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Tourism and Liuzhou City’s Culture Based Performance Art: A Graphic Report

Tian’an Lv
Central Washington University
Introduction
Cultural fusion is the defining characteristic of Liuzhou City’s emerging performance art tourism. There are forty-eight ethnic groups in the city each with unique culture and tradition of performance art. The defining core customs of the four most prominent ethnic groups are already well known: Song of Zhuang, Dance of the Yao, Miao Festival and Dong Building. Liuzhou is more than 2100 years old with some history rich in civilization and tradition. Liu Zongyuan, Xu Xiake and other notables, through their actions and poetry, have left footprints that today mix with the other cultures to define the landscape and city.
Four Customs:

The Zhuang song:

The Zhuang folk song is one of the most intimate activities of Zhuang, a pair of lovers express affection by asking each other questions as they sing.

Throwing Hydrangea Zhuang

In ancient times, when girl reached the age of marriage, the fifteenth of August of her fifteenth year, suitors would surround her and she would throw the ball. The one who caught the ball won her hand in marriage--of course, the girl threw the ball to her favorite.
**The Yao dancing:**

The drum dance of the Yao people has become part of the Chinese historical culture heritage.

The "water girl" dance depicts a group of girls dancing beside the Liujiang and illustrates the playfulness of Yao dance.

The Silver Ridge Dance, in traditional silver and black dress, shows the industriousness and love of life a group of Hmong girls living in the mountains.
The Miao festival:

The grandest traditional festival, a mass cultural activity, that lasts four to five days and features groups of young men dancing in circles playing the Sheng Dance as young women dressed up and wearing silver look on. Born of ancient myths and legends related to the harvest, it is a ritual presided over by an elder of noble character to give thanks for the village.

The Dragon Boat Festival:

Yue Ethnic Festival, is very popular in the South Chinese, it is one of the earliest ritual activities. Dating back 2000 years, The Dragon Boat Race is a collective rowing competition that is now part of China’s folk tradition.
The Dong building:

The Drum Tower is a symbol of the unity of the Dong people. Each village has at least one drum tower, some as many as four or five. Drumming was/is used to call public deliberations, warn of fire, bandits, etc. and call for help. In ancient times it was the way that the walled mountain villages communicated with one another.

Chengyang Bridge: Miao Dong China Wood Art

Feng Yuqiao, also known as Huaqiao, is also one of the village's unique architecture.
Liuzhou Tourist Map: Famous Footprints
Top Attraction: Liuzhou Park located in Guangxi Liuzhou City, the north shore of the Liujiang River, commemorates the Tang Dynasty poet, a former governor of Liuzhou Liu Zongyuan. It is the top attraction in Liuzhou and one of the most famous places of historic interest and scenic beauty in Guangxi. It was built in the Qing Dynasty Xuantong first year (1909). In December 7, 2009, the Liuzhou Park was declared a national park.

Liuhou Park East Gate was built in 1909 is one of the main tourist attractions.
Liu Zongyuan, Tang Dynasty poet and Governor of Liuzhou.

Liuhou Park Festival commemorating Liu Zongyuan.

Longtan Park:
Located in the south of central Liuzhou, only three kilometers away from downtown of Liuzhou, Longtan Park is famous for Karst natural landscape, and its plant life and gardens that have been the backdrop for the development of the ethnic cultures of southern China.

**Longtan Park Folk Festival**

The Folk Culture Festival is held during March in the Longtan Park Village. It features Zhuang folk songs, folk dance of the Miao and many different ethnic foods and crafts.
Cultural Art Performance

Art performance is one type of modern drama. By creating images that express emotions and show life through song and dance; music and theater including acrobatics, comedy and magic. Cultural art performances in Liuzhou area are composed of traditional folk songs, folk dances that portray the mythology of the minorities that have lived in Liuzhou area for thousands of years. These performances not only contain the traditional culture of ethnic minorities in Liuzhou, but also include elements of modern ethnic dance. These two elements come together to create contemporary art that is unique to Liuzhou.

Guangxi-Zhang’s most famous song "Ba Gui Da Ge" is from Liuzhou.
Work as song and dance

is about the annual harvest season; families with joy harvest fruit and rice.

Send Shoes for Love Song

The story of lovers who fall in love but are ashamed to tell the truth, so Mei at the family bonfire, a party held every year where thousands of people dance, secretly puts their shoes together to express their love.
Cultural Fusion Festivals

1. Liuzhou Confucius memorial ceremony:
Since 2012 an annual memorial ceremony honoring Confucius has been held at the restored Confucian Temple in Liuzhou City. It features historical costumes and art performance of the great dynasties of China. The ethnic cultures of the city provide context and support to make annual event a model of cultural fusion.

2. Liuzhou international water Carnival:
Liuzhou city government takes full advantage of the beauty of the Liu River to organize cultural festivals.
3. Liuzhou Million Luosifen Festival
A gathering Liuzhou people from all walks of life shows tourists the best of Liuzhou as they eat Luosifen together.
Reform of Urban Underground Pipeline System Management in Liuzhou

Guoliang Meng
Central Washington University
Abstract

Rapid economic development created management challenges for Liuzhou’s underground pipeline system unlike any it has ever faced before. Although the Liuzhou municipal government has overall responsibility, many of the underground pipeline networks are managed by agencies outside of its control. This policy evaluation examines the consequences of such problems in Qingdao City and how they have been managed and Bothell, Washington from which it draws lessons about overall systems management and provides some policy recommendations based upon best practices that will allow the Liuzhou municipal government to cope with its underground pipeline problems. To be more specific, qualitative case-studies of Qingdao City are used to identify the organizational problems in Liuzhou’s urban underground pipeline administrative system and evaluate the effectiveness of different models of vertical and horizontal cooperation to determine their applicability in Liuzhou. Then best practices from the Bothell cases are adapted to create a new model of cooperation for Liuzhou City.

Introduction

Background

Liuzhou Housing and Construction Bureau (LZHCB) has primary responsibility for the city’s underground infrastructure: (1) it implements the laws and regulates construction; (2) it directs and supervises all the construction activities; (3) it is responsible for development of the municipal construction market within its regulatory environment; (4) it is responsible for public facilities construction planning and preliminary work; and (5) it manages the drainage, water supply, gas and sewer systems in the urban area (City of Liuzhou Housing and Construction Bureau [LZHCB], 2015). The seriousness of the problem became apparent during 2014 in municipal gas industry when underground leakage from underground damage produced a series of explosions resulting not only in casualties and property loss, but serious traffic problems and severe environmental pollution. According to the investigation reports, most of these accidents were due to the design of systems managed independently by different agencies that resulted unknowingly in conflicts with other underground tubes and gas pipelines (LZHCB, 2014). How could it be any other way when the electrical and the oil pipeline systems are outside of LZHCB control?

The Significance of Organizational Structure Study

The administration of underground pipeline industry is considerably more dependent on the organizational design than that of any other industry. Urban underground pipeline systems consist of a large number of different pipelines and tube networks that are, not only, complex in and of themselves and in their relationships to one another, but are imbedded in an equally complex system of interests that depend on them which overtime result in a process controlled by varied assortments of governmental departments such as construction department, committee of industry and
information, bureau of transport, state-owned assets supervision and administration commission, land and resource bureau and bureau of power supply to regulate and support private entities such as industrial enterprises, construction companies and real-estate firms in the construction of urban underground pipeline infrastructure.

Research Design

Problem Statement: Control over development and management of Liuzhou’s underground infrastructure is fragmented and lacks overall coordination among responsible agencies.

Research Question: How can the Liuzhou municipal government mitigate the tensions in the urban underground pipeline system by reorganizing the administration structure?

Research Method: Qualitative case-studies of the problem in Qingdao City and successful organizational efforts in Bothell were conducted to clarify the situation and to identify best practices for dealing with the organizational problems in Liuzhou’s urban underground pipeline administrative system. After considering the appropriateness of different models of vertical and horizontal cooperation in terms of their applicability in Liuzhou, best practices from Bothell were adapted to create a new model of cooperation for Liuzhou City.

Organizational Problems in Urban Underground Pipeline System: Lessons from Qingdao

The underground pipeline system of Liuzhou consists of six major subsystems: power, gas, oil, telecom, industrial and water (including supply, drain and sewage). LZHCB only water and gas underground pipeline systems through two parallel subordinate agencies—Water Maintenance Office and Gas Management Office.

The rest of the subsystems are directed by completely different administrative organizations: (1) Sinopec Group Corporation, a state-owned assets supervision and administration commission, Controls the oil pipeline subsystem; (2) Industrial enterprises Control their own sub system through the Industry and Information Commission; (3) China Southern Grid Corporation, a public power supply bureau controls the electrical subsystem; (4) China Mobile Company through the Ministry of Industry and Information controls the telecommunications subsystem. Each of those underground pipe operation companies plan and lay their own lines. What is worse, there is no common underground information and they do not share information during the process of construction.
Szanton (1981, p. 91) dealt with the problem of uncoordinated organizations where one agency does not know what others active in the same field are doing. This organizational problem of insufficient coordination among agencies and companies is characteristic of the underground pipeline development and management in Liuzhou, even of the situation inside LZHCB.

This lack of coordination has become catastrophic. According to the statistics of Liuzhou Safety Bureau official report, of the 366 underground safety problems with gas & oil pipelines in the end of 2015 ninety-five percent (95%) could be attributed to the lack of communication. The situation in Liuzhou today is similar to that of Qingdao in November 2013 when an underground a Sinopec pipe ruptured causing an oil spill followed by a massive explosion that shook the northern Chinese port city and left 63 people dead, 156 people injured and resulted in 750 million yuan direct economic loss (NEWS 2013). According to the accident investigation report issued by the State Department Accident Investigation Panel (SDAIP), there are two main causes of this massive explosion: (1) Poor planning/design due to lack of communication between Sinopec and water agency when they were laying each pipe resulted in the oil flowing from the ruptured pipe into the drain pipeline system which carried the oil into the underground of downtown area where it exploded. (2) Inadequate emergency planning/communication. The oil spill was reported to related agencies before the explosion happened, but the spilled oil flow was not be cut before it hit the power grid, because the infrastructure management agencies could not communicate among themselves and with the Fire Department.
The Models of Vertical & Horizontal Cooperation and Evaluation

According to the theory of a Kettl’s book-- The Politics of the Administrative Process (2012), coordination is a horizontal activity, the goal of which is to draw related agencies together in common purpose, meanwhile, it also is the core of organizational administration (p. 173). Coordination is supposed to be a desirable way to moderate the conflict within organization, conversely, conflict can undermine coordination as well. Furthermore, conflict among agencies is inevitable, because “no agency willingly surrenders control over its core activities to another” (p. 173), therefore, coordination requires the interference from a coordinator, which usually would be the manager in a higher vertical hierarchy (Vertical Coordination). In the meanwhile, to mitigate these conflicts above, there are five outstanding and typical cooperative models (approaches) could be applied, which include one Vertical Cooperation model (Super Agency) and four Horizontal Cooperation models (Interagency Agreements, Interagency Committees, Lead Agency Formula and Clearance Procedure).

**Vertical Coordination Model**

**Super Agency**: A super agency is established by integrating all agencies into a unitary department in a certain area and eventually forms a pyramidal structure. And those managers who stay in the top of pyramid can control and direct these related sub-agencies from the vertical level. In 1986, the Defense Department used this vertical coordination model to merge the departments of war, navy and air into a super agency: The Department of Defense (DoD).

**Horizontal Cooperation Models**

**Interagency Agreements (“treaties”)**: This model is a general approach to increase the interagency coordination. The foundation of interagency cooperation is mutual goals and objectives these agencies all want to achieve. As Seidman (1975) put it, “the bringing together of diverse elements into a harmonious relationship in support of common objectives.” Obviously, the precondition of coordination is “a harmonious relationship” between agencies, which is exactly what this cooperative approach tries to reach. Actually, Interagency Agreement is a way for related agencies to negotiate the specific “boundaries” or clarify the rights and obligations of each individual entity, because no one will sacrifice their own interests without getting some benefits.

**Interagency Committees**: Interagency Committees seek to connect these separate agencies that share common and related concerns (Szanton, 1981, p. 95). Its members are representatives drawn from those “individual but relevant” agencies to constitute a special organization which is expected to achieve certain goals by improving mutual coordination. Thus, we can recognize Interagency Committees is a model of coordination that functions structurally across peer departments. Moreover, the effectiveness of this approach depends less on its formal position than on the degree to which the member agencies share the common interests and standpoints. **Lead Agency Formula**: This method is expected to further coordination by choosing or creating one agency as a lead agency to connect and coordinate all other agencies’ behaviors and activities in a certain field. However, it seems as if “Lead Agency Formula” has scarcely worked well, because it often becomes one of the means
by which these superiors in a hierarchy transform the lead agency from a group of equals into a tool of their own policies or purposes. **Clearance Procedure**: Clearance Procedure is similar to the peer review, which aims at linking the horizontal agencies though requiring each individual agency to submit decisions or proposed policies for review by other interest-related groups (Kettl, 2012, p. 174). During a review period, any agencies involved can make the comments and approve or veto the proposal. Proposals and decisions that are not vetoed can be implemented at the end of the review period.

### Models of Cooperation and Liuzhou City

Kettl (2012) stresses that each cooperation model has both strengths and weaknesses, the effectiveness and efficiency of them depends on the specific situation in which they will be applied. The results of such an evaluation in the specific context of the Liuzhou underground pipeline system are summarized below.

**Figure 3**: Table of Evaluation of Cooperation Models in Liuzhou Case

<table>
<thead>
<tr>
<th>Model</th>
<th>Evaluated in the Context of Liuzhou City</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Super Agency</td>
<td>–</td>
<td>Interest Conflicts, Ineffectiveness and Inefficiency</td>
</tr>
<tr>
<td>Interagency Agreements</td>
<td>–</td>
<td>Interest Conflicts, Ineffectiveness and Inefficiency</td>
</tr>
<tr>
<td>Interagency Committees</td>
<td>+</td>
<td>Promote Peer Communication and Coordination</td>
</tr>
<tr>
<td>Lead Agency Formula</td>
<td>–</td>
<td>Technics Differences and Interest Conflicts</td>
</tr>
<tr>
<td>Clearance Procedure</td>
<td>+</td>
<td>Promote Peer Coordination and Peer Review</td>
</tr>
</tbody>
</table>

(PS: “+” -- Positive, “−” -- Negative)

The Super Agency model has a negative influence on the promotion of coordination in the Liuzhou underground pipeline system, because the Liuzhou underground pipes belong to completely different operator companies or organizations, which are even directed by those governments in higher level. Therefore, it is extremely difficult to control them by cutting across their original administrative boundaries and balance those interests of different underground pipe operators. Moreover, the process
of decision making within this super agency is supposed to become time-consuming, which will lead to the ineffectiveness and inefficiency. Similarly, the model of Interagency Agreements is expected to bring the negative effects rather than furthering the communication and coordination in the administration of underground pipeline system in Liuzhou. Unfortunately, as a result of technics differences and interest conflicts, the Lead Agency Formula cannot get a positive result in the context of Liuzhou city. To be more specific, those difference operator organizations not only have diverse self-interests, but also have broad technics differences comparing with other underground pipe industries. Thus, it will cause the chaos and inefficiency as well, with choosing or creating one agency to connect or manage the rest of them. However, the models of Interagency Committee and Clearance Procedure can obtain the positive results. Because, on one hand, the Interagency Committee can provide a platform for those different underground pipe operators to communicate and coordinate instead of controlling them directly; on the other hand, a Clearance Procedure will bring these operators with an opportunity to communicate with each other and review the plans and activities of peer organizations, thereby, to eliminate the errors and decrease the risks in the entire underground pipeline system.

Successful Coordination: The Case of Bothell

In 2016 following a site visit and briefing on development planning and execution in the City of Bothell a follow up interview was conducted with Steven Morikawa, the Capital Division Manager of the Public Works Department. Like Liuzhou the underground infrastructure system, has different kinds of underground pipes operated by separate organizations. However, in Bothell the Public Works Department functions as a “Lead Agency” to connect different underground infrastructure departments and promote the horizontal cooperation within the underground infrastructure management system. Public Works Department consists of those experts from each underground infrastructure industry as well as several chief engineers hired by the government. Moreover, the Bothell municipal government enacts a “Peer Review” procedure in the Public Works Department, which requires each underground infrastructure department to upload their own underground pipe laying plans for review and the actual design after work is completed into the Geographical Information System (GIS). As in Kettl’s “Clearance Procedure” model every underground infrastructure department and chief engineer have one week to submit comments and approve or veto on laying plans. In other words, the Geographical Information System is used both to share underground data and a tool for “Peer Review”.

Recommendations

Two models were summarized in Kettl’s book can be adapted and combined to remedy Liuzhou’s management problem. An adaptation of the interagency committees model that restricts is scope to the management of clearance procedures should be able to overcome the barriers that the hierarchical ordering of operators presents.
1. Establish an underground pipeline-industry committee to coordinate the activities of the urban underground pipeline sub-systems.

In consideration of the situation that the underground pipeline-industry communication and coordination of urban underground pipeline system is seriously deficient in Liuzhou city. The main reason is that there is no a specialized administrative organization to connect those different pipe operators and encourage cooperation. Since coordinative organizations rarely emerge naturally, a vertical coordinator is required. This new agency, the Underground Pipeline-industry Committee should be established by the Liuzhou municipal government for the sole purpose of increasing coordination and moderating conflict rather among existing operators. Because many operators are directed by political entities at a higher level, the role municipal government plays must be limited in a promotor and a supervisor during the process of administrating the underground pipeline industry in Liuzhou. That is the reason why it is called the “Underground pipeline-industry” rather than the “Interagency” committee.

