

Teaching Public Administration As a Fulbright Scholar In China: Analysis and Reflections

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ABSTRACT

After spending fall semester, 2007, on a Fulbright Scholarship at Renmin University of China, Dr. Infeld examines her experiences in light of the literature about teaching in China. Six aspects of teaching in China are discussed, including (1) Chinese students' English and academic listening, (2) teaching with cases, (3) the "good" teacher, (4) "the "good" student, (5) Chinese conceptions of teaching, and (6) questioning. Descriptive examples are used to explore differences between teaching public administration to first-semester graduate students in China and in the U.S. The "Lessons on American Teaching Style," developed by Dr. LI Wenzhao, a junior faculty member who assisted Infeld in her classes, are shared to provide insight from a Chinese perspective on the difference in teaching styles. A secondary objective of the paper is to encourage public administration scholars to apply for Fulbright Scholarships to teach in China, or elsewhere around the world.

TEACHING PUBLIC ADMINISTRATION AS A FULBRIGHT SCHOLAR IN CHINA

In fall, 2007, I had the honor and privilege of teaching Public Administration as a Fulbright Scholar at Renmin University of China in Beijing. The goal of this paper is to share my experiences as they relate to the literature about teaching in China. Its secondary objective is to encourage other public administration scholars to apply for Fulbright Scholarships to teach in China, or elsewhere around the world.

FULBRIGHT PROGRAM

The Fulbright Program was instituted to "increase mutual understanding between the people of the United States and the people of other countries."

(U.S. Department of State, n.d.) With this goal in mind, I went to Beijing in the fall of 2007 with my husband and 11-year-old daughter. We applied to go to China for two reasons: Our daughter was adopted from China, and it was possible to teach in English.

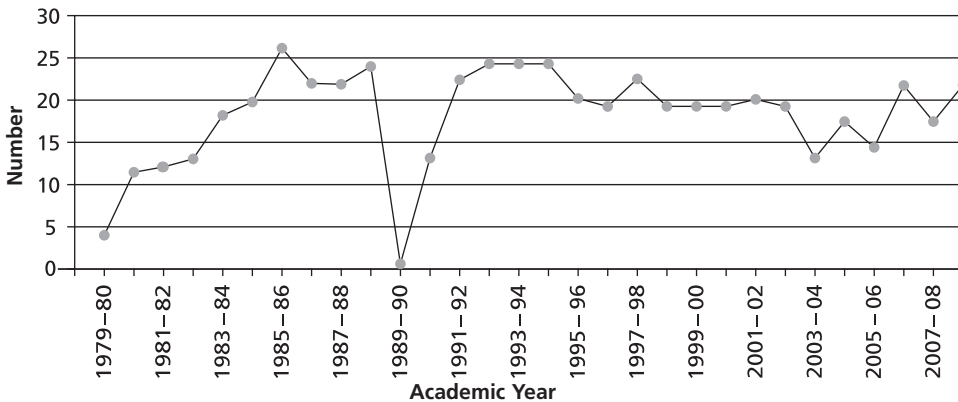
Fulbright in China

Based on an agreement in 1947, China was one of the first countries to participate in the Fulbright program. However, in 1949, the program was suspended with the establishment of the People's Republic. Fulbright exchanges were renewed with normalization in 1979. From Academic Year 1983-84 to AY 1988-89, approximately 21 scholars per year traveled to China under the Fulbright Program. Then, in 1989, China suspended exchanges as a reaction to America's criticism of its military crackdown (*New York Times*, March 6, 1990). Participation resumed in 1990/91, and in 2008/09 there were 21 grantees teaching in China. (See Figure 1.)

Participating countries select the academic disciplines from which scholars are recruited. Initially, China gave priority to those lecturing on English as a language, American literature, and history, in order to help the country move toward modernization. Since 1983, the focus has been on American history, literature, law, journalism, business, economics, political science, sociology, philosophy, and international relations (U.S. Department of State, n.d.). Only six public administration faculty members have been Fulbright Scholars in China since 1999.¹ (See Figure 2.)

Since the MPA was approved as an official degree in China in 2001, nearly 100 programs have been established there. The MPA degree is one component of increasing the professionalization of administration and civil service in China.

