lansing Community College. This was done because of his unique experience and expertise in assisting to develop student study-abroad programs and sister college affiliations, and administering these among other international programs. Questions were as follows:

1. What is your name?
2. What position do you hold at your institution?
3. How long have you been affiliated with your institution?
4. What is your educational background?
5. When and how were you first involved in sister college programs?
6. What did you wish to accomplish?
7. What does the term "sister college relationship" mean to you?
8. What criteria is important for selecting a sister college?
9. How does the sister college exchange program benefit Lansing Community College faculty and staff?
10. How does the sister college exchange program benefit students?
11. How do you think the sister college program benefits the community?
12. What do you expect Lansing Community College faculty/staff to accomplish during an exchange?
13. What do you expect students to accomplish during an exchange?
14. What criteria do you feel is important in the selection of faculty/administrators to participate in a sister college exchange?
15. What criteria do you feel is important in the selection of students to participate in a sister college exchange?
16. How do you recommend that participants be prepared to gain the most benefit from the exchange?
17. How do you think sister college activities should be financed?
18. What suggestions do you have to improve the sister college program and relationships?

EXCHANGE PARTICIPANT QUESTIONNAIRE

Questionnaire for individuals who have participated in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College.

Interviews for participants from NTIC and NTIT were set up in the Republic of China (Taiwan) at the individual's institution in accordance with their teaching and/or administrative schedule. Participants in the interviews were confined to the interviewer and the interviewee (except on the rare occasion when an interpreter helped for clarification purposes). The interviewees were all acquainted with the interviewer. The purpose for the interview was to obtain information and feedback regarding experiences of participants in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. Each interviewee was advised that he would be quoted in the dissertation material of the interviewer. Questions were as follows:

1. What is your name?
2. What position do you hold at your institution?
3. How long have you been affiliated with your institution?
4. What is your educational background?
5. Why do you think you were selected by your President to participate in the sister college program with Lansing Community College?
6. What does a sister college relationship mean to you? Please define the term "sister college relationship."
7. What are your career goals?
8. How do you feel the sister college exchange program experience benefits your career?
9. How do you feel the sister college exchange program experience benefits your institution? students? colleagues?
10. How do you feel the sister college exchange program experience benefits your community?
11. What does/did your institution expect you to accomplish while you are/were involved in the sister college exchange program?
12. What did your institution/you do to prepare for your exchange experience?

13. What do/did you expect of your host college in order to help you gain the most from the exchange experience?
14. How did/does your family feel about your selection and your being away from home for three to six months?
15. How are you financing your sister college exchange, and how does your institution assist you financially during this exchange program?
16. Have you lived or traveled in the U.S./ROC previous to your sister college exchange?
17. What was your image of the United States prior to your sister college exchange experience?
18. What is your image of the United States after living there during your sister college exchange?

Researcher's view of ROC before and after sister college experience is also listed in this area.

19. What is your impression of the sister college you visited after your exchange experience?
20. What ways have you added to or changed your teaching methods since you participated in the sister college exchange?
21. What was good about your sister college exchange experience?
22. How could the sister college exchange have been better?
23. How do you evaluate your experiences in the program?
24. How do you think your President evaluates your experience in the program?
25. Would you recommend this sister college exchange program to your colleagues?
26. What suggestions do you have to improve the sister college program and relationship?

QUESTIONNAIRE AND RESPONSES
PRESIDENT WEN-SHION CHANG
INTERVIEWED AUGUST 13, 1985

Questionnaire for chief executive officers (presidents) of National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. (These two institutions from Taiwan were the first educational institutions in Taiwan with which Lansing Community College established sister college relationships.)

Presidents:

Dr. Clifford S. N. Yoh
National Taichung Institute of Commerce
129 Sanmin Road, Section III
Taichung, Taiwan, Republic of China

Dr. Chih Tang (President for 17 years until January 1, 1985)
National Taipei Institute of Technology
3, Section 1, Hsin Shen South Road
Taipei, Taiwan, Republic of China

Dr. Wen-Shion Chang (New President as of January 1, 1985)
National Taipei Institute of Technology
(Questions for Dr. Chang focus only on commitment and future relationship since he has not been involved with the Lansing Community College sister relationship until January, 1985)

Dr. Philip J. Gannon
Lansing Community College
P.O. Box 40010, 419 North Capitol Avenue
Lansing, Michigan 48901, U.S.A.

Interview with each president was prefaced with discussion of overall sister college relationship background information and interactive conversation. This discussion period also included information on the questions and types of questions and areas that had been discussed with their faculty/administrators who had participated in the sister college exchange program.

Questions were as follows:

1. Why did you involve your institution in sister college relationships?

In order to share experiences regarding professional duties and activities and cultural backgrounds. Sister college relationships are established on a mutually beneficial basis for both institutions and they build and provide for professional and cultural exchange. Exchanges include information and teaching materials and exchanges provide opportunities to carry out joint research projects. Also, sister college relationships provide, under certain circumstances, opportunities to help student group visits to each other's country.

2. Why did you involve your institution in a sister college relationship with Lansing Community College? (In the case of President Gannon, the question was changed to read "National Taichung Institute of Commerce and National Taipei Institute of Technology.")

Non-applicable to President Chang since he became President of National Taipei Institute of Technology after the sister college relationship had been established with Lansing Community College.

In selecting sister colleges I carefully assess the current situation of the institution regarding its size of enrollment, its role in the community, its programs, its background and history, the interest of the chief executive officer in educational programming and look for support from the Board of Trustees and faculty support for the sister college relationship.

3. What do you expect to achieve for your institution, faculty, staff, and students by having your institution involved in a sister college relationship with Lansing Community College?

Other faculty members can share what Instructors Ben Chang and Taih-Der Yen have learned while they were exchange professors at Lansing Community College. We must do more in advance to prepare them so that when they return they will better be able to tell their experiences to other faculty members. We would like to organize the faculty members who have been visiting professors at Lansing Community college so that whenever guests are here from Lansing Community College they can again share experiences. Also, we encourage them to keep in contact with the friends they made while at Lansing Community College so that their friendship will continue to grow. This will also help keep the sister college relationship growing.

I want to make sure that all materials that you college shares are placed in the library to be shared with other faculty members and students.

Professors who participate come back and brief others in their department on an informal basis, and I will encourage them to do so on a more formal basis. When faculty members have returned from a Ph.D. program or a research program in other countries I have arranged for them to give a one hour speech to all faculty in our college.

I would like the visiting professors to bring back slides of the institute where they are having their exchange experience and also slides showing the geographic area and different cultural activities they have been involved in. They should also take a briefing on National Taipei Institute of Commerce to Lansing Community College and be prepared to brief your faculty, staff and students on our institution.

They need this type of audio visual materials in order to show their students what they have been doing and they can translate these materials into the Chinese language.

4. How do you see your role as a chief executive officer in the sister college relationship?

My role is to work with the Ministry of Education to further develop the existing sister college relationships and to encourage our faculty members to prepare themselves well for participation in sister college exchange programs. My primary role at the current time is to concentrate on making National Taipei Institute of Technology the very best educational institute possible.

5. What are your goals for the exchange program?

Long term goals of the sister relationship with Lansing Community College include: Carrying out the exchange of faculty members year by year and sharing the teaching materials, duties and resources with each other. I foresee a blending of teaching methods and an opening of communication.

I would like to see more cultural area exchanges in the area of student art and I would like to see some promotional displays of our institution developed so that these materials can be sent to your college for briefings.

6. Do you see all segments of your institution involved in the sister college exchange program, i.e., faculty, administrators, clerical/technical, students?

I think it would be rather difficult to arrange for staff exchange, but there is no problem with short visits. That is why we encourage all faculty and staff to study Japanese, English or other languages. The Ministry of Education helps to support that type of exchange. They will not pay the expenses for the short visits, however. That is why we would also like to set up a special foundation to assist with exchange programs. Funds can come from industry and from professors who sign over their pay to the institute when they get funds from special business or industry projects.

7. On what criteria do you base selection of participants in this program?

Selection is based on their past performance in their teaching job and the experience in the cooperative programs. We encourage the faculty members to give something and then to receive the opportunity to be involved.

It is also based on their ability in the language program and the need of the department or the institute --- areas where we want extra expertise. This kind of experience cannot only give help to the candidate themselves, but also can help the department and the institute.

8. Do you have specific programs that you feel fit better into the sister college exchange?

The special areas that the institute wants to add expertise would be the areas that we would promote for sister college exchange.

9. In the case of institutions in the Republic of China, do you require approval from the Ministry of Education in order to have your college involved in a sister college relationship?

Yes, the authorization must come from the Ministry of Education.

10. How does the Ministry of Education view sister college relationships, and what type of application or criteria for approval is required from the Ministry of Education?

The Ministry of Education will normally go along with the recommendation of the president of the institution.

11. Do you designate a particular individual and/or department at your institution to be responsible for sister college exchange programs?

I have assigned this sister college project to the Department of Student Job Placement and the Department in charge of the cooperative programs between education and industry.

Anyone interested in participating in the sister college exchange must talk with the heads of both of these departments and then they must also have the approval of their own department head and the Dean of Study as well as the Personnel Department.

12. How do you prepare participants, once selected, for their sister college exchange experience?

After we have given preliminary approval we get in touch with the President of the sister college where our professor would like to exchange and we receive the approval of the president to proceed with the exchange preparation. We then make contact with a professor in the States who has been here at our institution and ask for advice on preparing the faculty member.

It is important to note that we would hope that before a faculty member applied they will have had some intensive English courses.

We then ask the faculty member to set up a plan indicating what they would like to learn at the sister college both on the campus of the sister college and outside the campus in the community or in the United States.

We also ask advice from faculty members in our institution who have been to the United States.

We suggest that the candidate collect materials on our institution, our city, our country and also collect information on the institution, cities and country they are going to visit. We ask them to gather gifts and souvenirs to take with them.

While at the sister college they must keep in contact with written reports and be prepared to make a final report when they return to our institution. I will transfer the letters to other faculty members in the institution so they understand what the exchange

professor is learning and doing.

Also, in addition to the final report when they return to this institution, I will arrange for them to make a speech to all faculty and students.

13. What financial commitment does your institution make to the sister college program?

All budget funds come from the Ministry of Education and the Ministry of Education approves some funds to be utilized for visitors to our College. The Ministry of Education also approves the regular pay going to exchange professors while they are at sister colleges and provides the round trip ticket and some living allowance.

14. What financial commitment does your institution make to the participant?

Budget funds are just not enough to make much of a commitment to the participants over and above what the Ministry of Education allows, so that is why we want to set up a foundation.

15. What financial commitment do you expect a sister institution to make?

To pay the salaries and transportation and some living allowance for their exchange faculty and staff as we do through the Ministry of Education.

16. What number of participants do you feel should be involved in the program?

That should depend upon the availability of funds and the need for substitute faculty as well as the need for certain departments to gain expertise in particular areas.

17. What activities, institutional and non-institutional, do you expect your faculty/staff member to be involved in while participating in a sister college exchange experience?

When our faculty members are exchange professors at Lansing Community College I would like them to have the opportunity to teach Chinese conversation; they can concentrate less on a

particular field and more on the Chinese language.

I have a hope that they can also have an opportunity for factory experience and/or special visits to business and industry while they are at Lansing Community College.

18. Do you expect an instructor or other participant to be able to communicate in your language?

It would be very wonderful, but if they speak English slowly and with patience, then our students and faculty members can understand them and learn English and also they can learn the Chinese language at the same time.

19. Based on past experience, (each institution) how can we better prepare faculty, staff and students to participate in a sister college experience and program?

I have emphasized that they should make a plan regarding what they expect to study and also encourage them to study at Michigan State University while they are at Lansing Community College.

20. Do you have an international education component in your curriculum to assist in the preparation of students for different cultural experiences?

We do not have an international component listed as such, but we stress that the professors who have already been involved in overseas programs help the new professors who are becoming involved. Also, we encourage everyone to take opportunities to visit with our guests from different countries and we provide opportunities for our guests to lecture and talk with our students and faculty members. We also ask our professors who are preparing for exchange experiences to take the intensive English language studies.

21. What suggestions do you have to improve the sister college program and relationships?

I believe that the pre-planning is very important to making this program a success and continued cooperative communication with our sister colleges is important to keep the lines of communication open. Sharing the plans with each other is helpful to the communication between our colleges.

QUESTIONNAIRE AND RESPONSES
PRESIDENT PHILIP J. GANNON
INTERVIEWED SEPTEMBER 13, 1985

Questionnaire for chief executive officers (presidents) of National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. (These two institutions from Taiwan were the first educational institutions in Taiwan with which Lansing Community College established sister college relationships.)

Presidents:

Dr. Clifford S. N. Yoh
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Dr. Wen-Shion Chang (New President as of January 1, 1985)
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(Questions for Dr. Chang focus only on commitment and future relationship since he has not been involved with —the Lansing Community College sister relationship until January, 1985.)

Dr. Philip J. Gannon
Lansing Community College
P.O. Box 40010, 419 North Capitol Avenue
Lansing, Michigan 48901, U.S.A.

Interview with each president was prefaced with discussion of overall sister college relationship background information and interactive conversation. This discussion period also included information on the questions and types of questions and areas that had been discussed with their faculty/administrators who had participated in the sister college exchange program.

Questions were as follows:

1. Why did you involve your institution in sister college relationships?

a. To improve curriculum and to develop a more formalized approach to involve faculty, staff, and students in international programming. By establishing sister college relationships we have a comparable institution that has a structure that allows it to very easily facilitate the exchange work and visits of faculty, students, administrators.

b. Sister college agreements remove international education from an informal arrangement and makes it part of institutional policy and procedure; it facilitates indepth training with programming opportunities having long term impact over and above the individual commitment of the CEO.

(1.a) How did you build the support of the Board of Trustees for sister college affiliations? (This question was asked of President Gannon because of the policy-making role of the Board of Trustees in Michigan. Both National Taichung Institute of Commerce and National Taichung Institute of Technology only need MOE approval. Since they are public institutions they do not have a Board of Trustees or any Board between the institution and the MOE.)

By carefully, on a one-to-one basis, explaining how this program benefits the community, the college, students, and how it fits into the role of the institution. We have also involved the Board in official meetings with visiting college administrators, Chief Executive Officers, and exchange professor. This program also has a tie-in with the commitments of local business and industry and governmental agencies. The role that we play in the sister college relationships with the knowledge gained regarding the country and culture business and industry of the sister college is helpful in the marketplace economy of both countries. Where it has been possible, the Board members have been encouraged to visit our sister colleges to learn firsthand the type of college with which we are cooperating. Also, this provides an opportunity for Board members to develop their individual opinion regarding the importance and necessity of sister college affiliations.

Also, on a timely and regular basis I have kept the Board members informed of international program activities at the college and have advised them of opportunities to be involved with organization on our country that have conferences or provide information on the need for international development for our country's future.

Part of the mission statement of the institution relates to internationalizing the curriculum and knowledge of our sensitivity to the world marketplace. therefore, we have been able to set aside budget allocation for visiting scholars and students to help

carry out the mission of the college. Part of tactical and strategic planning for the institution's future relates to the international/interdependent world for which we are preparing students. It is my duty to develop procedures and programs that will carry out the policy and mission of our college.

An "International Update" has been added to the Agenda of every Board of Trustees meeting agenda.

2. Why did you involve your institution in a sister college relationship with "National Taichung Institute of Commerce and National Taipei Institute of Technology."

A number of years ago it came to my attention that our country was involved in the need for training of people in marketing with a sensitivity to the international marketplace. A number of countries were making significant progress in their economy and in international trade. One of these countries was Taiwan --- one off the four dragons of Southeast Asia (Others were Hong Kong, Singapore and Japan). Within Taiwan were two outstanding junior colleges, one in technical education and one in business education. Through visiting those institutions under an invitation from the Republic of China (Taiwan Ministry of Education, were able to affiliate our College with both of these institutions National Taipei Institute of Technology and National Taichung Institute of Commerce. They both have chief executive officers committed to the importance of international education; they have a reputation for follow-through; they are both sophisticated, experienced leaders had the support of their own faculty, staff and students and the Ministry of Education; and therefore could carry out their commitment. In many cases, we have identical programs, and we are similar in enrollment. We can learn a great deal from both of these colleges. Planning for future programming was very comparable among these three institutions.

3. What do you expect to achieve for your institution, faculty, staff, and students by having your institution involved in a sister college relationship with Lansing Community College?

Curriculum improvement; more involvement of faculty/staff/students in exchanges and in learning to work with exchange professors or visiting scholars to learn from them as they increase their knowledge in foreign cultures. This will aid in internalizing in a broader sense, the institution's mission as it relates to all segments of the institution. There will be greater sensitivity to facility and site planning as well as equipment; exchange of information and knowledge of other cultures will hopefully stimulate our faculty and students to increase the rigors of our curriculum, keeping it updated to be sensitive to the rapidly changing environment of the world marketplace. Students in these two sister institutions work harder, longer and are more competent

in their specialty than our students. Curricula knowledge from these institutions will be helpful for our faculty and students to increase the rigors in our institution in order to compete in the world marketplace. Also these sister college relationships provide the opportunity to learn administrative approaches that can be helpful and innovative in our institution; knowledge of other cultures gained as it relates to history, governance, business practices and patterns, the budgeting process in sister institutions as well as the educational systems should be helpful to us. Also, we are using the sister college affiliations to provide field work experience to all segments of our institution, faculty, staff and students. This will help them better understand our own country and be better able to evaluate both countries and systems and perhaps blend the best of both systems together for a better system especially as it relates to education and education's involvement with business, industry and government. This also provides the impetus for language development in our own curriculum and for our own faculty staff and students.

4. What do you see as your role as a chief executive officer in the sister college relationship?

My role as chief executive officer is to carry out official functions as it relates to being willing to commit time allocation into inspection visits, meetings, preparation of materials and in-service training. It is important for me to develop and understanding of the culture and language of all segments of the sister culture and college; set up lines of communication so that there is an overall procedure established for the sister college programs; develop appropriate evaluative measures and confidential lines of communication so that improvement and review can be accomplished as it relates to visitors, business, and activities of personnel during their exchange programs. This is a part of the chief executive officer responsibilities as it relates to external relations in being alert to programs that will help prepare our faculty and students to be prepared for today's and tomorrow's smaller world.

5. What are your goals for the exchange program?

- a. Primarily to improve our own institution's curriculum, especially as it relates to language and rigorous, thorough educational programs with tight curriculum design which blend the very best theoretical approach with the applied approach.

- b. To provide a pathway for our faculty/staff/students to have exchange opportunities with another educational system in another culture with its attendant opportunities to live in and interact with another culture and its society.

c. To strengthen the concept that the U.S. is not the top decision-maker in the world and that it takes cooperative learning experiences to develop the best approaches to gaining knowledge and developing stronger business, governmental and educational ties across the world.

d. To develop bridges of understanding between educational systems and cultures;

e. And, to help strengthen the role of community colleges in the education and training for business and industry needs in today's global marketplace.

6. Do you see all segments of your institution involved in the sister college exchange program, i.e., faculty, administrators, clerical/technical, students?

Yes, absolutely. That is the only way you can move ahead you total institution. If you have just a small segment of the institution involved, others will feel that you are utilizing the institution's resources without full participation. This is a total team effort, and if all participate you have their commitment to learn and to gain the knowledge necessary to help our students be not only adequately prepared but as well-prepared as we can possibly help them to be.

7. On what criteria do you base selection of participants in this program?

This would vary with the group involved; but as a rule, we would look for the following traits and abilities:

a. Willingness to be a goodwill ambassador for the college, the state, the nation, and the United States;

b. Willingness to make a long-term commitment to the institution;

c. Academically and professionally competent in their fields regardless of their position in the college so they can relate to their counterparts in the sister institution;

d. Enthusiastic and with personal and intellectual integrity;

e. Willingness to commit their time and energy to learning a language and background information on a different country and culture;

f. Willingness to assist to exchange faculty/staff and students coming to our institution;

g. Willingness to return and develop reports and share the information with other segments of the college and the community.

8. Do you have specific programs that you feel fit better into the sister college exchange?

Yes. There are specific areas in each division of the total institution that not only fit well into the exchange program concept, but that it is imperative we are ready to exchange. These include: Language, mathematics, science, business, technical areas such as electronics and electrical engineering, computer integrated manufacturing, health programs.

We need to look at our own strengths and share those programs with our sister colleges; assess where we need to improve and ask that sister colleges share their programs in those areas with us. This will make both institutions stronger and will provide learning foundations from each other. This cross-cultural approach will also strengthen the rigors of both institutions as we look together for solutions which can be adapted to our own and other cultures.

9. In the case of institutions in the Republic of China, do you require approval from the Ministry of Education in order to have your college involved in a sister college program?

Non-applicable to Lansing Community College.

10. How does the Ministry of Education view sister college relationships, and what type of application or criteria for approval is required from the Ministry of Education?

Non-applicable to Lansing Community College.

11. Do you designate a particular individual and/or department at your institution to be responsible for sister college exchange programs?

Yes. In this case, our Director of International Programs, Dr.

Tai Sung Kim, is responsible for the sister-college programs and development of international education programs for the overall institution. His office of International Education fits in the Business Industry Institute, and he works with all divisions of the institution to develop programs. Each Dean of each division is also responsible for their division's curriculum development, and Dr. Kim can only suggest curriculum changes. The special programs such as the Japan Adventure and special consultancies or training for business and industry developed by the Director of International Programs necessarily calls for the cooperation of academic and service divisions before it can successfully proceed. Dr. Kim in many cases, serves as a facilitator coordinator for these inter-divisional programs.

12. How do you prepare participants, once selected, for their sister college exchange experience?

I'm afraid that we do not prepare participants in exchange programs as carefully as we should in the area of language development and cultural orientation, and that is an assignment that has been given to Dr. Kim. We need to develop an approach that will more formalize the selection process, the necessary background knowledge, the language training component, and the background necessary so that the participant is prepared to teach in a sister college. A handbook needs to be developed that will outline responsibilities, duties, expectations, living arrangements, financial conditions, etc. so that each participant is prepared to study, learn, teach, live, and make friends in another culture and country. The preparation is one of the most important parts of developing a successful program and making for a successful experience overseas. The handbook also needs to contain definitive information regarding expectations of the personnel when they return to Lansing Community College.

13. What financial commitment does your institution make to the sister college program?

We provide for some international education funds in our overall college budget; materials, resources, salaries, functions of the departments, curriculum design and development. All this is an integral part of the institution and these are committed to help our faculty/staff and students learn and also these institutional resources are provided to enhance the learning experiences of sister college personnel coming to teach/study/learn at our college. We do not want this to become merely an approach to overseas travel for faculty/staff and students.

It is important that all segments of the institution understand the importance of their involvement and committing institutional funds will best demonstrate this commitment. There is much more interest and involvement in the case of the Japan Adventure Program with faculty members teaching in Japan and deans and other administrators having the opportunity to learn firsthand how the program operates in Japan. If the program only took place at the President's office level, it would be too narrow to survive. The total institution must be involved.

We help provide housing, food, in-country travel, insurance, cultural activities and professional development activities for visiting professors from sister colleges.

14. What financial commitment does your institution make to the participant?

The participant's salary is continued while teaching/studying/learning in the sister college; also all employee benefits are continued; and some living expenses are provided. If the employee wishes to take his/her spouse or family, the financial responsibility is theirs; however, we are as helpful as possible in making arrangements for housing, travel, etc.

Also, all teaching materials and resources are provided for the faculty/staff members.

15. What financial commitment do you expect a sister institution to make?

It would seem that our sister colleges should make the same institutional commitment to international education. They have committed themselves to sending exchange faculty here and supporting the program; they have also been very helpful in providing housing, food and participation in cultural activities, in-country travel, professional activity involvement for participants.

16. What number of participants do you feel should be involved in the program? (In the actual exchange.)

As each institution becomes more sophisticated and experienced in working with the sister college program individual institutions will establish a strategic plan to determine what they are trying to accomplish and on that basis the numbers of participants will be resolved. Numbers will be based on what the institution is

trying to achieve. It could involve a larger number with a mix of faculty, staff and students for certain events; and at other times one exchange professor could accomplish what the institution desires; it all depends on what the institution is attempting to accomplish at a given point in time.

17. What activities, institutional and non-institutional, do you expect your faculty/staff member to be involved in while participating in a sister college exchange experience?

I hope that their experience will be maximized with opportunities for professional and cultural activities so that their involvement in a foreign culture becomes more totally integrated and that they then can evaluate the strengths and weaknesses of a different society more sympathetically. Participation with their colleagues is important so that they become a part of the total sister college and understand the sister college from an overall view of gaining as much knowledge as possible; not just gaining knowledge in their particular subject area. At the conclusion of the exchange experience, I hope that they will feel that they are a professional member of the staff of the sister college with personal friendships established that will continue over the years so that personal and institutional relationships will be strengthened on a people-to-people basis. The network of family to family will permeate the community as well as the institution in this manner. I hope that they base their ideals on the premise that learning is a lifetime experience based upon personal initiative that will enrich the participant's family life as well as the institutional life.

Also, as well as the importance of the cultural life, I hope that each participant will carefully study the total curriculum and institution as well as the overall educational system of the Republic of China (Taiwan) and will take time to study the business and industrial practices as well as the governmental structure so they can return with an overall indepth knowledge of a foreign culture.

18. Do you expect an instructor or other participant to be able to communicate in your language?

It is helpful, and typically all participants in the sister colleges in the Republic of China (Taiwan) have had six years of English language study prior to their becoming a faculty/staff member. English has been a common denominator. However, it is becoming more and more apparent that we must be more sensitive to other languages and where possible, make efforts to understand and speak the language of our sister college's country. We also provide English as a Second Language courses (ELS) for any

visiting professor who wishes to participate to sharpen his/her speaking/listening skills.

19. Based on past experience, how can we (each institution) better prepare faculty, staff and students to participate in a sister college experience?

We need to document the experiences that have already taken place and provide opportunities for sharing of information from those exchanges. This sharing can take place on both formal and informal bases. We need to request an overall plan in advance from each individual (similar to what is required when faculty/administrators request sabbatical leaves) so that we will know in advance what the faculty/staff member expects to accomplish during the exchange. Then we need to receive periodic reports from the faculty/staff member to be kept abreast of activities and what is being accomplished as well as a final evaluative report upon return to our College. Personal briefings need to take place between the faculty/staff member and his/her chairperson and dean and with Director of International Programs. It would also be good for the participant to have an opportunity to brief the institution's chief executive officer and me on their experiences. Recognition for the person's involvement is also key to their understanding the importance of what they are accomplishing for their department, their division, their students and the college. I think it would be nice for a special fraternity to be developed that would include those who have been involved with exchange experiences.