Implementation: An underground pipeline-industry committee should be founded by the Executive Order and Act from the Liuzhou municipal government, in other words, by an intervention from the vertical coordinator. It is defined as an administrative sub-organization under LZHCB, the ownership of this committee belongs to the Liuzhou municipal government. However, the committee could be managed by the industry experts and elites who are hired by municipal government as well as are supervised by municipal government. The committee managers have
to submit working report to the Liuzhou municipal government. The committee members should include all operators of the urban underground pipeline system, such as China Gas (gas), Liuzhou Water Supply Corporation (supply water), Liuzhou Sewage Company (sewage), Sinopec Group Co. (oil), China Southern Grid Co. (power), China Mobile Co. (telecom), Industrial Enterprises (industry) and Municipal Infrastructure Office (other underground utilities), etc. And then, each operator company need to appoint a representative, who should have expert knowledge in the corresponding industry, as the standing member to cover all affairs of committee. The mission of committee is to be an advocator for an effective communication and coordination among the field of Liuzhou municipal underground pipeline system, and administrate and connect the members to promote safety, performance and sustainable development.

2. Establish a Geographic Information System (GIS) section to acquire and deploy the technology to update underground information and support a “Peer Review” process.

   The Liuzhou municipal government should develop a clearance procedure through the new underground pipeline-industry committee based on Bothell’s “Peer Review” system. Before this can be done, the committee will have to conduct a city-wide underground pipeline survey and develop the GIS capacity to store and share this current about the underground pipeline both internally and with all in the field operators. The effectiveness of the committee, as a horizontal group, will depends on its ability create a commonality of interest among member entities. The Benefits that they derive the new information and the institutionalization of future information flows should be self-sustaining.

   Implementation: Establish and staff a technology section under the committee to acquire and employ the GIS technology. Once the information sharing system is built, a “Peer Review” procedure will be set up within the committee that gives responsibility for updating the information on each sub-system to the member who represents the operator. In the process of conducting this initial survey, committee members will work out the internal procedures that their respective organizations will use to communicate plans, mitigate conflicts, make adjustments and update the data base upon completion of projects as part of an ongoing peer review process.

   After the implementation of these two recommendations the new administrative structure of Liuzhou underground pipeline system will facilitate communication and organize information to coordinate operations, eliminate errors and decrease risk.

References


A Critical Look at the Charter School Debate

Presented by Andrew Peiser, Ph.D.
Professor of Education
Mercy College, New York
Summer 2016

Challenges Facing Public Education System in the United States Today

- Two out of three eighth-graders cannot read proficiently.
- Nearly two-thirds of eighth-graders scored below proficient in mathematics.
- Nearly three of four 8th- and 12th-graders cannot write proficiently.
- Some 1.1 million American students drop out of school each year.
- For African-American and Hispanic students across the country, dropout rates are close to 40%, compared to the national average of 27%.
- After World War II, the U.S. had the #1 high school graduation rate in the world. Today it has dropped to #22 among 27 industrialized nations.
Challenges Facing Public Education System in the United States Today (continued)

- American students rank 14th in reading, 25th in mathematics, and 17th in science compared to students in 27 industrialized nations.

- Less than half of American students - 46% - finish college. The U.S. ranks last among 18 countries measured on this indicator.

- Only one in four high school students graduate ready for college in all four core subjects (English, reading, mathematics, and science), which is why a third of students entering college have to take remedial courses.

- Only 4% of African-American students and 11% of Hispanic students finish high school ready for college in their core subjects.

- Two-thirds of college professors report that what is taught in high school does not prepare students for college.

The New York Times

The Opinion Pages | LETTERS

Not Ready for College: Behind the Numbers
FEB. 19, 2011

To the Editor:
Re “Data on New York’s Graduates Show Most Aren’t College-Ready” (front page, Feb. 8):

New statistics indicate that while the graduation rate of New York City students is 64 percent, only 23 percent of these students are college-ready. Why the disconnect?

Some of the discrepancy can be explained by the trend in recent years to make standardized tests third to eighth graders easier to pass (a trend that was reversed last year), which did not correlate to high school success.

An additional factor, however, is the trend to inflate the grades of students who are rewarded for criteria other than mastery of the course material, like completing homework assignments, behaving well in class and being prepared, organized and hard-working. Thus, end-of-semester grades often reflect student compliance rather than subject mastery.

New York City data parallel the nationwide trend. The 2010 ACT National Report, which analyzed student performance scores in four subjects — English, mathematics, reading and science — showed that only 24 percent of graduating seniors were ready to do college-level work.

Andrew Peiser
New York, Feb. 8, 2011

The writer is professor of education at Mercy College.
### Percentage at or above Proficient in NAEP for selected student groups in reading in 2015

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>36%</td>
<td>34%</td>
</tr>
<tr>
<td>White</td>
<td>46%</td>
<td>44%</td>
</tr>
<tr>
<td>Black</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Asian</td>
<td>57%</td>
<td>54%</td>
</tr>
</tbody>
</table>

### Percentage at or above Proficient in NAEP for selected student groups in mathematics in 2015

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>40%</td>
<td>33%</td>
</tr>
<tr>
<td>White</td>
<td>51%</td>
<td>43%</td>
</tr>
<tr>
<td>Black</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26%</td>
<td>19%</td>
</tr>
<tr>
<td>Asian</td>
<td>65%</td>
<td>61%</td>
</tr>
</tbody>
</table>
Programme for International Student Assessment (PISA) Results, 2012

• Among the 34 countries, the United States ranked 17th in reading, 27th in mathematics, and 20th in science.

• Just over one-quarter (26%) of 15-year-olds in the U.S. do not reach the PISA baseline Level 2 of mathematics proficiency, at which level students begin to demonstrate the skills that will enable them to participate effectively and productively in life.

• The trend data show no significant changes in the average performance of U.S. 15-year-olds in reading, mathematics, and science over time.

Programme for International Student Assessment (PISA) Results, 2012 (continued)

• While the U.S. spends more per student than most countries, this does not translate into better performance.

• Socio-economic background has a significant impact on student performance in the United States, with some 15% of the variation in student performance explained by this.

• Students in the U.S. are largely satisfied with their school and view teacher-student relations positively.
What Is a Charter School?

- A tax-supported primary or secondary public school that has legal permission, called a charter or contract, from a local or state school board to operate a school, for a fixed period of time (usually 5 years), with the right to renew if successful or revoke if unsuccessful.

- Receives public funding based on the number of students enrolled (same as traditional public schools), with additional private funding possible and not uncommon.

- Exempt from many requirements that apply to other public schools (except for health, safety, civil rights, and student assessment requirements), in exchange for some type of accountability for producing certain results, which are set forth in each school’s charter.

- Charter schools typically focus on innovative curricula, new approaches to school organization (such as a longer school day and school year), or some other features that differentiate them from regular public schools. More freedom over budgets and staffing.

What is a Charter School? (continued)

- When qualified applicants outnumber available capacity, a lottery is required.

- Most charter schools do not offer union representation of teachers. Example: In New York, charter schools with fewer than 250 students during the first year of operation are exempt from mandatory union representation.

- Must be open to all students qualified for admission to a public school, including children with special needs.

- In New York, at least 70 percent of teachers must be certified. The number of uncertified teachers may be no more than 30 percent or 5 teachers, whichever is less.

- Charter schools tend to be small and exist in urban locations.
Purposes of Charter Schools

Charter schools, as defined in New York, may be created to:

- Improve student learning and achievement;
- Increase student learning opportunities for students who are at-risk of academic failure;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for educators;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- Provide schools with a method to change from rule-based to performance-based accountability systems.

Growth of Charter Schools

- Charter schools are the fastest-growing and widest-reaching school choice option and reform initiative in U.S. public education today. A 2015 Phi Delta Kappa/Gallup poll indicated that 64% of Americans favor charter schools.

- Minnesota wrote the first charter school law in 1991. Over the past five years, student enrollment in charter public schools has grown by 62 percent.

- As of the 2015-16 school year, 43 states and the District of Columbia have charter school laws, and there are more than 6,800 charter schools enrolling an estimated 2.9 million students, which is 6 percent of the total number of students enrolled in all public schools.

- About half the states have some kind of cap on charter schools, limiting the number of charter schools allowed.
Growth of Charter Schools (continued)

- In 2009, President Obama announced “Race to the Top,” a $4.35 billion U.S. Department of Education contest to spur innovations and reforms in state K-12 education.
- States were awarded points for promoting charter schools.
- The most radical experimentation with charter schools in the United States occurred in New Orleans in the wake of Hurricane Katrina in 2005. In 2014-15, 93% of all New Orleans students studied in charter schools.
- New Orleans is one of two cities in the U.S. where the majority of public school students attend charter schools. The other city is Detroit, where 53% of public school students attend charter schools.

Highest % of Public Charter School Students, 2014-2015

<table>
<thead>
<tr>
<th>Rank</th>
<th>School District</th>
<th>Enrollment Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New Orleans</td>
<td>93%</td>
</tr>
<tr>
<td>2</td>
<td>Detroit</td>
<td>53%</td>
</tr>
<tr>
<td>3</td>
<td>Flint, Michigan</td>
<td>47%</td>
</tr>
<tr>
<td>4</td>
<td>Washington, D.C.</td>
<td>44%</td>
</tr>
<tr>
<td>5</td>
<td>Kansas City, Missouri</td>
<td>41%</td>
</tr>
<tr>
<td>6</td>
<td>Gary, Indiana</td>
<td>40%</td>
</tr>
<tr>
<td>7</td>
<td>Philadelphia, Pennsylvania</td>
<td>33%</td>
</tr>
<tr>
<td>8</td>
<td>Hall County, Georgia</td>
<td>32%</td>
</tr>
<tr>
<td>8</td>
<td>Victor Valley, California</td>
<td>32%</td>
</tr>
<tr>
<td>9</td>
<td>Indianapolis, Indiana</td>
<td>31%</td>
</tr>
<tr>
<td>9</td>
<td>Grand Rapids, Michigan</td>
<td>31%</td>
</tr>
<tr>
<td>10</td>
<td>Dayton, Ohio</td>
<td>30%</td>
</tr>
<tr>
<td>10</td>
<td>San Antonio, Texas</td>
<td>30%</td>
</tr>
<tr>
<td>10</td>
<td>Cleveland, Ohio</td>
<td>30%</td>
</tr>
</tbody>
</table>
Highest Number of Public Charter School Students, 2014-2015

<table>
<thead>
<tr>
<th>Rank</th>
<th>School District</th>
<th>Charter Students</th>
<th>Enrollment Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Los Angeles, California</td>
<td>151,310</td>
<td>23%</td>
</tr>
<tr>
<td>2</td>
<td>New York City, New York</td>
<td>84,310</td>
<td>8%</td>
</tr>
<tr>
<td>3</td>
<td>Philadelphia, Pennsylvania</td>
<td>64,090</td>
<td>33%</td>
</tr>
<tr>
<td>4</td>
<td>Chicago, Illinois</td>
<td>57,520</td>
<td>14%</td>
</tr>
<tr>
<td>5</td>
<td>Miami-Dade County, Florida</td>
<td>55,590</td>
<td>16%</td>
</tr>
<tr>
<td>6</td>
<td>Detroit, Michigan</td>
<td>52,420</td>
<td>53%</td>
</tr>
<tr>
<td>7</td>
<td>Houston, Texas</td>
<td>51,400</td>
<td>21%</td>
</tr>
<tr>
<td>8</td>
<td>New Orleans, Louisiana</td>
<td>42,860</td>
<td>93%</td>
</tr>
<tr>
<td>9</td>
<td>Broward County, Florida</td>
<td>41,550</td>
<td>16%</td>
</tr>
<tr>
<td>10</td>
<td>Washington, D.C.</td>
<td>37,680</td>
<td>44%</td>
</tr>
</tbody>
</table>

Top Ten Charter School Districts

- The ten school districts with the largest percentages of charter school students had at least 30% of students enrolled in charter schools.
  - Enrolled students from traditionally underserved backgrounds.
  - More than 80% of the students qualified for free or reduced-priced lunch.
  - 86% of the students were from minority backgrounds.
- The ten school districts with the largest numbers of charter school students enrolled nearly 25% of all charter school students.
Charter Schools in New York State 2015-2016


- A charter school may be authorized by the State University of New York or New York State’s Board of Regents.

- There is a statutory limit on the number of charter schools that can open in New York State; a maximum of 100 charter schools statewide was the limit in 1998.

- The cap currently stands at 460. Of these, 130 total charters are available to be issued in regions outside New York City, and 45 in New York City.

- New York State and 16 other states have raised or eliminated charter school caps since 2009.

- New York State currently has 256 operating charter schools serving approximately 120,000 students.

Charter Schools in New York City 2015-2016

- In New York City, the numbers have grown from 17 charter schools serving about 3,200 students in 2002 to 205 charter schools serving 95,000 students.

- In 2015, the charter school sub-cap for New York City was increased to a maximum of 50 new charters for potential use. As of December 2015, 45 charters remain to be issued.

- There are currently nearly 43,000 students in New York City on charter school waiting lists.

- 56% African-American
- 36% Latino
- 77% Economically Disadvantaged
- 6% English Language Learners
- 16% With IEPs for Special Education
- $13,877 Per Pupil Funding

African-American and Hispanic achievement, NYS Exams, Grades 3-8:
- ELA: 28.1% at or above standards, compared to 19.5% in District Schools
- Math: 42.8% at or above standards, compared to 22.0% in District Schools

Center for Research on Education Outcomes (CREDO)

- Studied 41 urban areas in 22 states covering the school years 2006-07 through 2011-12.
- Measured the academic advancement in one year’s time of a typical student in a charter school compared to the same measure for a virtual peer from local traditional public schools in the same location as the charter school.
Findings of the CREDO Report

- Urban charter schools in the aggregate provide significantly higher levels of annual growth in both math and reading compared to their peers in traditional public schools.
- Urban charter schools receive the equivalent of 40 days of additional learning per year in math and 28 additional days of learning per year in reading.
- Learning gains for charter school students are larger by significant amounts for black, Hispanic, low income, and special education students in both math and reading.
- Students who are both low-income and Black or Hispanic, or who are both Hispanic and English Language Learners, especially benefit from charter schools. Gains for these subpopulations amount to months of additional learning per year.

Findings of the CREDO Report (continued)

- Positive results for charter school students increased on average over the period of the study.
  - In the 2008-09 school year, charter school students received 29 additional days of learning in math and 24 additional days of learning in reading. By the 2011-12 school year, charter school students received 58 additional learning days in math and 41 additional days in reading relative to their peers in traditional public schools.
- Compared to the charter school landscape as a whole, the 41 urban charter regions have improved results at both ends of the quality spectrum: they have larger shares of schools that are better than the traditional public school alternatives and smaller shares of underperforming schools.
Criticisms of Charter Schools

- Charter schools siphon off badly needed funds from regular public schools, as well as students.
- Most charter schools do not offer union representation of teachers.
- Many families disappointed when admission is denied despite otherwise qualifying.
- Scalability of charter school model not feasible for larger school system.
- Smaller class sizes in charter schools require more financing, which traditional public schools are unable to match.
- Students who are rejected by charters must be accepted by traditional public schools.

Democratic Party Platform 2016

- “Democrats are also committed to providing parents with high-quality public school options and expanding these options for low-income youth. We support democratically-governed great neighborhood public schools and high-quality public charter schools, and we will help them disseminate best practices to other school leaders and educators. Democrats oppose for-profit charter schools focused on making a profit off of public resources. We believe that high-quality public charter schools should provide options for parents, but should not replace or destabilize traditional public schools. Charter schools must reflect their communities, and thus must accept and retain proportionate numbers of students of color, students with disabilities and English Language Learners in relation to their neighborhood public schools. We support increased transparency and accountability for all charter schools.”
Democratic Party Platform 2016 (continued)

- “We support democratically-governed great neighborhood public schools and high-quality public charter schools...”
  - “ Democratically-governed” means that the Democratic Party would only support charter schools run by elected school boards, not appointed trustees.

- Charter schools “should not replace or destabilize traditional public schools.”
  - Happens when taxpayer funds follow the students.

Resources

- Bellwether Education Partners
- The Broad Foundation
- Center for Education Reform
- Center for Research on Education Outcomes
- Education Week
- National Alliance for Public Charter Schools
- New York City Charter School Center
- New York State Education Department
- Northeast Charter Schools Network
Private-Public Partnerships (PPPS) and Industrial Park Construction in Liubei District

Liang Qiong

Central Washington University
Abstract

The PPPs is the abbreviation for Public Private Partnerships. It means to take advantage of both public and private sectors, in order to improve the supply of public infrastructure while reducing government expenditure, thus contributing to better resource allocation and optimizing social welfare. In the current situation, the PPPs have strengths in broadening the source of funds, alleviating financial pressure, pushing forward the transformation of government functions, improving the fund use efficiency and public goods supply benefits. Applying the PPP in the Industrial Park projects in Liubei District should help to achieve the objectives of Industrial Park by effectively planning and implementing projects. This analysis of the situation in Liubei District draws lessons from comparable situations in two other two cities and makes some policy proposals.

Introduction

Industrial Parks are regional economic key carrier of modernization and internationalization. They are also an important driving force to promote regional economic growth, especially, rapid economic growth. Many regions are establishing regional industrial parks based on the regional characteristics and comparative advantage. However, the growth of fiscal revenue has been slowing down in recent years, which makes it more and more difficult for the local government to invest in Industrial Park project alone. Public/Private Partnership (PPP) can provide access to new sources of funds, alleviate financial pressure, push forward the transformation of government functions, and improve the efficiency of public funds in facilitating the construction a new industrial park in the Liubei District. The new industrial park will be located on 1000 acre parcel 20 kilometers from central Liuzhou City.