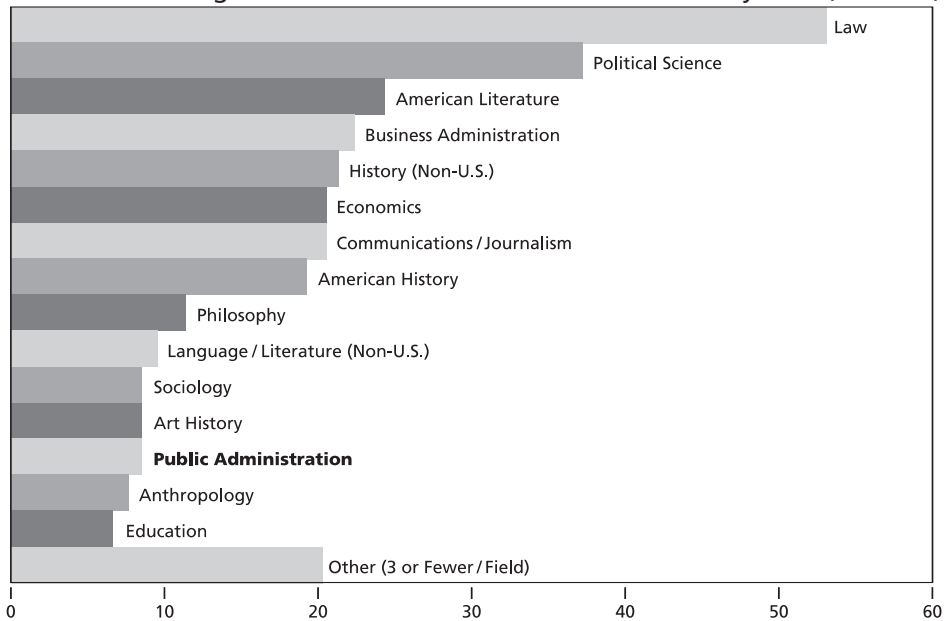
Figure 1.
Number of Fulbright lecturers and lecturer/researchers in China since normalization (all fields)



Note: From the Council for International Exchange of Scholars, "Fulbright Scholar Program – Scholar Directories," retrieved February 21, 2009, from http://www.cies.org/schlr_directories/.

Figure 2.

Number of Fulbright research and lecture scholars in China by field (1992–08)



Note: From the Council for International Exchange of Scholars, "Fulbright Scholar Program – Scholar Directories," retrieved February 21, 2009, from http://www.cies.org/schlr_directories/.

The Chinese Public Administration Society, affiliated with the American Society for Public Administration (ASPA) and the National Association of Schools of Public Affairs and Administration (NASPAA), supports development of the profession and field. To help in this effort, several U.S. public administration textbooks have been translated into Chinese.

RENMIN UNIVERSITY OF CHINA — MPA DEGREE PROGRAM

I was matched with Renmin University of China because of my request to be in Beijing, and the school's status for housing one of China's top Public Administration programs. Renmin means "belonging to the people," so Renmin is the People's University. Established in 1937, it is an official "key comprehensive university," which puts it among the top Chinese universities in terms of applications and resources. It enrolls approximately 20,000 students per year. Renmin University (known as Renda), is located inside a walled campus in the northwest quadrant of Beijing. The embassy area and most international residents live in the east or northeast, so there are few Westerners on or around campus. As with most Chinese universities, recent economic growth has led to significant new construction. Renda is proud of its large, new academic complex that includes schools of Business, Law, and Journalism, as well as a new athletic facility. While I was there, construction of a new library also was started.

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Renmin University of China was the first to offer the MPA degree, and its School of Public Administration boasts one of the oldest buildings on campus. Its role as a leading MPA program is evidenced by its co-sponsorship of the bi-annual Sino-U.S. Conference on Public Administration, and publication of the journal *Public Administration and Policy Review*.

The School of Public Administration at Renmin includes three departments: Public Administration, Land and Real Estate Management, and Urban Planning and Management. There also are eight institutes and 10 research centers. Seventy-eight faculty members teach courses for 328 undergraduates, 818 MPA students, 414 graduate students in other degrees, and 134 Ph.D. students — in full-time, part-time, and executive programs (School of Public Administration, Renmin University of China, n.d.).