We are in the process of re-establishing the College-wide Committee on International Education, and it is my hope that this committee will assist in formalizing the sister college exchange process.

20. Do you have an international education component in your curriculum to assist in the preparation of students for different cultural experiences?

Over the past few years more international courses such as World Civilization and International Business have become a part of the LCC curricula; however, there is no separate international education component. Through such individual international programs as the Japan Adventure Student Academic Work/Study Program and the college's involvement in the 1981, 1983, and 1985 Michigan-Shiga Sister State Goodwill Misions, special orientation programs have been established in order to orient participants to the language, history, culture, society and business practices of

Japan. We have a high sensitivity to the fact that without these specific cultural/language orientation programs taking place in advance of an international experience that we are asking for disaster. We are working on this area and have instituted several foreign languages including a course in Conversational Chinese that helps prepare participants for the sister college exchange programs.

Also, as mentioned in my response to #19, the College-wide Committee on International Education is being re-established this fall so that permeation of the total international faculty, staff, students and hopefully, they will help support the importance of all areas of the institution, business, technical nursing, humanities, etc., be involved in internationalizing the curriculum. A specific course on international education would be way too broad to help the particular programs, in my opinion. It will be better for each area to understand the part it plays in this multi-cultural world and adapt the international segment into their course as it best fits; this will provide students an opportunity to learn each area from the local and international levels and the way they can fit into today's interdependent world.

21. What suggestions do you have to improve the sister college program and relationships?

It is my hope that we can begin to involve more faculty and staff in the exchange so that the program will improve because of the participation of more people being committed to the concept of the international learning experience. More financial and human resource commitment is necessary in order to provide more opportunities for exchange. I would like to see our colleges develop joint seminars for staff and faculty professional development purposes, and this in turn, helps our students.

I would like to see cooperative programs between our sister institutions in which we develop internships for our students, faculty and staff in business and industry in the country of the sister institution. It would also be good to develop joint management seminars for business, industry and government leaders of both countries to enable these people to interact and communicate on a more frequent basis.

I hope that we can establish satellite communication in order to utilize this technology to transfer teaching and language from one sister institution to the other across the world. This truly will begin to blend the best of the two educational systems and the two cultures.

It is my hope that each of the faculty/staff members involved in sister college exchanges will be able to understand and fit into the role of their counterpart --- faculty to faculty; student to

student; administrator to administrator. That they can see and understand the parallel situations between our institution and our sister institution, between our country and culture and their country and culture so they can make information-based comparisons and the learning experience in the sister institution actually becomes the laboratory experience for professional development.

QUESTIONNAIRE AND RESPONSES
 PRESIDENT CHIH TANG
 INTERVIEWED NOVEMBER 29, 1984
 (While still President of NTIT)

Questionnaire for chief executive officers (presidents) of National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. (These two institutions from Taiwan were the first educational institutions in Taiwan with which Lansing Community College established sister college relationships.)

Presidents:

Dr. Clifford S. N. Yoh
 National Taichung Institute of Commerce
 129 Sanmin Road, Section III
 Taichung, Taiwan, Republic of China

Dr. Chih Tang (President for 17 years until January 1, 1985)
 National Taipei Institute of Technology
 3, Section 1, Hsin Shen South Road
 Taipei, Taiwan, Republic of China

Dr. Wen-Shion Chang (New President as of January 1, 1985)
 National Taipei Institute of Technology
 (Questions for Dr. Chang focus only on commitment and future relationship since he has not been involved with the Lansing Community College sister relationship until January, 1985)

Dr. Philip J. Gannon
 Lansing Community College
 P.O. Box 40010, 419 North Capitol Avenue
 Lansing, Michigan 48901, U.S.A.

Interview with each president was prefaced with discussion of overall sister college relationship background information and interactive conversation. This discussion period also included information on the questions and types of questions and areas that had been discussed with their faculty/administrators who had participated in the sister college exchange program.

Questions were as follows:

1. Why did you involve your institution in sister college relationships?

We need sister college institutions so we know more than what is going on here in Taiwan. We learn about their programs, curriculum and systems. If we have one sister college/institution then our world is doubled - we increase by another world. If you can understand one language from another country you increase your world. If not, you only know the Chinese world.

We know your program and your system and then we can compare with our own programs and systems and see which is better and improve by using the best of both systems. Getting a better program and system developed comes from this way of learning. That is progress, and sister institutions mean more progress.

The person's life is better - the more friends the better. We Chinese have a proverb:

"When we are in the house we depend on parents,
When we go out, we depend on friends."

If you have sister institutions you have more friends to help you. If I come to Lansing I am accepted better and quicker than someone else. Therefore, you also increase your working skill.

We also have sister colleges in Korea

- National Sanchu Junior College
- Yinman Junior College of Technology

But, we do not have as many activities taking place with them as with the sister colleges in the United States because of the problem with language and understanding. Faculty exchange is difficult, however, the professors have come here to visit --- they come five or six per year - the first year nine came to visit. After they come out of their country and come to our country, they can also visit other countries.

2. Why did you involve your institution in a sister college relationship with Lansing Community College? (In the case of President Gannon, the question was changed to read "National Taichung Institute of Commerce and National Taipei Institute of Technology.")

Dr. Gannon came here in 1979 as a part of a study group of U.S. college presidents. I talked with Dr. Gannon three times. He toured our institute and studied our programs, and facilities; talked with our faculty, staff, administrators and students.

We talked together about the Lansing Community College programs, faculty, staff, students, facilities and the future relations that we could have between our two institutions.

We signed an agreement of general principles to cooperate and determined that we could work together to develop specifics of the cooperative agreement for faculty, student, information and materials exchange.

The programs must be similar to ours...Technical and technology programs. Our institute is the first of this kind in Taiwan (established in 1912.)

Student body enrollment and faculty numbers should also be very close in size.

We chose two institutions in Korea, one is national and the second is private. The approval had to go through the Ministry of Education and the Korean institutions made a request through the Korean Embassy in Taiwan.

The director/president is a very important factor. That person must be very enthusiastic and supportive and willing to be involved.

The Board of Trustees must be willing to support the sister college agreement.

3. What do you expect to achieve for your institution, faculty, staff, and students by having your institution involved in a sister college relationship with Lansing Community College?

My main reason for having faculty/staff go to the sister college is to learn to teach in that college, gain more knowledge of their own teaching subject, and to have an opportunity to take graduate courses at nearby universities. This helps improve the quality of teaching for our students and helps the quality of our institution.

4. How do you see your role as a chief executive officer in the sister college relationship?

I fully support working together with the U.S. and other countries, but especially with the U.S. in the areas of science and technology since you are ahead of us in this area.

I work with the presidents/directors of U.S. colleges and determine if it would be appropriate for sister college relationships to be established.

I also work with the MOE to develop international programs and visit colleges in the U.S. to learn new methods, observe teaching

situations, check out equipment and facilities. I also have completed consultancies for the Republic of South Africa, and other countries to help the educational systems in those countries and to bring back knowledge to the MOE, my faculty and staff.

I work to bring opportunities for learning to my faculty and staff and help them have opportunities for upgrading their educational degrees and their learning experiences in other countries. Much of this is accomplished through good sister college relationships.

5. What are your goals for the exchange program?

My goals for the exchange program center on how this program can provide opportunities for my faculty/staff/students can gain more knowledge, improved teaching techniques and methods and help them have opportunities to be in the U.S. to learn to live in a different culture.

One of my main goals is to provide opportunities for my faculty/staff to increase their degree status in the United States since a Master's or Doctor's degree from the United States has more status than these degrees earned in the ROC (Taiwan.)

Also, sister college relationships help provide a place where my students can go after completing their program of study here. When the presidents of my sister colleges or other colleges in the U.S. know our programs and know what our students can produce and that they are the top technical students in Taiwan, they help our students go directly to graduate school in the U.S.

I want my faculty to be able to teach in the U.S. and have that experience while they also take graduate courses at the U.S. colleges and universities.

6. Do you see all segments of your institution involved in the sister college exchange program, i.e., faculty, administrators, clerical/technical, students?

Administrators and faculty can be involved, but they must fit into the criteria that we have established for participation. I had hope to have a secretary involved, and we had it approved by the MOE, but the secretary left to get married and did not follow through on the opportunity to go to LCC. I wanted her to learn how the President's Office at Lansing Community College operates and the type of work that is handled there.

Male students cannot leave the ROC (Taiwan) to study until they have completed their two years of military duty, however, they can go to visit another institution. We do not have too many female students since this is a technical institute, but they could be involved in an exchange before they complete their studies here.

7. On what criteria do you base selection of participants in this program?

It is most important for our faculty to learn science and technology from the U.S. (We are a little bit behind your country in this area.)

(a) The faculty selected should be a technical teacher in the area of mechanical engineering, industrial engineering, electrical engineering or civil engineering.

(b) The faculty member must be a good teacher and be respected by the students; they must prepare good materials. We keep records of evaluation of faculty and they must be grade "A".

(c) The faculty must have some background knowledge of the language (or be willing to learn it.)

(d) They must have the ability to interact well with people of a different culture, be very friendly so they can make many friends.

(e) They must have worked in this institute at least three years.

(f) Age is a factor; the person must be a younger person.

(g) They must agree to return and teach here for two years after they complete their exchange.

8. Do you have specific programs that you feel fit better into the sister college exchange?

Most programs could probably fit; however, I feel that we must concentrate on the areas of science and technology for our faculty improvement. The technical areas of mechanical engineering, industrial engineering, electrical engineering, electronics or civil engineering are the areas of concentration that are best for our institute.

For faculty coming here, the best areas are English, mechanical engineering, electrical engineering, electronics, and industrial engineering. Because of the language problem, all faculty coming from the U.S. must teach with a Chinese counterpart to help with the teaching and general affairs of the classroom, so it is important for the U.S. faculty to be able to team-teach and work well with their Chinese counterparts.

9. In the case of institutions in the Republic of China, do you require approval from the Ministry of Education in order to have your college involved in a sister college relationship?

Yes, the MOE must approve our institute being involved in a sister college agreement. They also must approve each of our faculty members to go abroad to teach, visit or study in our sister colleges. They also provide official budget funds for the exchange professors and even approve when I go to the U.S. or other countries on an official trip. (All budget in my institution is national.)

Every person going to the U.S. must be approved by the MOE and must have exit and re-entry permit from the Ministry of the Interior.

10. How does the Ministry of Education view sister college relationships, and what type of application or criteria for approval is required from the Ministry of Education?

The MOE encourages sister relationships and while they do not have specific criteria listed for sister college agreements, they must approve all sister college agreements on an individual basis. They support the general principles of the sister agreement and expect the institute to work out specific program details. But, they must approve each exchange experience.

11. Do you designate a particular individual and/or department at your institution to be responsible for sister college exchange programs?

The sister college relationship is handled out of my office, but I assign special people such as Professor Chou, my secretary, Katy Liu, Judie Pan, and others on my staff to assist visitors and help exchange faculty/staff when they are in my institution. Also, the exchange professor's counterpart has the responsibility of working with the exchange professor and helping them to feel comfortable in the ROC (Taiwan), and help them with the students and studies.

12. How do you prepare participants, once selected, for their sister college exchange experience?

During the summer prior to my faculty member going on an exchange program to the U.S. or other country they must go through an orientation program which is provided by the MOE. These orientation classes include:

U.S. customs/cultural background
(how to use eating utensils, knowledge of the geography,
where they are going)

Some language study

These are required classes before going to the U.S. Also, I work with each person individually and tell them what I want them to accomplish while they are in the U.S.

13. What financial commitment does your institution make to the sister college program?

We work together with the MOE to provide good learning experiences for the visitors from our sister colleges.

We will help your faculty/staff find a suitable place to live and we invite them for hospitality with our faculty/staff.

We commit some of our budget to promoting and building international relationships.

14. What financial commitment does your institution make to the participant?

When our faculty/staff is in the United States on a teaching/learning experience in a sister college, we pay their salary (although most of that is used to support their family here). We pay for a round trip ticket, and we give them some living allowance to help them in the U.S. We hope that they will have part-time teaching opportunities to help them with their living expenses since it is more expensive to have housing in the United States.

The MOE and our institution also provide the orientation seminars prior to going.

In addition to salary continuing for the faculty member while he is in the United States, we continue their free rice, salt and cooking oil to their family. Also, for a full professor we continue their children's educational allowance for their educational expenses.

15. What financial commitment do you expect a sister institution to make?

We hope that our sister colleges will allow our faculty/staff to teach on a part-time basis and pay our faculty at the part-time professor rate for this work.

Also we hope that they will help our faculty find suitable housing at a reasonable cost and teach them how to use the public transportation, etc. We hope that they will hold orientation classes for their own faculty/staff prior to coming to our college to teach.

16. What number of participants do you feel should be involved in the program?
(In the actual exchange.)

I hope that we can have one or two faculty/staff exchanges per year with Lansing Community College.

Students, maybe have one visit per year of a small group of students; or a program where you have a student come here to study for a semester.

17. What activities, institutional and non-institutional, do you expect your faculty/staff member to be involved in while participating in a sister college exchange experience?

I want our faculty/staff to learn to live in another country and so any travel, or cultural activities like special programs or speaking opportunities are encouraged by me. I hope that our faculty/staff has some opportunities to have good talks with their counterparts at Lansing Community College and opportunities especially to teach and observe their counterparts in their teaching so that new methods and techniques can be observed. Also, opportunities for family friendships with meals taken together and some sort short homestay experiences are appreciated.

However, my main reason for having our faculty/staff go to the sister college is to learn to teach in that college, gain more knowledge of their own major teaching subject, and to have an opportunity to take graduate courses at nearby universities. I really hope that Lansing Community College will help our professors to get advanced study opportunities.

Also, I expect all my faculty/staff to improve their language skills by taking English courses and writing courses at LCC as well as courses in their own major.

18. Do you expect an instructor or other participant to be able to communicate in your language?

When your faculty/staff members come here it is helpful if they know the Chinese language, however we will assign a Chinese counterpart to them so that they can teach without knowing the Chinese language. We encourage your instructors to try to learn some of the language to show their interest.

19. How can we better prepare faculty, staff and students to participate in a sister college experience and program?

If you can take the time to teach them something about our college, our country our customs and our culture and language before they come it will be helpful.

Also, if you will send us faculty/staff in the areas of: mechanical engineering, electronics, electrical engineering, and industrial engineering it is best.

20. Do you have an international education component in your curriculum to assist in the preparation of students for different cultural experiences?

We do not have international education classes, but we do teach the English language and all our instructors who have been to the U.S. or who have taught in the U.S. talk to our students about their experiences. Our faculty/staff also get materials and information while they are in the U.S. and bring that back to help our students. When our faculty/staff return to our college we have a department meeting conducted by the department they represent. The faculty member should be able to report to this meeting what he/she learned and what he felt when in the U.S. He/she should be able to tell what they think is better and what things they think can be adapted here. Then the other faculty/staff in the department discuss these areas so they are also involved. Then when they reach consensus on what methods we can adapt to our educational system in this college, they prepare a report form. I encourage the change if it is appropriate and if it is approved by the department. It is nonsense not to have all of us learn what the exchange professor has learned.

When Mr. Yen was at LCC he wrote and said that he learned from many new materials that were available and he learned new methods. He reported this to his chairperson, Dr. Duo. They talked about with the rest of the department and have improved the textbook and teaching methods in that department.

(Note: Instructor Yen, Taih-Der was at Lansing Community College from September-December, 1984. He is an instructor in the Industrial Engineering Department at National Taipei Institute of Technology.)

21. What suggestions do you have to improve the sister college program and relationships?

I would like you to send professors to my institution for at least one semester in the area of mechanical engineering, electronics, electrical engineering or industrial engineering.

Also, if you will try to do more to have our faculty teach in your institution when they are at LCC, it would be helpful.

Also, if you will try hard to help our faculty have graduate study experience, I would appreciate it.

QUESTIONNAIRE AND RESPONSES
PRESIDENT S.N. CLIFFORD YOH
INTERVIEWED NOVEMBER 22, 1984
AND AUGUST 15, 1985

Questionnaire for chief executive officers (presidents) of National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. (These two institutions from Taiwan were the first educational institutions in Taiwan with which Lansing Community College established sister college relationships.)

Presidents:

Dr. Clifford S. N. Yoh
National Taichung Institute of Commerce
129 Sanmin Road, Section III
Taichung, Taiwan, Republic of China

Dr. Chih Tang (President for 17 years until January 1, 1985)
National Taipei Institute of Technology
3, Section 1, Hsin Shen South Road
Taipei, Taiwan, Republic of China

Dr. Wen-Shion Chang (New President as of January 1, 1985)
National Taipei Institute of Technology
(Questions for Dr. Chang focus only on commitment and future relationship since he has not been involved with the Lansing Community College sister relationship until January, 1985)

Dr. Philip J. Gannon
Lansing Community College
P.O. Box 40010, 419 North Capitol Avenue
Lansing, Michigan 48901, U.S.A.

Interview with each president was prefaced with discussion of overall sister college relationship background information and interactive conversation. This discussion period also included information on the questions and types of questions and areas that had been discussed with their faculty/administrators who had participated in the sister college exchange program.

Questions were as follows:

1. Why did you involve your institution in sister college relationships?
 - a. To offer more opportunities for our faculty and students to have further study.
 - b. To raise the quality of faculty, students and the academic program of our institution.
 - c. To promote friendship between the people of our two countries.
 - d. To have a better understanding of the culture of both countries.
 - e. To expand the range of interaction between our two countries. The geographic location of Lansing Community College provides opportunities for Michigan State University classes for my faculty. When Robert McNamara was the President of the World Bank, I was Executive Secretary for the World Bank for the Ministry of Education. Mr. McNamara came here and I met him. He stressed two things -- he said that developing countries should increase educational quality and agricultural quality, and that these two things would make the world more peaceful. I feel that we can increase educational quality with good sister college relationships.
2. Why did you involve your institution in a sister college relationship with Lansing Community College? (In the case of President Gannon, the question was changed to read "National Taichung Institute of Commerce and National Taipei Institute of Technology.")

The most important factor was the President. He was enthusiastic about international education. That is the kind of president that I will talk to. Some presidents are too domestic and their relationships are very good, but they are not enthusiastic about international education, and I cannot talk with them about sister college relationships. I can talk with President Gannon and we became more knowledgeable about each other and each other's colleges. Lansing Community College had a good reputation and the support of President Gannon for international education.

Also it is important to know that the Board of Trustees or the central area governing the institution agrees to support the sister college relationship. I also look for the institutions that have programs that match our business, management, commerce areas of education.

3. What do you expect to achieve for your institution, faculty, staff, and students by having your institution involved in a sister college relationship with Lansing Community College?

The areas that I covered in my response to question #1--also are what I expect to achieve for our institution, faculty, staff and students. These include:

- a. Opportunities for further study at Lansing Community College and Michigan State University.
- b. Raise the quality of academic programs and the quality of our faculty and students through exchange programs.
- c. Better understanding of your (U.S.) culture.
- d. Also, the exchange of materials is important, especially English textbooks in management curriculum areas.
- e. To expand the range of interaction between our two countries.

4. How do you see your role as a chief executive officer in the sister college relationship?

As president it is my duty to encourage participation of my faculty in the exchange programs and support them while they are involved in the exchange. It is also my duty to select the best institutions for sister colleges so that my faculty and students will have increased quality from being involved in sister college exchanges.

5. What are your goals for the exchange program?

My primary goal is to exchange faculty and materials so that our academic quality will be improved.

Hopefully, participants in the exchange program will have opportunities to further their studies at four-year institutions to get their Master's Degree while they are also teaching/studying/learning at Lansing Community College.

CEO goals as related to exchange participants. Each participant also has an obligation to learn everything they can about the U.S. teaching methods and to work to develop more interaction between our college and the sister college and the culture and country of the sister college.

6. Do you see all segments of your institution involved in the sister college exchange program, i.e., faculty, administrators, clerical/technical, students?

It is difficult to involve students for long periods of exchange because male students are not allowed to leave the country until their military experience is completed and they do not receive this training until after they graduate from our college; however, female students can be involved in exchange programs and we will work on this. Short visits are also okay for students.

I think that faculty and administrators are the persons who would be most involved in this program.

Cultural exchange visits for students for short periods of time will be encouraged such as orchestra exchange, but these are expensive and private funds are usually collected to help with the expenses.

We have Ministry of Education support for presidents such as President Gannon to visit. Also the Community Colleges for International Development Consortium has sent college presidents and Board members to visit our colleges in Taiwan and the Ministry of Education has supported this program. Also, the Ministry of Education has supported visits from AACJC executives.

(And the Ministry of Education supports ten college presidents each year from the Republic of China (Taiwan) to go to the AACJC annual conference.)

7. On what criteria do you base selection of participants in this program?

I have to know their English background.

Their field of knowledge and how they are doing here at our college is important because it has to fit into the development of our college.

It has to be a faculty member who is working very hard and is very enthusiastic and has a very good reputation here in our college.

If all of the above are good, then I encourage the faculty member to participate in a sister college exchange experience.

(The Ministry of Education limits the age of the faculty member to under 45.)

8. Do you have specific programs that you feel fit better into the sister college exchange?

The most needed programs in our college are:

English
Computer Science
Commercial Art
Business Administration

So, these are the areas that I wish Lansing Community College would send exchange professors. Also, I will send instructors from these areas to Lansing Community College to increase their quality through learning from your programs.

9. In the case of institutions in the Republic of China, do you require approval from the Ministry of Education in order to have your college involved in a sister college relationship?

Yes, the Ministry of Education must approve the sister college agreements.

10. How does the Ministry of Education view sister college relationships, and what type of application or criteria for approval is required from the Ministry of Education?

No specific criteria.

11. Do you designate a particular individual and/or department at your institution to be responsible for sister college exchange programs?

Yes, professor Charles Tsai who was our first exchange professor to go to Lansing Community College is in charge of our International Exchange Program. He is in charge of our English Department. Also, I approve all exchange requests and stay in close contact with all exchange faculty.

12. How do you prepare participants, once selected, for their sister college exchange experience?

We make sure that they have intensive English studies and prepare them with information on the college and the United States before they go. Also, Charles Tsai works with them to prepare them for their exchange experience.

13. What financial commitment does your institution make to the sister college program?

We continue their pay and provide international and domestic transportation for them as well as provide a living allowance.

Also, our budget allows some funds to host international visitors who come here for short visits; we are also willing to exchange materials and we have committed instructional funds to develop videotape briefings in English as well as Chinese, and have printed some of our briefing brochures in both English and Chinese.

14. What financial commitment does your institution make to the participant?

As stated above, we continue their pay and provide international and domestic transportation for them as well as provide a living allowance during the sister college exchange experience.

15. What financial commitment do you expect a sister institution to make?

Pretty much the same commitment that we make to international education and to our faculty.

16. What number of participants do you feel should be involved in the program?
(In the actual exchange.)

The numbers can vary according to the programs needs and the number of faculty that need to be involved in exchange programs. With 500 faculty we do not have too much difficulty covering for them while they are involved in exchange programs.

17. What activities, institutional and non-institutional, do you expect your faculty/staff member to be involved in while participating in a sister college exchange experience?

I encourage them to know which courses they need to take to improve their teaching ability; I ask them to take graduate study courses if possible; ask them to improve their English-speaking ability and to participate in cultural events; talk with as many faculty, staff and students as possible and build friendships.

I ask them to collect materials that their students will be interested in and to be prepared to complete a special project when they return. As an example, Charles Tsai wrote a textbook on English when he returned from his exchange experience.

I hope that our faculty have more opportunities to teach and to lecture to students, faculty and other staff members so that your college will learn more about my college and my country.

18. Do you expect an instructor or other participant to be able to communicate in your language?

I think our students can understand your faculty and staff if they speak English clearly and slowly. This gives our students a chance to practice their English.

If you can have them learn some Chinese language before they come it helps them to understand our students, faculty and staff better, and it also helps them to teach English to our students.

19. Based on past experience, how can we (each institution) better prepare faculty, staff and students to participate in a sister college experience and program?

Provide the faculty exchange members with information on our college and our country. We have given our videotape to you to take back with you, and you can show this to your faculty and staff to acquaint them with our institution. Also, if you can provide the Chinese language training it will be helpful.

20. Do you have an international education component in your curriculum to assist in the preparation of students for different cultural experiences?

Our international thrust is throughout our college in the form of encouragement for international teachers to come here and for our faculty to exchange teach in other countries. Also, we have established 14 sister college affiliations, 13 across the United States and one in Japan, so that our faculty and students have opportunities to learn from many different good colleges.

21. What suggestions do you have to improve the sister college program and relationships?

You can help our exchange faculty understand the new ideas that you have developed and the new/different methods of teaching. You can help them refresh what they have learned in their college before coming to the United States. You can help them have more opportunities to teach and lecture while they are at your college, and you can help them to have opportunities to attend classes at Michigan State University.

You can help them learn more about your curriculum development and you can help them achieve their special purpose for being involved in the sister program. Again, as an example, Charles Tsai was collecting information for an English textbook and your colleagues helped him collect materials and information for the textbook. This is what we mean by helping with the special project that each exchange professor has. You can help them in their specific area to collect data and have more opportunities to learn such as in the area of computer science or English.

Textbooks are really important and hopefully can be sent to us. We need textbooks in the areas of English (with reference books); Accounting and Statistics; Commercial Art; Banking and Insurance; International Trade and Business Administration.

APPENDIX C

INTERVIEW RESPONSES

DR. KIM QUESTIONNAIRE
INTERVIEWED DECEMBER 3 & 5, 1985

A separate questionnaire was developed to use in the interview with Dr. Tai Sung Kim, Director of International Programs at Lansing Community College. This was done because of his unique experience and expertise in assisting to develop student study abroad programs and sister college affiliations, and administering these among other international programs.

Questions were as follows:

1. What is your name?

Dr. Tai Sung Kim

2. What position do you hold at your institution?

Director of International Programs and Professor in the Social Science Department.

3. How long have you been affiliated with your institution?

17 years

4. What is your educational background?

Bachelor of Law	1957	Seoul National University
Master's Degree	1963	Michigan State University
Ph.D.	1974	Michigan State University

5. When and how were you first involved in sister college programs?

I first took students to Korea in 1974 before there was an official sister college established. That is the year that Lansing Community College first explored establishing sister college relationships in Asia.

6. What did you wish to accomplish?

To start a Summer Study Abroad program and give students an opportunity to participate during the summer months. I started it with an eleven week program with twelve credits. We actually did our studying and set up our program in Kongju Teacher's College. We utilized their facilities, instructional materials and their instructors. I translated every lecture. I was able to do this for Lansing Community College because I knew the President and several instructors personally.