Before entering into a PPP the Liubei District government must clearly set the boundary dividing the government and the market, establish a long term mechanism of risk prevention by enacting regulations for PPPs (supervision mechanisms, information disclosure mechanisms, and risk sharing mechanisms), and set up a professional PPP management organization with a standardized selection mechanism for project partners.

Public/Private Partnerships (PPPs’)

The World Bank defines PPP as “a long-term contract between a private party and a government agency, for providing a public asset or service, in which the private party bears significant risk and management responsibility” (World Bank Institute, 2012, 11). The PPPs is the acronym for Public-Private Partnership.

In this article PPPs are understood to be a means of providing public goods and meeting the needs of the public through a long-term contractual
partnership between government and the private enterprises where the private sector provides public goods to achieve the public function of government departments, share risks and optimize respective interests.

The intent of PPPs is to maximize social welfare and optimize resource allocation through the effective combination of government and market. PPPs have three essential qualities: (1) long-term partnership between public and private sectors whose goal is to share risk and benefit through the formal agreement, (2) fulfillment of the social public needs by providing public products and services, (3) government resources and market resources are combined in an advantageous and complementary way.

**Typical PPP structure**

The public and private sectors jointly set up the Item Company. In such companies, the public sector provides policy support and the private sector responsible for the operation and management.

**Figure 1: Typical PPP**

<table>
<thead>
<tr>
<th>Public Sector</th>
<th>The company is responsible for the construction and operation</th>
<th>Private Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Support</td>
<td>Operation Management</td>
<td></td>
</tr>
</tbody>
</table>

**PPP Participation:**

Private partners dominate in the early stages of projects.

Government works with Private partners to carry out research and demonstration projects.

The government departments’ participation in the work of the middle or latter periods of the project increase.

Cooperation between government departments and private sectors affect the entire process, especially in the latter stage of the project.

The government departments ensure that the private sector can obtain a reasonable profit.

**The basic characteristics of PPPs**

There are three basic characteristics of PPPs model: partnership, risk sharing and benefit sharing.

**Partnership** means that the government sector and the private sector are not in a competitive relationship. The relationship between them is a relationship of cooperation. Partnership is the first and most important feature of the PPPs model. Partnership guarantees the success of PPP projects. Only partnerships can bring together all of the advantages of both sectors, optimize
resource allocation, enhance social welfare, and ultimately achieve a win-win situation. Partnership brings a consistency of project objectives that makes PPP’s different from other relationships. Partnerships between government departments and the private sector work because they have a common goal. Their goal is to minimize the resources, in order to provide the most products and services. Even though the private sector is focused on their own interests, while the government has the public welfare and interests in mind the legally binding contract that through effective risk and benefit sharing keeps them focused on the shared goal.

**Risk sharing** means that in the PPP project, government and private partners share the risk of the project, but in practice it is better understood as risk minimization which is the foundation of the existence and maintenance of partnership. Risk sharing distinguishes PPP from the other more transient relationships between government and the private sector. In The government supports risk management through policy, law, and other macro level measures while the private sector manages the risks of daily operations at the micro level. By reasonably allocating risk in the most suitable way the cost of the entire project is minimized protecting both partners and supporting the long-term partnership.

**Benefit sharing** refers to achieving positive social outcomes while ensuring private partners a stable return on investments. PPP is not a profit sharing. In the project, the government departments need to strictly control the profits of the private sector to prevent excessive profits. This is necessary because the goal of project is to provide public goods and services, to meet the needs of the community, to maximize social welfare rather than maximization of profits. If the government departments and the private sectors all focus on the profit, the social welfare will be damaged which could result in public discontent, or even cause social unrest and chaos. Thus, benefit sharing is a significant feature of the PPPs model, and it is part of the foundation of partnership. If there is no mutual benefit, a sustainable partnership will not develop/survive.

**Functions of PPPs**

**Finance:** The financing function is the most important function of the PPPs, and it is also the earliest understanding of the PPPs. PPPs is used to finance at the beginning. Due to lack of funds, the government departments found it is difficult to bear the construction of roads, railways and other large-scale infrastructure alone. Therefore through encourage and attract private sector investment, to resolving the problem about lack of funds. Because of the financing function, PPPs is widely to be promoted and used. On the one hand, it resolves the problem about lack of funds by offering private sector participates into providing public goods and services. On the other hand, the PPPs broad the investment channels for the participation of private sector in public goods, meanwhile it could be stable and lasting investment returns
through the fees, so as it will achieve a win-win situation.

**Management:** With the deep understand of the PPPs, its planning, organization, leadership, control, and other management functions have been paid more attention. The management function of PPPs has its own particularity. First, the public sector and the private sector need to work together to develop plans, and to protect the relationship with the contract. Second, the project needs to set up a special organizations whose staff come from the public sector and the private sector. Third, the project needs to meet the needs of the public basing on the leadership, control power, and other management functions. That could make the private sector get a stable return on investment.

**New Technology Utilization:** The use of new technology includes two aspects: first, the use of new production technology; second is the use of new management methods and technology. The reason why the new technology utilization is one of the functions of the PPPs is that when government cooperate with the private sector, it is not only resolve the problem about lack of funds, but it also brought the new production technology and management technology. Thereby the quality and efficiency of public goods supply will be improved. Then the government could meet the needs of the public better do not increase the tax rate.

**Industrial Park PPP in Liubei District**

An industrial park is a relatively self-contained area in which infrastructure, services, management are provided for a number of industrial enterprises. Industrial Parks are an effective way for government to promote economic development by creating a specialized regional environment of industrial clusters and take advantage of the agglomeration and radiation effects of rapid growth to attract foreign capital, spur institutional and technological innovation and increase regional economic competitiveness.

**Obstacles in Liubei District**

**Government Dominance**—Due to the long-term influence of the planned economy, the government still plays a leading role in the allocation of resources in society.

**Local Government Debt**—In the process of urbanization, the government in order to meet the massive investment demand has undertaken infrastructure construction tasks that exceeded its revenues. Therefore, the local government turned to the local financing platforms that led to local government debt. Figure 2 shows the rising debt burden of Liuzhou Municipal government (Liuzhou Municipal Audit Bureau 2013). Servicing and repaying the debt reduces the resources available for partnering.
Fig.2 The debt which will be repaid by Liuzhou municipal government

<table>
<thead>
<tr>
<th>Year</th>
<th>Debt balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>3.4 billion RMB</td>
</tr>
<tr>
<td>2008</td>
<td>4.5 billion RMB</td>
</tr>
<tr>
<td>2009</td>
<td>13.8 billion RMB</td>
</tr>
<tr>
<td>2010</td>
<td>14.7 billion RMB</td>
</tr>
<tr>
<td>2011</td>
<td>18.9 billion RMB</td>
</tr>
<tr>
<td>2012</td>
<td>22.9 billion RMB</td>
</tr>
<tr>
<td>2013</td>
<td>32.4 billion RMB</td>
</tr>
</tbody>
</table>

Adaptation to the market conditions—the transformation of government functions needs to be strengthened. At present, the government still uses administrative approval to replace the investment decision. But, the government did not adjustment with the content of administrative approval even with the diversiform investment bodies. Project management is not in place. The municipal public infrastructure investment and construction as an example, the development and reform committee, finance department, audit department, and many departments all have right to dominate, thus affecting the management effect.

Low efficiency of capital—Because the operation of municipal public facilities is still dominated by state-owned enterprises, its management mechanism is not perfect, its management responsibility is not clear, its project operation is not standard, and it lacks the pressure of competition. These situations make it hard to improve the level of operation and management. Which lead to low capital using efficiency and high operating cost? In addition, due to the influence of long time administrative monopoly, these departments lack public service consciousness, and they often go against the interests of consumers through the abuse of monopoly power and formulation the of unreasonable terms. That makes their public services is low.

Solutions for Liubei District

How to alleviate the financial pressure of government?

With the rapid development of China’s urbanization, the demand for infrastructure investment is growing. The diversified and sustainable investment mechanism could alleviate the financial pressure of the government. According to the "The new national urbanization plan (2014-2020)" which was issued by the CPC Central Committee and the State Council, the resident population urbanization rate reached about 60% by 2020. And according the statistics from the ministry of Finance, the investment demand of achieve this goal will be about 420000 billion RMB. Suppose the capital which is invested by private sector is 30%, then the government fiscal spending will save 120000 billion RMB.
How to resolve local government debt risk?

On the one hand is most of the funds of the local financing platform in China are used for municipal construction, transportation facilities, and other projects. There is stable cash flow in most of these projects, such as rail transportation, municipal water supply and so on. Therefore, government could resolve the debt through introducing private capital. On the other hand, PPPs can effectively reduce the government investment in infrastructure construction. Beijing Metro Line 4 was the first urban rail transit project built in the PPPs model. Supported by the private capital, the investment from the public sector needed to complete the whole project with 10.7 billion RMB reduced from 15.3 billion RMB. Besides, the government was not bound to maintain and renew the railway, equipment, and other facilities concerned throughout the whole operational period, which also saved a lot of financial resources of the government. (Zhao 2012, 77-85)

How to transform of government functions and optimize the allocation of resources?

Under the traditional mode, the government holds several positions including providers of capital, project builder, and manager. In some serious business projects, the problems about the functions of government offside become more and more serious. This leads to the boundary between the government and the market becoming confusing. The construction project itself cannot play its own and the market advantages. That makes the efficiency of resource allocation low. After applying PPPs, project design, construction, operation and other work are undertaken by the private sector. The government is mainly responsible for other work such as the planning and supervising market.

How to improve the efficiency of funds and improve the level of public services?

In the PPPs model, due to the pricing of products and services subject to regulation, then the efficiency of the use of funds and the level of public services directly determine the profits of the private sector. Therefore, under the promotion of the maximization of benefits, the private sector will take advantage of its expertise, talent, capital, experience to improve the efficiency of funds and the level of public services through reduced costs, the introduction of advanced equipment, improved the management level, and improved service quality. In addition, the current public utility is still dominated by the government agencies, the introduction of private capital to break the monopoly can play the role of gill fish effect, which further improves the level and efficiency of public services.
Best Practices

Lessons from Pittsburgh

At the beginning of the 20th Century, serious environmental pollution and backward infrastructure led to the residents of Pittsburgh and companies to move away. However, at that time, neither the government nor the enterprise could solve this problem alone. Therefore, the mayor David Laurence who was a Democratic and business leader Mellon Richard-King who was a Republican set up a public-private partnership system platform—ACCD (Allegheny Conference on Community Development). ACCD effectively integrated the political resources, economic resources and social resources in the Pittsburgh area. Thus it promoted the cooperation between the government and the private sector. Its main function is to establish a partnership between the public sector and the private sector to study the specific issues of public affairs, analysis, lobbying and so on (Allegheny Conference on Community Development, 2016).

Context—deeply rooted in Pittsburgh region’s political, economic and social fields is the main reason for using PPPs mode to be a success. From the political point of view, on the one hand the region is one of the most fragmented areas of the United States local government; on the other hand, the Democratic Party and the Republican Party in the political and business sector dominated the dominant position for a long time. Therefore, the use of PPPs model can be limited to promote the cooperation between the parties, between the government and the public and private. From an economic point of view, the Pittsburgh area was once a pioneer of American industrialization, with a number of large enterprises such as the United States steel, Heinz and other large enterprises, to provide an economic basis for the successful application of the model. From the perspective of the social field, entrepreneurs and people in Pittsburgh are very concerned about public affairs, which created social conditions for the model.

Organization—ACCD effectively integrates the political resources, economic resources and social resources in the Pittsburgh region, thus promoting the cooperation between the public sector and the private sector. Its main function is to establish a partnership between the public sector and the private sector, to study the specific issues of public affairs, analysis and lobbying and so on. Pittsburgh area PPPs pattern around the ACCD and carry out, the basic operation procedure is between the government and the private sector to through the platform reached consistent conditions, proposed scheme and agenda, in subject to legislative approval, the government is responsible for the implementation.

Legal framework—PPPs model in the Pittsburgh area is under the framework of the rule of law; whether it is the government's public sector or the private sector is based on the law. There are two main points of success.
Firstly, no matter how the Pittsburgh region government wants to develop the economy and improve the welfare of the community, it will not directly intervene in the private sector's internal decision-making. Secondly, the PPPs project has been supported by the Pittsburgh District legislature, and the scope and manner of participation of both parties are stipulated by relevant laws and regulations.

Lessons from Bothell

Located just northwest of Seattle, Bothell, Washington is a typical Pacific Northwest suburban city with a small town vibe and a quaint and charming downtown. As a 104-year old city, Bothell began as a riverfront logging settlement in the 19th century. Since the early 1990's, the city's population has been steadily rising due to the region's expanding technology industry and other regional factors. With growth and recent annexations, Bothell now has a population of around 41,000. While Bothell is part of Seattle's expanding population, its historic downtown remained underdeveloped and consisted of a quaint two-block Main Street, some municipal buildings and several decommissioned schools. Bothell's location is convenient for people to commute to surrounding areas, as the city lies between Interstate 405, Highway 522 and Highway 527. As a prime location for easy commutes, Bothell became an auto-oriented city built around the car and transportation, which created sections of unattractive strip-mall retail. Furthermore, parks and recreational facilities such as Sammamish River Park and the Pop Keeney football field lacked connecting trails.

The City's plan was unique due to the holistic approach and the application of a variety of tools for community buy-in and strategic analysis to make the plans move forward. Once community members and city leaders were organized and a clear vision was created, people realized they also needed external support. "The initial reaction was to develop the foundation, but to do that, they needed to have sufficient funding and encourage others to come in and develop," noted manager Stowe. As a result, the city found ways to incentivize private investors to join in the collaborative revitalization of Bothell.

Specifically mainly in the following two points: one is to choose the project based on economic factors, such as the cost of the project, the expected benefits and determine the standard of service after the completion of the project, invite private enterprises, institutions and other private sector participation in project construction; second is the infrastructure for the production of public goods and services are not provided for free, but take the user fees.

From the city of Bothell, we could learn a lot of things. First, development takes time and patience. This is especially true for Bothell's case. Second, it is very important for municipal managers and all stakeholders to clearly define goals, objectives and outcomes. Third, flexibility with developers is important,
but it's vital not to lose the community's vision or principles. This is also something explicitly clear when visiting Bothell. Forth, understand market realities, current economies and stakeholder expectations. Fifth, use public-private relationships to the City's advantage to incentivize private development attracting people the Bothell and use the role of Master Developer to gain the highest ROI. Six, work hard to inspire community members and assure stakeholders that change can happen. Seven, hire experienced and capable teams to lead the planning process. I think it was great the Bothell City Council desired a certain change and hired Bob Stowe, who clearly had the experience and capacity they were looking for. When City staff or officials lacked the capacity to carry out a part of the planning process, they hired support staff and consultants. In addition, they carried out numerous studies to research Bothell's markets, demographics and psychographics.

**A PPP for Industrial Park Construction in Liubei District**

According to the “Decision of the Central Committee of the Communist Party of China on Some Major Issues Concerning Comprehensively Deepening the Reform”, the underlying issues are how to strike a balance between the role of the government and that of the market, and how to let the market play the decisive role in allocating resources while the government performs its functions better.

Lessons from Pittsburg and Bothell have been adapted to the reality of China in the following policy proposals by combining top-level design and "crossing the river by feeling for the stones" approaches that let the market play a more decisive role in allocating resources while improving government functioning.

**Governmental Role**

**Define the Boundaries of Government and Market:** This is the critical problem in applying PPPs to infrastructure construction. Under the PPPs, the private sector is responsible for designing project, construction, operation, and maintenance while bearing the risk and accountability thereof. In terms of these works, the government limit intervention and stick to the spirit of contracts that complies with the need of the market.

**Establish a Long-Term Awareness:** The terms of the PPPs projects range from 10 years to 30 years. In the short term, the government would face less current fiscal pressure if it applies PPPs to infrastructure construction. However, the local governments offers too much preferential policies to appealing to private sector, then some private enterprises will participate in these projects recklessly, so that the benefits of these projects cannot be guaranteed.
Improve Risk Prevention Capacity: Currently China’s public sector applies PPPs mainly because it can relieve the pressure of the capital shortage, resulting in insufficient focus on the responsibility to come, which causes substantial risk. If the private sectors quit due to inability to perform the contract, meanwhile the government’s public sectors cannot take over the projects due to lack of preparation, then the heavy losses will be inevitable. If the government cannot supervise the private sectors vigorously, then the public goods and services will be priced at an unreasonable high level with low quality, which leads to the loses of public interests, and even social problems.

Formulate Laws and Regulations Relating to PPPs: Sound laws and regulations relating to the PPPs insure that PPPs project initiate and operate successfully. So, the PPPs relevant laws and regulations should be promulgated immediately to protect the interests of all participates. Base on the reality of China, the National People Congress should formulate fundamental and comprehensive laws and regulations relating to dividing the obligation of the government, establishing the mechanism of interest protection, and building devices for admittance and exit.

Establish Supervisory Mechanism: Without the external constraints, private sector, as an “Economic Man” maximizing his profits, takes the advantage of natural monopolization to lower the quality of the public goods and service and to raise their price, then to reap exorbitant profits. It will lead to the market failure and the social public welfare losses. Therefore, effective supervision mechanism is the key factor to ensure the success of PPPs projects.

Establish Information Disclosure System: In the PPPs project, the public sectors and private sectors are in the state of asymmetric information. The private sector, as the inferior party, who possesses less information has to acquire relevant information from the government. The accessibility to this information influences the decision of the private sector. Therefore, the government should establish the information disclosure system and utilize the e-government to increase transparency of PPPs projects.