MPA Curriculum

Like many MPA programs in the U.S., Renmin University of China offers both full-time and executive MPA programs. The full-time program offers a 40-credit-hour curriculum that looks much like American MPA programs. It includes 30 credits of core courses, 10 credits of electives, and a required research paper, for a degree that generally takes two to four years to complete. The titles of MPA courses are very familiar, including, for example, Public Management, Public Policy Analysis, Research Methods, Practical Economics, and Public Finance (School of Public Administration, Renmin University of China, n.d.). However, core requirements seemed to be interpreted with some flexibility in China. For example, while Program Evaluation is listed as an elective, when I was there the students were told it was required.

Another major difference I noted is that students told me they were taking between seven and 11 courses per semester. Seven core courses were standard during the first semester, and if students wanted to take electives, those were in addition to core courses. It appeared that the students front-loaded their programs so they could devote more focused time on the major research paper requirement later in the program.

I was teaching full-time students, who all lived on campus. They were assigned together to dorm rooms of three to four students each. As a result, another difference I noticed was a stronger sense of community and camaraderie than one would see in most U.S. programs.

OVERVIEW OF TEACHING

Fulbright lecturers typically teach two courses per semester. I taught a required Program Evaluation course for MPA students, and an elective on Health Policy that was open to graduate students from across the campus. The following discussion focuses on the Program Evaluation core course.

Twenty-nine, first-semester MPA students registered for Program Evaluation,

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which met once a week from 10:00 to 11:30 a.m. The classroom was equipped with a computer that offered PowerPoint, Internet access, and a projector. Once a student started the system to get past the all-Chinese-language screens, I was able to function pretty much as I would at home. Desks and other amenities were similar to those in U.S. classrooms.

While Chinese students typically study English starting in sixth grade, and are expected to be able to understand lectures in English, the dean realized that they might have some difficulty, and assigned a junior faculty member to assist me in the classroom, and to help translate as needed. This teaching assistant, Dr. LI Wenzhao, encouraged me to speak slowly, and then translated most of what I said for the first few lectures. After that he answered questions in Chinese when the students did not understand my explanation. By the middle of the semester, he determined that the students understood me well enough so that translation was not needed.

Dr. Li was more than just a teaching assistant. His job for the semester was to help me out. He did everything from meeting us at the airport, helping us buy cell phones, to taking us out to lunch or dinner periodically throughout our stay. Universities that participate in the Fulbright program are required to have a liaison, but in most cases it is an administrative staff person from the international affairs office. I was fortunate to be able to work with someone from my academic department. As a result, Dr. Li and I initiated a joint research project that we hope to continue to pursue.

Teaching Program Evaluation

U.S. courses in Program Evaluation often require students to perform studies for real-world clients. Based on my correspondence before arriving in China, it became clear that this was not a realistic expectation here. First of all, while research design and analysis is a required part of the MPA curriculum, my students had not yet taken it. Therefore, a significant portion of the course necessarily introduced topics of research design and data collection before getting to specific issues of their application in a program evaluation. More importantly, I was told that it would be extremely difficult for students to gain access to public and nonprofit organizations where they could conduct evaluations. Finally, because the students were carrying such a heavy course load, the available time for any specific class assignment was much less than we would expect in the U.S.

For this course, there were two main, graded assignments. The first was a brief critique of an outcome- or impact-evaluation of an existing program found on the Internet — in either English or Chinese. The second assignment was the development of a proposal to evaluate a program. This assignment was developed in two parts: (1) a description of the program, again located on the Internet, and including the student's specification of measurable objectives, and (2) a detailed research design and implementation plan. Each of these

assignments posed significant challenges to these first-year MPA students, due mostly to their general discomfort with working in the English language. In addition, the notion that in their future careers they might be either conducting a program evaluation or making decisions based on evaluation findings seemed to make them uncomfortable. Since most of the students had come directly from undergraduate school, it was difficult for them to relate the tools of public administration to the activities and responsibilities of the professional world. Other Fulbright lecturers also noticed that Chinese education is very theoretical, and that students generally do not know how to address real problems in the “real world.”

After my semester of teaching in China, I thought it would help me gain insight into my experience to review the literature on cross-cultural teaching. The following section uses the academic literature as a framework to examine the process of teaching public administration in contemporary China.