7. What does the term "sister college relationship" mean to you?

Permanent relationship in which the sister colleges will cooperate for educational exchange programs far beyond what these colleges have with non-sister college relationships. There is a lot of giving of assistance to each other, so much more than the casual contact. I recommend not having more than three sister colleges in one country so that special attention can be focused on each of the sister colleges to provide a quality relationship.

8. What criteria is important for selecting a sister college?

- a. Curriculum is the most important - curriculum must be able to be meaningfully exchanged.
- b. Professional development commitment and the type of professional development activities must be emphasized.
- c. Missions must be similar - It would be difficult for a research institution to have a meaningful exchange with a teaching institution.
- d. Presidential leadership is vital.
- e. Institutional backing is extremely important; there must be support of the Board of Trustees, faculty organizations.
- f. There must be a commitment of resources. This is very important in order for the program to survive.

9. How does the sister college exchange program benefit Lansing Community College faculty and staff?

It increases the awareness of the significance of educational exchange programs with other countries, particularly for faculty and staff.

10. How does the sister college exchange program benefit students?

There is very little impact on students except those who actually participate in the program.

In a community college there is not one large auditorium where all students can meet at the same time to hear the President talk about the sister college programs so many do not even know that it exists. Taiwan has this advantage, ---there are many times where the President calls all the students together to talk with them.

The sister college program can be very positive for students because of making them aware of the international scene. Many community college students are not exposed to events taking place outside of the U.S. as much as four year college students.

For those students who have actually been involved, the benefits are great. They include:

- a. Helping to set and develop career vocational/career objectives. These objectives tend to become more internationally conscious after a sister college exchange.
- b. They become very sensitive to a different way of life and a different value system.
- c. The students may be more eager to host sister college students because of this affiliation. More affinity is developed.

11. How do you think the sister college program benefits the community?

- a. When faculty and staff visit here they meet with community leaders and that is helpful to the learning experience of all involved.
- b. They become more sensitive regarding another country.

12. What do you expect Lansing Community College faculty/staff to accomplish during an exchange?

- a. To learn to internationalize the curriculum is the most important thing.
- b. Help sister college faculty/staff/students to acquire knowledge regarding the real nature of U.S. culture because there is a great deal of misconception regarding the U.S.

13. What do you expect students to accomplish during an exchange?

- a. To learn a different way of life (cultural learning).
- b. To exhibit decent behavior as a good American. This is very important.

14. What criteria do you feel is important in the selection of faculty/administrators to participate in a sister college exchange?

- a. The most important is for someone to be tolerant to a different way of life and different views. Expertise is important, but not nearly as important as tolerance.
- b. One who exhibits exemplary behavior and is well educated and who will act according to their position.
- c. Participants must have a very clear concept/understanding of their role behavior.

15. What criteria do you feel is important in the selection of students to participate in a sister college exchange?
 - a. Their degree of interest in learning about a foreign culture is very important.
 - b. Language knowledge is important, but not as important as a willingness to learn although to really learn a foreign culture, you must learn its language.
 - c. Above average academic performance record is very important.
16. How do you recommend that participants be prepared to gain the most benefit from the exchange?
 - A. Faculty and Staff:
 1. Before they go to a foreign country they should develop a framework for specific activities in which they wish to be involved.
 2. They should have an intensive orientation which includes language, culture, knowledge of the sister college and country. This orientation should place emphasis on the participant's responsibilities to the program and while they are in a foreign culture.
 3. The orientation should also include a clear understanding of the sister college program objectives.
 4. They should develop a plan to internationalize their particular course or curriculum when they return from the exchange.
 - B. Students:
 1. The College must develop a framework for specific activities in which the students should be engaged during the exchange.
 2. They should also have an intensive orientation which includes language, culture, knowledge of the sister college and country. This orientation should place emphasis on behavior in a foreign culture.
 3. Their orientation should also include a clear understanding of the sister college program objectives.
17. How do you think sister college activities should be financed?
 1. Activities should be financed through institutional funds; that is what I meant when I responded earlier regarding the commitment of financial resources.

2. Grants, if available, should be pursued.
 3. Some specific programs can be self-supporting; i.e., expenses born by participants.
18. What suggestions do you have to improve the sister college program and relationships?
1. A strong emphasis must be placed on faculty exchange because this has the most impact on educating students and it leads to internationalizing the curriculum. Student and staff exchange are important, but the faculty exchange is most important to build the interest in the program.
 2. There must be more emphasis placed on specific program exchange with a specific sister college, rather than trying to accomplish universal exchange. I mean by that response that LCC AND NTIC can more readily exchange business programs by the nature of their college and NTIT and LCC can more readily exchange technology or vocational programs because of the nature of that institution.
 3. Reports of the exchange experiences must be widely disseminated so that information on the actual exchange gets out to the faculty and students and staff.
 4. There must be an evaluation of the specific program exchange. Formalized evaluation can take place through the development of a reporting form.

EXCHANGE PROFESSOR AT LCC
3/82 - 6/82
EXCHANGE PARTICIPANT QUESTIONNAIRE

Questionnaire for individuals who have participated in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College.

Interviews for participants from NTIC & NTIT were set up in the Republic of China (Taiwan) at the individual's institution in accordance with their teaching and/or administrative schedule. Participants in the interviews were confined to the interviewer and the interviewee (except on the rare occasion when an interpreter helped for clarification purposes). The interviewees were all acquainted with the interviewer. The purpose for the interview was to obtain information and feedback regarding experiences of participants in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. Each interviewee was advised that he would be quoted in the dissertation material of the interviewer.

Questions were as follows:

1. What is your name?

Chang, Kuang-Yen Chinese name Ben Chang American Name

2. What position do you hold at your institution?

Associate Professor of Civil Engineering (now). I had a promotion from instructor after completing my sister college exchange at LCC.

3. How long have you been affiliated with your institution?

16 years

4. What is your educational background?

Graduate of NTIT and have been taking courses at National Taiwan Institute of Technology that will apply to my Master's Degree after I pass the special examination to be admitted to the Master's Program.

5. Why do you think you were selected by your President to participate in the sister college program with Lansing Community College?

Because I am an expert in Civil Engineering, have a good attitude

and am willing to learn. My college also wanted me to get more knowledge in Civil Engineering and they wanted me to learn to understand the sister relationship.

Five people applied when I applied to go to LCC. The Director of Curriculum makes the selection and then makes his recommendation to the President for approval.

6. What does a sister college relationship mean to you? Please define the term "sister college relationship."

I think it means helping to understand a different educational system and improving lessons for the students and faculty.

7. What are your career goals?

I hope that I can teach better than before and I hope that I will be able to become a full professor and continue in my own institution.

8. How do you feel the sister college exchange program experience benefits your career?

The exchange experience was helpful in getting my promotion to associate professor because I took an English writing course in the Communications Department. This class taught me how to write a paper in English which helped me write a better paper in Chinese. To get this promotion I had to write a paper and I wrote about using a computer to analyze a foundation. I also took a class at MSU and used some of the information from the paper I prepared for MSU to submit as a part of the information for my promotion process.

9. How do you feel the sister college exchange program experience benefits your institution? students? colleagues?

I learned American teaching methods and how to write creative papers. I learned that American students can ask questions --- our Chinese students have been taught not to ask questions during class. I have tried to adapt some of the U.S. methods. My first year back in Taiwan I started asking the students to bring questions to class and they said it was different from their other classes. They did not know how to have discussions, and I encouraged them to bring their questions and we would discuss the questions and answers. Then I asked how they liked the change in teaching methods and most thought it was good. They said they learned much this way and I think this way we can develop their potential. I hope that every student will speak on some topic. This gives me a very different impression. Our students can speak very well. I did not know this before, so I learned more about my

own students. Also, in the first year I was back in Taiwan I talked with my student in English sometimes, but I only do it occasionally now. Also, I find that it took a great deal of time to answer questions, and my students are so busy in their other classes that they were not having time to research the questions before they came to my class. I still try to save five minutes for them to ask questions, though. Our students get as much at NTIT in three years as they would learn in the university in four years, so our time is more limited. But I do think that the American teaching method helped. I never talked with my colleagues about it, though.

Except for the discussion, I don't think there is a great deal of difference between American and Chinese methods of teaching. This was my observation at both MSU and LCC.

Also, I have begun to require some type of research papers in my class and 80% of my students have done well on this.

10. How do you feel the sister college exchange program experience benefits your community?

Interviewee gave no response to question 10.

11. What does/did your institution expect you to accomplish while you are/were involved in the sister college exchange program?

They wanted me to learn the American teaching methods, more about civil engineering and better English and learn more about the exchange experience. I was the first exchange professor to go to LCC from NTIT.

12. What did your institution/you do to prepare for your exchange experience?

The College sent me to learn English for two months during the summer vacation. They helped me to contact American students and American teachers in Taiwan so I could talk with them and learn from them in advance.

Besides the English class and talking with American students and teachers I also prepared through the English school on television. Speaking and listening to English was the most important, I think, because I needed to be able to understand. I prepared for American food by going to Western restaurants here in Taiwan, but I still don't like American food.

13. What do/did you expect of your host college in order to help you gain the most from your exchange experience?

I was not sure what to expect from Lansing Community College in advance, but I thought they would make sure I had a place to live and would let me take classes there and also would help me take a class at MSU. I hoped they would also help me meet people and talk with professors in my field.

14. How did/does your family feel about your selection and your being away from home for three to six months?

My family felt that it would be a good experience for me to be in the United States for approximately six months. My family hoped that I could stay longer or go back to study for my Master's Degree. I think it would have helped me to get a Master's Degree in the United States, and I think that President Tang would have agreed to have me stay.

15. How are you financing your sister college exchange and how does your institution assist you financially during this exchange program?

I got my regular pay from NTIT and my wife also works. However, some of my pay had to stay in Taiwan to help my family.

16. Have you lived or traveled in the U.S./R.O.C. previous to your sister college exchange?

No.

17. What was your image of the United States prior to your sister college exchange experience?

I really did not know what to expect since I had never been in the U.S. before. I only knew it would be a big country.

18. What is your image of the United States after living there during your sister college exchange?

Being in America gave me a different feeling --- it was such a big country and the scientific development is so good. Transportation regulations and rules were very good, for example, people do not walk all over the street. The American university was good and I liked their professional teaching ways.

All of this gave me broader and deeper understanding and now I have more understanding of not only America and Americans but

other countries because there were so many people from other countries in America. An example: I met an Iranian in Los Angeles when I was on my way home. So many people from so many different countries --- Central America, Korea, Vietnam. So, I gained more understanding of more cultures.

But, staying in America for six months I learned that American people work too hard, and I didn't like to just see American movies on American TV. Movies or TV in America make it look like American people have much leisure time, and after I went to the U.S. I found that this was not true. Americans were very busy and concentrate on their work. Movies and TV do not project the correct image.

One thing was that when I returned to Taiwan, I was terrified of the traffic after becoming accustomed to the rules and regulations and good traffic patterns of the United States.

19. What is your impression of the sister college you visited after your exchange experience?

I think that the campus plan for LCC is good. I was impressed with the buildings and trees and flowers at both LCC and MSU.

20. What ways have you added to or changed your teaching methods since you participated in the sister college exchange?

I have tried to adapt some of the U.S. methods. My first year back in Taiwan I started asking the students to bring questions to class and they said it was different from their other classes. They did not know how to have discussions, and I encouraged them to bring their questions and we would discuss the questions and answers.

I hope that every student will speak on some topic. This gives me a very different impression. Our students can speak very well. I did not know this before, so I learned more about my own students. Also, in the first year I was back in Taiwan I talked with my student in English sometimes, but I only do it occasionally now. Also, I find that it took a great deal of time to answer questions, and my students are so busy in their other classes that they were not having time to research the questions before they came to my class. I will try to save five minutes for them to ask questions, though.

Also, I have begun to require some type of research papers in my class and 80% of my students have done well on this.

21. What was good about your sister college exchange experience?

My experiences with Professor Eugene Russell were especially helpful to me. He had me travel on field experiences with him to Grand Rapids, Zilwaukee Bridge, highway engineering projects, cemetery, and construction projects. He treated me, a foreign person, very well. This helped me very much and was good experience for both engineering and English. We also went to power plants and sanitary treatment centers. It helped me to understand how people in the U.S. work and how they live. He also invited me to his own home.

22. How could the sister college exchange have been better?

1. I think LCC should help the exchange teacher go to MSU to learn more of the recent methods in his/her field.
2. I think it would be better to live on the MSU or LCC campus and it would be better to live with other teachers or with other students.
3. I think I would have learned more if someone else had been with me, maybe another Chinese professor, or better yet, if I had an American roommate.

23. How do you evaluate your experiences in the program?

Good. It gave me a more open mind. After I came back I seemed to absorb, accept and appreciate new ideas and new concepts much better. My mind seemed to wide and I was able to see more than before. I would like to return to the United States.

24. How do you think your President evaluates your experience in the program?

I think good. I briefed President Tang with an oral report when I returned. I asked that this program continue because it helps the exchange professor to get advanced study and I suggested that the period of time in the U.S. be longer so that Master's Degrees or Ph.D's can be earned and more understanding of America can be developed.

25. Would you recommend this sister college exchange program to your colleagues?

Yes, because of all the good things that I have been able to develop because of the program---the knowledge of teaching methods, the ability for my mind to see and learn better and the knowledge that I gained from attending classes and getting materials for my school and my students.

26. What suggestions do you have to improve the sister college program and relationship?

I think LCC should help the exchange teacher go to MSU.

I think it would be better to live on the LCC or MSU campus.

I think it would be better to have been able to live with someone else, either professor or student, but preferably an American.

EXCHANGE PROFESSOR AT LCC
ARRIVED FEBRUARY 1982
EXCHANGE PARTICIPANT QUESTIONNAIRE

Questionnaire for individuals who have participated in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College.

Interviews for participants from NTIC & NTIT were set up in the Republic of China (Taiwan) at the individual's institution in accordance with their teaching and/or administrative schedule. Participants in the interviews were confined to the interviewer and the interviewee (except on the rare occasion when an interpreter helped for clarification purposes). The interviewees were all acquainted with the interviewer. The purpose for the interview was to obtain information and feedback regarding experiences of participants in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. Each interviewee was advised that he would be quoted in the dissertation material of the interviewer.

Questions were as follows:

1. What is your name?

Chen, Tien-Chi Chinese Name

2. What position do you hold at your institution?

President - Ta Hwa Junior College of Tech.

3. How long have you been affiliated with your institution?

7 years

4. What is your educational background?

Bachelor's Degree - Political Science

Master's Degree - Political Science - National Cheng-Chi Univ.

Currently - Ph.D. Prog. MSU - College of Ed. Ed. Adm.

5. Why do you think you were selected by your President to participate in the sister college program with Lansing Community College?

My Board of Trustees, specifically the Chairperson, asked me to come to the U.S. to get my Ph.D. Also, they want me to establish a U.S. sister college.

Both the Ph.D. and the sister college experience and relationship will establish better prestige for my College. It is more prestigious to get your Master's Degree or Ph.D. from the United States.

My Board also wants me to learn the U.S. methods for organizing and administering the College; learn more about the U.S. community college.

Their goal is to have me learn how to make the junior college in Taiwan have better quality and become excellent.

I was President of HaHwa Junior College of Technology and my Board wants me to improve the quality, facilities, programs and equipment of the college so they sent me to get my Ph.D. Also, I have looked over and studied five different community colleges when I visited the United States in 1981, and LCC was the most impressive. I really was impressed by the President and his staff members who treated me so well and gave me tours of the college, and I liked the facilities and equipment, and in my briefing it seemed that this college was the most comprehensive. Also, Michigan State University was close by and it provided an opportunity to get my Ph.D. while learning more about the community college system.

Also National Taichung Institute of Commerce is a sister college with LCC and President Yoh is a good friend of mine. He helped me to work with President Gannon to come to LCC to learn and President Gannon and you helped me to go on to MSU for my Ph.D.

Also it is my sincerest desire to concentrate on community college and vocational/technical education and I wanted to study at the best college.

6. What does a sister college relationship mean to you? Please define the term "sister college relationship."

We already had one sister college relationship with a college in Korea. We can learn much from each other as sister colleges. To exchange professors and students is important so they can learn about the strengths and weaknesses of both educational systems in both countries and of both colleges. This helps us to improve our own college. We benefit from the strengths of the sister college and learn from their weaknesses. We especially learn from the specific programs in a college and how they are set up and their curriculum content as well as from the quality of the instructors. We can carefully review the effectiveness of their administrators their equipment and their facilities. Also we learn how the buildings are constructed and how the equipment is placed.

The most important point for sister colleges is to learn from each other.

7. What are your career goals?

I want to devote my self to education. I like being a teacher or administrator. I have a two-year obligation to my Board and my future is dependent on them. It is up to the Board whether I stay at my college as a President or in another position. Everything depends on my Board and the Board Chairperson. In a private institution like mine, the Board is very powerful. They must follow the law of the MOE, but they are very powerful.

8. How do you feel the sister college exchange program experience benefits your career?

Interning at Lansing Community College while studying at Michigan State University has helped me understand more clearly the community college system in the United States, probably more clearly than most people in my country. I now know what community college means. I have found something that I really want my country to think about, i.e. the open door for junior college education in Taiwan. This is an issue we have talked about for many years --- how can we reduce the pressure on those who cannot get into college to get a bachelor's degree or who have gone to junior colleges and feel somewhat downgraded because they do not have a bachelor's degree. Now, more students want to go to junior college to learn skills. Now, I think junior colleges should open their doors to all students. We are a technological and industrial country and junior colleges could add two years of education to the education of all those who do not go to the four year colleges and universities. Also, two years of more comprehensive studies for older students would be a community service of the junior college in Taiwan. The MOE has been thinking about adult education and the junior colleges are already in existence. Why not give them the funds and let them set up more comprehensive colleges for people of all ages? This would also increase the programs for junior colleges and especially for private junior colleges since 56 of the 77 junior colleges in Taiwan are private. Our country does not have enough money to build more junior colleges, but they can provide money for the existing junior colleges to train adults --- these colleges are already located all around Taiwan. Even if this does not happen, it is still important for some of the junior colleges to become more comprehensive so they can fill the needs of the community. Learning about the community college system has really benefited my career because I will have more knowledge about this system than almost anyone else in Taiwan and I can work with my Board and the MOE to try to help them take the best of the community college system and work it into our system.

9. How do you feel the sister college exchange program experience benefits your institution? students? colleagues?

I believed that is responded to in #8 with the way that I can work with my Board and the MOE to improve our junior college system in Taiwan.

I can bring back more materials, information and textbooks for them as well as an overall knowledge of all departments and divisions of Lansing Community College so that our college can take the best of both systems and make more quality education for our students. Also, the facilities and equipment information I can bring back will make a better place for our students to study and better equipment to use for learning experiences.

I want to add that I think one of the most important things I learned to help my colleagues is the methods of professional development at Lansing Community College. This is the best way to improve instructors and administrators --- through professional development programs.

10. How do you feel the sister college exchange program experience benefits your community?

The ideas I bring back for the comprehensive community college will help our educators to become more conscious of the community needs and maybe will help us begin to respond to what our community wants.

11. What does/did your institution expect you to accomplish while you are/were involved in the sister college exchange program?

#1 was to get my Ph.D.

#2 was learn what I can from Lansing Community College to improve my institution for the staff and students.

#3 they want me to establish a sister college relationship with LCC to provide opportunities for exchange of faculty, staff and students and ideas and materials and textbooks.

12. What did your institution/you do to prepare for your exchange experience?

They had me come to the United States for the AACJC Conference in 1981 and visit five community colleges during that time so that I could think about what I saw.

I took an English course in the Language Center in Taipei through the MOE before coming to the U.S.

13. What do/did you expect of your host college in order to help you gain the most from your exchange experience?

The internships have been more than I could have hoped for. I had hoped for an opportunity to study the community college system while getting my Ph.D. at MSU, but I did not know I would be able to have such comprehensive internships while at Lansing Community College. These internships covered every division of the College and gave me opportunities for many professional development programs; gave me access to the libraries, the information system, every department's programs and equipment, every building, administrative meetings, board meetings, special cultural events. It gave me opportunities to have discussions and briefings with all top management people and with faculty, students and other staff members. All this was fit into my doctoral program as internships which provided excellent learning experiences.

14. How did/does your family feel about your selection and your being away from home for three to six months?

They were excited at first because this is my opportunity to learn in a foreign country, but they were worried because none of us have lived in the United States even though I have visited. We were worried about education for our three children. But we thought we should do this for our future.

To tell the truth, our first year was very frustrating especially because of the language problem. My children and my wife did not speak English and I had trouble understanding very much English during that first year. Also, I was so busy that I had to spend all my time in the library reading and I did not have a chance to talk very much or have any social life. After the first year everything went smoother.

15. How are you financing your sister college exchange and how does your institution assist you financially during this exchange program?

My Board pays my salary, tuition, books and living expenses for me. I pay my family expenses out of my salary.

16. Have you lived or traveled in the U.S./R.O.C. previous to your sister college exchange?

No.

17. What was your image of the United States prior to your sister college exchange experience?

Good place for learning. I had a very good image of the U.S.,

however, after being here for 2 1/2 years I feel a little differently. I still like it, but there is a cultural difference --- there is more pressure living here with the more expensive living standards, and my salary come to U.S. dollars about \$1,000 per month. That is hard to live on very high standards. In my country my family can live well. Also, people are so very busy here --- it seems they do not have much time to be social.

But people are not as crowded here, and the air is fresh. It is a good environment for learning.

18. What is your image of the United States after living there during your sister college exchange?

As I said in #17, people are too busy here and the social contact is much less. We can find time to talk anytime in my country. Here we have to make appointments and we are always worried about the time. There is a slower pace in the society of Taiwan.

19. What is your impression of the sister college you visited after your exchange experience?

1. LCC has effective and efficient administration and instruction.
2. The quality of education is very high.
3. Many of my Chinese friends take courses at LCC and feel many times that in certain areas the courses are better than at MSU, especially the courses seem more practical. (Author's note: which is meant to be - community college teach the applied or practical methods with some blend of theory while university courses are established with a more theoretical base.)
(My Chinese friends also tell me about some instructors that are not very good --- (Author: reminded interviewee that it was the responsibility of students to carefully evaluate the instructors so that this information would get to the proper administrator. Cultural note reminder: The Chinese do not like to make others lose face, and it is difficult for them to evaluate honestly when it comes to telling someone that they are not doing a good job.)
4. Universities concentrate on research/community service and then teaching. The community college should concentrate on being the best teacher and that is why it is so bad when a teacher/instructor is not good.
5. Sometimes the students are not on the same par with the university students, and good instructors are even more important in order to compensate for this so that the students will do a good job and be encouraged to go on to higher education.
6. Collective bargaining and contracts may cause difficulty for the administration at LCC especially as it relates to terminating a bad

instructor, but we also have the problem of getting rid of a bad instructor in Taiwan even though we do not have collective bargaining. In our country it seems that when an instructor is hired, he/she is hired for life and it seems almost impossible to get rid of them.

7. Community colleges do not have to pay as much attention to the degree --- they have good instructors who just have Bachelor's Degrees or maybe much experience especially in the vocational areas, but in Taiwan we pay too much attention to the degree and not so much attention to experience.

20. What ways have you added to or changed your teaching methods since you participated in the sister college exchange?

LCC uses a lot of instructional media for teaching and also much self-paced learning which can be helpful to my college. Grading on the Bell curve is much better so that it is the more even natural curve. In my country too my instructors want to flunk students. I tell my instructors, "You must know your students and know their potential and encourage them --- not flunk them."

21. What was good about your sister college exchange experience?

The most special part was the chance to learn about the total comprehensive community college system.

22. How could the sister college exchange have been better?

If we can just learn to talk more frankly --- you, President Gannon, and I, so that we can openly discuss the weaknesses of the community college system and of LCC. I know all the strengths from observing, but I also know some weaknesses that I should discuss with you --- not just about LCC, but about the community college system. You and President Gannon have been in my country, and you especially, have visited many colleges, and have taught and studied my system of education. I hope that we can sit down and have good discussions where we can evaluate our colleges and our systems openly. We can't be too polite to each other.

23. How do you evaluate your experiences in the program?

Very good, but I am very tired. This has been my toughest time in my whole life. We seldom have social activities and many times I wonder if it is worth it all. However, we have committed ourselves and we must reach our goal.

24. How do you think your President evaluates your experience in the program?

(In this case, the Board chairperson is who President Chen is referring to

since he reports to the Board chairperson.)

It is too early to say. He will evaluate after I go back to my college and begin to incorporate all I have learned. He wants me to write some articles and maybe you and I can work on some articles together after we have finished our Ph.D.'s.

25. Would you recommend this sister college exchange program to your colleagues?

Yes. Because it is the best way to learn from each other --- to actually experience the involvement and participate in the colleges and in the programs with discussions with instructors, faculty and students and observing the facilities, equipment and the textbooks and materials.

Once you have accepted the responsibilities for sister college relationships it is very important that the colleges follow through and make all possible experiences available to their faculty/staff and students. The follow-through is the most important to make it a meaningful relationship on both sides.

26. What suggestions do you have to improve the sister college program and relationship?

My only advice to all colleges involved is to really commit yourself to the exchanges --- do not sign agreements just to have agreements --- really commit yourself and follow-through for the good of your faculty/staff/students and your college's future.

EXCHANGE PROFESSOR AT DCCC
1981 - 1983
EXCHANGE PARTICIPANT QUESTIONNAIRE

Questionnaire for individuals who have participated in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College.

Interviews for participants from NTIC & NTIT were set up in the Republic of China (Taiwan) at the individual's institution in accordance with their teaching and/or administrative schedule. Participants in the interviews were confined to the interviewer and the interviewee (except on the rare occasion when an interpreter helped for clarification purposes). The interviewees were all acquainted with the interviewer. The purpose for the interview was to obtain information and feedback regarding experiences of participants in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. Each interviewee was advised that he would be quoted in the dissertation material of the interviewer.

Questions were as follows:

1. What is your name?

Chou, Ching Hui	Chinese Name	John Chou	American Name

2. What position do you hold at your institution?

Director of the Electrical Engineering Department
National Taipei Institute of Technology

3. How long have you been affiliated with your institution?

24 years

4. What is your educational background?

Graduated from National Taipei Institute of Technology (It was provincial at that time.)
Graduated with Master's Degree in Computer Science from Syracuse University, New York
Recipient of first IBM Fellowship established by IBM-Taiwan
Taught electrical engineering courses at Dutchess County Community College for two years while completing work on Master's Degree at Syracuse University.