PPPs Management Agency: The advanced countries utilizing the PPPs successfully have reached the consensus that is the national PPPs management agency should be built. The agency should comprise economists, lawyers, accountants, engineers, etc. and other experts who master the knowledge concerned. Governments at every level in China should set PPPs management agency in charge of PPPs projects management. Wherein the division of evaluation, the division of contract management, and the division of economic consultancy should be established...
at the same time.

**Standardize Project Partner Selection**: To select the suitable PPPs partner, Governments at every level in China should follow the instructions as below: 1) the project bidding should be open, fair, and transparent; 2) the examination of the applicant should be transparency and be supervised by the public and the media; 3) the punishment mechanism should be created to step up a crackdown on violations; 4) the comprehensive credit archives of private sectors should be established.

**Conclusion**

Liubei District Government has attempted to utilize the PPPs in construction and operation of industrial park. Joint venture was founded by a private company and a government platform company in order to purchase the right to use land. The joint venture constructed the park infrastructure and the standard workshops, and then leased the properties to the manufacturing industry. The government pays the joint venture a fixed portion of the incremental tax collected from the enterprises in that industrial park as subsidies. By doing this, the government saved the constructive and operational finance funds as well as the increase in government revenue.

China’s government has been exploring every aspect of the PPPs without the Top-hierarchy Design, so the practices of utilizing PPPs are far from perfect.

In brief, as the industrial park construction field continuously opens to private capital, PPPs is becoming an effective choice for the development of infrastructure and public services and is playing an important role in promoting the urbanization construction. Then it will be conducive to promote the modernization of national governance systems and enhance governance capability.

**References**


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CUBA AND THE AMERICAN IMAGINATION:

SHACKLES OF THE PAST

Umeme Sababu, Edinboro University of Pennsylvania

First, a personal thanks to:

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Major Turning points in Cuban history

- Independence Wars (1868-1878)
- Little War (1878-1879)
- Abolition of Slavery (1886)
- Spanish-American-Cuban-Filipino War (1898-1902)
- Revolution (1959)
- Opening of Diplomatic Relations (2014-????)
Independence wars

- 1868-1878: First War of Independence (Great War, 10 Years War)
- 1879-1880: Second War of Independence (Short War)
- 1880-1886: Abolition of Slavery
- 1895-1898: Third War of Independence (Necessary War)
- 1898-1902: U.S. Intervention and Occupation

The Great War

- 10 Years War
- Cubans were under the guidance of Carlos Manuel de Céspedes
- Started in 1868 by the "Grito de Yara"
- Nearly 200,000 casualties
Jose Marti

- 1868: Cuba declares independence and fights a ten year war against Spain
- 1878: Cuba gives up this war
- 1895: Jose Marti returns to Cuba to launch another war against Spain
- By mid-1890’s, U.S. had substantial business holdings in Cuba

Propaganda
Teller Amendment

- Congress agreed, but only after adopting the Teller Amendment that made it clear that the United States did not harbor imperialist ambitions and would not acquire Cuba.
1898

Calixto Garcia
U.S. Occupation

- 1898 – 1902, 1906 – 1909, 1912
- The Platt Amendment
  - Cuba becomes an American Protectorate
  - U.S. military would rule Cuba for a short time
  - U.S. could intervene if deemed necessary
  - U.S. received naval base

Presidential Palace - 1919
Fulgencio Batista

(Similar cases: Manuel Noriega and Ferdinand Marcos)
The Crisis

- Batista’s dictatorship
  - A new coup d’état (1952)
  - Suspension of constitution and “Estatuto del Viernes de Dolores”
  - Increasing social and political turmoil

- Revolutionary War

New York Times
Sunday February 27, 1957:
“Cuban Rebel Is Visited in Hideout”
Special Period

- Cuba after the end of the Cold War: Economic Crisis and U.S. Hostility

- At the end of the 1980s and early years of the 1990s the Cold War ended (not for Cuba); the Soviet Union disappeared as a political entity

- Without the socialist market, Cuba entered a deep economic crisis, euphemistically called the “Special Period”

- U.S. – Cuba conflict increased

- Two pieces of legislation tried to universalize economic blockade of Cuba:
  - Torricelli Act of 1992
  - Helms-Burton Act of 1996
Cuban Challenges

- Intensification of U.S. blockade: cost of around $2 billion per year – real impact is even greater.
- Between 1998 and 2008, 16 hurricanes caused damages upwards of $20.5 billion
- Domestically, Cuba has witnessed a reduction in economic growth since 2006. Poor efficiency, deterioration of production base and infrastructure, high dependency on food imports, limited role of market forces, and aging/growth-stagnant population are all factors.

More likely scenario?

- Gradual elimination of the main obstacles to normalizing relations
- 2016: VII Congress of the Cuban Party, analysis of the reform process
- Main steps in U.S. policy toward Cuba will be after 2017 (New U.S. President)
- Realistically, no real normalization of U.S. – Cuba relations before 2020
- Advancements in the Cuban internal reforms and elimination of blockade will guarantee annual average growth of 5 - 6%
Visit to Cuba: January 6-17, 2016

Residence in Havana
Dr. Vasalla and Professor Caridad Morales
University of Havana

Local apartments and hotel
Cuba School and Students
The Literacy Campaign

Literacy Museum
Matanzas

Cuban Culture and Classic Cars
Slave Castle
Model after El Camina (Ghana)
Aerial View of Habana
Hotel View

Revolutionary Monument
The Capital of Cuba

Night Life in Cuba
Coffee Plantation
Coffee Grounds

Grounding the Coffee
Speaking Without Tongues: Toward a More Humane Construct of the Online Learning Environment

Dr. Ralph Lamar Turner and Ms. Carol Gassaway
Eastern Kentucky University
One might describe Socrates as an early “disrupter,” unsettling the complacency and equanimity of market-goers in the Athenian Agora even as he attracted a passionate student following. Socrates’ Agoran disruptions resulted in his execution; in contrast, the much admired “disrupters” of today’s global marketplace are as likely to profit as to perish, a fact not lost on higher education administrators who now view online education as a lifeline in a profit-or-perish funding environment. According to the 2015 benchmark survey by Babson Survey Research Group and the College Board, online enrollment was up 3.5% in Fall 2013, when 5.3 million students took at least one online course (Haynie, 2015). Of the 2800 university leaders surveyed in the Babson project, more than 70% identified online course offerings as “critical to their long-term strategy” (Haynie, para 10). The online platform’s elimination of geographic constraints and enticing prospect of infinite scalability has universities scrambling to leverage the new opportunity through aggressive marketing campaigns that marketers have likened to an arms race (Katzman, 2016), totaling $10 billion in 2016. Marketing and communications by non-profits often follow the lead of for-profit institutions, highlighting the ease with which students can integrate online courses with other commitments such as full-time jobs and families (Smith, 2015).

Also, as quickly as this digital disruption has become institutionalized, certain paradigms, beliefs and constructs have been codified and ratified—i.e., the conceptualization of online classes as communities of inquiry (CoI) that cooperatively construct knowledge (Swan and Ice, 2010); the belief that discussion boards by way of their asynchronous nature allow for “deeper engagement (Watts, 2016) and that online programming doesn’t merely “fit,” but rather “fits into” busy lives (Bolliger, Inan, & Wasilik, 2014, p. 183). For many administrators (and others), the relative quality of online versus FTF is no longer a questionable matter; in the Babcock survey, out of those university leaders who saw online learning as critical, approximately 74% contended that the online learning experience “was the same as or superior to face-to-face instruction” (Haynie, para. 10).

Yet in the same survey even among administrators who viewed online learning as essential only 28% could vouch for their own faculties’ recognition of “the value and legitimacy’ of online education” (Haynie, para. 11). Also belying assertions of online superiority are lower persistence rates for online learners (Anderson, Lampley & Good, 2013; Croxton, 2014) as well as reports that online students often feel isolated while online faculty feel their workloads are more onerous than those of faculty teaching face-to-face (Van de Ford & Pogue, 2012).

This disconnect, both a metaphorical and psychological disjunction, is reflective of the gaps in our newly forming digital episteme. As delineated by Foucault (1970), an episteme is an era wherein power relations determine what can be recognized as knowledge. In his elaboration of kairos and myth, May (1991) noted a kind of corollary phenomenon, that what becomes societal knowledge is prepared for through myth. Materializing at an opportune moment for administrators seeking new revenue streams, online education also conforms to predominant constructivist educational theory even as it embodies embedded cultural beliefs about the value of technology and rising productivity. Because we are “ready” for online education, we are thus receptive to claims about its components and convenience; making online education better ready for
us requires that we look more closely at the components, the convenience, and those underlying assumptions as well.

**Discussion boards: A locus of cognition lacking in cues.** A central component in online education, the discussion board, is the technological demarcation separating today’s online offerings from correspondence schools of the past. Although some have lauded the discussion board as the “highest form of Socratic Dialogue” (Kingsley, 2011, p. 328), in fact the effectiveness of this pedagogical tool has proven challenging to measure (Berk, 2013). Moreover, lacking immediate feedback and symbol variety, two of the five elements defined by media synchronicity (Dennis & Valacich, 1999), the discussion board is disembodied discourse, shorn of paralinguistic and non-verbal cues, a lack that results in a linguistic call and response largely dependent for its quality on student writing skills. Different remedies have been offered, from restricted posting (Morrison, Watson and Morrison, 2012) to “uptake questions” (Della Noce, Scheffel and Lowry, 2014), and future technology may allow for greater media richness. In the meantime, there is a certain irony that as universities invest in ever larger and more lavish stadiums and athletic facilities in order to invite and accommodate place-based synchronous group experiences, the place-based synchronous group experience of the FTF classroom is losing relative value. Today’s technology means that football games could be played on inexpensive practice fields, recorded and made available for convenient and asynchronous viewing by millions, yet to suggest such an option would likely be viewed as heresy by legions of university sports fans.

The growing fan base of the discussion board might argue that in contrast to the athletic stadium where most are consigned to a spectating experience, in the online classroom all students are “on the team,” enjoying equal playing time. For some years now, the FTF classroom, particularly in the K-12 system, has been described and derided by critics and reformers as an outmoded “factory model” for learning that condemns students to passivity and leaves them ill prepared for adequate performance in the 21st century economy (Khan, 2012). Yet within these new educational teams, these vaunted communities of inquiry, when we look more closely to see who has been sidelined and to what effect, we can see another irony: that the supposed “factory model” of the past era is being replaced by a more obviously industrialized form of learning—an apparatus as an ideal.

**Sage-free learning: Constructivism’s latest model mechanism.** The ascension of the discussion board has swept the last vestiges of the “sage” from the “stage,” the sage-on-the-stage instructional model having been made obsolete by “student-centered learning” first promoted by constructivists (D’Angelo, Touchman, Clark, O’Donnell, Mayer, Dean, and Hmelo-Silver, 2009). The steady diminution of the “sage,” begun with the relegation to “guide on the side,” has now become official with the online job title of “facilitator.” This isn’t to say that the job of facilitation is unimportant as the third leg of the tri-part model of online student engagement encompassing student-course, student-student and student-instructor interaction, three elements first articulated by Moore and still viewed as crucial to student satisfaction and success (Kuo, Walker, Belland, and Schroder, 2013). However, interaction does not necessarily equate to instruction; instead, facilitators are expected to provide “teaching presence,” characterized by over a dozen different tasks including the resolution of conflicts (Hosler
and Arend, 2102) or “social presence,” a concept which originated not in education but as an outgrowth of 1960’s telecommunications (Whiteside, 2015).

On the other hand, while the concept of facilitation, a cornerstone of constructivism, arrived long before the advent of online education, Burkle and Cleveland-Innes (2013) suggest the first redefinition of instructor from “knowledge source” to facilitator came in 2002 (p. 76). Today, what is striking is the ease with which facilitation aligns with the mechanistic conceptualization of an online college course as something that is “designed” rather than taught, a kind of educational apparatus warranted to work effectively with the appropriate buttons and discussion board prompts, the facilitator a hovering “presence,” a kind of ghost in the machine.

It could be argued that a pedagogical apparatus operated by students themselves is precisely what is needed for true student-centeredness, the ultimate vehicle for communities of inquiry aiming to construct all knowledge among class members themselves. It might also be argued that demoting the instructor and elevating the apparatus is the ultimate measure of quality control. Humans are fallible, after all, and they are variable. The “plug and play” nature of the online course reduces variability, and although the course designer has some control, he or she must create a product that conforms to the specifications set forth by the employing university—an altogether Deming-like method of production ideally suited to create a commodified course appealing to educational consumers shopping the higher education marketplace.

In this way, online education, as an industrial product and mode of consumption, is well situated within a continuum begun in the post-Civil War era, an epoch leading to a newly and powerfully industrialized America leading the globe during and after World War II. During this period of unprecedented growth, rising productivity entwined with rising wages, and continually improved consumer products liberated both genders from drudgery at home and at work (Gordon, 2016). All of these trends seemed to converge in the 1980s with the advent of the personal computer and with the triumphal march of Moore’s law decreeing that we (or at least our technology) grow faster and more powerful by the year (Mack, 2015). Seen against this headlong advancement of technological progress, it seems reasonable that students be endowed with a “killer app” that lets them learn so much faster and so much more conveniently—so differently, in fact, that none of the traditional constraints of money, jobs and/or family can interfere. “Multi-tasking,” a term originally used to describe simultaneous processing on a computer’s CPU (“Multitasking”), has been appropriated to define both a proud right and an essential responsibility for human brains in the developing world. Where higher education may have once represented a kind of “time-out” for many students, today online education is seen as an ideal for multi-tasking students who are ready to “have it all,” all at once.

Yet in the face of our sleek new mechanism and expanding opportunity, we should question claims and examine costs, including the human toll exacted by this apparatus on both students and faculty, a toll exacerbated by current educational and social trends.

Within this newly mechanized approach, facilitators, the only humans to have direct contact with students, have very little control over any material aspect of the course. Even on the discussion boards rapid feedback must be tempered with constraint by facilitators leery of exerting too much authority lest they become
“discussion killers” in the student-centered management system (Morgan, 2011). Thanks to ongoing auditing, facilitators who may be tempted to step outside their prescribed role to put their own intellectual—that is to say, their personal—imprint on courses are effectively discouraged from doing so. Viewed from a Foucaultian perspective, it’s easy to see that a classroom where every utterance is recorded for possible administrative inspection is indeed a surveilled environment, which in combination with the pre-designed product may create potentially baleful consequences for intellectual and academic freedom. Ideas do not thrive in hermetically sealed environments.

More taxing modes, more discursive distractions. Although the elimination of lectures and traditional FTF office hours has led some to believe that workloads are reduced for online staff, online faculty report the contrary (Van de Ford & Pogue, 2012), and recent studies reveal reasons for the disparity. Online education is, naturally, conducted on screen, an effort that consumes more time and depresses reading performance even among digital natives (Ackerman and Goldsmith, 2011), afflicting students as well as faculty. Moreover, enforcing student replies to the discussion prompts results in hybrid communications that may combine the best of both conversational and written discourse—or the worst. Deprived (as much as freed) of FTF classroom lectures and discussions as well as personal FTF encounters with students—activities which have successfully nurtured intellectual growth for thousands of years and proved rewarding for all involved—online instructors are plunged into the time-consuming and more onerous task of grading of discussion boards (Van de Forde & Pogue).

Discussion boards and assignments comprise only one channel of communication that requires assiduous management; facilitators must also deal with the steady stream of emails from students who are, as they have been encouraged to do, fitting coursework into busy schedules, and require quick responses. In yet another irony, although knowledge is now presumed a construction of the group process, the “one-to-one” relationship between student and facilitator is viewed as critical (Croxton, 2014, p. 316), and which may well require a higher level of carefully personalized email correspondence (LaBarbera, 2013, p. 218). Thus, online education’s promise of a seamless experience for students translates into 24/7 “office hours” for faculty—at least for full-time faculty. The rise of online education also coincides with the era of “adjunctivitis;” fully half of the nation’s university faculty are part-time employees (Campos, 2015) who may be piecing together tenuous vocations in academia (Kovalic, 2013), or who may be working at other full-time jobs and are doing what many online students are doing: fitting course loads into busy schedules. The university experience, once the central and defining fact of life for both faculty and students, is today often adjunctive, with the disjunction deepened as students and faculty try to connect against a veritable cacophony of digital distractions.

Much of the distraction may arise from the students’ false belief that they are indeed the proficient multi-taskers that a society dependent on rising productivity seems to demand (Wood, Zivcakova, Gentile, Archer, De Pasquale & Nosko, 2012; Sanbonmatsu, Strayer, Mederos-Ward, & Watson, 2013). However, computers are designed with processing units for multi-tasking; humans are not. In fact, the opposite seems to be true (Loh & Kanai, 2014), and unfortunately, in the midst of these
distractions, it falls to students alone to create and carve out meditative focus for learning course materials. This can be a formidable task, both for young college students exploring new personal freedom as well as older students grappling with a host of added responsibilities beyond schoolwork. In a society that prizes productivity, failure to multitask successfully is a mark of both personal and vocational failure, even though it could be argued that the American drive for productivity has set us up to fall behind: Citizens of the only advanced country without a vacation policy, Americans work longer hours with less vacation, yet assessments of productivity per hours worked have put us behind countries like France (Schulte, 2014).