CROSS-CULTURAL TEACHING LITERATURE

Researchers in education and educational psychology have explored differences in teaching Western and Chinese students. Studying in English is a significant challenge for all non-English-speaking students. Huang (2004) identified specific problem areas with professors’ use of English for Chinese students. Another important aspect of Western-style teaching is the use of case studies. Thompson (2000) examined the use of cases in teaching Chinese MBA students. Finally, Watkins and Biggs (1996) conducted a meta-analysis to examine American and Chinese views of what makes a good teacher or a good student, conceptions of teaching, use of group work, and styles of questioning. Following a brief summary of each of these aspects of teaching, descriptive examples from my experience are used to examine the differences between teaching public administration to first-semester graduate students in China and those in the U.S. In addition, for each area I summarize lessons on American teaching, as developed by my Chinese teaching assistant, Dr. Li. The dean of the School of Public Administration, Dr. DONG Keyong, asked Dr. Li to share his thoughts about my teaching methods and style with the faculty of the school. His “Eight Lessons on American Teaching Style” are listed in Table 1 and referred to in the analysis below. (See *Table 1.*)

MY TEACHING EXPERIENCE VIS-À-VIS RESEARCH ON TEACHING IN CHINA

1. Chinese Students’ English and Academic Listening

According to Huang (2004), there are six areas of English speech that make it difficult for Chinese students to understand professors. They include rapid speech, a lack of clear pronunciation, long and complex sentences, colloquial and slang expressions, a lack of clear definitions, and the use of discourse

Table 1.
Eight Lessons on American Teaching Style

Lesson 1	The whole teaching process and course design are planned in advance. Students are made aware of the whole syllabus in the first session, which arranges the whole process of the course. It is just like a contract between the teacher and students.
Lesson 2	The reading materials and essays are very rich and provide much information for students. They are divided into two parts, the textbook and essays [articles].
Lesson 3	The course exercises and essays are very useful for improving the ability of students. Students are encouraged to use the tools and methods learned for the solution of actual problems.
Lesson 4	Pay attention to the case study and case analysis. In the everyday classes, many concrete cases were provided for students. Also, the students are stimulated to criticize the case themselves.
Lesson 5	Academic honesty is required in the whole class and plagiarizing is forbidden completely.
Lesson 6	Be generous with encouragement, inspiration, and praise of students.
Lesson 7	Be confident in the process of teaching and enjoy the experience of contact with students.
Lesson 8	American professors earn high salaries and enjoy good welfare [quality of life].

markers or transitions. While Huang's (2004) analysis was based on Chinese students in U.S. classrooms, it is likely that these issues would be even more problematic in China, where the students are less familiar with listening to spoken English.

Despite years of studying the language, first-semester MPA students have significant difficulty in understanding spoken English. Most had taken only one English course taught by a native speaker. I made every effort to address each of the items identified by Huang (2004). For example, during the first class, I distributed small yellow flags for students to wave if I was going too fast. This got a good laugh, but students didn't use it as a tool. I also asked students to bring to each class session a word from the reading that they didn't understand. Since they were accustomed to using a dictionary, only a few took advantage of this opportunity. Since spoken English goes by so quickly, it is difficult for students to interrupt and ask for a definition. However, highlighting technical terms on PowerPoint slides helped facilitate explanation and discussion.

Despite my efforts, it was extremely difficult to know what students did or did not understand. Colloquial expressions were particularly problematic. Toward the end of the semester, one brave student asked what I meant when I used my index and middle finger in bending motions, when I demonstrated a phrase that was in quotation marks. I had been unconsciously using this gesture, and undoubtedly several others all semester, and the students had no idea what I meant. Even terms we take for granted in the U.S. could cause problems. In my health policy class it took me some time to realize that the students did not

understand the concept of “insurance.” Because they don’t own cars or homes, and health care is provided by the government, they have had no need to purchase insurance. As a result, I added a module to introduce the basic idea of insurance as shared risk.

My experience in trying to communicate to non-native English speakers helped make me more sensitive to the clarity of my presentation style when I returned to the U.S. If I had stayed in China for a second semester, I think I would have been able to significantly improve students’ understanding by further slowing down my speech, and by providing more detailed explanations of even minor points and terms throughout the course.

E-mail was extremely helpful as a tool to communicate with students. There was a listserv of all of the students in my class that I used regularly. After each session, I sent a message detailing what was expected for the next class, and offered specific guidance on what to look for in the readings. These messages often generated e-mail-based dialogue during the week that helped students stay on track with course requirements and expectations.