5. Why do you think you were selected by your President to participate in the sister college program with Lansing Community College?

I was selected because I am a very hard worker and because President Tang thought I was a good professor who could be a pioneer for the IBM-Taiwan relationship with our institution. Also, because President Tang wanted me to be the pioneer for the Master's Degree program at Syracuse University since I was a graduate of our own institution. He wanted me to establish the program where graduates of our institution who had good teaching and working experience could go directly to the Master's Degree program without having a Bachelor's Degree. I was able to accomplish this goal, and now others are participating in this program with Syracuse University.

6. What does a sister college relationship mean to you? Please define the term "sister college relationship."

This means the opportunity for information and cultural exchange as well as teaching experience exchange opportunities. It also means the exchange of teaching methods that will be mutually beneficial to both institutions. It means the opportunity to live in another culture and country and learn from the many people that you meet. The study was important to me, but teaching American students was equally as important to my learning experience.

7. What are your career goals?

I want to be a good Director of the Electrical Engineering Department so that it can become the best department at our college. We have almost 2000 students in my department --- that is larger than many private colleges. My students get a lot of opportunities in industry and then they can go to the United States and get their Master's Degrees. I want to continue in this type of administration, and I hope to continue my own education and then get my Ph.D. so that I can become a dean or a college president. However, my priority is National Taipei Institute of Technology and continuing in administration.

8. How do you feel the sister college exchange program experience benefits your career?

It gave me an opportunity to teach in a foreign country for two years while pursuing my Master's Degree. It also gave me an opportunity to interact more with IBM since I was on a fellowship from IBM-Taiwan. Also, because of this experience I was selected last year to go to the Republic of South Africa to present workshops on electrical engineering and computer science.

9. How do you feel the sister college exchange program experience benefits your institution? students? colleagues?

I brought back teaching methods from the United States that I learned from observing my colleagues at Dutchess County Community College and from taking classes at Syracuse University. I also was able to learn more about the curriculum development process and incorporate the meaningful parts into my departmental curriculum here. It also gave me information that is helpful to the faculty members in my department.

It benefited my colleagues through sharing of experiences and through the information and materials that I brought back and through the materials that I developed from being involved in the teaching experience in a U.S. college. They also benefit from the teaching methods that I can share with them from this experience.

I gained much knowledge for my students and my colleagues through the textbooks used at Dutchess County Community College.

Because I have so much experience teaching Chinese students I can compare their thinking, behavior and philosophy with the American students I taught. This increases my experience and helps me gain confidence to help my colleagues.

10. How do you feel the sister college exchange program experience benefits your community?

From the knowledge that I gained of another culture and the way in which I can relate my experiences so that others understand the need to be involved with other cultures and other countries.

The textbooks and materials that were collected have been made a part of the training manuals for my students which helps business, industry and other employers who employ my students after graduation.

11. What does/did your institution expect you to accomplish while you are/were involved in the sister college exchange program?

President Tang expected me to be a successful pioneer so that others could follow in the IBM-NTIT fellowship and in the path to obtain a Master's Degree from Syracuse University if they are a graduate of this institution.

They expect me to teach successfully in this exchange program and bring back knowledge and information that will be helpful to my colleagues and to my students.

They want me to learn some techniques that are different from my institution so we can compare and do the best. The advising system was part of this.

Computerization for administration decision-making is what I expect to learn when I go to Lansing Community College is this is possible in the future.

12. What did your institution/you do to prepare for your exchange experience?

I had experience in English and in the United States previously so they helped me to do the paperwork with the MOE and helped me to work with IBM-Taiwan and made the arrangements with Dutchess County Community College.

I worked very carefully with IBM-Taiwan so that this triangle relationship between IBM-Taiwan, NTIT and Dutchess County Community College would be successful. I wanted to be a successful pioneer so that my students and other colleagues would have an opportunity to have IBM fellowship/scholarships in the future. I very carefully set up lesson plans for the electrical engineering class I was to teach and made my arrangements to meet with a Chinese friend in Poughkeepsie who would be my landlord. I also met with a representative from Dutchess County Community College to learn more about the college in advance. I also worked hard to increase my English speaking and writing ability.

13. What do/did you expect of your host college in order to help you gain the most from your exchange experience?

I hoped that Dutchess County Community College would help me get established in my classroom at the college and that I would make friends with colleagues and students in that area to learn more about the United States and teaching and learning methods as well as the community college system. Also, I hoped they would help me make contact and follow through with Syracuse University. Otherwise, I wanted to be treated as a regular employ who could take care of myself and do a good job for Dutchess County Community College and NTIT.

14. How did/does your family feel about your selection and your being away from home for three to six months?

At first my wife was concerned because we had three boys in school and they needed to be preparing for the high school entrance examination and we also had a two-year old daughter for her to take care of. Also, my program would have to be two y ars in ord r to t ach and complete my Master's Degree. But she understood. She is Asian.

15. How are you financing your sister college exchange and how does your institution assist you financially during this exchange program?

I got paid by Dutchess County Community College at the rate of fulltime professor for my work there, and I got an IBM fellowship to pay for my Master's Degree courses. Also, my family received my salary from NTIT so that they had funds to live on while I was gone.

16. Have you lived or traveled in the U.S./R.O.C. previous to your sister college exchange?

I was on a special program for Texas Instruments where I traveled in the United States before.

17. What was your image of the United States prior to your sister college exchange experience?

I had been in the United States before and liked it very much.

18. What is your image of the United States after living there during your sister college exchange?

I still like the United States very much and it is important to note that the American people were all very polite. There was an honor system in the daily living experiences.

19. What is your impression of the sister college you visited after your exchange experience?

There was a mutual learning experience and education between the American students and me. I have much patience in teaching the students and they like to ask me questions and I like to talk with them.

It was a good learning process to study the equipment and the facilities and the library management is so convenient with such a good reading environment with an excellent information system. There is much speed and efficiency built into this information system.

Dr. Connolly was especially supportive of me and he told me that he had never seen such a successful program with the teaching of his students and the IBM connection with my getting my Master's Degree. He went to the State (his boss) and got approval for a second year of the program because it was so successful and the general manager of IBM-Taiwan extended the program a second year for me to complete my Master's Degree because it was so successful the first year.

20. What ways have you added to or changed your teaching methods since you participated in the sister college exchange?

I have worked in the textbook information and materials collected into the training manuals at my college and I have also set up the Student Advisory System to help my n w students. This also gives my older students a chance to show what they can do to help new students and builds relationships between students.

21. What was good about your sister college exchange experience?

There was a mutual learning experience and education between the American students and me. I have much patience in teaching the students and they like to ask me questions and I like to talk with them.

It was a good learning process to study the equipment and the facilities and the library management is so convenient with such a good reading environment with an excellent information system. There is much speed and efficiency built into this information system.

Dr. Connolly was especially supportive of me and he told me that he had never seen such a successful program with the teaching of his students and the IBM connection with my getting my Master's Degree. He went to the State (his boss) and got approval for a second year of the program because it was so successful and the general manager of IBM-Taiwan extended the program a second y ar for me to complete my Master's Degree because it was so successful the first year.

22. How could the sister college exchange have been better?

The respondent just said that it was very good.

23. How do you evaluate your experiences in the program?

Good.

24. How do you think your President evaluates your experience in the program?

Successful.

25. Would you recommend this sister college exchange program to your colleagues?

Yes, because it is a very good way to gain experience - by actually working in another college. You gain from doing. My experience was increase because I was accepted as a teacher and also studied at the same time at Syracuse University. So, I gained knowledge of both community college and university education. I also made many friends while I was learning.

26. What suggestions do you have to improve the sister college program and relationship?

It is a good program and I hope more of my colleagues and students can be involved.

EXCHANGE PROFESSOR AT NTIC AND NTIT
November 1980, November 1984, and August 1985

EXCHANGE PARTICIPANT QUESTIONNAIRE

Questionnaire for individuals who have participated in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College.

Interviews for participants from NTIC & NTIT were set up in the Republic of China (Taiwan) at the individual's institution in accordance with their teaching and/or administrative schedule. Participants in the interviews were confined to the interviewer and the interviewee (except on the rare occasion when an interpreter helped for clarification purposes). The interviewees were all acquainted with the interviewer. The purpose for the interview was to obtain information and feedback regarding experiences of participants in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. Each interviewee was advised that he would be quoted in the dissertation material of the interviewer.

Questions were as follows:

1. What is your name?

Jacqueline D. Taylor (American name); Tai, Ja-Ling (Chinese name)

2. What position do you hold at your institution?

Vice President for College and Community Relations

3. How long have you been affiliated with your institution?

6-1/2 years

4. What is your educational background?

Associate Degree - Lansing Community College
BS/BA - Aquinas College
MA - Michigan State University
Doctoral Candidate - Michigan State University

5. Why do you think you were selected by your President to participate in the sister college program with Lansing Community College?

Because of my enthusiasm, hard work and commitment to LCC and to strengthening the sister college program.

6. What does a sister college relationship mean to you? Please define the term "sister college relationship."

A cross-cultural mutually beneficial relationship between two institutions to establish a formal process for exchange of faculty, staff, students, educational materials and teaching resources. A way to learn from each other.

7. What are your career goals?

To do a good job at Lansing Community College, in the local and world community, and to become a president of a community college someday.

8. How do you feel the sister college exchange program experience benefits your career?

When I first participated in the sister college program I was Administrative Secretary to the President of Lansing Community College, then I was promoted to Administrative Assistant to the President, (a President's Council position) and Administrative Secretary to the Board of Trustees; then I was promoted in 1984 to Vice President for College and Community Relations.

Participating in the sister college program over the past six years has provided me an opportunity to broaden my base of knowledge in cross-cultural relations, the educational system in ROC (Taiwan), Japan, and Korea. It has afforded me an opportunity to teach in a foreign culture, accept responsibilities of a nature that include co-leading and coordinating goodwill missions for the State of Michigan, help develop and administer the only student academic work/study program in existence in Japan for any U.S. College or University, present workshops and seminars on these special programs (Japan Adventure student work/study program and sister college relationships), has sufficiently added to my background and knowledge so that there could be a further career opportunity that includes an international component.

9. How do you feel the sister college exchange program experience benefits your institution? Students? Colleagues?

Our students and colleagues are benefited through assisting them to have opportunities to learn more about another country's educational system; learn more about another culture through the exchange professors, administrators, and students who come to our college; it offers our faculty/staff and students an opportunity to teach/learn/study overseas, and helps our students specially prepare for today's world of inter-cultural relationships. The institution as a whole benefits through providing current/relevant programs of an international nature and has gained a national and

international reputation as a leader in international education. The Chinese and Japanese languages have been added to the Lansing Community College curriculum as a result of increased international interaction and interest. Students have instructors who are more knowledgeable about the world and international/intercultural relations, and Lansing Community College is better able to serve the needs of business and industry as it relates to international training.

10. How do you feel the sister college exchange program experience benefits your community?

Provides an educational institution that is current in meeting today's education and training needs in relation to today's international resource people to the community to talk with and share ideas with U. S. counterparts to learn new methods or procedures.

11. What does/did your institution expect you to accomplish while you are/were involved in the sister college exchange program?

In 1980 when I first participated my assignment was to reaffirm and strengthen the newly established sister college relationships with the Presidents/faculty/staff and students of National Taipei Institute of Technology and National Taichung Institute of Commerce; to demonstrate Lansing Community College's commitment to actively participate in the exchange program.

12. What did your institution/you do to prepare for your exchange experience?

President Gannon carefully briefed me regarding all information he had available on the sister colleges and other information on the ROC (Taiwan) and its educational system. An LCC staff member who came from Taiwan helped me prepare my business cards in Chinese, gave me a Chinese name, got name cards, and worked with me on some Chinese language, history and cultural background which was helpful.

President Gannon also made arrangements with President Tang and President Yoh to approve my exchange visit so that I could obtain my visa to enter the ROC (Taiwan). Arrangements were made for other office members to cover my duties while I was gone.

13. What do/did you expect of your host college in order to help you gain the most from your exchange experience?

I hoped they would make arrangements for living quarters and teach me the ways to travel to and from the institutions; would provide opportunities to teach, and talk to faculty, staff, and students;

provide opportunities to participate in cultural events; to see places of interest and of historical significance; to work in the President's offices and to visit other educational institutions.

Overall introduction to the sister college so it would truly become my college.

14. How did/does your family feel about your selection and your being away from home for three to six months?

(Mine was only of six weeks duration since it was the first exchange of the program.)

My family felt it was a very special opportunity and that I should go.

15. How are you financing your sister college exchange and how does your institution assist you financially during this exchange program?

The first time with personal funds and with personal vacation time.

The second and third times the opportunity to teach and learn and conduct research in sister colleges came at the end of other international duties with the Educational Partners for International Cooperation and Michigan's Goodwill Mission to Shiga Prefecture, Japan; thus there was little extra expense for the institution.

LCC paid my salary while I was gone and provided round trip transportation from Japan to Taiwan. (Explained reason for this earlier.)

16. Have you lived or traveled in the R.O.C. (Taiwan) before of traveled there before your involvement in the sister college program?

No.

17. What was your image of the ROC (Taiwan) prior to your sister college exchange experience?

I had almost no idea except from the slides, photographs, and conversations with President Gannon and other Chinese I had talked with. I knew from history studies the background and development of the current government, but had no conception of the feeling between the Taiwanese and those who came to Taiwan from Mainland China in the late 1940's. Nor did I have any real concept of the educational system except that I had identified Chinese as being

scholarly. I was a Pearl Buck fan and when very young had read "the Good Earth" and probably unconsciously based some preconceptions of Mainland China and the Chinese people and culture on the basis of that book.

18. What is your image of the ROC (Taiwan) after living there during your sister college exchange?

Researcher's view of R.O.C. prior to and after sister college experience is also listed in this area.

I had never experienced the density of traffic or the extensive construction projects that seemed to be going up everywhere, also the density of population that constantly crowded the streets; the poverty dwellings next to the new buildings, the street vendors with their carts next to the modern department stores; the temples busy day and night. It is difficult to describe dedication to education that I witnessed by all segments of the institution; the students in their uniforms who saluted their instructors (and me) and clapped when we entered a room, the respect for teachers; the extreme open welcome and overwhelming kindness, and the willingness to openly respond to every question, every request I made for information, the desire to talk to me as an American and the warm hospitality with so many different kinds of food, and learning to "gombay" in friendship and respect, the cultural travels to historical sites; the educational visits to 12 different educational institutions (on my first exchange) as a part of a review team of radio, newspaper, television reporters and educators; the television that only had Chinese language coming from it, the Chinese music permeating the air from all the taxi cabs; the elementary school children in their uniforms happily heading for school; these are all indelible cultural memories with the major impact of what the special friendship has meant to my life.

19. What is your impression of NTIT and NTIC now that you have participated in the sister exchange program?

Both are top institutions with only the top students admitted through passing a rigorous entrance examination; both have developed close contacts with business and industry for cooperative internships and training programs for their students e.g. NITT has a cooperative agreement with National Taiwan Power Co. This company has an office on campus and advises the institution regarding curriculum.

I have seen both institutions upgraded to National institutions from Provincial institutions which provides more prestige and more extensive budgets. Both have top qualified instructors.

20. What ways have you added to or changed your teaching methods since you participated in the sister college exchange?

Have taught very rarely due to lack of time, but when teaching I have added an international component to talk about sister colleges and what this can mean for our students.

21. What was good about your sister college exchange experience?

The teaching experience in a different culture; the opportunities to work directly with three different presidents in sister colleges; the freedom to become better acquainted and interact with students, faculty/staff; the privilege of "belonging" to sister institutions, becoming Vice President of NTIC with my own office; the visits to over 30 institutions and discussions with MOE officials, governmental, and educational agencies; the gaining of confidence and sense of belonging in living in another culture and country; and lasting bonds of friendships and high respect built with people. The excellent scheduling and opportunity to be involved with all segments of the institution as a sister.

22. How could the sister college exchange have been better?

More language preparation on my part.

23. How do you evaluate your experiences in the program?

Excellent

24. How do you think your President evaluates your experience in the program?

Very good.

25. Would you recommend this sister college exchange program to your colleagues?

Yes, without hesitation unless it seemed obvious that they would not fit into the selection criteria.

26. What suggestions do you have to improve the sister college program and relationship?

The researcher listed areas such as language study, pre-orientation briefings re: culture and sister colleges, systematizing the program through the development and use of forms, and these suggestions have been placed in the recommendations in Chapter V.

EXCHANGE PROFESSOR AT LCC
9/81 - 12/81
EXCHANGE PARTICIPANT QUESTIONNAIRE

Questionnaire for individuals who have participated in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College.

Interviews for participants from NTIC & NTIT were set up in the Republic of China (Taiwan) at the individual's institution in accordance with their teaching and/or administrative schedule. Participants in the interviews were confined to the interviewer and the interviewee (except on the rare occasion when an interpreter helped for clarification purposes). The interviewees were all acquainted with the interviewer. The purpose for the interview was to obtain information and feedback regarding experiences of participants in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. Each interviewee was advised that he would be quoted in the dissertation material of the interviewer.

Questions were as follows:

1. What is your name?

Tsai, Chen-Li Chinese Name Charles Tsai American Name

2. What position do you hold at your institution?

Director of the Foreign Language Program
National Taichung Institute of Commerce.

3. How long have you been affiliated with your institution?

15 years

4. What is your educational background?

Bachelor of Arts - National Chen-Chi University, Taiwan

5. Why do you think you were selected by your President to participate in the sister college program with Lansing Community College?

Each year the MOE wants to send some people to the U.S. to learn. They give us visiting permission and President Yoh wanted to give me this chance. He asked me which college I would like to go in the U.S. President Gannon had been to our College and he is good friends with President Yoh. I always thought that President

Gannon was a good President, and I determined that is is the President that I would like to learn from, so I suggested LCC, and President Yoh agreed. Then we asked for and received President Gannon's approval.

6. What does a sister college relationship mean to you? Please define the term "sister college relationship."

It means exchange of faculty and students. It also means we will help each other with information, textbooks and materials so we can both be better institutions.

7. What are your career goals?

To be Chairman of the Foreign Language Department and that is what I am doing and was doing when I was sent to LCC.

Also, I think it is important for my career to get a Master's Degree which I would like to do in the future.

8. How do you feel the sister college exchange program experience benefits your career?

It helped me to improve my writing skills and my teaching skills for the English language. It also helped to broaden my career and help me look at new methods of teaching.

9. How do you feel the sister college exchange program experience benefits your institution? students? colleagues?

The knowledge that I gained in my writing class and in the Teaching English as a Second Language class helped me to improve my teaching here and it helped me to help the teachers in my department. Also, I was fortunate, and I was at LCC the same time that many Korean professors were there for a special training program. I took a special class with the Korean professors on the U.S.A. educational system taught by Dr. Thuy and I learned a lot from that class.

I know now that I should adjust my way of teaching. I should follow the order of our college and the MOE and also use what I learned at LCC and MSU - the practical way of teaching, let students ask questions and give them time to ask these questions and take time to answer the questions. I want my students to give their ideas and I talked to all my faculty members about this teaching method.

Also, when I came back I really tried my best to give suggestions to beautify our campus and let our students know that LCC is a beautiful and clean campus on which to study. (President Yoh is

also impressed with the beauty of the LCC campus and now we have added beautiful garden landscaped areas to our campus with flowers, shrubs and trees which we did not used to have.)

Traffic was smoother and people obeyed traffic rules in the U.S. When I teach I ask my students to obey the traffic rules and to be a good citizen. We say that our country is 4,000 years old, but we do not know how to follow the traffic rules!

Our people sometimes want to build walls and gates and this makes the beautification more complicated.

When I teach now my conversational English is much improved. When I attended MSU I found out there was an old fashioned English and I learned the modern English. We had been using old fashioned English in Taiwan. Now there is a more efficient use of English here and this also helps in writing letters and correspondence for President Yoh.

One problem when I came back -- I still have to practice my English by myself to improve because most of our classes are in Chinese (except for the English language class I teach). It seems easier for all of us to explain in Chinese and quicker. But it would be nice to practice English with each other, too.

10. How do you feel the sister college exchange program experience benefits your community?

By helping the teacher to be better this helps students learn more.

11. What does/did your institution expect you to accomplish while you are/were involved in the sister college exchange program?

President Yoh wanted me to learn much more since I was Chairman of the Department and he wanted to have me study more and to get my Master's Degree and earn some credits towards my Master's degree. He also wanted me to learn the American teaching methods to help my instructors in my department and my students in their learning process.

12. What did your institution/you do to prepare for your exchange experience?

President Yoh made the contact with President Gannon, gave me the time to go to the U.S. and the time to prepare with my language classes before I went to the U.S.

I prepared my personal data information and sent it with an application to the MOE. After the MOE approved my xchange visit, they sent me to the Language Center (the MOE paid the expenses)

and trained me in the English language for six weeks. I needed the extra training even though my major was English and I taught Business English.

13. What do/did you expect of your host college in order to help you gain the most from your exchange experience?

President Yoh wanted President Gannon to help me go to MSU so I could learn more about writing and teaching English as a Second Language. However, I was able to get a good writing class at LCC and took Teaching English as a Second Language at MSU.

14. How did/does your family feel about your selection and your being away from home for three to six months?

My children were little so that is a problem, but we felt that I should do this to improve myself and my department.

15. How are you financing your sister college exchange and how does your institution assist you financially during this exchange program?

I received my regular salary from NTIC, but only at the rate of professor. I did not get my full Chairman pay. Courses were furnished by LCC, and I gave some lectures at LCC and received some pay for those lectures.

16. Have you lived or traveled in the U.S./R.O.C. previous to your sister college exchange?

No.

17. What was your image of the United States prior to your sister college exchange experience?

TV and movies show that American students are mischievous; that they have a lot of time for pranks.

I can now let my students know that this is not true, that American students study hard, are serious, polite and they do listen. I want our students to know the real situation.

18. What is your image of the United States after living there during your sister college exchange?

Traffic was most orderly. The environment and the landscapes were very beautiful. So many people build their own house and the houses are their own design. Everything is painted and it makes

the house look beautiful.

I traveled to many U.S. cities after my sister exchange was completed and the historical sites were significant in my mind.

The clean surroundings was especially noted by me (and talked about to my students and faculty.)

There are no walls or gates. In my country everything seems to be behind a gate. You can find the buildings you want by walking to them - you don't have to go through the gate where there is a gate keeper. If the gatekeeper does not know you, you might not get into the institution.

Cultural differences included a difference in entertaining. You can get together just for fun and exchange ideas or do business. You have a quieter way of entertaining.

We invite a lot of people and eat a lot and drank alot and have fun but we cannot exchange ideas or do business during that time.

19. What is your impression of the sister college you visited after your exchange experience?

At LCC everything was in order; the campus was beautiful and so clean. When I arrived everything was set and I was hosted so much. The schedule was arranged and this was helpful to my teaching and learning. Everyone was so helpful. I did not drive even in Taiwan so I couldn't drive in Lansing and this was inconvenient, but I had good rides from you and from other classmates. So, it is the helpfulness and the hosting from LCC people that I also remember very much. Again, I remember being there at the same time as the Korean professors and I made some good friends. I also traveled on field trips with the Koreans and LCC personnel and this was very helpful. The Library was really excellent.

20. What ways have you added to or changed your teaching methods since you participated in the sister college exchange?

The U.S. has flexible teaching methods with students being able to ask questions and exchange ideas with the teachers. In ROC (Taiwan) the method is different. We must each according to the program with ready-made materials. We must be finished with certain areas by a certain time. Our methods are more rigid. We talk and talk (lecture) in order to finish the materials on time. If the students ask questions it puts you behind. At LCC and at MSU they say "Today we have to teach chapter five and then the instructor teacher, but if a student asks a question, then the teacher stops to solve that problem and maybe you finish what you have to later, but the chapter will not be taught again. The student is more responsible for learning.

Our high schools are more teaching to the examination. At least in the college it becomes a little better because we only have to teach to the mid-term and the final examinations, and our instructors can design his/her own examination. In high school the students must take examinations every day in the area of Chinese, English or Math, etc.,

I now have my students take notes and I give them writing assignments and check their notebooks them, and I still give them mid-term and final examinations. Some of this I have based on the ways that I learned at LCC and MSU.

21. What was good about your sister college exchange experience?

In addition to the good classes I took at LCC and MSU and with the Korean professors I worked with Athena Chou (Warner) in the Chinese Conversation class at LCC and visited and talked/lectured at other LCC classes. Also I visited and had discussions with Dr. Bramer, Chairperson of the Communications Department and I learned much from him. I also visited reading classes, business writing class, and a Journalism class. Mr. Bentley, the instructor in the Journalism class, was also the instructor in my writing class. He was a good teacher who helped me improve my writing skills which was good for my teaching at my institution. He taught the theory of writing and introduced articles to learn from and then asked me to write and correct any mistakes that were made.

My experience with the culture and ways of American living make it easier to explain to my students. Geography is better known and explained because I have been there.

22. How could the sister college exchange have been better?

If I could have had a TV in my room, it would have helped. I could have learned more English from a TV. I watched TV in the rooms of the Korean professors sometimes.

Even though I am a teacher of English I still needed to know how to speak English better in order to teach American students better.

My children were young and sometimes I got homesick when I would get a letter from my wife.

23. How do you evaluate your experiences in the program?

Good. I gained in writing, listening, speaking skills. I made many new friends, American, Korean, and Chinese. I learned new teaching methods and learned about the U.S. educational system. I traveled throughout the U.S. as a guest of President Yoh and went

to Chicago, Washington, D.C., New York City, Boston, Los Angeles, Las Vegas, San Diego and Hawaii. This was a part of the good learning experience.

I was invited to homes to share U.S. living experiences and U.S. holidays like Thanksgiving so I learned more about the culture of the U.S.

I read the English newspapers everyday - Lansing State Journal, State News from MSU, Open Line and Lookout from LCC. I read many magazines and used the Library at LCC which was excellent.

I have learned so many things to help my students and my instructors.

24. How do you think your President evaluates your experience in the program?

He indicates that he feels good about my participation and he gives me more assignments that he knows I can complete because of my improvement of the English language and writing skills. For example I had to write our NTIC catalog in English which I did. Together we are trying to write an article for the AACJC Journal. I do all the English letter for President Yoh; complete all my department chair responsibilities; teach. Also other special assignments included the new videotape with English dialogue written and translated by me with assistance from my department instructors.

25. Would you recommend this sister college exchange program to your colleagues?

Yes because of all the reasons described throughout - all the ways I have improved and helped my students and my colleagues.