Similarly, by promoting online learning for virtually any and all students, institutions of higher learning may be setting up vulnerable students to fail painfully. Successful students tend to be high in conscientiousness, one of the five personality traits defined by Costa’s and McRae’s Five-Factor model, which delineates “conscientiousness” as dependability and orientation to achievement (Richardson, Abraham, & Bond, 2012). Meta-studies of college success rates showed conscientiousness, not test scores, to be the single most predictive factor (Richardson et al.). Unfortunately, although online learning actually requires greater conscientiousness and self-direction (Arispe & Blake, 2012; Cunningham, 2010), this fact is rarely conveyed to potential students, and personality testing is certainly not required for online admission. With the student as borrowing consumer, the ease with which online courses may be undertaken masks the difficulty of the undertaking itself.

The FTF learning experience, as old as Socrates, continues to offer critical benefits that should not be discounted in the great migration to online. Rich in perceptual cues and ripe for human interaction, FTF classrooms offer something of a refuge from digital distraction by physically focusing the student on course topics in a setting that is separate from the world at large. In fact, the FTF classroom is one of the few places left where “unplugging” is encouraged, as even libraries move to become online cafes (Turner, 2013).

Constructivists often refer to “context” as the contextualizing of knowledge with prior learning, but what happens to critical social context when there is no physical context and where every word is subject to scrutiny, every action surveilled, with none of the privacy and easy evanescence of FTF conversations? In the web 2.0 era, human needs remain the same, needs which are satisfied but also frustrated by the digital connection that leaves us disembodied. Against the void, we strain to recognize and define human traces: Avatars are rated not simply for broad features such as anthropomorphism and androgyny but also for subtle cues such rate of blinking and pupil size (Weibel, Stricker, Wissmath, & Mast, 2010); text messages that end in periods rather than exclamation marks are rated as insincere (Gunrai, Drumm-Hewitt, Dashow, Upadhyay, and Klin, 2016). Yet even as we scour for clues and cues, the online environment deprives us of social signals of trustworthiness: In fact, and perhaps not surprisingly, people tend to be less honest in online situations (Naquin, Kurtzberg, and Belkin, 2010). This is a reality of online education that no discussion board prompt, however well constructed, can assuage.

It may not be fair to suggest that online education is inherently inferior, but it is also unfair not to acknowledge greater inherent challenges for institutions and faculty trying to offer not simply an education “product,” but rather a transformative educational
experience. In our new digital episteme, online education is being elevated to peerless and unquestionable status, and indeed, as a high-performing business model in the educational marketplace the online platform may be without peer, an educational apparatus that can be easily manned by low-cost facilitators, while remaining under tight control of administrators. However, as a mode of learning that is more taxing cognitively and psychologically, as a means of employment more strenuous and less rewarding to many faculty, online education needs to be moved toward a more humane construct, opening a space less focused on control and mechanics and more focused on how best to achieve relational connection. More honest discussion is required between administrators and faculty, and between institutions and potential students. Faculty and facilitators need to be given more voice and more room for decision-making. Students need to be better apprised of challenges.

As we move forward in our digital episteme, it may be time to disrupt some of the settling complacencies of the disruption.
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Taft’s Bathtub: Why One Size Does Not Fit All in the Comprehension and Application of Tinker, Bethel, Hazelwood, and Morse (Bong Hits) for Online School Law Classes for Administrator Candidates

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Abstract

All students in K-12 public education have established constitutional rights of free speech. Although this freedom of speech, as guaranteed in the First Amendment of the U.S. Constitution, and made applicable to the states through the Fourteenth Amendment, may be curtailed as evidenced by the four major U.S. Supreme Court cases of Tinker v. Des Moines, Bethel School District v. Fraser, Hazelwood School District v. Kuhlmeier; and Morse v. Frederick, it is imperative that school officials understand these cases well enough to make application to everyday controversies in the public schools regarding student speech.

Creating a real-world relevance to these rather straightforward cases for online students is challenging when the four seminal freedom of speech cases seem to overlap in an actual school building issue. This is the analogy of President Taft's bathtub, which had to be designed specifically for a man of his girth when he arrived at the White House. Online school law classes must be tailored carefully when assessing First Amendment rights of K-12 students in order for prospective principals to understand the real-world application.

Tinker v. Des Moines (1969)

The case of Tinker v. Des Moines was adjudicated by the U.S. Supreme Court in 1969. The case gave students (and teachers) the right to symbolic speech in public schools for the first time. In this case a few students wore black armbands to school to protest the war in Vietnam. The principal became aware that the protest was being planned and declared that any student coming to school with a black armband would be forced to take it off or would be suspended. The plaintiffs in the case took the
suspension from school. In *Tinker* the Court ruled that the First Amendment was applicable to all students and that restrictions on student speech was unconstitutional unless it can be clearly established that a material and substantial disruption is likely to occur. The Supreme Court majority wrote, “undifferentiated fear or apprehension of disturbance is not enough to overcome the right to freedom of expression (*Tinker*).”

Political speech by students is constitutionally protected and schools must tolerate and protect it unless there is material disruption or the clear threat of substantial disruption.

*Bethel v. Fraser* (1986)

The Supreme Court took on the question of pure speech, the speech of a student that originates from the mouth in the *Bethel* decision. Fraser, a male student at Bethel High School, gave a campaign speech for his friends in an assembly of over five-hundred fellow students. Fraser's speech was loaded with sexual innuendos, such as “Bobby will go to the climax for you, he will pound hard.” Several teachers observed some students displaying obscene gestures and laughing. As with any speech to high school students the innuendos went over the head of some students as they sat in bewilderment, and many were not listening to anything that Fraser was saying anyway.

Fraser was called into the principal’s office where he was informed that he would be suspended for three days and that his name would be removed from the list of candidates for student speaker at the school's graduation exercises. The district court found that Fraser's First Amendment rights had been violated and the school district was required to pay attorney fees and reinstate Fraser on the list of speakers. The U.S. Court of Appeals for the Ninth Circuit rejected the school district's appeal and held that the school district had failed to show any “material and substantial disruption” occurred as detailed in *Tinker*.

The school district appealed to the U.S. Supreme Court and the court said that “although students have the right to advocate controversial views in schools, that right must be balanced against the schools’ interest in teaching socially appropriate behavior. The First Amendment does not protect student speech that is construed as lewd and vulgar.” (*Bethel*) This decision limits student speech from the standard established in *Tinker*.

The decision in *Bethel v. Fraser* tells us that schools can prohibit vulgar and lewd speech even if it does not cause a substantial and material disruption.


Coming in the wake of the *Bethel* decision, the U.S. Supreme Court ruled that the school district may regulate school sponsored speech that is part of the curriculum, if officials deem the speech to be inappropriate, particularly when the article may inadvertently identify individual students or families in a less than flattering light, as in the *Hazelwood* case, pregnant girls in the school and divorce among parents.

The case began when a principal censored articles in the Hazelwood High School student operated newspaper. The U.S. Supreme Court stated that although school officials cannot abuse the exercise of the review process, but because the school newspaper bears the imprimatur (official approval) and is part of the school curriculum, school officials may exercise prior restraint in certain situations.

The *Hazelwood* case once again limits the rights of students as determined in *Tinker*, in that material and substantial disruption is not necessary to prove in order to
censor school-sponsored speech. *Hazelwood* gives direction to school administrators when they can control school-sponsored speech including such as newspapers, plays, and yearbooks.  
*Morse v. Fredrick* (2007)

The fourth and currently the last case dealing with student speech was decided by the Supreme Court in 2007. Joseph Fredrick, a student at a high school in Juneau, Alaska, orchestrated a group of students to hold up a sign across the street from the school which read “Bong Hits For Jesus,” which Fredrick claimed was nonsensical and only meant to get coverage on television as the Olympic torch went by.  

This viewing of the Olympic torch by the students was a school-sponsored event. Principal Morse went across the street to the group of students displaying the banner, took the banner from the students and wadded it up. Fredrick, as the ring-leader, was given a suspension from school.

There was no material or substantial disruption created by the banner. What then can distinguish it from protected political speech such as the wearing of the black armbands in *Tinker*? The decision in *Morse* was a narrow one that applies to only the advocating illegal drug use by students if an anti-drug policy is in place. This decision will likely allow schools to restrict the promotion of other illegal activities.

Together the three cases of *Bethel v. Fraser, Hazelwood v. Kuhlmeier*, and *Morse v. Fredrick* have placed certain restrictions on student speech as was determined by the *Tinker* decision.

The four seminal Supreme Court cases dealing with student speech are fairly straightforward. Aspiring principal candidates often have some difficulty knowing which case involving student speech a particular situation has application to.

For example, does the wearing of a t-shirt with a Confederate Flag emblem constitute symbol speech and perhaps political speech? The answers are clearly yes, as this symbol has a message that is clearly understood. May a school ban the wearing of this symbol under the *Tinker* decision? The answer is that it depends upon the real fear of a material disruption at the school, particularly if racial animosity has been present in the past, it is very likely that the Confederate Flag can be censored in the school house without any actual substantial disruption. The Sixth Federal Circuit ruled in
2001 that even if racial strife could be shown concerning the flag, the ban had to be applied evenhandedly to other racially divisive symbols, such as a Malcolm X t-shirt (Castornina v. Madison County).

Slogans on shirts are considered political speech. What if a student wore a T-shirt that stated “Obamba Sucks.” This is political speech that falls under the protection of Tinker, but the message may be considered to be lewd and vulgar, thus falling under the Bethel decision. The student could be asked to change the shirt and refusing to do so would trigger a disciplinary matter.

In reading court cases a prospective principal must remember that decisions turn on specific facts that fall under the broad umbrella of the four U.S. Supreme Court student speech decisions. In 2000 a middle school student drew a picture of a Confederate Flag in his math book. When the principal learned of the drawing the school suspended the student for violating the district’s ‘racial harassment and intimidation policy.’ That policy stated that students shall not while at school, or on school property or at school activities wear or have in their possession any written material that is racially divisive or creates ill-will or hatred. The Tenth Federal Circuit ruled that the student’s right to free speech had been violated, that there was no reason to believe that a substantial disruption would occur because of the drawing or would collide with the rights of others (West v. Derby).

School districts in pockets of the country where the Confederate flag is not at issue may find it quite difficult to place any restrictions on the wearing of this symbol. Guiles v. Marineau (2006)

This case is an interesting decision from the Second Federal Circuit that is simple enough to analyze. A student wore a controversial T-shirt to school that was clearly political in tone. The 8th grader came to campus wearing a shirt that clearly traces the symbol speech message back to the Tinker decision in 1969. Over thirty-five years later we are still seemingly facing the same issues.

As the Guiles case is described to the prospective principals initially these facts are presented: An eighth grade students come to school wearing a T-shirt that depicts President Bush in an unflattering light. The front of the shirt, at the top, has large print that reads “George W. Bush,” below it is the text, “Chicken-Hawk-in-Chief. Directly below these words is a large picture of the President’s face, wearing a helmet, superimposed on the body of a chicken. Surrounding the President are images of oil rigs and dollar symbols. To one side of the President, three lines of cocaine and a razor blade appear. In the chicken wing nearest the cocaine, there is a straw. In the other wing the President is holding a martini glass. Below all of this is a text reading “World Domination Tour.”

Principal candidates are asked to evaluate the T-shirt under the four seminal Supreme Court cases. Hazelwood is immediately ruled out as no one could assume that this T-shirt bore the imprimatur of the school.

The case can be analyzed under Tinker, Bethel, or Morse and this is where rich dialogue between principal candidates takes place in the discussion board. In the actual case, which is revealed later, this exact T-shirt went to the Federal Court of Appeals for the Second Circuit. The decision was that it was proper to analyze the T-shirt under the Tinker decision as political speech and because there was no disruption; the message of the shirt was protected by the First Amendment.
Conclusion

Several hypothetical cases are presented to the students to discuss without them knowing that the case was real and had a court decision. Familiarity and practice are important in understanding the practicality of the seminal speech cases. One size does not fit all when it comes to matching court decision, school, policy and student disciplinary issues.

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Contemporary Anticorruption Struggle in China

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Abstract

Corruption has been a serious and notorious issue around the world, and an element of the reputation of China, since the beginning of Reform and Opening up after 1978. The first part of the paper defines the meaning of corruption, the causes, history, and the danger of corruption. Chinese government anticorruption efforts are presented, beginning from the late 1970s to the current effort under Xi Jinping. Specific differences in anticorruption efforts under Xi Jinping are presented.

The second part of the paper elaborates on the role of law and role of virtue and how they pertain to corruption. The government and cultural tradition in China and the United States are considered.

The paper also refers to the Nordic countries, Denmark, Sweden and Finland, to seek examples for anticorruption efforts. Looking at the attributes of these most successful countries helps in understanding how China, (and even the United States) may improve.

Keywords: Government officials, corruption, anticorruption

Because it is my home country, I have a great interest in understanding why China is notorious for corruption, and understanding if anticorruption efforts in China will be effective. I wondered how China compared with the United States in regard to the history and prevalence of corruption. I also began to see that answers may lie in the Nordic countries, Denmark, Sweden and Finland. Year after year they are ranked as the "cleanest" countries by Transparency International in terms of corruption (Corruption, 2015). Looking at the attributes of these most successful countries helps in understanding how China, (and even the United States) can improve.

The first part of my paper elaborates on the definition of corruption when pertaining to the Chinese government. The history and causes of corruption are discussed. I elaborate on the Chinese government’s fight against corruption through the years. Finally, the current climax of anticorruption efforts under Xi Jinping is explained. Certain differences from these efforts and those of the past are discussed. Current legislation and examples of successful investigations are presented.

The second part of the paper offers a brief comparison with the United States. Besides, I look to the success of Denmark and the other Nordic countries for my recommendations and conclusion. How to effectively curb corruption in China? Government officials' corruption is a negative social phenomenon nowadays, because it brings to the country and society all sorts of serious harm. It is especially stubborn and has become a severe issue of Chinese government. How to effectively punish, control, and prevent the corruption of government officials has become a common concern. There is no doubt that the contemporary Chinese government must seriously study and solve major corruption issues. The government needs to acknowledge the specific reasons why corruption is so serious, thus it can enact the effective legislation and laws to eliminate the corruption in China.

Chinese government should implement certain strategies infighting corruption. There are two major strategies to reach ethics. Designing laws, regulations and rules to prevent, control and eliminate corruption is one strategy. Another is to strengthen moral and ethical education to enhance public official’s ideology. Some effective actions have taken place to improve moral integrity, such as, taking public officials to the prison to
visit their former leaders, which resulted in an astonishing impact on them. Besides, ethics educational studies should happen from the top level of government to the grassroots level, which will remind officials of the importance of being upright leaders in contemporary China.

I. Definition, Causes and History of Corruption

According to the Oxford dictionary, the meaning of corruption refers to dishonest or illegal behavior, especially by people in authority. The concept of corruption applies to political and social behavior, and mainly refers to the deterioration of social morality. In this paper, corruption refers to “abuse of public power by public officials for private gain” (Yong, 2008). This includes “the encouragement and acceptance of money for services (bribery), the granting of privilege to a…relation (nepotism), or the appropriation of public resources for private use (misappropriating)” (Keliher, 2016). In 1997, the national government of China expanded this definition to include “tax evasion, dispersion of state property, and illegal speculation, as well as ...dereliction of duty, the abuse of power, bigamy, excessive banqueting, and extravagant weddings” (Keliher, 2016).

In 1963, Zhou Enlai in the Central Committee of the Communist Party of China (CCCPC) and the State Council Meeting Report, indicated that there were 20 kinds of corruption in the country. Some of them are the forms of corruption in the contemporary period, including gift-receiving from people who want to build a close relationship with government officials, and attain desired benefits and special privileges. Another exists in favors to family. One person in the family is at a high position, and the whole family can enjoy the benefits from the family's member position (Zhou, 1984). Nowadays China's corruption has other forms, and its severity and scope is far more than that. “The paying of bribes, cultivation of networks, and use of political position for private gain” is just part of being a public official (Keliher, 2016).

There are many causes of corruption, one being the salary system of bureaucrats. The salary system for public officials is low, and they have the inherent tendency for self-advancement may; thus they try to increase their earnings in corrupt ways. The culture of the bureaucracy is influenced greatly by guanxi (connections), where people are dedicated to relatives and other associates more than written law, and this system facilitated corruption. This cultural system will be addressed later in the paper.

Many theorists assert that rapid economic development results in corruption. This is the case since the “Reform and Opening Up.” Reform and opening up is a term used often, referring to Deng Xiaoping’s time in office. He tried to reform the government and he also started opening up areas in China for commerce with the rest of the world. Due to the opening up, rapid economic development occurred. In order to gain prosperity, the private sector owners bribed bureaucrats to gain the profit from the government’s projects and this is a major reason for the pervasive corruption (Yoon, 2016).

Concurrent with China’s rapid and radical reform, there has been rampant corruption among its bureaucrats. Chinese authorities have exhorted public officials to get rich in the wake of the coming Communist prosperity. Deng Xiaoping favored a pattern in which “some people will become prosperous first, and others later” (Deng,
1985). Deng’s policy encouraged some people to get rich first, and those still suffering from poverty, especially public officials, would envy the parvenus. Unbalanced and unhealthy mindsets motivated them to abuse power to pursue wealth (Stephen, 1989). And now they have the opportunity to corrupt in regard to the authority they possess, in which they take advantage of resources in hand to open the back door for people who want to attain profit from the projects. Here is an example of influence-peddling: the briber will give profit to the public officials and public officials will utilize the profit for promotion or increase their own gains.

In the early 1980s when economic reform developed rapidly, some organizations, even the military, had the power to run their businesses and to allocate steel, concrete, construction material, contracts and so forth. The bureaucrats had resources to deliver and could also gain profit from selling the material. In order to attain the resources, private enterprises corrupted public officials to satisfy their own interests. Authority was misused and that was why corruption occurred (Yoon, 2016).