2. Teaching with Cases

Cases are widely used in U.S. graduate-level education. Thompson (2000) explored whether cases were appropriate for Chinese MBA students, and found that cases that were recent, decisional, and about well-known organizations were “unequivocally considered highly important in a generally good MBA course” (p.109).

My MPA students were very receptive to case materials. I intentionally selected a very basic textbook on Program Evaluation so I could supplement it with articles and cases that could be accessed through the Internet. For each topic in Program Evaluation, I initially assigned a chapter in the textbook and two short case studies. The cases were based on reports or articles in areas of development, education, and health. Valuable case materials were located on the Internet from the Asian Development Bank, U.S. Agency for International Development (USAID), UNESCO, the World Bank, and the World Health Organization. I also used a report from the *China Daily* as a case example of data presentation.

While the students were able to navigate the Internet in English to find material required for course assignments, it seemed that they were not generally expected to do this. Typical Chinese classes appeared to be textbook-based, without significant supplementation with articles or case materials. Dr. Li noted this in one of his lessons to the faculty of the School of Public Administration: “The reading materials and essays are very rich and provide much information to students. They are divided into two parts, the textbook and essays [articles and cases].”

In order for the students to understand the role and methods of evaluation used in each case, it was first necessary to spend significant time describing the

nature of the program that the case involved. Consequently, the amount of class time required for each case was substantially longer than it would be in the U.S. As a result, I cut back the assignments to one short case per week.

The most successful case materials dealt with adolescent smoking cessation, because I was able to locate evaluation studies conducted both in the U.S. and in China. One study was a quantitative randomized intervention study in Wuhan, China (Chou, et al., 2006), while the other was a qualitative pilot study conducted in Connecticut (O'Connell, et al., 2004). The location of one study in China, and the contrast between the evaluation methods engaged the students' interest in determining which was the "right," or at least the "best" evaluation design.

Other valuable case materials included an evaluation of the Intel® Learn Program, a computer training program for children in nine countries around the world, including China (Center for Technology in Learning, 2006), as well as a qualitative evaluation of a Chronic Disease Self-Management program in Shanghai (Dungbo, Ding, McGowan, & Fu, 2006). These cases enabled the students to see Chinese programs in an international context, and also provided a range of evaluations that included quantitative and qualitative methods and process, outcome, and impact evaluations.

Students were uncomfortable with the expectation that they would critique professional work, and seemed shocked that I found fault with the methods used in published reports. Gradually, however, most students were able to raise questions about various methodological issues. Even my teaching assistant expressed surprise at this expectation when he described American methods to his colleagues, noting that "[the professor] pays attention to the case studies and case analysis. In the everyday classes, many concrete cases are provided for students. Also, the students are stimulated to criticize the cases themselves."

3. The "Good" Teacher

Chinese students have been found to define a "good" teacher based on his/her depth of knowledge, ability to answer questions, and being a good "moral model." They also expect the teacher to be their friend. This differs from the Western view, which originated in Great Britain, where the definition of a good teacher is more likely to be based on teaching skills and methods employed in the classroom (Watkins, 2000).

I did note some differences between the expectations of Chinese students, and those of American students. Chinese students were much less likely to ask questions, but seemed to have greater expectations for out-of-classroom contact. Consistent with the notion of the teacher as friend, one of the most rewarding aspects of teaching Program Evaluation came after class hours. Because the class was scheduled for late morning, it was convenient to take small groups of students out to lunch. This turned out to be a very inexpensive

option that was greatly appreciated by the students. I was able to find out a little bit more about them, and their aspirations, and answer more of their questions about life in “the States.”

One fundamental aspect of being a “good” teacher in the U.S. is a well-organized and detailed syllabus. This was not an expectation in China. My teaching assistant, Dr. Li, was surprised that the “whole teaching process and course design are planned previously.” In fact, this was the comment about my teaching that he put first on his list of eight. He further described to the faculty, “Students can know the whole syllabus in the first course [session], which arranges the whole process of [the] course. It is just like a contract between the teacher and student.” Students explained to me that they often didn’t know what was going to be required in their other courses (papers, tests, etc.) until it unfolded during the semester.

4. The “Good” Student

Good behavior and paying close attention is expected of all students in China (Watkins, 2000). Starting with the daily, “Good Morning, teacher,” through the end of the class, students were consistently well-behaved. Graduate students in the U.S. are similarly attentive, albeit less formal in their student roles. In addition, attendance was better in China than in the U.S.