26. What suggestions do you have to improve the sister college program and relationship?

Now, since I have experience in the exchange program I can help others. I tell them about their travel, how to take a bus, how to stay in a hotel, tell them about the airplane transfers, especially in Chicago where it is so huge; how to find their way around; which places to visit; also which universities and colleges they should look at. I think that someone should be able to help our people prepare this way for their experiences.

It is important for faculty and students to participate in this exchange program, and I think that more short term visits would be helpful to build the interest and to involve more people. They want to visit, but they do not get the opportunities for long visits, so I think short visits for a number of students and

professors would be helpful. Also, I think that it would be good for you to send professors and students to our college to learn. We can all learn about each other's culture and country that way.

One thing I wish you would check out is that the American Institute in Taiwan sometimes refuses to give a visa to us. They make it difficult because they don't seem to trust us even when we have our letter of invitation from you or from another sister college in the U.S. It took three visits for our Dean of Students to get his visa when he was invited to Johnson County Community College. They didn't trust him and said that he might try to stay in the United States.

EXCHANGE PROFESSOR AT LCC
4/83 - 6/83
EXCHANGE PARTICIPANT QUESTIONNAIRE

Questionnaire for individuals who have participated in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College.

Interviews for participants from NTIC & NTIT were set up in the Republic of China (Taiwan) at the individual's institution in accordance with their teaching and/or administrative schedule. Participants in the interviews were confined to the interviewer and the interviewee (except on the rare occasion when an interpreter helped for clarification purposes). The interviewees were all acquainted with the interviewer. The purpose for the interview was to obtain information and feedback regarding experiences of participants in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. Each interviewee was advised that he would be quoted in the dissertation material of the interviewer.

Questions were as follows:

1. What is your name?

Yeh, Min-sung Chinese Name Victor Yeh American Name

2. What position do you hold at your institution?

Chairman - Department of Buisness Administration
National Taichung Institute of Commerce

3. How long have you been affiliated with your institution?

10 years

4. What is your educational background?

Bachelor Science - National Taiwan Normal University
Master's Degree in Public Administraton - University of San Francisco, CA

5. Why do you think you were selected by your President to participate in the sister college program with Lansing Community College?

Because I had studied in U.S. and Canada before and because our College needed to have someone have more knowledge in the area of computer science and computer assisted instruction.

6. What does a sister college relationship mean to you? Please define the term "sister college relationship."

A chance to exchange ideas and information with a college in another country; also a chance to study in another country and to learn new teaching methods.

7. What are your career goals?

To be a high school principal is my highest goal. To keep doing a good job here; also to get to study more in the U.S. so I can get my Ph.D.

8. How do you feel the sister college exchange program experience benefits your career?

The social evaluation is different after you have been to the U.S. It is higher than before. Once you are abroad your status is much higher.

Students respect you more if you have been to the U.S. Faculty and staff look up to you. U.S. is better to go to than other nations because of the highly developed science and technology.

Had a promotion to Chairman of Department of Business Administration since sister exchange experience. This is a larger department.

9. How do you feel the sister college exchange program experience benefits your institution? Students? Colleagues?

Changed teaching methods and gave the students more chance to ask questions and have discussion. The old method was for students to just listen and never discuss. It's very good to let the students express what they think and to train them in the ability to express themselves. The students like this because they can freely express what they think.

The other instructors do not know I have changed methods. They remain the same, but I use the new methods in Principles of Management. I want to see how the testing comes out and do some comparative studies on the learning of students with this new method. Then maybe I will talk to other instructors about it.

10. How do you feel the sister college exchange program experience benefits your community?

Respondent did not answer this question.

11. What does/did your institution expect you to accomplish while you are/were involved in the sister college exchange program?

They approved what I wanted to study and expected me to complete these studies:

Management Methods

Business Techniques

Computer Techniques

(1) Study more

(2) See more of the U.S.

(3) Take computer assisted instruction courses.

(4) Learn new teaching methods

(5) Wanted to learn to understand different learning rates of students.

(6) Learn more about the different learning environment.

(7) Learn more about the variety of ages at a community college.

(8) Wanted to collect new information about computer science and mathematics.

12. What did your institution/you do to prepare for your exchange experience?

English Language Center experience and studies for two months.

13. What do/did you expect of your host college in order to help you gain the most from your exchange experience?

Help me achieve the assignments/goals set by my institution and me (as listed in response to question 11.)

14. How did/does your family feel about your selection and your being away from home for three to six months?

I've been involved before in studies away from home, so they understand that it is of assistance to my present job and my future job opportunities.

15. How are you financing your sister college exchange and how does your institution assist you financially during this exchange program?

Receive regular pay from NTIC; they paid for my transportation and give me some living expenses.

16. Have you lived or traveled in the U.S. previous to your sister college exchange?

Yes, in San Francisco while studying for my Master's Degree.

17. What was your image of the United States prior to your sister college exchange experience?

The main difference in the two cultures is that our children all show propriety to their parents. In the U.S. it is different - Respect for the parents is the main difference.

U.S. and Taiwan are very different cultures. The history of the Chinese culture is longer than American history, so the Chinese people are more conservative. Our culture stems from Confucious and we welcome guests - we are not egotists (explained that to him this mean "not self-centered"); we like people and we like to welcome friends. (Conservative was defined by him to mean that we dare not show our feelings to others immediately.)

In ancient times we Chinese people depended on the agricultural life so we became lazy in the area of science. If we get the harvest in and we have enough to eat, we don't think about being more advanced; we only worried about what we have so that is why science and technology are not highly developed at this time. Our knowledge of science is limited.

The history of America is younger than ours so the American people are more vivid -- (vivid described as: young men who will try everything - not like an old man just sitting there --- America is like a young man who is vital and energetic.

American people migrated from many other countries so that they have to face difficulties and fight their difficulties, otherwise they can't leave their homelands. In Taiwan/China the Chinese do not have other cultures as a part of their background. (At this point we talked about the different races in the U.S. and how that bothers some people from China. He said: Americans are more free to develop their self wills, not like Chinese people who are sometimes bound by many social regulations or other regulations. So the Americans are free to develop themselves and their talents. This is why there is a big difference between science development in America. Many businessmen are industrial people in the U.S. and they support research and development, but in Taiwan business and industry do not contribute as much to science and technology development.

The Chinese have more superstitions (belief without foundation) because they were living in an age of agricultural life; therefore the science and technology are very difficult to develop. (Superstition was also described as "not afraid, just their nature and their tradition - more accepting of things as they are.) (Those who do wish to develop science and technology, and there are some, are encouraged by the government by the government seeing their plans and then paying some money to support the projects.)

In ancient time in the agricultural age there were large families and they all lived together and there was food enough for all of them so they don't have to work hard and since they had enough to eat they don't look for other things, they have their food and shelter and those are the main things. (We talked about Maslov's hierarchy of needs here and how many Chinese are at the first level of just satisfying food and shelter needs.)

18. What is your image of the United States after living there during your sister college exchange?

Had lived in U.S. before, but the second visit is better because it helps us to see something deeper and better.

19. What is your impression of the sister college you visited after your exchange experience?

- 1) All classes are open.
- 2) The students must talk.
- 3) In Taiwan, big classes of 50 students - in the U.S. smaller classes.
- 4) In the U.S. a mixture of old and young - In Taiwan - younger.
- 5) More freedom in using courses in the U.S.
- 6) Professors have more freedom.
- 7) LCC - there is more video/Tv/computers; more teaching equipment for students to use.
- 8) In NTIC all students are required to wear uniforms with student name and number.
- 9) More students wear glasses in Taiwan.
- 10) At LCC students can change classrooms easier - at NTIC, fixed classrooms.
- 11) All students (male) have short hair at NTIC (required); no long hair.
- 12) Every student here must take Physical Education every year and military courses, both male and female.
- 13) Organization of the college is different - Government provides all budget at NTIC.
- 14) NTIC does not have a Board of Trustees.
- 15) MOE appoints president of the College in Taiwan.
- 16) NTIC has a five year program for students who come directly from junior high school; a 2 year program for students who come from senior vocational high school; 3 year program with their air school; supplementary school - 3 year program and night school - 3 year program. In the U.S. you have extension centers.
- 17) Everyone has to take entrance examination here no matter which program they are in. (He said that regular day students have a harder examination.)
- 18) All schools are on the same calendar (K-12; college; university); the semester is different than in the U.S. In Taiwan the semester begins September 22 - January 26,

January 26-February 26 is vacation; February 17-June 20 second semester. No summer courses at all. Air school is the only different one in Taiwan. Their first semester begins February 27 and their second semester is September 26-January 26; no summer program for air school either.

- 19) Draft in Taiwan - boys must go into the military for two years right after they graduate from NTIC (and in all Taiwan); girls also take military training (nursing) but do not go into military service upon completion of program.

20. What ways have you added to or changed your teaching methods since you participated in the sister college exchange?

Changed teaching methods and gave the students more chance to ask questions and have discussion. The old method was for students to just listen and never discuss. It's very good to let the students express what they think and to train them in the ability to express themselves. The students like this because they can freely express what they think.

The other instructors do not know I have changed methods. They remain the same, but I use the new methods in Principles of Management. I want to see how the testing comes out and do some comparative studies on the learning of students with this new method. Then maybe I will talk to other instructors about it.

21. What was good about your sister college exchange experience?

Studied often in the Lansing Community College library and at the Michigan State University Mathematics library. Both excellent. East Lansing Inn was okay.

22. How could the sister college exchange have been better?

I did not get the computer assisted instruction that I wanted. It was not yet developed at LCC and there was no opportunity at MSU.

Wanted to visit some other colleges and there was no transportation.

Needed some more English as a Second Language.

Wanted to take some extension courses.

Wanted more briefing on whole college (TV, etc.) similar to the videotape briefing developed by NTIT.

Would have been better to arrange one room for 2 persons and come in a pair to have each other to talk to and go out together. Otherwise alone too much.

We still need student exchange. A student group should visit your

college for a short time to let students understand your culture and learn English in your country. We are now sending a group of students to our sister college in Japan and we had almost 40 students make application for the 15 positions that could go. Parents in Taiwan have become richer and their families support their children to go abroad. The President and the MOE have to approve this. The letter of invitation from your President is very important.

Still had difficulty in understanding (needed to develop more listening skills); feels still cannot speak very well even with the extra long study and being in U.S. 2 or 3 times.

23. How do you evaluate your experiences in the program?

Very good.

Visiting professor policy is very good and we must keep continuing it.

24. How do you think your President evaluates your experience in the program?

I think good.

25. Would you recommend this sister college exchange program to your colleagues?

Yes.

26. What suggestions do you have to improve the sister college program and relationship? (This professor asked that his responses from #22, Areas that Could Have Been Better in his Exchange Experience, also be listed as areas that would improve the program.)

I did not get the computer assisted instruction that I wanted. It was not yet developed at LCC and there was no opportunity at MSU.

Wanted to visit some other colleges and there was no transportation.

Needed some more English as a Second Language.

Wanted to take some extension courses.

Wanted more briefing on whole college (TV, etc.) similar to the videotape briefing developed by NTIT.

Would have been better to arrange one room for 2 persons and come in a pair to have each other to talk to and go out together. Otherwise alone too much.

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Still had difficulty in understanding (needed to develop more listening skills); feels still cannot speak very well even with the extra long study and being in U.S. 2 or 3 times.

EXCHANGE PROFESSOR AT LCC
9/84 - 12/84
EXCHANGE PARTICIPANT QUESTIONNAIRE

Questionnaire for individuals who have participated in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College.

Interviews for participants from NTIC & NTIT were set up in the Republic of China (Taiwan) at the individual's institution in accordance with their teaching and/or administrative schedule. Participants in the interviews were confined to the interviewer and the interviewee (except on the rare occasion when an interpreter helped for clarification purposes). The interviewees were all acquainted with the interviewer. The purpose for the interview was to obtain information and feedback regarding experiences of participants in the sister college program between National Taichung Institute of Commerce or National Taipei Institute of Technology and Lansing Community College. Each interviewee was advised that he would be quoted in the dissertation material of the interviewer.

Questions were as follows:

1. What is your name?

Yen, Taih-Der Chinese Name Teddy Yen American Name

2. What position do you hold at your institution?

Instructor - Industrial Engineering
National Taipei Institute of Technology

3. How long have you been affiliated with your institution?

13 years

4. What is your educational background?

I attended church school and then general high school. Then I attended Taramsu Senior College for three years.

5. Why do you think you were selected by your President to participate in the sister college program with Lansing Community College?

President Tang wanted me to learn American teaching methods and customs.

I work very hard in our department.

My work life is very serious. I do not smoke, go to movies, dance

or have bad habits. My time is distributed between my work and my family. My behavior is good and the teaching institute is very happy with me.

Our institute has sent other teachers to the U.S. for training in previous years. They have sent mostly electrical engineers and then other departments. Then it was the turn of the Industrial Engineering Department, and I was the only one in the department who had not been abroad.

6. What does a sister college relationship mean to you? Please define the term "sister college relationship."

Sister college to me means getting to know your college better and having a chance to study there so I can learn and bring back information to my students. It means an exchange of ideas, and I hope that my LCC professor, Jim Johnson, and others can visit our college so they can learn about my college and then we can have an exchange of discussion and ideas. It is better if we both visit each other's institution. Then we can discuss better.

7. What are your career goals?

I do not want to be promoted to professor because I have no Bachelor's Degree. I just want to teach my students and teach my student with my heart as well as my head. I want to pay attention to my children. My brother's IQ is much better than mine, but I have not great ambition over teaching my students to make my contribution to my country and my society and still have enough time to help my children.

8. How do you feel the sister college exchange program experience benefits your career?

It helped me to learn American teaching methods and LCC was so open for me that it helped. I do not agree with the American system as a whole, but I like part of the teaching methods. I think we can mix Taiwan and American teaching methods. In Taiwan, always the teacher speaks -- speaks -- speaks and they do not give the student enough time to speak, there is no time for student opinion. But, I disagree with American students when they put their feet on the desk. I dislike it that the American students are impolite to the instructor. In Taiwan the students call me Lausu Yen - Teacher Yen, but in America they just call the teacher --- Jim Johnson. This shows no family upbringing and it is not a proper way of speaking or does not show respect to him. We must always respect older gentlemen and those in higher positions. I always stand up when my father entered the room.

(Author's note: Mr. Yen had difficulty understanding that it was appropriate for him to call me on the phone since he felt I was in a higher position and it was not proper for him to phone someone

in a higher position. He also had a problem understanding that it was appropriate for me to drive a car to pick him up -- again because of my different position. He came to accept me as a friend and then it was okay to call me or have me drive a car to pick him up. I sincerely appreciated his respect and it was a good learning experience for both of us. He finally was able to start calling me "Jack Taylor" instead of Mrs. Taylor.)

9. How do you feel the sister college exchange program experience benefits your institution? students? colleagues?

The most benefit was in opening my eyes to the American teaching methods and that will help our institution.

When we can mix the best from America and the best from Taiwan this makes a much better system for the students.

We have developed a better ratio of instructor to students than there is in the high schools in Taiwan -- in high school it is usually 1:50 and in our college it is 1:30 and it is important for our instructors to be very diligent and very steady and we must have the best methods for teaching since our students go on to some executive level positions throughout our country.

The introduction for my colleagues of the best of American teaching methods with the best of the Taiwanese, and also the textbooks and materials that I can bring back.

10. How do you feel the sister college exchange program experience benefits your community?

I think our community, our college and our whole area gains when we can give quality education to our students. Any way that we can improve the quality of our education benefits the community.

11. What does/did your institution expect you to accomplish while you are/were involved in the sister college exchange program?

They wanted me to learn American teaching methods. Also. They wanted me to make good friends and keep in touch with my friends to keep learning. I made good friends with Jim Johnson and Harris Dean and Bill Zuhl. And Sherry (worker in Mr. Zuhl's office) took me to church many times so that I could learn the religious customs in America. Sunday everyone seems to go to church in America: even on TV everyone goes to church on Sunday.

There was a big story on Harris Dean and me in your student newspaper because he called me to read some Chinese and I found out that he had been a flier over the Burma Highway during the time my father was in mainland China. We became good friends.

President Tang had briefing with me when I returned and he seemed to feel that good relations with LCC were key in my learning experience and in the sister college relationship.

12. What did your institution/you do to prepare for your exchange experience?

They gave me information and instructed me to learn much about your country and your institution. They have me a one month intensive English course which was very intensive and very expensive. I went eight hours a day. The teachers were all American and if you said one word in Chinese you could be fined NT\$10. That month was really a benefit to me so that I could speak to the Americans.

13. What do/did you expect of your host college in order to help you gain the most from your exchange experience?

Continued exchange of your student and college newspapers - The Lookout and the Open Line are important. You need to send us more information on your college and on America to help our students and faculty be better prepared to come to the United States. We need to have better preparation in language, culture and you can help us with this by sending materials and your people to help us.

Also, it would be better if our students could have some part-time work while they go to your college. This would help our students prepare to work in America after they graduate.

The East Lansign Inn where you had me stay was not too bad, but not too good.

14. How did/does your family feel about your selection and your being away from home for three to six months?

My family was happy for me to have the opportunity, but it meant being away from them for several months, and I was very homesick for them.

15. How are you financing your sister college exchange and how does your institution assist you financially during this exchange program?

My college pays for my salary, some living expenses and paid for my round trip ticket.

Also, my wife works.

16. Have you lived or traveled in the U.S./R.O.C. previous to your sister college exchange?

No.

17. What was your image of the United States prior to your sister college exchange experience?

My family and my brother had lived in America so they helped me to understand some ahead of time, but I did not know what to expect.

18. What is your image of the United States after living there during your sister college exchange?

I got used to eating American food. I think that Americans waste electric power too much. In Taiwan, we use gas and only turn on the gas meter when it is needed. American families use power too much.

I was impressed by everyone who goes to school part-time while they are working.

Our government does not have enough budget for education. MSU's budget was more than one whole year for education in Taiwan!

American TV news was very helpful and gave me deep understanding and more impressions of the U.S. The teachers at one of the schools were on strike while I was there. That was incredible to me that teachers would strike!

Also, I was surprised that most American students work very hard and behave themselves very well. This is different than what we see on the TV program in American movies.

Researcher's view of R.O.C. prior to and after sister college experience is also listed in this area.

19. What is your impression of the sister college you visited after your exchange experience?

I was very impressed with LCC's equipment and facilities. The equipment seems much better than what we have at NTIT.

I was very impressed with your Public Safety Department and how helpful they are to everyone. We do not have a Public Safety Department.

I was impressed with so many part-time students who work while going to school and who are all ages, especially the student aides.

20. What ways have you added to or changed your teaching methods since you participated in the sister college exchange?

I have tried to have less of the speaking--- speaking--- speaking from the instructor and have tried to encourage the students to ask some questions and have tried to take some time to listen to student opinions.

21. What was good about your sister college exchange experience?

Good learning experiences in the classes I took which included:

Personality of Management and English as a Second Language. I also worked a lot of time in the Language Laboratory. I still read English newspapers to practice my English.

The Personality of Management was very difficult for me. Personality plays a very important role in management and the work/labor union role is very important. More union is stressed in the U.S. In Taiwan, unions are not as strong since it cannot perform its duties because the government forbids the labor union to gain much strength in Taiwan. I learned so much about labor laws and worker benefits from this class and employee/employer relationships.

Jim Johnson had much patience with me and my questions and he spent an evening helping me to understand better. There were not very many students in this class and I think it is a very important class. There would be more students interested in Taiwan. In Taiwan there is more emphasis on production management and less on labor management since there is no shortage of labor in Taiwan. In Taiwan if you don't like to work there is always someone else to take your place.

22. How could the sister college exchange have been better?

Some of the instructors promised me materials and they did not follow through and send the materials. It is very important to follow through and provide the materials to our college because they are so helpful to our students.

23. How do you evaluate your experiences in the program?

Good.

24. How do you think your President evaluates your experience in the program?

He seemed pleased when I briefed him when I returned and seemed to feel that I had a good learning experience that would help our

students and our college.

25. Would you recommend this sister college exchange program to your colleagues?

Yes, because it is the best way to learn, to be right in the class and make friends with faculty and students in the sister college. Also, it is a good way to see the equipment and find more materials and books for our students, and learn the American teaching methods.

26. What suggestions do you have to improve the sister college program and relationship?

The preparation and the follow-through are the most important. You should send us more materials to better prepare our people and have your people come here to help us prepare. Also, your people should follow through on what they promised.

APPENDIX D

SISTER COLLEGE AGREEMENTS

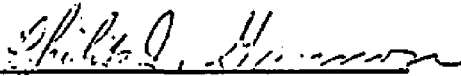
AN AGREEMENT TO COOPERATE
BETWEEN
TAICHUNG INSTITUTE OF COMMERCE
AND
LANSING COMMUNITY COLLEGE

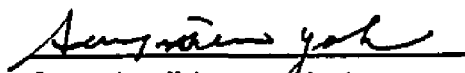
IN THE INTEREST of educational cooperation and in the spirit of agreement to contribute to the international and intercultural education of peoples, Taichung Institute of Commerce of the Republic of China and the Lansing Community College of the United States of America enter into an agreement to develop cultural and educational relationship as sister-colleges.

- I. Taichung Institute of Commerce and Lansing Community College agree to entertain a relationship which allows for the transfer of educational materials, institutional publications, course literature and instructional information such as films and video tapes.
- II. Taichung Institute of Commerce and Lansing Community College are prepared to explore the faculty opportunities and to seek ways to bolster the faculty members of the sister-college to participate the cultural projects in the hosting country.
- III. Taichung Institute of Commerce and Lansing Community College agree to consider the hosting of cultural events from the other country, which may enrich or expand educational understanding and experiences of faculty and students of sister-colleges.

Herewith, in an age when mankind has been brought together through technology, this relationship serves to bring the people of diverse cultures closer through our pursuits of educational ideals and human understanding.

In witness whereof, the signing parties have hereunto set their hands on the 21st day of November, 1979.


Philip J. Gannon, president
Lansing Community College


Sung-nien Yoh, president
Taichung Institute of Commerce

中華民國臺灣省立臺中商業專科學校及美國蘭幸社區學院基於教育合作，對國民間情感之增進及國際教育文化交流之共同體認，同意締結為姊妹學校，共同進行下列各項合作事項：

- 一、同意交換教育資料、學校出版刊物、課程著作及教學資料，以提高教學效果。
- 二、同意擴大教職員交換及訪問，並尋求良好的方式，以便加入地主國的文化計畫。
- 三、同意加強兩國間的文化交流，藉以擴展對雙方教育的瞭解，並增進兩校間師生的情感。

深信，透過締結關係，上項目的必能達成。

締結日期：中華民國六十八年十一月廿一日

郁松年

臺灣省立臺中商業專科學校校長

郁 松 年

Philip J. ...

美國蘭幸社區學院校長

甘 飛 傑



**TAIWAN PROVINCIAL
TAIPEI INSTITUTE OF TECHNOLOGY**

3. Section 1, Shin - Sheng South Road

Taipei, Taiwan, Republic of China

AN AGREEMENT TO COOPERATE

BETWEEN

TAIPEI INSTITUTE OF TECHNOLOGY

AND

LANSING COMMUNITY COLLEGE

IN THE INTEREST of educational cooperation and in the spirit of agreement to contribute to the international and intercultural education of peoples, Taipei Institute of Technology of the Republic of China and the Lansing Community College of the United States of America enter into an agreement to develop cultural and educational relationship as sister-colleges.

1. Taipei Institute of Technology and Lansing Community College agree to entertain a relationship which allows for the transfer of educational materials, institutional publications, course literature and instructional information such as films and video tapes.
11. Taipei Institute of Technology and Lansing Community College are prepared to explore the faculty exchange opportunities and to seek ways to bolster the faculty members of the sister-college to participate the cultural projects in the hosting country.
111. Taipei Institute of Technology and Lansing Community College agree to consider the hosting of cultural events from the other country, which may enrich or expand educational understanding and experiences of faculty and students of the sister-colleges.

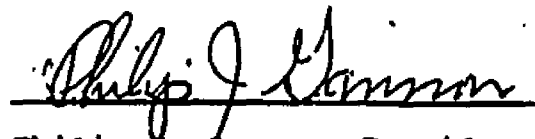
**TAIWAN PROVINCIAL
TAIPEI INSTITUTE OF TECHNOLOGY**

3. Section 1, Shin - Sheng South Road

Taipei, Taiwan, Republic of China

Herewith, in an age when mankind has been brought together through technology, this relationship serves to bring the people of diverse cultures closer through our pursuits of educational ideals and human understanding.

In witness whereof, the signing parties have hereunto set their hands on the 20th day of November, 1979.



Philip J. Gannon, President
Lansing Community College



Chih Tang, President
Taipei Institute of Technology

Agreement For Sisterhood Ties
BETWEEN
MING HSIN ENGINEERING COLLEGE, REPUBLIC OF CHINA
AND
OKLAHOMA CITY UNIVERSITY, UNITED STATES OF AMERICA.

Whereas, Ming Hsin Engineering College and Oklahoma City University desire and intend to establish a sister-college relationship to promote academic cooperation and to strengthen cultural ties between the Republic of China and the United States of America, therefore:

It is understood:

I. Qualified faculty exchange:

- (1) The period for the exchange of professors to teach or conduct research is limited to one (1) year.
- (2) The number of hours the exchange professor teaches shall be fixed in accordance with the rules of the college to which he is assigned.

II. Students from Ming Hsin Engineering College for advanced study at Oklahoma City University.

If the Ming Hsin Engineering College's students attend Oklahoma City University to study a subject related to their major field, they should attend for a duration of two (2) years; if they study a subject not related to their major field, they should attend for three (3) or more years for bachelor degrees. The above is dependent on each department requirement of Oklahoma City University.

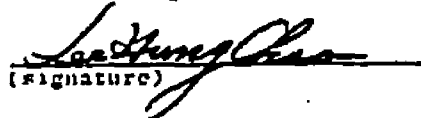
III. Exchange of mutually agreed-upon academic publications and other materials:

- (1) The publications and materials to be exchanged will be provided free of charge by each side. A mutually agreed upon charge will be assessed for the exchange of especially costly materials.
- (2) Research on certain problems of mutual concern will be specified as follows:
 - (a) Each party may entrust the other to conduct such research;
 - (b) The parties may join together to conduct such research; and
 - (c) In either case, the number of the joint researchers and the sharing of the expenses will be discussed and fixed from time to time according to the requirements of each individual project.

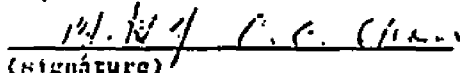
IV. Joint Initiation of Establishment of Graduate School For China Studies In Oklahoma City University.