“The 1990s saw the increase of users charged for public services. User charges, fines, impact fees, and many other fees of different names were becoming prevalent in gaining and protecting governmental institutions’ financial interests” (Yoon, 2016). Corruption was “particularly severe in infrastructure construction, real estate development, exchange and storage of agricultural products, government procurements, state-owned enterprises, social security fund management, and hiring and promotion of public officials” (Yoon, 2016). Corruption was severe in the 1990s and it hurt China’s economic development in the different fields.

**The Dangers of Corruption**

The Global Competitiveness Report, released by the World Economic Forum every year, includes “ethics and corruption” as a crucial factor to affect the competitiveness of nations in the global context. The 1998-1999 report found China’s ethics and corruption situation similar to that of Japan. China ranked worse than the United States and most Western European countries, and Singapore. China ranked better than Italy, South Korea, Russia, and India. However, the 2006-2007 report shows that China’s ethics and corruption situation significantly deteriorated, causing its economic competitiveness ranking to drop from 48 to 125 among countries (Liu 2006). According to the Supreme people’s procuratorate from January 2003 to August 2006, China’s procuratorial organs have investigated the corruption and bribery crimes of 67505 people, nearly 1600 public officials were put into jail each month for corruption. That was nearly 53 corrupt officials were prosecuted (Guan, 2007) and put into jail. Corruption not only destroys the economic development of China; China’s corruption has become notorious around the world.

There is a controversial debate between scholars that corruption is an inevitable factor in the accelerated economic development of countries like China. This viewpoint does not consider the fast reaching, long lasting effects of corruption. China has already paid a high price for corruption. Corruption has “lowered the quality of China’s economic growth because [the growth] has been accompanied by assorted social ills…which will require heavy investment to correct” (Pei, 2007). A minimum of 3 percent of Gross Domestic Product (GDP), is transferred from average citizens to a small group of elites each year in China. Moreover, corruption contributes to crisis in the government financial sectors. In order to bail out state-owned banks, the prime victims of corruption,
the Chinese government will have to pay close to $500 billion. Internationally, Western companies that do not wish to be exposed to vast environmental crimes, human rights issues and financial liabilities will avoid investment in China (Pei, 2007). Economically, corruption stifles commerce, investment and innovation.

Tofu-Dreg projects lead to the loss of economic competition, resulted in illegal money laundering, and undermined the citizens’ belief in the government to create safe infrastructure. The Tofu-dreg Projects also led to the death of citizens. Government projects are granted to companies that have more political ties than qualifications. In 2011, 6,800 officials were prosecuted for corruption in infrastructure (Cary, 2010). There are many discoveries of shoddy workmanship where money was skimmed off the top by officials, leaving insufficient funding for quality materials, qualified staff and acceptable workmanship. Another example of these poor construction projects occurred in 2012, when a car accident revealed “that a dam built atop of a Yangtze River tributary was filled with reeds instead of steel beams” (Cary, 2012). Obviously, the corrupt actions of officials and companies involved in substandard construction projects will continue to be revealed over the future, and perhaps, sadly even cause more deaths.

Corruption influences other aspects not easily seen. “Efficiency losses; waste; damage to the environment, public health, education, the credibility of key public institutions, and the [damaged] morale of the civil service” all result from corruption (Pei, 2007). Excess costs in education, public health, and property are all results of corruption by controlling officials. Environmentally, poisonous and untreated plant waste thrown into rivers by corrupt establishments not only affects the quality of environment in China, but also impacts neighboring countries.

Corruption affects the social stability of China, and there are also political dangers. Thousands of violent rebellions and social protests happen on a local level, because citizens are unhappy with local governments. The governments then have to spend more on security. Interestingly, everyday corruption may not cause rebellion, but when a major crisis hits, the government is more likely to be unsupported and even overthrown by unhappy citizens. This has happened in the Philippines with the fall of Marcos in 1986 and in Indonesia with the collapse of Suharto’s rule in 1998 (Pei, 2007). In China, one of the causes of the Tiananmen crisis of 1989 was public anger over corruption in government. Millions of people took to the streets in support of this movement.

There are even dangers on an international level, besides the environmental. Politically, scholars believe that a corrupt China ruled by an elite cannot be a reliable strategic partner. Corruption in China leads to contaminated foods and fake prescription drug entry into other countries, which affects international health care systems and security. Other cross-border crimes such as “drug trafficking, human smuggling and money laundering” have a fatal international effect (Pei, 2007).

In addition, the corruption context in China gives international corporations opportunity to take advantage of corrupt public officials, for their own profit. A notorious case occurred in 2013. Senior officers of the drug maker GlaxoSmithKline (GSK) were charged with serious crimes of bribery and tax evasion (“GSK involved in funneling,” 2013). According to allegations, from 2004 to 2010, Chinese GSK sales personnel bribed doctors to use company product in clinics and hospitals. In some cases, the drugs were used for non-approved conditions, in order to promote sales. The
investigation found that GSK employees funneled as much as $490 million through travel agencies and consulting firms, for use as bribes (“GlaxcoSmithCline fined,” 2014). The convicted general manager was British; the four other convicted executives were Chinese. The executives of this international company used China’s corruption for advantage. This is one case in hundreds that perpetuates the corruption in China, and infects international companies (“GSK involved in funneling,” 2013).

**History of Chinese Government Anticorruption Efforts**

The Chinese government has been diligent to combat corruption, and sought effective ways to curb corruption from the late 1970s to 2016. As discussed earlier, during the Reform and Opening Up, power was decentralized in 1980s. Corruption turned into a prevalent issue in China due to the local governments obtaining more power to make their own decisions and began an abuse of power. Some people in the private sector used connections and illegal ways to earn much fortune through decentralization. There were certain mechanisms that curbed the spread of corruption, including separation of powers, checks and balances, citizen participation, an independent media, and responsible and accountable governments (Yang, 2005). These mechanisms could only work effectively on the condition of the supervision of Chinese government.

**Late 1970s-1993, Deng Xiaoping**

On August 18, 1980, Deng Xiaoping, in a large meeting of the political bureau of the CPC central (Politburo), warned the party about the high levels of corruption. He also suggested that the constitution does not allow power to be concentrated. Instead, the government should build up the work system from the state council to the local governments at all levels; all enterprises and institutions' proposals should have the right to discuss major issues in their own organizations. Under the unified leadership of the Central Committee of the Communist party of China (CCCPC) and the State Council, they exposed and dealt with smuggling, embezzlement, bribery, and even more serious crimes. By the end of September 1982, the country had more than 136,000 economic crime cases. 26,000 people were sentenced in accordance with the law, and more than 44,000 people surrendered (Deng, 1992).

By the end of July, 1986, a total of 67,000 party members were disciplined by the party, of which 25,000 were expelled (Deng, 1992). Anticorruption efforts had achieved initial success after the effort of CCCPC and the state council. In 1989, the Chinese government's anticorruption struggle was in a new phase. The CCCPC and the state council had made a decision: they would further investigate companies, and dissolve any that were found guilty by the party and government. They put a stop to the officials' children doing business, the government strictly banned imports of cars, and the government officials were told to use domestic cars. It strictly prohibited gift-giving and other requirements. Between 1987 and 1991, the Chinese government implemented the Administrative Supervision System, and also set up the Anticorruption Bureau in the judicial department. With the establishment of Anticorruption Bureau, the government planned to use power effectively, but the leaders of the Bureau would also be under close scrutiny.
1993-2013, Jiang Zemin and Hu Jintao

Former presidents Jiang Zemin and Hu Jintao continued to focus on the increasing issue of corruption. Jiang was PRC president from 1993-2003. He warned that if corruption was not resolved firmly, then “the flesh-and-blood ties between the Party and the people will suffer a lot, and the Party will be in danger of losing its ruling position, or possibly head for self-destruction” (Zemin, 2002). Hu Jintao served as PRC president from 2003-2013. He stated, “If we fail to handle corruption, it could prove fatal to the party and even cause the collapse of the party and the fall of the state.”

With the realization of the issue, these leaders tried to control corruption. During the 1990s and early 2000s, public officials were investigated, prosecuted, and even executed. There were seventy-eight provincial and ministerial-level officials prosecuted, including a member of the Politburo between 1992 and 1997. And from 2002 to 2007, 677,924 cases related to corrupt officials; 100,000 officials were dismissed yearly (Guo, 2014). Jiang and Hu had implemented anticorruption campaigns, but the issues were not solved effectively. Thus, current president Xi Jinping inherited an increasing crisis (Keliher, 2016).

Current Anti-Corruption under Xi Jinping

Xi Jinping has centralized authority and concentrated the power of the Chinese government since he took his office. He is regarded as the most powerful leader in China since Mao Zedong. Xi has focused on fighting against government corruption and cleaning up the Party through centralized power. In his first public speech to the Politburo, Xi warned, “If corruption becomes increasingly serious, it will inevitably doom the party and the state” (Keliher, 2016). Under the direction of Xi Jinping and “anticorruption Czar” Wang Qishan, the CCP has conducted an enormous anticorruption movement. Some of the most powerful and influential senior and military officials in China are being investigated and have stepped down from the politic platform. Former security chief and retired Politburo Standing Committee member Zhou Yongkang was judged to a life sentence in June 2015, due to misuse of authority and conducting bribes, and his colleagues were declared to be guilty one after another. The senior assistant of former president Hu Jintao, Lianghua, was dismissed from the CCP in July, 2015 and will be accused of being corrupt. Generals and senior military officials are also being dismissed: retired General and former Vice Chairman of the Central Military Commission Guo Boxiong was dismissed from the CCP and will be charged of taking bribes (Keliher, 2016).

Specific Differences in Anticorruption efforts under Xi Jinping

There are notable differences when comparing the current anti-corruption movement with that of the past:

1. **No one seems exempt.** No one seems to be exempt from being investigated, not even retired Politburo members. As mentioned earlier, those in high position, such as Zhou Yongkang, Ling Jihua and others have been disciplined. Mid and lower level officials have been investigated and disciplined as well.

2. **The Campaign is strong with new methods and experiments.** After 3 years, Xi’s campaign is still going strong. His campaign has resulted in more arrests than in the past. New methods and experiments in anti-corruption are constantly being implemented. For example, the government has heavily
promoted online anti-corruption efforts. Citizens can report official wrongdoing through the CCDI website (Keliher, 2016). The more the CCDI acts on public tip offs, the more the public will see this as an important front of the campaign.

3. **The government is experimenting with “anticorruption zones”.** The idea is to create certain economic zones where new ideas and practices can be experimented with. Rather than marketization, the zones would pilot political reform. The zones would have their household assets made transparent, and an independent anticorruption agency would monitor them. The concept is to copy the performance of particular economic areas in some cities. The anticorruption areas would experiment with political reform and new officials would make their property transparent.

4. **The government is experimenting with amnesty.** Rather than trying to investigate and arrest the thousands of corrupt officials, a conditional amnesty may be granted. If offenders return their ill-gotten gains, they can be forgiven (Keliher, 2016). The new policy would deter offenders from transferring their property overseas and fleeing to other countries.

5. **CCDI has more power.** In the past the CCDI was subordinate to Political bureau and the local Party Committees. CCDI had to get high level cases approved through these powers. CCDI needed to be autonomous, and have rules and procedures in place. The Xi government has implemented three key reforms to further centralize control and rationalize procedures. In the first reform, CCDI expands the scope of the team, so that an entire team can monitor a provincial level official, rather than only one inspector. This lessens the chance of internal inequality and corruption. The second reform is that the CCDI has power to select the leader of CDI, thus separating that control from the Party Committee. Now the head reports back to the center, in an attempt to gain central control over the localities. The third reform is that Central Inspection Groups (CIG) have been restored. CIGs can have irregular and unannounced inspections in the provinces and ministries. The groups do not possess legal authority. However, they can casually inquire officials and report their findings to the CCDI (Keliher, 2016).

6. **Formalizing clear rules and procedures.** The Central government is compiling rules and regulations of anticorruption, which are clearly elaborated for certain performances; administrative regulations have been given as well. The recent formalization provides legality and clarifies operational procedures so that all will be dealt with uniformly.

7. **Under Xi, a standardizing and restructuring of salaries has begun.** Raising salaries is a fundamental measure for eliminating corruption. A law of increasing salary by half to double was in effect in January 2015, based on the position. Certain officials’ positions are still very low compared to living standards. So to improve the living quality, they use corruption. The new policy for salary is to higher wages biannually, depending on the performance of public servants. The policy stimulates the performance of public servants and promotes the importance of work competency instead of malfeasance (Keliher, 2016).
8. Transparency. Xi hopes to further efforts to make the government transparent. As Justice Louis Brandeis said 100 years ago, “Sunshine is the best disinfectant and electric light is the most efficient policeman” (Guo, 2015). The community is regarded as a valid measure for supervising the public officials. Sharing information with the public means the government power will be monitored. Based on the history of China, the transparency had never been a consideration for the rulers. After the Chinese economic reform and opening up, transparency to the public became the top priority at the administrative level. The eventual aim of transparency to the public is to supervise public servants, economize government expenditure, increase efficiency of the government funds and prevent corruption.

9. Xi is the first president in China to insist in promoting moral cultivation, and implement disciplinary regulations to combat with corruption. Xi believes that reshaping the moral dimension is another effective measure to strengthen anticorruption. Government officials are required to conduct self-discipline. They should be honest and upright, and follow good Confucian practices. Moreover, moral guidelines and regulations were implemented in a training program. Beijing has opened courses to teach what is acceptable and legal, and what is not. “Training includes how to say no to a supervisor demanding corrupt behavior, as well as avoidance maneuvers” (Keliher, 2016).

10. Xi’s current anticorruption effort is a comprehensive program motivating citizens, involving institutional incentives, administrative practices, and even teaching a new ideology. Jiang Zemin and Hu Jintao tried these different methods, but did not implement a comprehensive plan, and did not attempt to change the moral culture, arguably one of the most contributing factors to corruption. Xi combines certain measures, such as administrative reforms, moral guidelines, and ideological reshaping to deal with corruption; this solves the issues at the root, and changes the administrative culture (Keliher, 2016). Scholars often discuss the Rule of Law and the Rule of Virtue. Rule of law involves designing laws and institutions to prevent and detect corruption. If Chinese tradition culture facilitate corruption, how may they be change? Rule of Virtue relies on educating citizens proper in morality and virtue (Yang, 2009). Clearly, Xi Jinping is trying to combine both, and rule by both law and virtue. The question arises, which way of ruling is best in combating corruption. A look at the United States might shed some light.

II. Anticorruption Effort in the United States vs China: Rule of Law, Rule of Virtue and Culture

When comparing anticorruption efforts in the United States with those in China, the type of government in the countries must be considered. The United States is well known as a democracy and a decentralization nation, which has a complicated institutional structure and inefficient characteristics, and the delegation to the different states is a sophisticated process. The United States Constitution focuses on individualization and freedom, which makes the government decision-making process more difficult, but also requires plenty of accountability. Contrarily, the Chinese government is dominated by the Communist Party, which is a centralization institutional structure and the power is only entrusted to a few officials. Thus, decision making and
implementation become more effective, but not all citizens are considered (Zhao and Peters, 2009).

In spite of the two countries being quite distinct from one another, they have one common issue when facing corruption. There is some distinguish characteristics between policymaking and implementation systems. In terms of the now familiar language of New Public Management, there is a separation between “steering” and “rowing” (Zhao and Peters, 2009). However, getting those who “row” to follow those who want to “steer” proves to be a problem. The separation can induce vital accountability issues, which relate to inferior implementation and corruption. The issues stem from the states autonomy in America. In China, the pitfall comes from low competence of provincial government (Zhao and P, 2009).

The Nordic Countries: How do they do it?

Year after year, the Transparent International Index finds Denmark, Sweden and Finland as top ranking, when it comes to no corruption (Corruption, 2015). Denmark and Sweden are both considered Constitutional Monarchies, and involve a constitution, a King or Queen, a Prime Minister and multi-party Parliament elected by the people. Finland is considered a Republic, with a Prime Minister, a President and again, a multi-party Parliament elected by the people. These countries are also considered Social Democracies, where the government promotes public welfare through heavy taxation and spending, within the framework of a capitalist economy. Economists often refer to “The Nordic Model” when speaking of these countries (Anderson, 2007).

The Nordic Model is “a combination of collective risk sharing and openness to globalization” (Anderson, 2007). The citizens are directly involved with the success of the government and economy because their quality of public services depend on the success of the government and economy. There is also a “widespread feeling of trust — among citizens and in public institutions” (Anderson, 2007). Interestingly, Denmark, ranked as the “Cleanest” country for years, began with an absolute monarch in 1660. The king laid out a framework for the behavior of state officials. He also listed a number of corrupt official acts. In addition, from 1736 monarchs preferred to appoint trained lawyers to act as public servants, and legal education was provided at the University of Copenhagen. “Much of the explanation as to why we have such low levels of corruption in Denmark is due to the fact that we have a loyal civil service. Its establishment began when Frederick III introduced the absolute monarchy (Ebdrup, 2014). Loyalty and trust of government officials and citizens are ingrained into the Nordic culture. They began with a distinct “Rule of Law”, and the citizen’s loyalty also adds a culture for a “Rule of Virtue.”

The Nordic countries have national integrity systems that function well. “Besides law enforcement, there is a broad consensus that fighting corruption involves public participation and transparency mechanisms such as disclosure of information” (Chene, 2011). According to Transparency International, the Nordic Countries all share a set of characteristics that correlate to low levels of corruption.