One dimension of being a good student that is widely accepted in the U.S. is not to use others’ ideas without citation. Chinese students do not understand the concept of plagiarism. During orientation we had been told that previous Fulbright scholars had experienced widespread plagiarism. As a result, I spent some class time describing my expectations and made sure that my teaching assistant translated the requirements. Therefore, I was very disappointed when more than half of the papers had most of their content taken directly from the Internet, without citation. This made me realize that even with a translator, students did not understand significant portions of what I was saying. I think it was difficult for students to use their somewhat-limited English to convey what someone else had already said in a better way.

I had told the students that plagiarism would result in the grade of zero for the assignment. I quickly decided that this approach was not feasible. After consulting my teaching assistant, I decided to let the students rewrite the assignment, but reduced the resulting grade. Unfortunately, even the rewritten papers were not up to American standards of citation. By the end of the semester, I understood that the unacceptability of plagiarism is a culture-based expectation that they had not been exposed to as undergraduate students. It seemed to me that one possible explanation for this difference is that, because China missed out on so much development during the Cultural Revolution and the Great Leap Forward, students are taught that it is acceptable to do whatever is necessary to catch up. Using others’ ideas, technologies, or content

(videos, brand names, etc.) to achieve that goal is therefore generally acceptable. Several possible causes for widespread plagiarism in China have been described in literature by Stone (2008). Its roots have been traced to classical Confucian education, dating from around 500 B.C., which required memorization of classical texts. The more recent history of Communism, in which all property is shared, also could have created an environment that is incompatible with the Western notion of intellectual property rights. While plagiarism was a serious problem among my first-semester MPA students, it was less widespread among students in my advanced graduate elective. What we require of our students throughout their education seems to be introduced much later in the system in China.

My insistence on appropriate citation even seemed to be a surprise to the junior faculty member who was my teaching assistant. In his Lesson #5 to the Public Administration faculty, he wrote that in America, “academic honesty is required in the whole class, and plagiarizing is forbidden completely.”

5. Chinese Conceptions of Teaching

Teachers in China are expected to transmit information and also to “cultivate” students’ interest in the subject area, as well as in areas outside of the scope of the topic (Watkins, 2000). Based on a recommendation from a former Fulbright Scholar in China, Dr. Kathryn Mohrman, I incorporated a valuable technique that is an example of a teacher’s role extending beyond his/her area of expertise. During the first class, I introduced myself and my family, including pictures of my husband and daughter, our house, and my university campus. I then asked them to write down and turn in the following three items:

1. What they wanted to learn about the course topic.
2. What they wanted to know about life in the U.S.
3. What they wanted to know about anything else that I might be able to address.

The questions in the first category were fairly general topics that I already planned to cover. The second and third questions provided material that I addressed during the first 10-20 minutes of each class. Examples of some of the most thought-provoking questions that I addressed include:

- Do all Americans own guns?
- What do you do when the President doesn’t have the right background or skills to do the job?
- Do Americans really believe in God, or is it just part of their culture?

It was clear that despite their exposure to Western movies and the Internet, having the opportunity actually to talk to an American was a unique and valuable opportunity for most of the students. They were very interested and engaged in this part of class. This process got them to warm up to listening to English, and I think it also helped them focus on the course material. This

aspect of the class clearly fit with the notion of the teacher as a moral model. They wanted to know what I thought both personally and professionally on a range of topics that I would not normally discuss with students in the U.S. I was able to follow up on many of these discussions with the small groups of students I took to lunch after class.

6. Questioning

Students in Western classrooms are expected to raise their hands and ask questions when they do not understand something or want to share a comment. If you ask Chinese students whether they have any questions you generally will receive only blank stares. Chinese students are not expected to ask questions in class unless they have conducted an independent investigation upon which to base those questions (Watkins, 2000).

By the end of the semester, several students teased me by saying, "That was a very good question," or "That is a good idea." I said something to this effect whenever a student made any contribution. This was in sharp contrast to their description of the typical Chinese professor who, when they asked a question, would make students feel that they were wrong or stupid to ask. Speaking up in class was a challenge even for the more advanced graduate students.