Implementation of these Understandings concerning the qualified faculty exchange, transfer of students, exchange of educational materials and initiation of establishment of Graduate School in China Studies as described above shall start as of the day of June 22, Nineteen Hundred and Eighty Four.

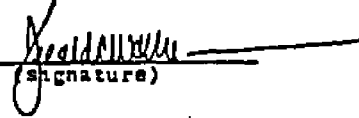
Ming Hsin Engineering College
President
Dr. Lee Hung-chao


(signature)

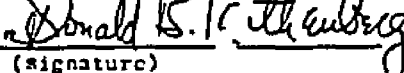
Chen Chieh Chung
Representative of National Assembly
Republic of China.


(signature)

Oklahoma City University
President
Dr. Jerald Walker


(signature)

Dr. Donald B. Ruthenburg
President
Columbia College, Missouri.


(signature)



中華民國明新工業專科學校
日本國岡山理科學大學

締結姊妹校合約書

中華民國明新工專與日本國岡山理科學大學為促進中日兩國之文化及學術交流特締結為姊妹校並共同遵循下列原則：

- 一、互相促進兩校教育研究發展與國際學術交流。
- 二、兩校教職員、學生互相交換訪問以增進彼此學習及教學經驗。
- 三、兩校互相交換有關學術研究資料及其他刊物。

上列各項經正式簽訂合約書後即行生效。

公元1984年10月5日

明新工業專科學校
校長 李 鴻 超

岡山理科學大學
總長 加 計 勉

AGREEMENT OF ACADEMIC COOPERATION

THIS AGREEMENT, made and entered into on the 9th day of January, 1981, by and between San Jose State University and Tunghai University.

WITNESSETH:

WHEREAS, the parties desire and intend to strengthen the cultural ties and academic cooperation existing between the United States of America and the Republic of China.

NOW THEREFORE, it is agreed that:

ARTICLE I. San Jose State University and Tunghai University will seek means to implement the mutual exchange of faculty members, according to the following principles:

(1) The maximum number of faculty members to be exchanged will be one or two each year from each party.

(2) The period of each exchange will be limited to one year, although the period may be extended for an additional year with the consent of both parties.

(3) Faculty members nominated for exchange under this agreement will be selected by the home (nominating) institution from among the ranks of its professors and associate professors through a selection process to be established internally to that institution, nominated to the host (receiving) institution, and approved by the host institution if the nominated faculty members fully meet the standards established internally by the host institution.

(4) Remuneration of exchange professors shall continue to be the responsibility of the home institution and not the host institution.

(5) Teaching courseloads and working hours and conditions shall be

in accordance with the established rules and practices of the host institution, although courseloads and working hours may be reduced at the discretion of the host institution.

ARTICLE II. San Jose State University and Tunghai University will seek means to implement the mutual exchange of students, according to the following principles:

(1) Exchange students must meet the admission requirements of the institution and the department or institute to which nominated.

(2) Exchange students may take coursework for credit, which may be applied towards a degree if desired; or, in the case of research students, may do noncredit work as mutually agreed upon in advance.

(3) Exchange students shall enjoy waiver of tuition and of such other institutional fees as may legally be waived, while attending the host institution under the provisions of this agreement.

(4) The exchange student who fails to meet the academic requirements of the host institution may be placed on probation for a period not to exceed six months. If at the end of that period the student has failed to attain the required standard, his/her participation in the exchange will be terminated.

(5) Once a mutual exchange has been entered into, if one member of the exchange withdraws before the end of the designated period of exchange, the status of the other member of the exchange will not be affected.

(6) Exchange students shall return to their home countries upon completion of the exchange period agreed upon.

ARTICLE III. San Jose State University and Tunghai University will

mutually exchange agreed-upon publications and scholarly and official materials.

ARTICLE IV. This agreement may be revised from time to time, providing that the parties mutually consent thereto. Agreements and revisions include but are not limited to any and all agreements to exchange scholars, students, or faculty; exchange, donate, or otherwise provide publications, scholarly or official materials; and provide financial support or services to individuals, programs, seminars, or institutions under the supervision of the other party.

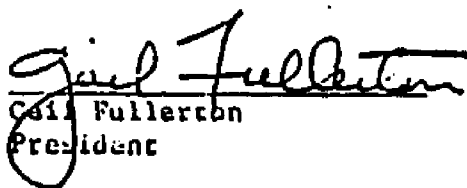
ARTICLE V. Implementation of this agreement and any revisions thereto shall require the approval of the Presidents of San Jose State University and Tunghai University.

ARTICLE VI. For San Jose State University, implementation of this agreement shall be subject to the approval of the Chancellor of the California State Universities and Colleges. For Tunghai University, implementation of this agreement shall be subject to the approval of its Chairman of Board of Trustees.

IN WITNESS THEREOF, the parties have hereunto set their hands and seals on the day and year first stated above.

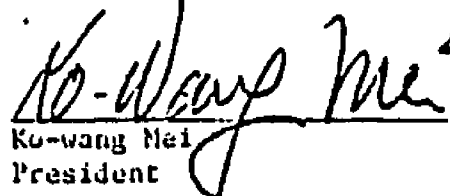
SAN JOSE STATE UNIVERSITY

BY


Cecil Fullerton
President

TUNGHAI UNIVERSITY

BY


Ku-wang Mei
President

MINISTRY OF EDUCATION
TAIPEI TAIWAN
THE REPUBLIC OF CHINA.

EDUCATIONAL COOPERATION AGREEMENT BETWEEN THE MINISTRY OF
EDUCATION OF THE REPUBLIC OF CHINA AND THE UNIVERSITE CATHOLIQUE
DE LOUVAIN.

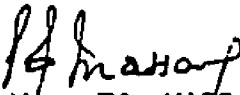
The Ministry of Education of the Republic of China and the Université Catholique de Louvain (Catholic University of Louvain) agree to cooperate in the field of university development.

By this cooperation agreement both sides declare to promote the exchange of professors and research fellows between Université Catholique de Louvain on the one side and the universities supervised by the Ministry on the other. The exchange program will cover all fields including Natural Science, Social Science and Humanities.

During calendar years 1983-1985 the Ministry of Education of the Republic of China will facilitate the efforts of Louvain scholars who intend to visit universities in the Republic of China. The Ministry will offer two scholarships each year to students or research fellows from the Université Catholique de Louvain. These scholarships will cover the tuition, room and board expenses as specified by the Ministry.

During calendar 1983-1985 the Université Catholique de Louvain will offer two scholarships each year to the Ministry of Education of the Republic of China. These scholarships will cover the expenses for the awardees to obtain a degree of Ph. D. or a degree of Master at the Université Catholique de Louvain.

This date on the eighteenth day of January 1983.


Mgr. Ed. MASSAUX
Rector


Bureau of International Cultural and
Educational Relations
Ministry of Education.

EDUCATIONAL COOPERATION AGREEMENT

BETWEEN

THE MINISTRY OF EDUCATION OF THE REPUBLIC OF CHINA

AND

THE AUSTRIAN FOREIGN STUDENTS SERVICE

The Ministry of Education of the Republic of China and the Austrian Foreign Students Service agree to cooperate in the field of university development.

By this cooperation agreement both sides declare to promote the exchange of students between the Austrian Foreign Students Service on the one side and the universities^{x)} supervised by the Ministry on the other. The Exchange program will cover all fields including Natural Science, Social Science and Humanities.

During calendar years 1983-1985 the Ministry of Education of the Republic of China will offer at least four scholarships each year to students recommended by the Austrian Foreign Students Service. These scholarships will cover the tuition and NT\$7,000 per month allowance as specified by the Ministry.

During calendar years 1983-1985 the Austrian Foreign Students Service will offer at least four scholarships each year to the Ministry of Education of the Republic of China. These scholarships will cover the tuition and 5,500 Austrian S. for graduates or 6,500 for research fellows per month allowance as specified by the Austrian Authorities.

This date is the Twenty-fifth day of July 1983.

Dr. Günther Winkler
Dr. Günther Winkler
 Dr. Günther Winkler
 its Service

Michael Lee
 Dr. Michael Lee
 Bureau of Int'l Cultural
 & Educational Relations
 Ministry of Education

x) namely:

National Taiwan Normal University
 National Tsinghua University

EXCHANGE AGREEMENT

between

PITTSBURG STATE UNIVERSITY, PITTSBURG, KANSAS, U.S.A.

and

NATIONAL TAICHUNG INSTITUTE OF COMMERCE

In recognition of the global responsibilities and mutual benefits of scholarly interaction between two institutions of higher education, Pittsburg State University proposes the following agreement with her sister institution, National Taichung Institute of Commerce. This institutional agreement deals specifically with a baccalaureate program, a master's degree program and the establishment of a mechanism to arrange other joint scholarly projects beneficial to both institutions such as: student exchanges, faculty exchanges, visiting scholars, academic administrative tours of short duration.

This agreement is in principle only and subject to approval by the Kansas State Board of Regents and the appropriate Pittsburg State University academic governance bodies, as well as the relevant policy making organizations of National Taichung Institute of Commerce.

1. Baccalaureate Program

A. In General

1. The purpose of this program is to permit students who have graduated from National Taichung Institute of Commerce to enroll in an identical or like baccalaureate academic program at Pittsburg State University to continue their study.
2. All academic credits earned by National Taichung Institute of Commerce students will be accepted by Pittsburg State University. The application of these credits to particular baccalaureate degree programs will be dependent on the existing admission requirements of those programs.
3. The transfer student must have a minimum overall grade point average of 2.8 (on a 4.0 scale) for all work attempted at National Taichung Institute of Commerce. In addition, the student must demonstrate proficiency in the English language by achieving a minimum TOEFL score of 520.
4. General policies governing international students attending Pittsburg State University apply to students participating in this program.

B. Financial Considerations

1. The National Taichung Institute of Commerce student will be charged the out-of-state undergraduate tuition at the time of receipt of the application for admission.
2. All other costs of the program, such as travel, health insurance, lodging, board, living expenses during recess periods, books and supplies, etc., will be borne by the student.

II. Master's Degree Program**A. In General**

1. The purpose of this program is to permit students who have graduated from National Taichung Institute of Commerce to enroll in a master's degree academic program at Pittsburg State University.
2. Students graduating from National Taichung Institute of Commerce will be admitted as special undergraduate students and must complete at least 60 semester hours of academically relevant course work while in that status prior to being admitted to the graduate program.
3. National Taichung Institute of Commerce students must have a 3.0 grade point average in all academic work completed at National Taichung Institute of Commerce and 2.5 grade point average in the 60 hours taken at Pittsburg State University. In addition, they must present evidence of English proficiency by achieving a minimum TOEFL score of 520 (except for the Kelce School of Business and Economics in which the minimum TOEFL will be 540) and three letters of reference from Pittsburg State University professors endorsing the student's capability to do graduate work.
4. Certain programs have additional requirements unique to the academic programs that must be met prior to being admitted to graduate study in that program.
5. General policies governing international students attending Pittsburg State University apply to students participating in this program.

B. Financial Considerations

1. The student will be charged the out-of-state undergraduate tuition at the time of receipt of the application for admission for the 60 semester hours of baccalaureate level course work. For graduate courses, the student will be charged out-of-state graduate tuition.
2. All other costs of the program, such as travel, health insurance, lodging, board, living expenses during recess periods, books and supplies, etc., will be borne by the student.

III. General Provisions and Procedures

- A. The duration of this Agreement will be from August 26, 1985, to May 16, 1987. Students may enroll beginning January 14, 1985.

B. Admission

1. Applications for admission to either program should be sent to Pittsburg State University. Attention: Assistant to the President for Republic of China International Faculty and Student Development three months prior to the scheduled time of departure.
2. The Assistant to the President for Republic of China International Faculty and Student Development shall monitor the applying student's credentials through the admission process.

C. Orientation and Services

1. Pittsburg State University will provide and orientation to the United States in general, the Pittsburg, area, the University, and American higher education for all National Taichung Institute of Commerce graduates.
2. Counseling and advisement, both academic and personal, will be provided by the University's Office of Student Services.

3. The Assistant to the President for Republic of China International Faculty and Student Development will be available at all times to assist graduates of the National Taichung Institute of Commerce.

IV. Development of Additional Programs

- A. There exist opportunities to enter into additional arrangements that will be of benefit to National Taichung Institute of Commerce and Pittsburg State University. Such programs as undergraduate and graduate student exchanges, faculty exchanges, a visiting scholar program, and short term administration exchanges hold significant potential for both institutions.
- B. Pittsburg State University and National Taichung Institute of Commerce are encouraged to identify committees at both institutions to work with institutional liaison personnel to explore the details of such programs.
- C. It is anticipated that such programs can be developed, proposed, and agreed to by January, 1985, leaving calendar year 1985, 1986 and six months of 1987 in which to implement the programs.

V. Program Approvals

A. Termination and Renewal

1. This Agreement may be terminated by either party given six months' notice.
2. Students, or others, participating in the programs shall be permitted to complete the program in which they are engaged without prejudice.
3. This Agreement may be renewed for another three-year period at the option of either institution. Renewal discussions should be initiated in order to present renewal proposal February 1, 1987.

B. Approval

it is understood that this Agreement is subject to the approval of the appropriate authorities in the Republic of China and the United States. The original Agreement is written in English.

President
Pittsburg State University

President
National Taichung Institute of
Commerce

Date

Date

Board of Regents

APPENDIX E

ADDENDUM TO SISTER COLLEGE AGREEMENT

ADDENDUM TO SISTER-COLLEGE AGREEMENT
BETWEEN NATIONAL TAICHUNG INSTITUTE OF COMMERCE
AND
LANSING COMMUNITY COLLEGE

In pursuance of the sister college agreement between National Taichung Institute of Commerce and Lansing Community College, signed November, 1979, it is hereby agreed to develop educational and cultural exchange programs that will further foster academic excellence and mutual understanding among the faculty, staff, and students of both colleges.

I. FACULTY AND STAFF EXCHANGE

A. Annual Exchange

One faculty/staff from National Taichung Institute of Commerce and Lansing Community College will be exchanged annually during each academic

B. Selection of Faculty/Staff

Selection of faculty/staff will be the responsibility of each college; however, each college will provide the other college with areas of focus that are preferred.

C. Duration

The duration of the exchange will be flexible, depending upon assignment and will normally be one term or one semester (approximately four months or less).

D. Responsibility of Faculty/Staff

Responsibilities of the exchange faculty/staff will vary according to the participant and may include the following:

1. National Taichung Institute of Commerce Faculty/Staff

- teach if appropriate to assignment (team teaching may be most appropriate);
- attend English as a Second Language (ESL) course at host college;
- study Lansing Community College curriculum development, overall view of community college education and teaching methods and techniques;
- other assignment(s) such as seminars, workshops, or group lectures, as designated by home or host college;
- other coursework as designated by home college;
- attend a university graduate course.

2. Lansing Community College Faculty/Staff

- teach technical/business courses or English language (including conversational English and communication skills such as writing, speech, etc.);
- study host college curriculum, overall view of Chinese educational system, and teaching methods and techniques;
- other assignments such as seminars, workshops, or group lectures, as designated by home or host college.

E. Compensation

1. Salary

Each college will continue the salary for its own faculty/staff.

2. Honorarium for Teaching

The host college will provide honorariums for the visiting faculty/staff at the institutional part-time professor rate when appropriate.

3. Housing

The host college will provide housing for the visiting faculty/staff.

4. Transportation

Each college will provide for the transportation of its own faculty/staff between Taiwan and the United States and miscellaneous expense funds to cover ground transportation while at the host college.

5. Food Allowance

Each college will provide a food allowance for its own faculty/staff.

6. Professional Development Opportunities

In order to enhance the cultural learning experience the host college will provide opportunities for participation in special seminars, classes, conferences and/or field trips.

II. STUDENT EXCHANGE

A. Work/Study Program

Special work/study programs will be developed for students to participate in exchange experiences. This work/study program experience will be established by the host college in coordination with the home college.

1. Number of Participants

The work/study program will involve one or two student participants annually.

2. Duration

The duration of the work/study program will cover periods up to three months with a one month experience being preferable.

3. Accommodations

Homestay accommodations will be provided whenever possible.

4. Transportation

Transportation will be the responsibility of the individual student or the home college.

5. Academic Credit

Credits earned by students at the host college may or may not be transferred and accepted by the home college.

6. Work Schedule and Arrangements

Work schedule and arrangements will be the responsibility of the host college in coordination with the home college.

B. Resident Student Program

In order to provide opportunities for students who wish to study as resident foreign students in both colleges, the following arrangements will be made:

1. Admission

Both colleges will issue admission to students with a reasonable level of language proficiency and who are recommended by their college Presidents or the President's designee.

Both colleges will provide assistance in selecting appropriate academic courses.

2. Tuition, Fees, and Living Expenses

Appropriate tuition and fees will be assessed for student participants. Students will be responsible for their own personal living expenses.

III. CULTURAL ORIENTATION EXCHANGE PROGRAM

Group faculty/staff/student cultural exchange visits are encouraged. These visits will be established through coordination and cooperative efforts of the host and home colleges and can be of varying lengths ranging from a period of several days to several weeks.

IV. ORIENTATION AND EVALUATION

For the programs stipulated in Sections I, II and III, each college will provide cultural and language orientation classes prior to departure for the foreign country assignment.

Each college will provide approximately one week of cultural and college orientation after arrival in the host city and prior to beginning the assignment. This will allow time for the faculty/staff/student to become familiar with local housing, stores, transportation, etc.

Each faculty/staff/student will have an opportunity to meet with the President of the host college or his/her designee upon completing the stay in order to discuss and evaluate the overall experience. In conjunction with group activities or events, the group leader will meet with the President or his/her designee.

President

President

Date

Date

APPENDIX F
PARTICIPANT VITAE

Dr. Vincent Wen-Shion Chang, President

National Taipei Institute of Technology
3, Section 1, Hsin-Sheng South Road
Taipei, Taiwan, Republic of China
Telephone: (02) 771-4193

Personal Information:

Birth Date: June 10, 1938
Birth Place: Taipei, Taiwan, Republic of China
Marital Status: Married
Children: 3 Daughters
Health: Excellent
Hobbies: Travel, Music and Sports

Education:

1961 Bachelor Chemistry Department
Chung-Yuan Christian College of Science & Engineering
Chung Li, Taiwan, Republic of China
Major in Chemistry

1965 Master Graduate School of Science & Engineering
Waseda University, Tokyo, Japan
Major in Applied Chemistry

1968 Doctor Same as above
Area of Specialization: Applied Biochemistry

Experience:

1985-present National Taipei Institute of Technology
President

1978-present China Petroleum Cooperation, R&D Center
Advisor

1978-84 National Kaohsiung Institute of Technology
President

1972-78 Chemistry Department, National Kaohsiung Teachers' College
Professor
Dean of Studies

1969-72 Chemistry Department, Chung-Yuan Christian College of
Assoc. Prof. Science & Engineering
(part-time)

1969-72 Union Industrial Research Institute, Ministry of Economic Affairs
Project Leader
Acting Chief Applied Chemistry Lab.

1961-62 Chinese Air Force Preparatory School
Chem.
Instructor

University Teaching Experience:

1978-84	Industrial Chemistry Organic Chemistry Seminar	National Kaohsiung Institute of Technology
1972-78	Organic Chemistry Applied Biochemistry	National Kaohsiung Teachers' College
1969-72	Fermentation Technology (special lecture)	National Taiwan University
1969-72	Stereochemistry Microbial Chemistry	Chung Yuan Christian College of Science & Engineering

Research:

1981	Developing technical manpower in Taiwan
1978-	Studies on the vocational & technical education
1977	Studies on the influences of the University Joint Entrance Examination toward high schools education in Taiwan area and the ways of improving which were supported by the Ministry of Education, Republic of China. (joint research)
1974	The Survey study of science teaching on the Public middle schools in Taiwan area which was supported by the National Science Council, Republic of China. (joint research)
1975-	Studies on immobilized enzymes
1969-72	Microbiological leaching of copper from low grade ores which was supported by the National Science Council, Republic of China.
1969-72	Studies on the submerged culture of Basidiomycetes which was supported by the National Science Council, Republic of China.
1963-68	Studies on the production and its utilization of cellulase by submerged culture which were supported by the Asia Glass Foundation for the contribution to industrial technology. In 1970, they were supported by the National Science Council, Republic of China.

Publications:

Since 1965, more than 40 research papers have been published in the publications such as Waseda Applied Chemical Society Bulletin, Chemical Abstracts, Bulletin of Science and Engineering Research Laboratory, Journal of Fermentation Technology, Kaohsiung Teachers' College Journal, etc.

Symposium and Study Group Meeting Attended:

- May 1985 Symposium on Technical and Vocational Education 1985, ROC
- Jan. 1985 ROC Delegation to Sino-Japan Science and Technology Association Convention 1985, Taipei

- Oct. 1984 Conference on Technical and Vocational Education, Bahrain
- Aug. 1984 The 11th Symposium Participated by Chinese and Japanese Educators, Kaohsiung, Taiwan, R.O.C.
- March 1982 ROC Delegation to American Association of Communities and Junior Colleges Convention
- May 1981 The Board Meeting of the Advisors for Science & Technology, the Executive Yuan, R.O.C.
- March 1981 Conference on Technical and Vocational Education and Training, South Africa
- July 1980 The 7th Symposium Participated by Chinese & Japanese Educators
- 1976 The 65th Symposium of National Reconstruction, R.O.C.
- 1974 The First International Seminar on World Peace, Seoul, Korea
- 1972 The 4th International Fermentation symposium, Kyoto, Japan
- Dec. 1971 Study Group Meeting on Food Irradiation for the South East and East Asian Countries, sponsored by FAO/IAEA, Bangkok, Thailand.
- Oct. 1970 Special Post-Graduate Training Course on the Chemistry of Natural Compounds, sponsored by UNESCO, Delhi, India
- 1968 The 9th Symposium of Enzymatic Degradation of cell Wall Substances, Osaka, Japan

Community & Service Activities:

President of JCI Local Chapter, the Port JC. 1976

Honor:

Honorary Citizen of the City of Pensacola, Florida, U.S.A.

Reference:

Dr. Kuang-tsu Hsueh, Immediate Past Vice Director
Personnel Administration Bureau, Executive Yuan
Taipei, Taiwan, Republic of China

Dr. Paul L.C. Hao, Senior Advisor
Industrial Technology Research Institute
Taiwan, Republic of China

Dr. S.J. Usami, Dean of Studies
Graduate School of Science & Engineering
Waseda University
Tokyo, Japan

CURRICULUM VITAE

PHILIP J. GANNON, Ph.D.

1985

GENERAL INFORMATION

NAME: Philip J. Gannon

ADDRESS: 2107 Holiday Lane
Lansing, MI 48917

TELEPHONE: Home: (517) 321-0517 Business: (517) 483-1851

DATE OF BIRTH: July 23, 1922
PLACE OF BIRTH: New Baltimore, MI

HEALTH: Excellent

MARITAL STATUS: Married to: Lois Ann Gannon

CHILDREN: Michael (30)
Kathleen (28)
Thomas (25)

MILITARY SERVICE: U.S. Navy Captain
Pilot, U.S.N.R.
Commanding Officer - Anti-Submarine
Helicopter Squadron

EDUCATIONAL HISTORY

Ph.D.	Michigan State University East Lansing, MI	1979
M.A.	Michigan State University East Lansing, MI	1954
B.A.	Albion College Albion, MI	1947
	Northern High School Detroit, MI	

Certification: (All Permanent Certificates)

Elementary
Secondary
Junior College

RECORD OF EDUCATIONAL EMPLOYMENT

1957 - Present	President Chief Executive Officer	Lansing Community College Lansing, Michigan
1956 - 1957	Special Assistant to Superintendent of Schools	Lansing Public Schools Lansing, Michigan
1955 - 1957	Research Consultant	Michigan State University Community Development Program East Lansing, Michigan
1957 - 1958	Instructor (Extension)	U.S. Air Force Reserve Michigan State University
1949 - 1953	Science Teacher	Battle Creek Public Schools Battle Creek, MI
1948 - 1949	Instructor Zoology and Zoology Laboratory	Duke University Durham, North Carolina

Further Information:

1957 - Present	Guest Lecturer & Instructor	Michigan State University University of Michigan Wayne State University University of California- Los Angeles University of Florida
1978	Instructor	Management Course College of Education Michigan State University
1980 - Present	Adjunct Professor	College of Education Michigan State University

PROFESSIONAL EXPERIENCE

STATE

Past President, Michigan Council of Community College Administrators

Past President, Michigan Association of Higher Education

Commissioner, Higher Education Facilities/Authority

Governor's Commission on Higher Education, Task Force on Governance and Coordination

Chairman, Governance Committee, Legislative Community College Task Force

Examiner, State of Michigan, Department of Education, Higher Education

Special Consultant to Governor Milliken of the State of Michigan for vocational-technical education

Board of Directors, Michigan Partners of the Americas

NATIONAL

Commissioner & Examiner, North Central Commission on Colleges & Universities

Committee member, International/Intercultural Consortium Committee, American Association for Community & Junior Colleges

Committee member, National Association for Foreign Student Affairs
American Association of Collegiate Registrars and Admissions Officers

Committee member, National Council on Evaluation of Foreign Educational Credentials, American Association of Collegiate Registrars and Admissions Officers

Committee member, Media Systems Advisory Council
(Subsidiary of Harcourt, Brace, Jovanovich, Inc.)