1. Freedom of press
2. High Gross Domestic Product per capita
3. Low inequality rates
4. Literacy rates close to 100%
5. Prioritize human right issues
6. Government Transparency
7. Disclosure of budget information
8. Codes of conduct for public servants
9. Legal framework criminalizing a wide range of corruption
10. Long history of civic activism and social trust

The Nordic countries have had a history “Rule by Law”, but their sense of loyalty also adds some “Rule by Virtue”.

Recommendations

Looking at the characteristics above, certain recommendations can be made to China. China has a notorious reputation for the restriction of free speech (Freedom, 2015). In order to have effective anticorruption, the media needs to be free to obtain and disclose the government information without fear of imprisonment and punishment. For instance, independent media agencies are encouraged to be established and should be free of scrutiny by the government, they should have increase autonomy and have the freedom to discover and promulgate information, which will facilitate public supervision of the operation of government and increase transparency.

China has a high inequality rate, and that causes social chaos and protest. Also public officials commit corruption due to their low income. China needs to increase the salary of public servants and lower-class workers, to improve their living conditions, and reduce the incentive for corruption. China also needs to improve the welfare system to achieve equality in the society. Xi has begun this process but much needs to be done. Under the orders of Xi Jinping and anticorruption czar Wang Qishan, the Party has conducted mass anticorruption campaigns. Some of the most influential military officials are being investigated and have been prosecuted. Former security chief and retired Politburo Standing Committee member Zhou Yongkang was given a life sentence in June 2015 for corruption. Generals and senior military officials are also being taken down, mid-and lower-level officials are being investigated and prosecuted (Keliher, 2016).

Finally, China must increase civic activism by allowing citizens to choose upright leaders to govern them. The Chinese government should create a more flexible political environment to increase social trust. Greater independence in judicial system would facilitate anticorruption in China, and make the anticorruption campaign more effectively and efficiently. The leaders of judicial system should not be the member of the Party, where they have much more autonomy to investigate and prosecute the corrupt officials, and punish the wrongdoing public servants strongly.

Conclusion

Government officials’ corruption is a negative social phenomenon nowadays, because it brings to the country and society all sorts of serious harm. It is especially stubborn and has become a severe issue of Chinese government. How to effectively punish, control, and prevent the corruption of government officials has become a common concern. There is no doubt that the contemporary Chinese government must seriously study and solve major corruption issues. The government needs to acknowledge the specific reasons why corruption is so serious, thus it can enact the effective legislation and laws to eliminate the corruption in China.

Corruption is the consequence of rapid economic growth and politics during the reform time. Public officials were given much power and authority to manage and
conduct local projects and economic policies, which resulted in bribery, graft, misappropriation, and nepotism. The power they possess increase opportunity for corrupt practices. Corruption not only destroys the economic development of China but also has become notorious around the world.

Corruption should be considered from the historical and economy perspective. These contexts would give better knowledge for anticorruption efforts. There are two major strategies to reach ethics. Designing law, regulations and rules to prevent, control and eliminate corruption are one strategy. Another is to strengthen moral and ethic education to enhance public official's ideology. Some effective actions have taken place to improve moral integrity, such as, taking public officials to the prison to visit their former leaders, which resulted in an astonishing impact on them. Besides, ethics educational studies should happen from the top level of government to the grassroots level, which will remind officials of the importance of being upright leaders in contemporary China.

We should use the “cleanest “countries to decide the best methods for anticorruption. China must improve the freedom of press, increase equality, prioritize human rights, and allow more civic activism which will result in more social trust, and less corruption.

References


The Liuzhou Municipal Bureau of Statistics (LMBS): The Evolution and Future of Statistical Reporting in China

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Abstract
The Luizhou Municipal Bureau of Statistics (LMBS) is responsible for formulating rules to implement national statistical laws and regulations, collection compilation of information, and the analysis of data and publication of results. China had to reorganize the management and the operation of government statistics to adjust to changes and meet different goals in 1949, 1953, 1967, 1978, 1993, and 2012. Once plans came to be based on statistics, the office joke “promotion is determined by the data, but the data is determined by the boss”, meaning that officials change the data and those data determine promotion, started to circulate. It has survived every reform and now has spread to the public lowering trust in government. Why this is the case and what can be done about this continuing problem?

Introduction
The Unified Leadership and Graded Management Statistical System of China was established after the founding of The People's Republic of China in 1949, and was extended in 1953. This statistical system for China’s planned economy was suspended in 1967 as a result of the “Cultural Revolution”. It was reestablished in 1978 (National Bureau of Statistics of The People's Public of China 2013). Since 1993 many reforms to accommodate the transition from a Planned Economy to a Socialist Market Economy have been introduced. Adjusting to the complexities of the new and changing environment and providing support for the development of market based national and local economies required new types of statistics and improved management systems.

As China becomes more and more involved in the global economy, it becomes more difficult for the average person to understand what is happening. This is the new challenge that the government statistics system of China faces. Such misunderstandings keep the old joke about local government "promotions are determined by the data, but the data is determined by the boss" more current than ever (A ji.1997). Although it is not true, the belief is widespread and it has raised questions of the credibility of the government data in the eyes of the public resulting in loss of people’s trust.

This study attempts to find out what caused each change of government statistics system and determine whether the changes satisfied the new demands and helped to solve the credibility problem. Finally, it looks at what Liuzhou Municipal Bureau of Statistics can do to get people’s trust in the future.

Reorganization of Management and Operation of Government Statistics
The reorganization of the management and the operation of government statistics involved two core systems: the Statistical Collection and Process System, and the National Accounting System. All changes must match up and supported each other. The reorganization of the institution provided basic conditions for two essential changes. The shift of the National Accounting System played an important role in meeting the new demands of the market and conforming to the international standards and the redesign of the Statistical Collection and Process System was designed to guarantee the quality of the data.
Evolution of the Overall Statistical System

Step 1: After the founding of The People’s Republic of China in 1949, the Statistics Office was set up as a dependent part of the Government Finance and Economic Committee of China to support data for a national planned economy (National Bureau of Statistics of The People’s Public of China 2013). Three years later, National Bureau of Statistics was set up to organize the first national industrial census that assembled data on industrial and mining enterprises, survey the gross output value of industry and agriculture, monitor employment rates, and establish a Statistical Collection and Process System. Government statistics played an important role during this period by providing important data for the national plans, especially the first Five-Year-Plan.

Step 2: In 1953, China began to vigorously develop industry. In order to meet the more detailed national census demands of large-scale economy and increasing local demands, the government extended the statistical agency system by setting up local statistics bureaus, like LMBS, as components of each level of government. Obviously, compared to the single Statistics Office, there was more manpower in the new system. It was possible to provide both nationwide government statistics and local government statistics, as well as to compartmentalize operations into different fields.

The National Bureau of Statistics of The People’s Public of China conducted the first national census of the population, and published a statistical bulletin for the first time in 1953. It also reported the total output value of industry and agriculture for the first time, and calculated the value of the building industry, the transportation industry, commerce, etc. This provided essential information for national economic planning and management, as well as local government planning and development.

Step 3: This agency system was abolished in 1967 because of the “Culture Revolution” and rebuilt in 1978 (National Bureau of Statistics of The People’s Public of China 2013). Today, the National Bureau of Statistics of the People’s Republic of China, the central government’s statistical organization, is in charge of organizing and coordinating the statistical operations throughout China. The National Bureau of Statistics of the People’s Republic of China has two branches: the Survey Office and the Local Statistical Agency (Xiaohai Xu. 2015).

Problems: Every local government statistics agency, like Liuzhou Municipal Bureau of Statistics, is an independent department of the local government. At the same time, it is subject to supervision by the next higher-level government statistical agency which examines and verifies the quality of data which come from the lower-level agency through measures like Data Association Censorship, Spot Check System, and Legal Restriction. This tiered system of dual management is very confusing and perpetuates the perception of data manipulation that reinforces idea that “promotions are determined by the data, but the data is determined by the boss” within the local government statistical agencies (A ji.1997). Obviously, the reforms have not changed public perceptions of human intervention and establishing the credibility and independence of statistical operations remains a major challenge in China.
Shifts in the National Accounting System

Step 1: In 1949, China was poor, the service industry and the international trade were rudimentary. To match with the planned economic system, China adopted the System of Material Product Balances (MPS), which originated from the economic Material Balance System of the former Soviet (Xu 2003). MPS adopted the view that only the material production sectors like agriculture, industry, construction, transportation, postal service, and commercial transactions created national income (Qiu, Jiang and Yang 2002). As Xu (2003) pointed out, this included the production of social goods and accounting tables such as the balance sheet of accumulation and consumption, as well as the distribution of social goods and national income were developed. These accounting tables provided much useful data for management of the planned economy. This system worked well for the planned economy, but could not meet the demands of a more diversified economy and the emerging private sector.

Why shift? As market forces were introduced into the economic system, the defects of the MPS became more and more obvious. Especially its failure to reflect the development of non-material production sectors characteristic of the development of the service industry or the movement of social capital. It provided no means of indirect economic management or of controlling the overall economic balance. As the service industry developed and foreign economic exchanges became more frequent; the data demands of the public and private sectors rose and the obsolete accounting methods were replaced by the System of National Accounts (SNA).

Step 2: In order to meet the demands of the new situation and provide more data to service the development of the national and local economies, China transitioned from MPS to System of National Accounts (SNA) between 1985 and 1992, and adopted SNA completely in 1993 (Zhao 2003). The SNA meets the needs of modern big production and the commodity economy by providing all essential data in the form of national income accounts, input-output tables, flows of funds tables, the national balance sheets, and the income balance sheets (Qiu et al. 2002).

What is the improvement? Compared to original system, the new system expanded the scope of the accounting, it expanded coverage of the national economy from the material production sectors to all sectors; enriched content by accounting for both the flow of economic activities and the stock of assets; and improved the accounting methods by introducing circular economic accounting methods while preserving the original balance sheet accounts. For example, the service industry was neglected in MPS. However, in 1993, SNA incorporated a general survey of the service industry that now takes place every10 years. With the increased development and the changes in the service industry this survey keeps the statistics of service industry current and accurately reflects conditions in the national economy.

The Problem Returns: 10 years after the implementation of SNA China adopted the Gross Domestic Product (GDP) the most important SNA measure of the Chinese situation (Zhao 2003). Although GDP is one of the most important indexes in measuring the development of the national economy and one of the most popular macroeconomic figures, it is just a measure of the scale of production. It cannot fully
reflect the distribution benefits, the level of welfare, and other development related indicators social well-being. However, with the introduction of GDP, the growth rate of the economy soon became the measure of success for public officials in the emerging socialist market economy and the evaluation of official performance and advancement were tied to it. Promotion became dependent on performance measured by GDP and created new incentives for data manipulation. There are other technical problems with GDP accounting such as the theoretical framework, the index system, the scope, the calculation methods, the data sources and etc. that further complicate matters.

**The redesign of Statistical Collection and Process System**

As the public and private sectors paid more attention to statistical data, the quality of data and the counseling services become more important. Whereas the statistical system once served only the government, in now serves both the government and the public. The problems of the statistical system China adopted before 2012 were pointed out by Xing (2014):

1. Since 1978 China has has used a bottom-up data collection system. Grassroots units like county statistical agencies conduct a comprehensive survey each month, and file reports to the higher-level agencies, the higher-level agencies then consolidate the data submitted by subordinate-levels and report to superior-levels. So the data of every level comes from summing the data submitted by subordinate (Xing 2014:65-65). In this case, it is difficult to supervise and control every level agency. If something goes wrong with the final statistical data, the workload and cost of investigation is very high, because every level needs to be checked from the highest level to the grassroots.

2. Until 2012, statistical standards had not been unified as required in Article 11 of Statistics Law: “In order to ensure the standardizations of the meaning of the index, the methods of calculation, the categories, as well as the survey forms and statistical encoding, the nation should establish the unified statistical standards.”

3. The government statistics was implemented separately in different fields. So each field had different statements and surveys. Data from different fields was sometimes contradictory so that the totals became suspect when summed across different fields.

**Change:** In order to improve the statistical system, get high quality data, and reduce the burden both on the government and its customers, China implemented the “Four Major Projects” reform in 2012. The “Four Major Projects “are: (1) Unified, integral and timely unit databases; (2) Integral statistical reporting system; (3) Software compatibility; and (4) unified online reporting system. So the statistical agencies can collect, check, and process data intensively. This system updated the statistical process which had been implemented for 30 years (Guangxi Zhuang Autonomous Region Bureau of Statistics 2014). This reform combines multiple-time surveys of enterprise per month into only one survey. This is carried out in a united way by using a set of integrated tables, unified network platform, and criteria of data. By doing so, the data from the enterprises can be read, checked, and utilized online by the statistical departments at all levels. This reform is proving to be successful.
What are the improvements? The change improves the quality of statistical data. It is easier to summarize the data information, supervise the collection of data, track the modification marks, and find errors. So it reduces the possibilities of providing false data and tampering with the data.

The redesign also greatly reduces the burden on both the enterprises and the statistical agencies. Take the annual report as an example. Liuzhou Municipal Bureau of Statistics had to hold an annual meeting for each of the many fields it surveyed in the past. However, after the implementation of the “enterprise’s a set of tables,” only one annual meeting to assign the tasks is required. This saves both time and money. Reform was not easy. The enterprises complained at the beginning because they were not proficient in handling and operating the new network platform, but the number of complaints was significantly reduced when they received various benefits from the reform, on which they set a high value.

It also reduces the cost of miscommunication caused by misunderstandings between those being survey and the statisticians, because it unites the principles, the data audit rules, and the explanation of the statistical indicators. As a result, the number of enterprise statisticians’ consultations on the survey regarding the indicators and the rate of false reporting decreased.

Meanwhile, the change realizes a high degree of data sharing. Not only can the enterprises check and retrieve their own data, but also all fields and all level of government agencies can share the same data information in this software system. Also, it is easier to find errors or problems with the data.

What can LMBS do in the future?

The laws or regulations governing statistical operations remain ineffective, at least they are perceived to be—punishments for violations of the statistics laws or regulations are thought to be too lenient to deter people. The root of the problem remains: People continue to believe that we have a system of “statistics controlled by men” instead of a system of “statistics governed by law”.

All the changes above have improved the quality of data and the efficiency of the statistical work, but the credibility problem remains. LMBS must continue to provide more authentic data and develop more effective means of communicating with the public to eliminate misunderstandings. Both better data and better services are required.

As the government statistics system shifted from servicing planned government to serving both socialist market government and the public, the stakeholders changed from the government departments to the government, the public, private sector, and the media. The satisfaction of the stakeholders became the raison d'être of the government statistics system. Today, government statistics must satisfy the stakeholders by meeting their needs. In this context the evaluation of stakeholders becomes more important than GDP, but there is the problem of measuring it that remains for the local statistical agencies. If a “customer satisfaction” standard can be developed then rewarding high organizational or individual evaluations will enhance the public’s confidence in the credibility of data and improve the image of the government.
The options

Option 1: To formulate stricter punishment rules and fully inspect statistical events according to statistical laws and regulations.

Option 2: To exclude the local government’s interference by changing the official appraisal system.

Option 3: To set up public evaluation of the quality of statistical data.

Option 4: To build a statistical library.

Option 5: To provide paid statistical services to the public.

Analysis


The Law and Policy Office of LMBS with a staff of two is responsible for conducting the statistical law enforcement inspections of at least 825 Industrial Enterprises and 507 Wholesale and Retail Trade Enterprises (Liuzhou Statistical Yearbook, 2015). More personnel are required to fully enforce the law.

Option 2: Exclude the local government’s interference by changing official appraisal system. Since the promulgation of the "Statistics Law", the National Bureau of statistics has conducted a number of statistical law enforcement inspections. However, the phenomena of providing false data, delaying and refusing to report to the LMBS still happen sometimes. One important reason of these phenomena is local government intervention, so that even if the facts are clear and the evidence is conclusive, the punishment provision of statistical laws cannot be implemented.

LMBS should establish a better official appraisal system that prevents the local government intervention. The current official evaluation system of China which refers to the appraisal of the certain area’s development of the economy and society relates to statistical data such as the GDP, the Gross Industrial Output Value, the Industrial Added Value, and the Income of Resident. This is an important way to assess the performance of the local officials. Most officials try to get a good appraisal on their performance which relate to their promotion. This system promoted the development of local economy in the beginning, but caused the phenomenon of providing false data because the system causes the competitive relationship between different regions (Jianyu Li, 2012). Therefore, LMBS needs to establish a scientific, reasonable, and impartial evaluation system for officials that is enforceable.

LMBS has researched a new system named the Statistical Monitoring Index System of Building Well-off Society according to the requirement of National Bureau of Statistics of the People’s Republic of China for four years. This new system includes the economic index such as the GDP, the Per Capita GDP, and the Registered Unemployed Persons in Urban Area etc.; the index of the social harmony such as the Gini Coefficient, the Income ratio of urban and rural residents, and the coverage of basic social insurance etc.; the index of quality of citizens’ lives such as the Per Capita Disposable Income of Urban and Rural Households and Engel's
Coefficient of Urban and Rural Households etc.; the index of the democracy and monocracy such as the index of the social security; the index of culture and education such as the average education years; and the index of the resource environment like the index of the quality of environment. It includes 6 types 36 indexes (Primary sauce: Guangxi Zhuang Autonomous Region of China, 2013).

This is an important measurement of improving the official appraisal system. Obviously, this new system include not only the index of economy, but also the index of the development of society, the healthy development of the growth of economy, and the measurements of environment protection. Now that the development of the economy is not the only standard of the performance for local officials, GDP, which has been the main reason for data manipulation, has competition.