According to my teaching assistant, as a faculty member I stimulated students more than the typical Chinese faculty member. His guidance to colleagues was to be "generous with encouragement, inspiration, and praise of students." He said that I was "confident in the process of teaching and enjoy the experience of contact with students."

Before going to China, I thought that Chinese faculty members carried heavy teaching loads and, as a result, didn't spend much out-of-classroom time with students. What I found was that faculty members did develop some close relationships with their students, but that most spent little time in their offices. This was not because of teaching loads, but because of their low salaries and the need to do consulting or other work to supplement their incomes. Faculty positions continue to be sought after, and have substantial status, but the salaries do not reflect this level of recognition.

7. Group Work

While group work in Western classrooms tends to involve small groups of students talking among themselves, Chinese teachers more frequently have two students engage in a dialogue in front of the class. This approach is consistent with the focus on "moral training," and works well in larger classes (Watkins, 2000). Thompson (2000), in examining use of cases with Chinese MBA students, noted a preference for working in small groups, as opposed to class-wide discussions.

Because students were extremely hesitant to ask questions or participate in

discussions, it was especially important to structure group activities into each session. Several of my teaching assistant's comments related to how I used group work and in-class exercises as ways for students to "use the tools and methods learned for the solution of actual problems."

I selected the case of the upcoming 2008 Beijing Olympic Games, at that point less than a year away, as the basis for in-class activities throughout the semester. Based on the Strategic Objectives for the Olympic Games (The Beijing Organizing Committee for the Games of the XXIX Olympiad, 2003), I created several group exercises for students to operationalize objectives and design program evaluation strategies that could be used to examine whether those objectives had been met. While not willing to raise their hands individually to make a comment, students were comfortable with the process of group discussion, where one member would report their ideas to the rest of the class. The groups generally selected the student with the strongest English-speaking skills. This process allowed all students to participate, without putting each one on the spot in front of the class. Also, because students felt that speaking up might be seen as criticizing the professor, there may have been safety in numbers when speaking up on behalf of a group.

CONCLUDING THOUGHTS

"American professors earn high salaries and enjoy good welfare [quality of life.]" This was lesson #8 from Dr. Li's writings to his more senior colleagues, as shown in Table 3. I think this lesson was designed to deflect any potential interpretation of the other lessons as criticizing their teaching methods. While he clearly implied that the way I taught my courses was good, using phrases like "very rich," and "very useful," he did not want to suggest that it was appropriate to expect the same teaching style from his Chinese colleagues.

I think he is right in saying that American professors have good "welfare." We have great opportunities to pursue our intellectual interests and to explore the world through opportunities such as the Fulbright Scholars Program.

This is an exciting time to be living and teaching in China. Chinese students are very enthusiastic and dedicated. In fact, they smile and nod even when they don't understand. While they are shy about speaking up in class, they do well in small-group exercises and formal presentations.

There are great opportunities for increasing academic cooperation between MPA programs in the U.S. and China. The bi-annual Sino-U.S. Conference on Public Administration is a forum for developing and sharing research on public administration theory and practice in the two countries. Further, the Chinese government is providing increased support for faculty and doctoral scholars who pursue research in the U.S. In order to be promoted to the rank of full professor, many universities require faculty members to spend a year in another country. China recognizes that it has much to learn from the rest of the world.

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We should appreciate that we have a lot to learn from other cultures as well.

The Fulbright Program offers the opportunity for American scholars to explore the world and their disciplines in a new context. That we now live in a global society is clearly a truism. Our economic problems affect China and the rest of the world, and vice versa. For example, China's air pollution affects air quality across the Pacific Ocean in California. It is important to work together on these global problems. We need to understand each other and better address our common goals. A Fulbright experience is one small step that can help move us in that direction.

In the words of Senator Fulbright, "Fostering these — leadership, learning, and empathy between cultures — was and remains the purpose of the international scholarship program. ... It is a modest program with an immodest aim — the achievement in international affairs of a regime more civilized, rational, and humane than the empty system of power of the past. ..." (U.S. Department of State, n.d.).

With 800 U.S. faculty and professionals traveling all over the world per year, and 40 of those designated for Public Administration, the Fulbright Scholars program offers a rewarding opportunity to expand your personal and professional horizons.

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FOOTNOTE

¹Two faculty members were Fulbright Scholars for two years, thus resulting in eight years during which public administration faculty were in China, as shown in Table 2.

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