Commission member, Commission on Governmental Relations
American Council on Education

Consultant, Ohio Board of Regents, Program Excellence, 1984-85, 1985-86

Chairman, Board of Directors, Educational Partners for International Cooperation, Inc., 1983-85

Board Member, United States Department of Education, National Advisory Board on International Education Programs

PROFESSIONAL EXPERIENCE (Continued)

INTERNATIONAL

Countries	Purpose of Trip	Date
(1) Belize, Central America	Michigan Higher Education Representative for the Education Mission to Belize, Central America. My responsibility in this project was to interview and select students from Belize seeking admission to colleges and universities in Michigan.	1971
(2) Brazil, South America	Requested by the Inter-American Organization for Higher Education (through the American Council on Education) to make a presentation at the Universidade Federal da Bahia in Salvador da Bahia. The title of the presentation was, "Higher Education in the 1990's."	1983
(3) Canada	Frequent visits over the last twenty years to postsecondary institutions to review curriculum and facilities, predominantly in Ontario and Quebec.	
(4) Hong Kong	To visit polytechnical institutions to review facilities and curriculum.	1982
(5) Japan	Two to three trips annually for the following purposes: (a) To visit sister college in Hikone, Shiga Prefecture; (b) Development and implementation of academic work/study program for Lansing Community College students in Otsu, Japan; (c) Consultant to private firm, Biwako Kisen Steamship Company, Ltd.; (d) Appointed by Governor Milliken of Michigan to lead State of Michigan Good Will Mission to Shiga Prefecture (1981 & 1983);	1979-85

PROFESSIONAL EXPERIENCE (Continued)

- (Japan - continued)
- (e) Advisor to Governor Blanchard for 1985 Michigan Good Will to Shiga Prefecture;
 - (f) Consultant for business and industry in Japan

Example: The development and implementation of a Management - Union Leadership Project for a large Michigan industry, involving visits to industries such as:

Kiriu Machine Manufacturing Co., Ltd.
Kojima Iron Works
NTN Toyo, Ltd.
Kanai Motor Wheel
Hitachi Zosen
Osaka Motor Wheel

- (6) Republic of Korea Two to three visits annually for the 1979-85 following purposes:
 - (a) Establishment of and periodic visits to sister colleges in Kongju, Seoul, and Pusan;
 - (b) Korean consultancy for the Ministry of Education, and the Technical Education Research Institute. This involved visiting two- and four-year colleges and universities as well as heavy and light industries in Korea. The purpose of the work was to evaluate the role and function of technical colleges in meeting the needs of business and industry;
 - (c) Three in-country visits to gather research materials and validate information for the World Education Series on the Republic of Korea;
 - (d) Consultant for business and industry;
 - (e) Business-Education-Management Seminar in October 1984, involved participants visiting Samsung Corporation, a large Korean conglomerate.

PROFESSIONAL EXPERIENCE (Continued)

- (7) Mexico Mid-1960's
 Several visits to review facilities and curriculum at postsecondary institutions.
- (8) Nigeria 1977
 National Representative of American Association for Community & Junior Colleges for the U.S. State Department on the Nigerian Task Force. My responsibility in this project was to interview and select Nigerian students seeking admission to technical institutes, community colleges and four-year colleges in the United States.
- (9) Taiwan 1979-85
 One to two trips annually for the following purposes:
 To meet with officials of the Ministry of Education and representatives of business and industry to review facilities and curriculum in technical educational institutions, and to visit sister colleges in Taipei and Taichung.
- (10) Saudi Arabia 1984
 Visited at the request of the U.S. Department of Labor to analyze and assist in the development of On-The-Job and Train the Trainor programs for industry and postsecondary education.
- (11) People's Republic of China 1985
 Chinese Television Universities and Polytechnics Project. Consulted for a three-month period at the request of the World Bank and the British Council to review Polytechnic Institutes.

PUBLICATIONS

<u>TITLE</u>	<u>PUBLICATION</u>
"Whirly Bird Education"	<u>Michigan Education Association Journal</u>
"Role of Secondary School Principals"	<u>Michigan Association of Secondary School Principals Bulletin</u>
"The Role of Community Colleges"	<u>Michigan Challenge</u> Michigan Chamber of Commerce
"In Defense of the Whatchamacallit"	<u>American School and University</u>
"What Happened to the Ivy?"	<u>Community and Junior College Journal</u>
"The State of Things"	<u>Michigan Academician</u>
"Communication, Information and Management Information Systems"	<u>Cause/Effect (MIS)</u>
"Fifty Years of Community Involvement Michigan" Colleges,	Chapter in <u>Junior Colleges, Twenty in States</u> American Association of Junior Publisher
"Michigan at the Crossroads"	Chapter in <u>Balancing State and Local Control</u> <u>New Directions for Community Colleges</u> Jossey Bass Publishers
"Future Outlook: 'World Class' Colleges"	<u>Community and Junior College Journal</u> April 1983
"Lansing Community College International Programs"	<u>Community and Junior College Journal</u> December/January 1984-85, Page 64
"Mr. Chips and the College President"	<u>Community and Junior College Journal</u> February 1985

CONSULTANCY REPORT

"Report of Consultancy on Junior Technical College Education in the Republic of Korea, November 20, 1980 - December 31, 1981"

(A Report to the Technical Education Research Institute and the Ministry of Education, Republic of Korea)

MONOGRAPHS

"An Overview of Factors Affecting the Economic Climate of Central Michigan," Fall, 1982

"Postsecondary Education in the 1990's" Fall, 1982

BOOK

Korea: A Study of the Educational System of the Republic of Korea and a Guide to the Academic Placement of Students in Educational Institutions of the United States, 1985, World Education Series, published by the American Association of Collegiate Registrars and Admissions Officers, supported by a grant from the United States Information Agency

SPECIAL RESEARCH REPORTS COMPLETED

"Organizational Communication Study in Academia"
Research Report, 116 pages, 1979

"Public Attitudes and Opinions Toward Academic Institutions"
Research Report, 116 pages, 1979

"Student Attitudes and Opinions Toward Academic Institutions"
Research Report, 137 pages, 1979

"Anticipatory Decision-Making and Administrative Management
Information System for Academia"
A series of research reports, 1978

"An Integrated Data Base Management Information System: A
Selected Bibliography"
Research Report, 115 pages, 1977

"A Study in Management-By-Communication of the Internal
Constituencies of Academia"
Research Report, 21 pages, 1977

"Some Legal and Constitutional Considerations Regarding Use of
Facilities of Academic Institutions"
Research Report, 41 pages, 1977

"The Students' Assessment of Course Offerings in the Department
of Humanities: A Systematic Study"
Research Report, 220 pages, 1976

"The Attitudes, Opinions and Images of Lansing Community College"
Research Report, 154 pages, 1976

"Decision Making Information for Public Communication Management"
Research Report, 11 pages, 1976

"The Management of Public Communication Programs at Lansing
Community College: Some Plans and Strategies"
Research Report, 24 pages, 1977

SPECIAL RESEARCH REPORTS COMPLETED (Continued)

"Analysis of Opinions of Voters and Key Educational Leaders
Toward Governance of Post-Secondary Education in Michigan"
Dissertation for the Degree of Ph.D., Michigan State University
Volume I, 195 pages; Volume II, 311 pages. 1979

"Report of Consultancy on Junior Technical College Education in the
Republic of Korea, November 20-1980-December 31, 1981"
Report to the Technical Education Research Institute and the
Ministry of Education, Republic of Korea

COMMUNITY SERVICE/PUBLIC SERVICE

Boy Scouts of America, Chief Okemos Council
Merit Badge Counselor, Packmaster, Awardsman, Scout Troop Committee

United Community Chest (Now United Way)
Chairman, Government & Education Division
General Campaign Chairman, 1974
President, Board of Directors, 1975

Lansing Bicentennial Commission - 1976
Chairman

Capitol Area Comprehensive Health Planning Association
Past Member, Board of Directors

Chamber of Commerce of Greater Lansing
Member
Past Vice President, Board of Directors
Member, Long Range Planning Committee

Lansing General Hospital
Past Member, Board of Directors
Past President

American Red Cross
Board of Directors

Capitol Centennial Committee
Co-Chairman, Education Committee

Bank of Lansing
Board of Directors

Lansing Rotary Club
Member & serve on International Committee

City Club of Lansing
Past President and Board of Directors

Economic Development Board - City of Lansing
Board Member

COMMUNITY SERVICE/PUBLIC SERVICE (Continued)

Greater Lansing Urban League, Inc.
Board Member

Lansing Hospital Finance Authority
Board Member

Human Relations Committee, City of Lansing
Member of Establishing Committee

Aeronautics Museum Foundation
Board of Directors

R. E. Olds Museum
Past member of Board of Directors

Lansing Symphony Association
Past board Member

Detroit Institute of Technology
Former Member of Board of Trustees

Lansing Community College Foundation
Board Member

Library of Michigan Foundation Board
Board Member

HONORS AND AWARDS

Teachers Day Award, State of Michigan, Michigan State Fair, 1965

Michigan Council of Community College Administrators - awarded Distinguished Service Honor by Community College Presidents for 1962 and 1963

Commanding Officer of Squadron designated Top Tactical Squadron, Naval Air Station, Grosse Ile, Michigan, 1969

"Man of the Year 1968" Award by Lansing Lodge #196, B.P.O. Elks

"Distinguished Alumni Award" by Albion College, 1971

Community Service Award from the Lansing Regional Chamber of Commerce, 1974

Lansing Outstanding Citizen Award by Proclamation of Mayor, 1969

"Man of the Year" Award by Lansing Life General Agents & Managers Association

"Michigan Minuteman", Governor's Award, 1978

Award of Merit, Lansing General Hospital, 1979

"Man of the Year" Award, Lansing Kiwanis Club

Listed in "Who's Who in America"

Distinguished Service Award, Association of Independent Colleges and Universities of Michigan, May, 1981

RESUME

Name: Tang, Chih ()

Birth Place & Date: Shao-yang, Hunan Province; October 26th, 1918

Education:

1. B.Ed., National Teacher's College, Hunan, 1943
2. Graduate School, National Chengchi University, Chungking, 1945
3. Industrial Education, Graduate School, University of Tennessee, Tennessee, U.S.A. 1954
4. Industrial Education, Graduate School, Pennsylvania State University, Pa., U.S.A. 1954
5. National War College, Taipei, 1964
6. Doctor of Education(hon.), Angeles University, Angeles City, Philippines, 1973

Experiences:

1. Dean of students, Hunan Provincial Institute of Technology, 1944
2. Director, Department of Civil Affairs, Chiayi City Government, Taiwan, 1945-46
3. Principal, Taiwan Provincial Chiayi Senior Vocational Industrial School, Chiayi, 1946-53
4. Counselor, Taiwan Provincial Government
5. Professor, National Taiwan Normal University
6. President, Taiwan Provincial Kaohsiung Institute of Technology, Kaohsiung, Taiwan, 1953-71
7. Director, Department of Technological & Vocational Education, Ministry of Education, Taipei 1968-70

Present Position:

1. President, Taipei Institute of Technology, Taipei, 1971-
2. Fellow, National Science Council, 1967-
3. Standing Board Director, Metal Industry Development Center, Kaohsiung, 1962-

Publications:

1. Theory and Practice of Industry-School Cooperation, (National War College Press, Taipei) 1964
2. Prospects of Taiwan's Technological-Vocational Education (Ministry of Education Press, Taipei) 1970

Participation in International Activities:

1. Chief Chinese delegate to the 11th meeting of World Confederation of Organizations of Teaching Profession, Stockholm, Sweden, 1962
2. Head of a five-member mission to inspect overseas Chinese education and industrial development, 1967
3. Chief Chinese delegate to the Technical-Vocational Education Seminar, West Berlin, 1967
4. Guest of the U.S. State Department for a two-month inspection tour of American technological and vocational education, 1969
5. Chief Chinese delegate to the American Association of Community Junior Colleges(AACJA), 52nd Convention, United States, 1972
6. Advisor, Chinese mission to the First Nation-Wide American Computer Conference, New York, 1973
7. Special Advisor to the Government of the Republic of Paraguay on the technical and vocational education, Asuncion, Paraguay, 1973

Decoration:

Citation awarded by late President Chiang Kai-shek for "distinguished contributions to the resettlement of retired servicemen", 1964

Marital Status: Married to former Miss. Chiang Yu-yun; three sons one daughter

Clifford Sung-nien Yoh,
129 Sanmin Road, Sec. 3,
Taichung,
Taiwan,
REPUBLIC OF CHINA.

Mr Yoh Sung-Nien, President of National Taichung Institute of Commerce and a ——— Specialist in Vocational Education of the Republic of China, was born in Shanghai in 1923. He received a Master's degree from the Graduate School, University of Wisconsin-Stout, USA, in 1977. Chemical Calculation and the Principles of Chemistry are two of his main works. Mr Yoh, known as President Clifford Sung-Nien Yoh, rendered his distinguished service as Executive Secretary to the World Bank Project Unit of the Ministry of Education, 1971-74, as Professor at the National Taiwan Institute of Technology, 1974-75, and as Chief Secretary to Taiwan Provincial Department of Education, 1975-78. He was appointed President, National Taichung Institute of Commerce in 1978. A man of strong will and high principle, his uncommon insight and excellent leadership as well as great learning have made him a remarkable college president in his country. He has been devoted to the development of vocational education at home and abroad, and his insight into World trade has led to his laying great emphasis upon the reinforcement of language ability, development of data processing and the competition of international trade. As a result he has established for his community and country three new departments at his College, Commercial Arts, Foreign Languages for Business, and Electronic Data Processing. To meet the increasingly important international education for which he had earnest enthusiasm and remarkable accomplishments he has established fourteen sister colleges, 13 in the USA, 1 in Japan. Mr Yoh Sung-Nien has been striving to raise the qualities of academic researches of his students and faculty, and has made a great contribution to the education of his own country and promoted the circulation of the International Education and culture, and gained a great deal of international friendship and respect.

CURRICULUM VITAE

DR. TAI SUNG KIM

1985

GENERAL INFORMATION

NAME: Dr. Tai Sung Kim

ADDRESS: 3832 Sandlewood Drive
Okemos, MI 48864

TELEPHONE: (517) 349-4947

DATE OF BIRTH: August 18, 1935

PLACE OF BIRTH: Seoul, Korea

CITIZENSHIP: United States Citizen
(naturalized 1973)

EDUCATIONAL BACKGROUND

		<u>Year</u>	<u>Completed</u>	<u>Degree</u>
Elementary School:	Ducksoo Elementary School Seoul, Korea	1947		
Middle School:	Seoul Middle School Seoul, Korea	1950		
High School:	Seoul High School Seoul, Korea	1953		
University:	Seoul National University Seoul, Korea	1957		B.L.
	Pacific Lutheran University (attended) Tacoma, Washington	1959-60		
	Michigan State University East Lansing, Michigan	1963		M.A.
	Michigan State University East Lansing, Michigan	1974		Ph.D.

Professional Experience:	Director of International Programs Lansing Community College Lansing, Michigan	1968 - Present
	Professor Department of Social Science	1968 - Present
	Instructor Department of Social Science Michigan State University	1965 - 1968
	Graduate and Teaching Assistant Department of Social Science Michigan State University	1962 - 1965
Government Experience:	Aide to the Vice Minister Ministry of National Defense The Republic of Korea	1957 - 1958
Professional Activities:	Member of Lansing Community College consultancy team for Motor Wheel top management to meet with management officials and tour wheel manufacturers in Japan.	May, 1984 - October, 1984
	Member of Lansing Community College consultancy team for Motor Wheel Corporation to develop a corporate management-union leadership project. The consultancy included establishment of itinerary and coordination of visits to business and industry in Japan for management and union members.	1984
	Co-Director of Educational Partners for International Cooperation Business-Education Management Seminar in Korea and Japan. Did in-country coordin- ation and contact in both Korea and Japan as well as serving as interpreter in both countries.	1984
	Director of Japan Adventure Student Academic Work Study Program. Coordinated the development of this unique program in 1982 with President Gannon of Lansing Community College, and Governor Takemura of Shiga Prefecture and President Shigematsu	1982 - Present

of Biwako Kisen Steamship Company. The Japan Adventure Student Academic Work/Study Program is the only student academic work/study program for a U.S. college or university in Japan.

Both above activities included pre-trip in-country trips to make contacts with industries and establish mutually agreeable discussion agendas and itineraries. Served as protocol advisor and interpreter for Motor Wheel Corporation.

Research Associate to President of Lansing Community College in consultancy for the Technical Education Research Institute, Ministry of Education, Republic of Korea	1980 - Present

Coordinator of Overseas Study Program
Lansing Community College -
Led groups of LCC students to Japan and
Korea in 1975 and 1977; and, in 1980, led
a group of LCC students to Japan, Korea
and Taiwan

Special Assistant to the President of Lansing Community College in Asian Affairs - Accompanied the President and served as interpreter during trips to Japan and Korea.	1979 - Present

Panelist at the Western Social Science Conference, Denver, Colorado	1978

Panelist at Second Joint Conference of Korean Political Science Association and Korean Political Scientists in North America held in Seoul, Korea	1977

College Activities:	Member of International Club Michigan State University President, Korean Student Organization Michigan State University	
College Award:	Full tuition scholarship Pacific Lutheran University	
Community Service:	Chairman, Board of Directors The Korean Church of Lansing (Interdenominational)	1978 - Present
	Chairman, Executive Committee representing all Korean residents in Michigan and Northern Ohio	1974
	President The Korean Association of Greater Lansing	1973 - 1974
Military Experience	PFC, The Republic of Korea Army	1957 - 1959

- Publications: "The Impact of the Press and Public Opinion 1977
On Japan's Foreign Policy Making," The Korean
Political Science Association Journal, 1977
- "Japan's Security Policy: A Study of the 1974
Relationship Among the Decision Maker's
Perceptions, the Press, and Public Opinion
During 1952-1971." (Ph.D. Dissertation)
- "The Legal Status of Korean Residents in 1973
Japan" (M.A. Thesis)

PERSONAL INFORMATION FORM

1. Name : Last CHANG First Kuang-Yen Middle _____2. Address : NO. 8 Lane 51 SEC. 3 TEN AI Rd.
Number StreetCity Taipei County Taiwan State _____ Country Republic of China Zipcode _____3. Telephone : 22 | 251-7619
Area Code Number4. Date of Birth : 3 | 14 | 1945
Month Day Year5. Sex : ☐ Female ☒ Male6. Marital Status : ☐ Single ☒ Married ☐ Widow(er) ☐ Divorced ☐ Separated

7. Education (Previous colleges attended) :

Name	City	Country	Years Attended	Main Subjects	Degrees
Taipei Institute of Technology	Taipei	R.O.C	3	Civil Engineering	Diploma

Name	City	Country	Years Attended	Main Subjects	Degrees

8. Employment History : Please list in chronological order, all position you have held since leaving college.

Position	Employer	Address	Date From	To
(A) Assistant	Taipei Institute of Technology	Taipei, Taiwan R.O.C	1971	1975
(B) Instructor	Taipei Institute of Technology	Taipei Taiwan R.O.C	1975	1981
(C)				

9. Present Position :

School	City	Main Teaching Subjects	Instructor Position
Taipei Institute of Technology	Taipei	Highway Engineering	Instructor

10. Study Field Intended in the In-Service Training Program :

I intended studying urban transportation planning and stability
of slopes

11. Subjects Intended to Teach:

Transportation Engineering.

Soil Mechanics



大華工業專科學校

中華民國台灣省新竹縣芎林鄉大華路一號 Tel(036)962777

TA HWA JUNIOR COLLEGE OF TECHNOLOGY

1. Ta Hwa Rd. Chung Lin Hsin-Chu Taiwan
Republic of China

Personal Data and Purposes of Research

Name in full: Tien-Chi Chen

Birth place: Lin-Shin County, Fu-Kang province
The Republic of China.

Birth date: Nov.7, 1940

Marital Status: Married, three children.

Educations: B.S. & M.S. of National Cheng-Chi Univ.

Experiences: 1. Instructor of National Cheng-Chi Univ. (1968-69)
2. Instructor (1969-71), associate professor(1971-74) and professor(1974-75) of Ming-Shin Jr. College of Technology; dean of studies(1969-72) and dean of students(1972-75).
3. Principal of Kuang-Fu Senior Vocational High School (1975-78).
4. President of Ta-Hwa Jr. College of Technology (1978-).

Motives: 1. The Ministry of Education of our country has been making a plan for 10 year development of vocational education. It will have much influence upon the future of our country. So, the most important work that we have to do is how the vocational education can be coordinate with the development of economy and society.



大華工業專科學校

中華民國台灣省新竹縣芎林鄉大華路一號 Tel.(036)962777

TA HWA JUNIOR COLLEGE OF TECHNOLOGY

1. Ta Hwa Rd. Chung Lin Hsin-Chu Taiwan
Republic of China

- continued -

2. We must take advantage of the history and merits of developed countries in vocational education.
3. I have devoted myself to the vocational education for more than 15 years, I have known a lot about vocational education of our country, and I take great interest in it. Last year, I had got a chance to visit several community colleges in U.S.A., but 20 days was too short to see in the whole. Therefore, I hope I would have another opportunity to go deep in this field.
4. Lansing Community College is the best one that I have visited. President Gannon is the kindest and the most hospitable man with whom I have made acquaintance in U.S.A. I am sure that he can help me to make an arrangement on my research.

Objective: A research on the vocational education in U.S.A. and comparison between U.S.A. and R.O.C.

Period : Feb.1983- Feb.1984.

Expense : supported by Board of Trustee.

Name : John C. Chou

Birth : Jan. 22, 1943

1. Education: 1) Graduated from TAIPEI INSTITUTE OF TECHNOLOGY in 1964 majoring in ELECTRICAL ENGINEERING.
2) Graduated from THE GRADUATE SCHOOL - SYRACUSE UNIVERSITY in 1982 majoring in COMPUTER ENGINEERING.
2. Specialization: 1) Familiarize with ELECTRICAL ENGINEERING and ELECTRONIC ENGINEERING.
2) Specialize in SEMICONDUCTOR MANUFACTURING PROCESSES and COMPUTER ENGINEERING.
3. Experience: 1) More than 16 years teaching experience in the Electrical Engineering.
2) Have devoted to design digital equipment and maintain auto-testing system for many years.
3) In 1972, been invited by A.I.D. to participate in a 26-week on-the-job training to add practical knowledge and technical experience in I.C. fabrication processes and computer-aided-circuit-design.
During the six-month stay in HEWLETT-PARKARD and T.I. I.C. plants, have involved in R/D projects and accepted auto-tester design training.
4) In 1981 and 1982, been invited by STATE UNIVERSITY of NEW YORK to be the exchange professor and teach in Dutchess Community College.

5. Dissertation: 1) " A STUDY ON THE STABILITY AND COMPENSATING METHODS OF THE OPERATIONAL AMPLIFIER "
- 2) " DESIGN HIGH FREQUENCY E.C.L. D-TYPE FLIP FLOP WITH COMPUTER SIMULATION PROGRAM "
- 3) " A STUDY ON DESIGNING THE MICROPROCESSOR-BASED UNIVERSAL PROGRAMMABLE SEQUENTIAL CONTROLLER "
6. Publications: 1) MICROELECTRONICS
- 2) FUNDAMENTALS OF MICROCOMPUTERS
- 3) OP/AMP CIRCUIT DESIGN
- 4) EXPERIMENTS IN ELECTRONICS
- 5) INDUSTRIAL ELECTRONICS
- 6) FUNDAMENTALS OF AUTOMATIC CONTROL
7. Present status: 1) FULL PROFESSOR IN NATIONAL TAIPEI INSTITUTE OF TECHNOLOGY
- 2) MARKETS DEVELOPING ADVISOR OF PAN-ASIA ELECTRONICS CO., LTD.

CURRICULUM VITAE

JACQUELINE DIANE TAYLOR

1986

GENERAL INFORMATION

NAME: Jacqueline Diane Taylor

ADDRESS: 1329 Elmwood
Lansing, Michigan 48917

TELEPHONE: Home: Business:
(517) 323-1057 (517) 483-1852

HEALTH: Excellent

EDUCATIONAL BACKGROUND

	Currently Candidate for Ph.D. (ABD) Higher Education Administration Michigan State University East Lansing, Michigan	Degree Expected 1986
M.A.	Higher Education Administration Michigan State University East Lansing, Michigan	1982
B.S.	Business Administration Aquinas College Cum Laude Grand Rapids, Michigan	1980
Associate Degree	Business/Management Lansing Community College Magna Cum Laude Lansing, Michigan	1977

PROFESSIONAL EXPERIENCE

1984 - Present	Vice President for College and Community Relations	Lansing Community College Lansing, Michigan
1982 - 1984	Administrative Assistant to President Cabinet Level Position	Lansing Community College Lansing, Michigan
1982 - Present	Administrative Secretary to Lansing Community College Board of Trustees	Lansing Community College Lansing, Michigan
1979 - 1982	Administrative Secretary to President	Lansing Community College Lansing, Michigan
1969 - 1979	Promoted from entry level Accounts Payable clerical position to Secretary to Superintendent and Secretary to Board to system-wide Clerical Services Coordinator to Director of Finance and Controller of School District with \$12 million annual budget. Responsibilities included establish- ment, certification and collection of tax levy of all governmental units within school districts. Also handled election responsibilities.	Grand Ledge Public Schools Grand Ledge, Michigan
1966 - 1969	Office Manager, Physician's Office	Lansing, Michigan

ADMINISTRATIVE AND EXECUTIVE EXPERIENCE

- 1984 - Present Vice President for College and Community Relations
- Accountable to the President for developing, maintaining, and coordinating the College's program for effective communication and relations with the College's internal and external constituencies, at the local, state, national and international levels. This includes governmental liaison at the state, local, national, and international levels. The positions of Director of Community Relations and Executive Director of the College Foundation report to this position. Responsible for budgets of nearly one million dollars for the offices of the President and College and Community Relations.
- 1982 - Present Administrative Secretary to Board of Trustees
- Work with Board Personnel and Instruction Committee; coordinate policy review and revision with Board of Trustee Members. Responsibility for all Board of Trustee agenda preparation, official minutes, and maintenance of records.
- 1982 - 1984 Administrative Assistant to President
- Served as special assistant to the President with responsibility for liaison with all campus groups including students, faculty, and administrators as well as special projects as assigned by the President. Duties also included overall management of President's office staff including all budget responsibilities.
- (First woman to achieve cabinet level status at Lansing Community College)
- 1983 - Present Ex-officio member of Committee to establish the Lansing Community College Leadership Academy and continue on overall Advisory Committee.
- 1983 - Present Ex-officio member of Lansing Community College Foundation Board
- 1982 - 1983 Coordinated the renovation and refurbishing of 1893 Herrmann House on campus. The Herrmann House serves as a Conference Center for Lansing Community College. In charge of use of Conference Center as well as all maintenance.
- 1983 - Present Chairman of Lansing Community College Foundation Committee to furnish Conference Center

1983 Established a rose garden on Lansing Community College campus through the Greater Lansing Rose Society. Finalized November, 1983.

1980, 1982, 1984 Chairman of Diana Award Committee for Lansing Community College.

ADMINISTRATIVE AND EXECUTIVE INTERNATIONAL EXPERIENCES

- 1985 Assisted State of Michigan, Department of Education with the development and coordination of 1985 Michigan Good Will Mission to Shiga Prefecture, Japan. Co-leader of 1980 and 1983 Michigan Good Will Missions to Japan.
- 1985, 1984 and Served as Administrative Liaison between Lansing Community College and Presidents of sister colleges in Taiwan while 1980 (In Taiwan) completing a study of vocational/technical education in Taiwan. Met with officials and toured 20 educational institutions.
- Taught Conversational English on seminar basis to junior college students in National Taichung Institute of Commerce and National Taipei Institute of Technology.
- Gave speeches to audiences of 300 - 3,000 Taiwanese students as part of educational/cultural exchange and in building sister college relationships.
- 1982 - Present Assisted with development and overall coordination of Japan Adventure student Academic Work/Study Program. Only program of its kind by any United States college or university in Japan. This involved development of curriculum, selection of project coordinators, instructors, and student participants for years 1982, 1983, and 1984, as well as liaison duties with coordinators, instructors and Japanese business and governmental officials. Included on-site visit with Lansing Community College President and Deans at work/study site conducted in Japan in summer of 1983 and fall of 1984.
- October, 1984 Assisted in development and coordination and served as co-leader of Business Education Management Seminar for Educational Partners for International Cooperation. Responsibilities included development of resource materials, correspondence, itinerary, seminars and in-country business, government, and industry meetings with top management officials in Korea and Japan. Twenty participants included chief executive officers from business, industry and education across the United States.
- 1984 Assisted in international consultancy for Motor Wheel Corporation top management team focused on meetings and tours to wheel manufacturing industries in Japan.

- 1980 - 1981 Coordinated the educational program for twenty-seven Korean Professors involved in studies at Lansing Community College for periods of six months to a year.
- 1980 Set up foreign visitor exchange program for Lansing Community College with U. S. State Department and continue to operate that program for visiting professors from sister colleges.
- 1980 - Present Developed special college events, including Community Leadership Breakfasts for state, national and international dignitaries such as Governor Takemura of Shiga Prefecture, Japan. Establish and coordinate schedules, itineraries, and educational programs for all visiting foreign dignitaries and exchange professors from sister-colleges.
- 1981 - Present Member of Advisory Committee for the Michigan State Department of Education on Michigan-Shiga Sister State Program.
- 1980 - Present Coordinated activities of Japanese visitors to Lansing Community College and in area activities as a part of Michigan-Shiga Sister State Program.

COMMUNITY AND PROFESSIONAL SERVICE

- 1985-86 Member - YWCA
- Member - Phi Delta Kappa
- Board of Directors, Michigan State University
College of Education Alumni Association
- Treasurer - Ingham County School Officers Association
- Member Planning/Admissions Committee
Capital Area United Way
- 1982 - Present Member of American Association of Women in Community and
Junior Colleges. (State Coordinator - 1986)
- 1977 Member of establishing Committee and Charter Member of Grand
Ledge Chapter, American Business Women's Association
- 1984 Charter member of Zonta Club of Michigan Capital Area
- 1978 - Present Served as officer on executive board for 4 years as well as
Scholarship Committee for 4 years and am member of American
Business Women's Association.
- 1963 - Present Church responsibilities over the years have included official
duties as vestry person and President of Episcopal Church
Women as well as serving as Sunday school teacher and
chairperson of many special events.

HONORS

1984	Selected as Leader of the 80's by League for Innovation and AACJC
1979	Recipient of Grand Ledge Board of Education Resolution for outstanding service and dedication to school district
1973	Woman of the Year Award, American Business Women's Association

EDUCATIONAL HONORS

B.S.	Aquinas College Cum Laude	1980
Associate Degree	Lansing Community College Magna Cum Laude	1977

PERSONAL INFORMATION FORM

Name: Last Tsai First Charles Middle Chen-liAddress: 1-3, Lane 15, Jung-hua Street
Number StreetCity Taichung County _____ State Republic of China Country 400 Zipcode
City County State Country ZipcodeTelephone: 042 | 343912
Area Code NumberDate of Birth: April | 24 | 1937
Month Day YearSex: ☐ Female ☒ MaleMarital Status: ☐ Single ☒ Married ☐ Widow(er) ☐ Divorced ☐ Separated

Education (Previous colleges attended):

Name National Cheng-chi Univ. City Taipei Country R.O.C. Years Attended 1960 Main Subjects English Degrees B.A.
Name City Country Years Attended Main Subjects Degrees

Name City Country Years Attended Main Subjects Degrees

Employment History: Please list in chronological order, all position you have held since leaving college.

Position	Employer	Address	Date From	To
Teacher	Ma Kung High School	Tseng Chien-men, Ma Kung, Penghu	1966	1968
Travel Officer	Taiwan Eastern Transport Corp.	Kao-shiang	Feb. 1968	July 1968
Teacher	Feng-yuan High School	Tseng Chien-men, Feng-yuan, Taichung	1968	1970

Present Position:

School	City	Main Teaching Subjects	Position
<u>Tung Institute of Commerce</u>	<u>Taichung</u>	<u>Business English</u>	<u>Associate professor</u>

Study Field Intended in the In-Service Training Program:

English Composition or Research WritingRhetoric

Subjects Intended to Teach:

Chinese

Data Sheet

Name: Charles Chen-li Tsai
 Address: 1-3, Lane 15, Jung Huar St.
 Taichung, Taiwan, R. O. C.
 Birth date: April 24, 1937
 Birth place: Hsishui Hsien, Hupei Province
 Health: Excellent
 Marital status: Married
 Experience:
 August, 1970 Instructor of English
 to Taiwan Provincial Taichung
 present Institute of Commerce
 Taichung, Taiwan
 August, 1968 English teacher
 to Provincial Feng Yuan Senior
 July, 1970 High School
 Feng Yuan, Taichung, Taiwan
 February, 1968 Travel Officer
 to Far Eastern Air Transport Corp.
 July, 1968 Kaohsiung, Taiwan
 August, 1966 English teacher
 to Provincial Ma Kung High School
 January, 1968 Penghu (Pescadores), Taiwan
 Education: Graduated in June, 1965
 Department of Western Language
 and Literature
 National Chengchi University
 Mu Cha, Taipei, Taiwan
 Course taught: Business English
 Courses planned to study: English Composition or Research
 Writing, Rhetoric
 Time planned to stay: One semester (from September to
 December)

PERSONAL INFORMATION FORM

1. Name: Last Victor First Yeh Middle Min-Sung
2. Address: 7, Alley 18, Lane 311, Ta-Ya Road, Taichung, Taiwan, Republic of China
Taichung Taiwan Republic of China 400
City County State Country Zipcode
3. Telephone: 042 339414
Area Code Number
4. Date of Birth: 11 06 1938
Month Day Year
5. Sex: ☐ Female ☒ Male
6. Marital Status: ☐ Single ☒ Married ☐ Widow(er) ☐ Divorced ☐ Separated
7. Education (Previous colleges attended):

Name	City	Country	Years Attended	Main Subjects	Degrees
Taiwan Normal Univ. Taipei	Taipei	R. O. C.	5	Mathematics	B. Sc.
Lakehead University Thunder Bay	Thunder Bay	Canada	1	Mathematics	Nil

8. Employment History: Please list in chronological order, all position you have held since leaving college.

	Position	Employer	Address	Date
	Electrical	Taiwan Power	39 E. Ho-Ping Rd.	From August, 1964
(A)	Engineer	Company	Taipei, Taiwan	April, 1969
	Mathematics	Chung-Ching	Seria	Jan., 1970
(B)	Teacher	Middle School	Brunei	Oct., 1971
	Systems	Industrial Tech.	Hsin-Chu	Feb., 1973
(C)	Analyst	Research Inst.	Taiwan	July, 1974

9. Present Position:

School	City	Main Teaching Subjects	Position
Taichung Inst. of Commerce	Taichung	B.C.C. & Data Processing	Associate Pr and Director

10. Study Field Intended in the In-Service Training program:

Computer Science and Data Processing



RESUME

Name: YEH Min-sung Sex: Male
 Date of Birth: November 6, 1938
 Place of Birth: Chiayi, Taiwan
 Present Address: 526 Tai-yuan Road, Sec. 1, Taichung, Taiwan
 Tel. No.: (04) 235-0589
 Education:

1. National Taiwan Normal University, Taipei, Taiwan
Sep. 1959-June 1965, B. Sc.
2. Lakehead University, Thunder Bay, Ontario, Canada
Sep. 1971-June 1972.
3. Tam-kang University, Taipei, Taiwan, Sep. 1981-
January 1982.
4. University of San Francisco, San Francisco, Calif.
U.S.A., January 1982-April 1983, M.P.A.
5. Lansing Community College, Lansing, Michigan, USA
April 1983-June 1983.

 Training:

1. Power Technic Training Class, Taipower Training
Center, Taiwan Power Co., Taipei, Taiwan, February
1959-August 1959.
2. Electronic Computers Training Class, Research In-
stitute of E.Eng., National Taiwan University,
Taipei, Taiwan, Oct. 1967-Nov. 1967

 Experience:

1. Electrical Engineer, Taiwan Power Co., Taipei,
Taiwan, August 1959-April 1969.
2. Part-time Mathematics Teacher, George Senior High
School, Taipei, Feb. 1965-Jan. 1966.
3. Part-time Math. Teacher, Chi-Kuang Senior High School,
Commercial School, Taipei, Aug. 1967-July 1968.
4. Provincial Min-Hsiung Senior High School
5. Math. Teacher, Chung-cheng Middle School, Seria,
Brunei, Jan. 1970-Sep. 1971.
6. Systems Analyst, Union Industrial Research In-
stitute, Hsinchu, Taiwan, Aug. 1972-Oct. 1973.
7. Instructor, Filipino-Chinese Summer Cultural &
Educational Seminars, 1973, Manila, Philippines

- 8) Associate Research Fellow, Industrial Technology Institute, Hsinchu, Taiwan, July 1973-July 1974. _____
- 9) Instructor, and Director, Computer Center, Provincial Taichung Institute of Commerce, August 1974, Taichung, Taiwan.
- 10) Associate Prof. and Chairman, Dept. of Banking & Insurance, Taichung Institute of Commerce.
- 11) Associate Prof. and Chairman, Dept. of Electronic Data Processing, Taichung Institute of Commerce.
- 12) Visiting Prof., Lansing Community College, Lansing, Michigan, U. S. A. April 1983-June 1983.

Present Occupation:

- 1) Prof. and Chairman, Dept. of Business Administration, National Taichung Institute of Commerce, Taichung, Taiwan.
- 2) Part-time Prof., Dept. of Information Science, Taichung Providence College of Arts & Science, Taichung, Taiwan, Sep. 1983-dated.
- 3) Committeeman, Committee of Academic Activities, China Computer Society, Taipei, Taiwan, April 1984-dated.

Professional Membership:

- 1) Membership of China Computer Society, Taipei.
- 2) Membership of Chinese Statistical Association Taipei, Taiwan.
- 3) Membership of Systems Analysis Society of the R. O. C., Taipei, Taiwan.

Teacher's Certificate:

- 1) Senior High School Math. Teacher Certificate, Dept. of Education, Taiwan Provincial Government, Taichung, Taiwan.
- 2) Instructor Certificate, Ministry of Education, R. O. C., Taipei.
- 3) Associate Prof. Certificate, Ministry of Education, R. O. C., Taipei.

WRITING:

1. Papers:

- 1) A study of hydro power at the three streams on Taiwan Power System(Taipower), (Taipei: Taipower Engineering Monthly, February 1965), PP. 1-7.
- 2) The thunderstorm accident of Taipower System;. (Taipei: Taipower Engineering Monthly, August 1967), PP.17-24.
- 3) A study of hydro power of Ku-kuan Pondgate(1),(Taipei: Taipower Engineering Monthly, February 1968), PP.6-12.
- 4) A study of hydro power of Ku-kuan Pondgate(2),(Taipei: Taipower Engineering Monthly, March 1968), PP. 1-4.
- 5) A study of hydro power of reserved at Wu-shou and Sun Moon Lake, (Taipei: Taipower Engineering Monthly, June 1968), PP. 7-13.
- 6) A study of power outage rate of steam power generator sets on Taipower System, (Taipei: Taipower Engineering Monthly, October 1968), PP. 1-8.
- 7) A study of Analog Computer and its applications, (Taipei: China Computer Quarterly, March 1976), Vol.10 No. 1, PP. 33-47.
- 8) A study of Chebyshev Polynomials and apply to curve fitting, (Taichung: Taichung Institute of Commerce Bulletin, June 1976), Vol. 8, PP. 103-141.
- 9) A study of Chebyshev Polynomials, (Taichung: Taichung Institute of Commerce Bulletin, June 1979), Vol. 11, PP.43-75.

2. Thesis:

The Theory of " Oriental " Bureaucracy: A critical analysis
(San Francisco: University of San Francisco, April 1982).

3. Books:

- 1) Introduction to Computer Science,(Taichung: University Books Co., August 1974).

- 2) Basic Concepts of Computer (Taipei: Sung-Kuang Computers and Books Co., August 1978).
- 3) Computer Programming in FORTRAN IV (Taipei: Sung-kuang Computers and Books Co., August 1978).
- 4) Computer Programming in COBOL (Taichung: University Books Co., September 1979).
- 5) Computer Programming in Advanced COBOL (Taichung: University Books Co., January 1981).
- 6) Computer Programmin in FORTRAN IV Examples (Taipei: Tung - Chen Computers Co., March 1981).
- 7) Computer Programming in RPG II (Taipei: San-ming Books Co., August 1982).
- 8) Computer Programming in BASIC (Taipei: Wu-nan Books Co., August 1983).
- 9) Fundamentals of Computer Science (Taipei: King's Publications Co., August 1984).
- 10) Basic Concepts of Computer for Senior High School (Taipei: Sung-kuang Computers and Books Co., November 1984).
- 11) Fundamentals of Data Processing (Taipei: Chen-hua Tech. Books Co., January 1985, Expected).

PERSONAL INFORMATION FORM

Name: Last Yen First Teddy Middle Taih-derAddress: 6F, #1, Lane 41 Lou-Ye Street
Number StreetCity Taipei County Taiwan State R. O. C. Country 106 ZipcodeTelephone: 02 | 7089725
Area Code NumberDate of Birth: 5 | 15 | 1942
Month Day YearSex: ☐ Female ☒ MaleMarital Status: ☐ Single ☒ Married ☐ Widow(er) ☐ Divorced ☐ Separated

Education (Previous colleges attended):

Name	City	Country	Years Attended	Main Subjects	Department of Business Administration
Tamsui Institute of Business Administration	Taipei	R. O. C.	Aug. 1965 - June 1968		

Name	City	Country	Years Attended	Main Subjects	Department of Business Administration

Employment History: Please list in chronological order, all position you have held since leaving college.

Position	Employer	Address	Date From To
A) Assistant	Perng, Shur-Yuahn	Tamsui Institute of Business Administration	August, 1968-July, 1972
B) Assistant	Tang, Chih	National Taipei Institute of Technology Taipei, Taiwan	August, 1972-July, 1975
C) Instructor	Tang, Chih	National Taipei Institute of Technology Taipei, Taiwan	August 1975-Present

Present Position:

School	City	Main Teaching Subjects	Position
National Taipei Institute of Technology	Taipei, Taiwan	Personnel Management	Instructor

Study Field Interest in the In-Service Training Program: (Please give a short description)

The field I am interested will be in Personnel Management-Employee Training,Employee Benefit plans, Employee Relationship and Wage Administration etc.

Subjects Intended to Teach:

Personnel ManagementIndustrial Management

APPENDIX G

ACADEMIC CALENDARS--NTIT and LCC

ACADEMIC CALENDAR--NTIT--1986

ACADEMIC YEAR 1986

Registration Days	February 21-24
Classes Begin	February 25
Make-up Examination	February 26-28
Add & Withdraw Courses	March 10-24
Youth Day	March 29
Spring Vacation	April 2-4
Tomb Sweeping Day	April 5
Sport Meeting	April 13-14
Mid-Term Examination	April 23-29
Final Exam for Graduation	June 1-7
Dragon Boat Festival	June 11
Graduation Day (Evening School)	June 14
" (Daytime)	June 15
Application for Transfer	June 16-28
Final Exam (Evening School)	June 22-27
" (Daytime)	June 23-28
End	

Summer Vacation

ACADEMIC CALENDAR--LCC--1986-87

FALL TERM 1986

Preparation & Faculty/ Administration Days	September 18, 24
Registration Days	September 18, 19, 22, 23
Classes Begin	September 25
Thanksgiving Recess	November 27, 28
Last Class Day	December 14

WINTER TERM 1987

Registration Days	January 2, 5
Preparation/Records Day	January 6
Classes Begin	January 7
Last Class Day	March 24

SPRING TERM 1987

Registration Days	March 30, 31
Preparation/Records Day	April 1
Classes Begin	April 2
Memorial Day	May 25
Graduation Day	June 7
Last Class Day	June 17

SUMMER TERM 1987

Registration Day	June 23
Classes Begin	June 24
Independence Day	July 4
Last Class Day	August 18

APPENDIX H

ORGANIZATIONAL CHARTS

LANSING COMMUNITY COLLEGE

Lansing, Michigan

ORGANIZATION CHART

BOARD OF TRUSTEES

Elected Board:

CHAIR

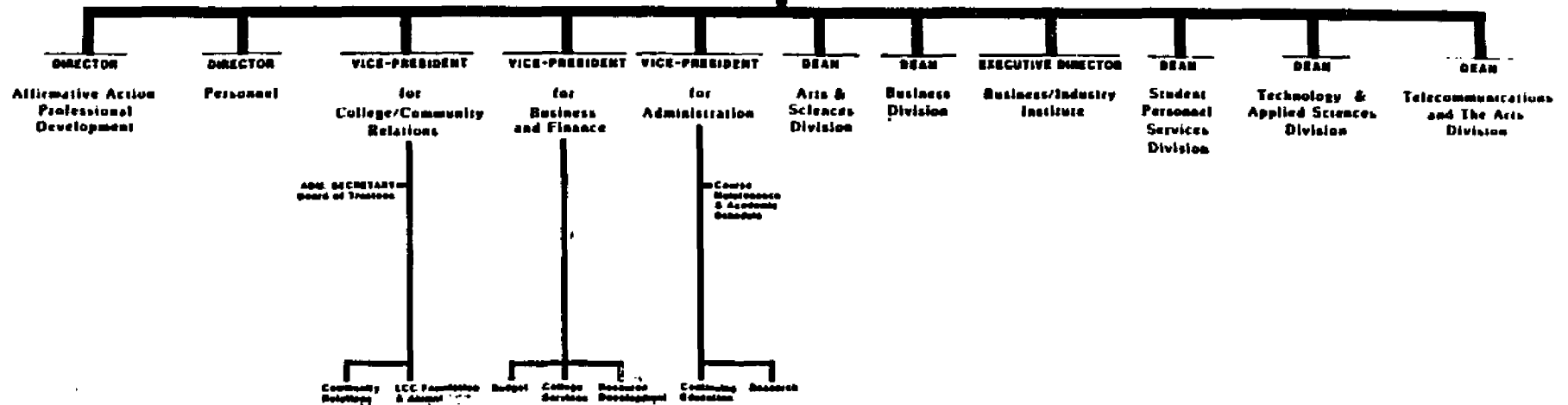
VICE-CHAIR

SECRETARY

TREASURER

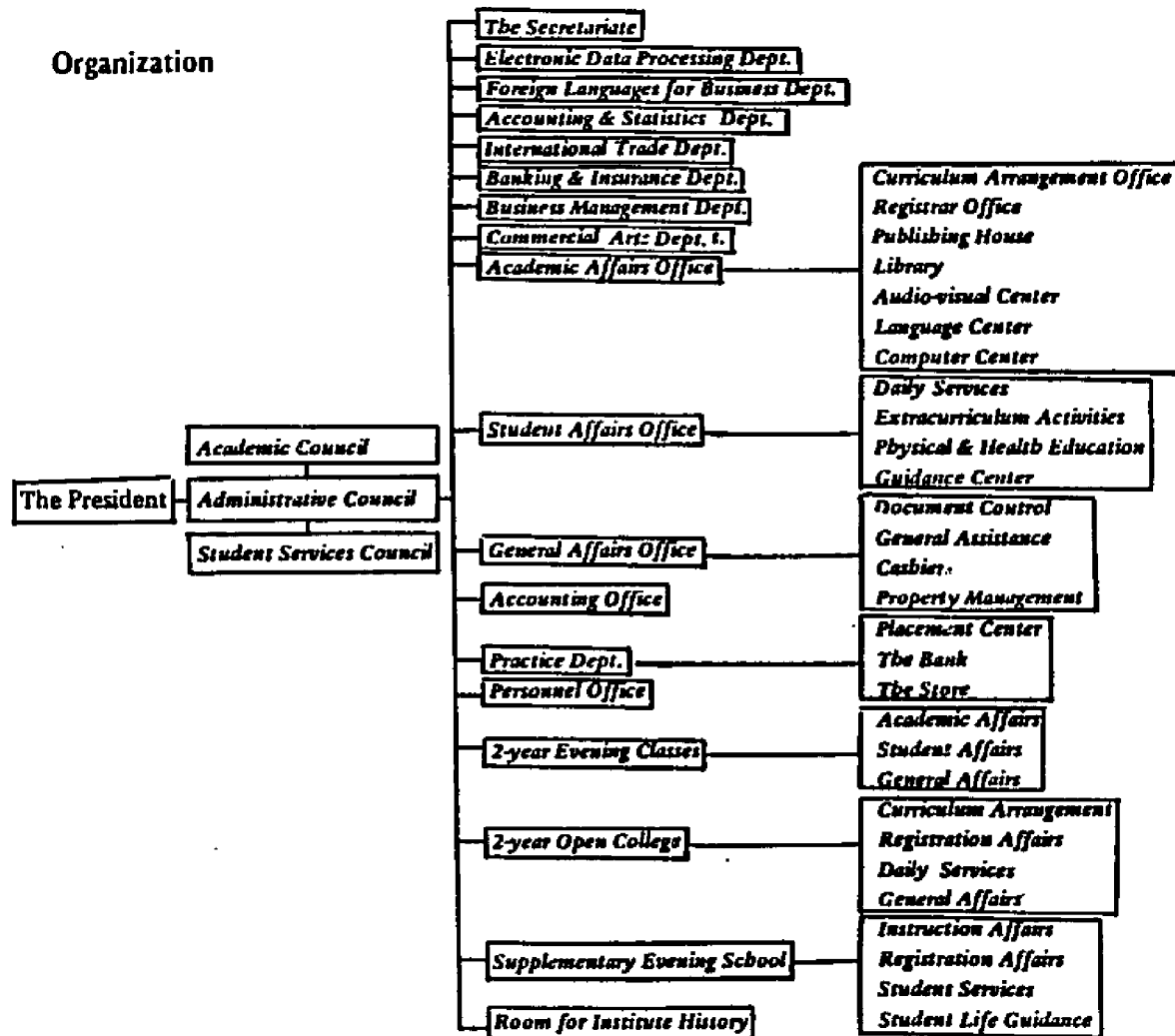
TRUSTEE - TRUSTEE - TRUSTEE

PRESIDENT



National Taichung Institute of Commerce

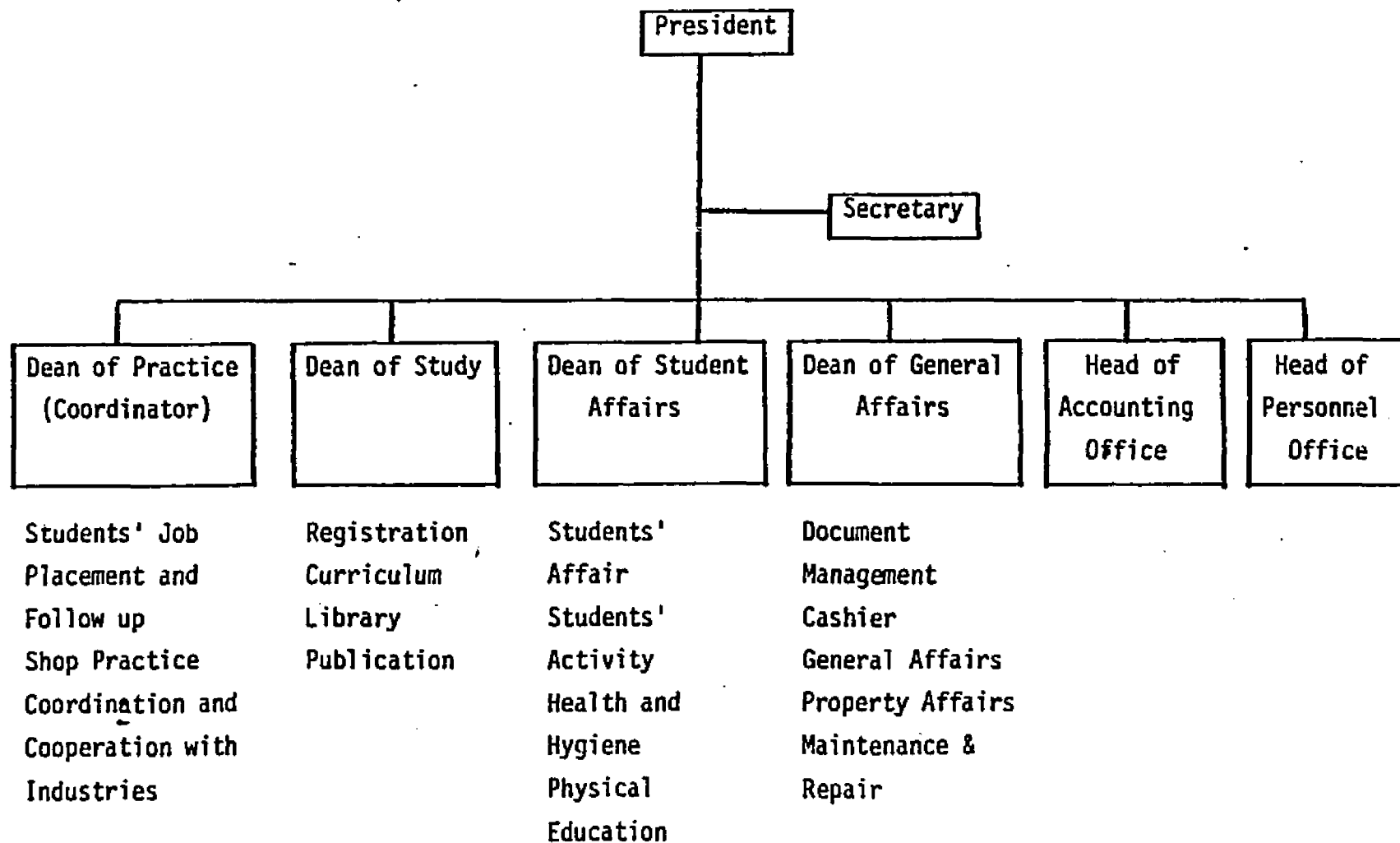
Organization



Copied from the September, 1982 college catalog

COLLEGE ORGANIZATIONAL CHART

(A) Organization System



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Paper presented at the Conference on Educational Applications of Satellites, Arlington, Va., February 2-3, 1977. (ERIC Document No. ED 134 237)
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