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<td>The indexes of economy and income of residents such as the GDP, the Gross Industrial Output Value, the Industrial Added Value, and the Income of Resident.</td>
<td>The economic index, index of the social harmony, index of quality of citizens’ lives, index of the democracy and monocracy, index of culture and education, and the index of the resource environment</td>
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Building a reasonable appraisal system: What indexes should be included? How should each be weighted? How can good data be acquired for each index? These problems have been discussed and changed in the past four years in LMBS and much remains to be done before the new system can be implemented.

**Option 3:** Public evaluation system for statistical data and agency service. There is a public evaluation of the statistical services in the current evaluation system, but it is just one of many indexes. The evaluation is very general and the scope is too narrow. To get a better idea of the public’s sense of identity with the agency, LMBS should include a customer feedback questionnaire in the data collection or release system and the official website for each online activity. The content of the feedback questionnaire should include the opinions of the object of investigation, the public’s satisfaction with statistical services, and the suggestions for improving statistics. Targeted questions should be specific to the various statistical investigation projects, service projects, and information releases.

**Option 4:** A statistical library. Effective and open statistical service is important to the public in the new market economy. A statistical library collects all the statistical information of the country in one place and makes it available through its official statistical services (copying and electronic data) and understandable through its data counseling services (on-site, by telephone and through network consulting). It is an excellent way to increase the public’s understanding of statistics, get respect from the public, and enhance the statisticians’ pride.

At present LMBS can provide data for Liuzhou and Guangxi, but not the
national data or the historical record. In addition to system constraints the General Office that would be responsible has a staff of three that is already overloaded and at present the only space available is one small room.

Option 5: Paid statistical services to the public. Enterprises, research institutions, and individuals often need statistical data that do not exist in government statistics system. The Government Information Disclosure Regulation of the People’s Republic of China stipulates that LMBS can provide the paid services to the public. LMBS would provide paid statistical services for these customers. Providing paid statistical services allows LMBS respond to public demands, gives customers the opportunity to obtain exactly what they need in a timely manner, and increases the utilization of the government’s statistical resources. It can generate revenues to enhance the technology of data collection and processing and help statisticians to improve their professional skills.

Conclusion
Due to the shortage of staff and funding Options 1 and 4 are not feasible at this time, but a combination of Options 2 and 3 is being developed and is improving the public’s perception of LMBS and its trust in the credibility of governmental statistics. Given that the provision of paid services has been authorized, the next step might be to begin to respond to the most pressing unmet demands of large customers as a way of generating both customer support and increasing operating revenue.

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Student Athletes’ Definitions: Academic Integrity

By Lowell Wightman

Colorado State University
Tyler (pseudonym) was recruited in the same manner any talented college athlete is recruited for a Division One scholarship. Division One is the highest competitive level of college sports training and for a high school football player the offer of a full ride scholarship (four years of college education paid in full) is the next step toward playing professionally. Earning a scholarship is especially important to Tyler.

Tyler was raised by his single mom in a large urban city and went to a high school with a student body that was almost 4,000 students. This is relevant because Tyler’s athletic skill provided him with a positive image in this large community. Tyler’s positive school image was large enough that it influenced how he was viewed in his neighborhood. Tyler was offered free meals, clothes, and provided latitude in completing course assignments or attending classes on time.

Tyler did not believe that he was privileged or undeserving of the advantages he was given because of his status as an athlete. When he arrived at college, thousands of miles from home, he expected the same privileges should continue. As Tyler told me, “I am the fastest player here, and I’ve proved it, they owe me!” I understood Tyler to mean he expected papers to be written for him, instructors to look the other way when he skips class, and he should be given answers to course assignments.

Tyler quickly discovered the National College Athletic Association (NCAA) rules that govern the level and type of academic support he is allowed did not meet his expectations. He was additionally shocked when university academic expectations were higher than even the NCAA. Eventually the pressure to remain eligible (NCAA) added to meeting university academic guidelines were too rigorous for Tyler. During his second semester of his freshman year his scholarship was taken from him and he was sent home to face the community that enabled him.

Tyler is no longer enrolled in college because he failed to maintain his grade point average. Perhaps that was fortunate for Tyler? Because he may have been in violation of the academic integrity standard and expelled. I am concerned that the lack of preparation and security gave Tyler too clear of a path to violating the academic integrity standard.
Reflexive Statement

Starting the journey is always without a clear understanding of what is in front of you. However the condition of the future path is anticipated with greater confidence because of the journeys we have already taken.

“We can not solve today’s problems with the same level of thinking that created them”
~Albert Einstein~

When I lived and coached in Chicago I had the great opportunity to work for and with the Chicago Bulls’ organization developing a youth basketball-training program. I was fortunate to have met John Paxon (currently the General Manager) and Michael Jordan. These two gentlemen are successful both on and off the basketball court and had meteoric paths to success. I also met Bob “Butter Bean” Love another famous Chicago Bull who did not have the same path to success as John or Michael. I worked with Bob talking to and training boys and girls to play basketball in the inner city of Chicago. I believe Bob would agree that Tyler should not follow the same path that Bob walked.

Bob finished college but did not get an education, by his own admission, and suffered the consequences when he entered the NBA. Without the confidence an education could have given him Bob was taken advantage of off the court and was financially broke and homeless within 3 years after retiring from the NBA. Bob has told me he is passionate about helping all kids to avoid the mistakes he has made.

While working with the Bulls organization I was an athletic director and basketball coach at a catholic high school in the City of Chicago. I too was just as passionate as Bob about helping kids understand that knowledge is not just power, it is a life style that will sustain you and never leave. Most important is that no one can take your knowledge from you or restrict you from gaining knowledge. I believe knowledge is a very socially just commodity. I have seen too many young people take short cuts, cheat and misrepresent themselves while striving to grab the “brass ring” only to fall short and fail. Tyler is no longer in college and back home living with his mother. I feel somewhat responsible for not creating systems that would have better supported Tyler’s needs. This pilot study is very personal to me because I feel I failed Tyler and yet it is only now that I have a role where I can validate strategies that will encourage a path to knowledge and not just a diploma.

The pilot study I am researching is about one scholarship student athlete attending a Division One College, Tyler, and his alleged violation of the academic integrity policy. The alleged violation involved the fraudulent completion of an assignment for a computer-based class. There are two pieces to this story that are most intriguing to me.

The first part is the non-specific inclusion of computer-based training in the university academic integrity policy. As a learning coordinator working with scholarship student athletes, I have identified many opportunities for students to easily allow another student to complete assignments or take tests without being discovered. I am interested in why Tyler, a scholarship student athlete, would consider doing this when the consequences are economically and academically so severe and damaging.

The second part of this story is how can the university prevent academic fraud and misrepresentation to occur during a computer based training class. Since many
computer based training classes do not have proctored assessments the student can share their username and password with someone else thereby allowing someone else to take the assessment or complete assignments.

Study Background

Academic cheating is a growing phenomenon in higher education that becomes problematic for students who take on-line computer based course work (Baron & Crooks, 2005; Hamilton & Richardson, 2007; Olt, 2002; McCabe, Klebe-Trevin, and Butterfield, 2002: King, Guyette, and Piotrowski, 2009). I am interested in a subset of this phenomenon related to scholarship student athletes. If a student athlete is caught cheating on an academic assignment they not only loose academic credit they may also be expelled from school and lose their scholarship.

I believe the emotional and intellectual pressure placed upon the student athlete to meet minimum academic and athletic guidelines changes the student athlete behavior thereby increasing the possibility for academic cheating (Peterson, 1986; Kohlberg & Hersh, 1977, Bloom, 1985; Csikszentmihalyi, 1990). On a daily basis for over a year I met with Tyler regarding his weekly academic plan and watched his frustration grow as the academic performance demands increased. Bloom and Csikszentmihalyi both agree that an elite performer (in this case an athlete) will be an elite performer in any activity they self-select and they can discover immediate gratification. Bloom’s (1985) case study of the violinist child prodigy excelling at mathematics is an example of the elite performer excelling at tasks that build on tangential skills - the precision of the violin translates to the precision of mathematical theory or postulates. Tyler did not have this same complimentary experience that would positively reinforce his behavior.

Without the positive reinforcement Tyler’s behavior patterns as a secondary education student athlete (middle and high school) were beginning to clash with the behavioral and academic expectations in higher education. Kohlberg and Hersh (1977) may consider Tyler’s Preconventional behavior levels conflicting with the acceptable method for maintaining minimum academic standards. Before the first semester ended, Tyler was routinely asking for assistance for others to complete assignments rather than putting forth his own effort. This behavior is referenced by Kohlberg & Hersh, as stage 2 of the Preconventional Level, meaning, when Tyler believes the right action satisfies one’s own needs. Each time there was an assignment due I warned Tyler to make sure his work is his own. He would respond or give me an expression indicating his disbelief. On numerous occasions he would ask for me to write a paper or complete other assignments, wait for my reaction, and then laugh as though he was “just kidding”. I felt he was close to making some bad decisions.

My observations of Tyler’s behavior and the possible link to academic cheating are supported by Johnson’s (2012) ethical observations of contra behavior when organizations do not guarantee justice and fairness. In Tyler's case he believed he did not receive enough guidance and support with his academic efforts. Goleman et al (2002) would add to Johnson’s (2012) thought by questioning Tyler’s level of Emotional Intelligence (EI). EI is the equivalent of understanding, as Kohlberg states, your Preconventional Behavior Levels. Simply put Tyler had been enabled for so many years he was ignorant to the emotional training society ought to have given him (Johnson
On a weekly basis Tyler struggled completing assignments and setting daily priorities. The only constant in his life was his sport and the confidence he gained performing the activity he excelled at.

As the frequency of his requests increased I wondered how much personal effort Tyler was putting into his course work. On the occasions that he produced above average scores or grades I reluctantly wondered how much of the performance grade represented his own effort. I questioned written assignments most often especially when I read the final drafts and compared them to Tyler’s hand-written writing samples I had saved earlier in the semester.

Low assessment scores did not surprise me, even though written assignments had received high marks. I was not seeing Tyler behave in a manner that indicated he understood conventional behavior (Kohlberg & Hersh, 1977), but was very focused on doing only what is necessary for staying eligible to play football.

Baron & Crooks (2011) would answer with several responses that may sound contradictory. For example the motivation to enroll in a computer-based course could be based on attaining a higher grade point averages (Baron, et al, 2011). Motivation to improve grade average is recommended and admirable but perhaps misguided when the pressure is so great that it motivates student athletes, such as Tyler to cheat (There is a potential conflict between academic integrity and the student athlete need for maintaining a grade point average to maintain eligibility. Add to this the demands student athletes have on their time and they are drawn to course work that allows them flexible assignment completion and a process that implies high grades.) So where are the intersections between student athlete behavior stages (Kohlberg et al, 1977), higher education assessment methods (Hamilton et al, 2007) and academic integrity (McCabe et al, 2002)?

**Significant Questions**

When academic integrity is questioned the student, and for this study the student athlete, is a focal point of attention. If there is a violation of academic integrity that involves a student athlete there are many more individuals and groups that become interested parties in the alleged violation (Baron & Crooks, 2005; Hamilton & Richardson, 2007; Olt, 2002; McCabe, Klebe-Trevin, and Butterfield, 2002: King, Guyette, and Piotrowski, 2009). This study focuses on Tyler’s experience with academic integrity as a scholarship student athlete in college. Catherine Riessman (p23, 2008) summarizes the importance of narrative interviews that focus on the interactions of the participants and not just their answers to interview questions. It is unfortunate that a formal interview was not conducted with Tyler. This study relies on stories from other participants that have had direct contact and interaction with Tyler as well as perspective gained from academically supporting other students and student athletes.

In additions to asking student athletes about their experiences with academic integrity I am equally interested in the answers administration, faculty, staff and coaches have for these questions.

- What was your role in a violation of academic integrity?
- In your experience what rules and guideline are effective in managing violations to academic integrity?
• Under what circumstances does an Administrator forgive a violation of academic integrity?
• In your experience as an administrator, faculty, staff or coach how should the consequences for a violation of academic integrity be applied to students?

The deeper questions to consider are centered on student behavior and character. For example will the violations of academic integrity go down if students practice a greater self-awareness of their “Emotional Intelligence” (Goleman, 2002)? With increased awareness of the consequences will a student hesitate before committing a violation of academic integrity? Several studies have shown reductions in academic integrity violations (Kleinman, 2005; Baron & Crooks, 2005) when students build relationships with other students that hold the academic code of ethics in high regard. Johnson (2012), as stated earlier, would look at the organizational justice and fairness to support the student’s emotional intelligence as well as offering ethical academic choices.

How will these questions be asked and to who or whom? Will Tyler’s story create the foundation of a plan that will prevent future student athletes from violating academic integrity? I believe the significance of this study is found in the comparison of answers to these questions and the methods currently in place to manage academic integrity. The literature reviewed, for this study; agree that academic integrity violations are always possible. The literature reviewed for this study varies as to what academic systems are academic integrity violations minimized?

Plan

Tyler was never caught at cheating nor was he given a choice in the course work he was to register. Tyler was placed into classes that would presumably maintain his eligibility and thereby his scholarship. So why was Tyler’s scholarship taken from him? The University file states that Tyler did not honor his contractual agreement to maintain his 1.9-grade point average. During his last semester Tyler was making his own effort to remain eligible and yet in the past he was always academically enabled. In high school and middle school Tyler was guided and prompted through every assignment and assessment. In college this type of support was not available. Johnson (2012) would note that the higher education organization was not ethically fair or just as it relates to Tyler’s maintaining high academic integrity.

The ideal plan would include several rich interviews with Tyler. That is not possible and yet my role as his learning coordinator will be referenced during the analysis of the interview scripts collected from Steve McDonnell the Assistant Athletic Director of Academic Affairs. The interview transcript supports using narrative inquiry interview methods that look for the personal story rather than answers to questions (Chase, 2005; Riessman, 2008; Clandinin & Connelly, 2000) enriching the inquiry process as well as the data analysis. As the director of the athletic academic center Steve McDonnell was my supervisor. In my role as an investigator I am also cautious not to forget my role as a participant in defining academic integrity as a learning coordinator.
Because I am very close to Tyler, as his learning coordinator, it seems necessary to stay grounded in the method of narrative inquiry as well as find reference in behavioral and learning theory. Finding these reference points will legitimize my role as the investigator and give proper perspective to my insights as the learning coordinator. An example of how I use theory to “stay grounded” is offered by Clandinin & Connelly (2000) as they reflect on their approach to using Dewey’s qualitative research theory.

“We learned to move back and forth between the personal and the social, simultaneously thinking about the past, present, and future, and to do so in ever-expanding social milieus.”

I too move back and forth between the personal and the academic, which is my social. The personal part for me was being Tyler’s learning coordinator while the academic part was evaluating Tyler’s assignments, monitoring the potential for violations to academic integrity, and complying with the NCAA and University code of conduct.

Dewey highlights two key terms “experience” and “continuity” both being essential to the study of academic integrity especially as the experience of educator, student athlete, administrator, coach, and academic advisor are being explored and compared. Each of these participants is involved in the selection, application, or administration of a student athlete registering for courses, such as on-line course, that may increase the likelihood of violating academic integrity. Studying Tyler’s story through a Deweyian paradigm will highlight where Tyler’s academic “experience” created a lack of “continuity” in his behavior toward academic integrity. Adding insights and perspective from interview transcripts offer comparisons of a Deweyian paradigm, the paradigm provided by Kohlberg (1977), and the reflections of the investigator. Studying the continuity between each of these participants may discover a future that has less cheating, misrepresentation and fraud from student athlete registered for on-line courses.

In addition to Dewey’s learning theory, Kohlberg’s Theory of Moral Development (1977) will be used to understand why any student would choose to cheat on the completion of academic tasks. Kohlberg offers insights as to how a student will come to choose cheating versus not cheating and give additional insights into what can be done to prevent any student from cheating. For example Tyler’s moral compass indicates that he does not consider asking someone to write a paper for him a violation of academic integrity. According to Kohlberg (1977) Tyler is perhaps a stage 2 in his moral development. Tyler is interested in completing a task and with little regard for the moral or ethical process he used to complete the task. Based on Tyler’s historical academic experience he will get academic results that will keep him eligible. Dewey’s paradigm would align with Kohlberg’s stage 2 description of Tyler (experience) and would continue aligning with Kohlberg’s stage 2 descriptions, because Tyler’s historical methods continue to maintain (continuity) his eligibility during middle school and high school.

This study looked at the issue of academic integrity from the paradigm of a scholarship student athlete. Tyler is the student athlete studied and yet was not interviewed. Riessman (2008) and Chase (2005) agree that interviewing all participants would be ideal, but the narrative of the audience can be used when not all participants are available for an interview. This study uses the learning coordinator (investigator)
and academic directors (Steve McDonnell) narrative contributions to detail Tyler’s story regarding academic integrity.

The phenomena of cheating in higher education will not be eliminated based on the findings of this study, but discovering that Tyler enrolled into college not morally, ethically, and intellectually prepared to comply with the university academic code of conduct is problematic. The phenomena of cheating are not most prevalent with scholarship student athletes, but this study used Tyler’s story as an engaging example in order to ask questions about course registration (computer based courses), the role of administrators, educators, and staff in managing academic integrity.

The theory was selected based on the complexity of the interaction and stories of the participants. Dewey’s use of experience and continuity compliments Kohlberg’s Behavioral Theory Model (1977) that gives insights into the possible “hidden agendas” that may influence Tyler’s vision for his academic success. Tyler came to college without an appreciation for anyone else if he was not getting what he needed. According to Kohlberg (1977) Tyler was not concerned with his needs affecting anyone else. For example if Tyler needed a paper written to get a good grade so he would remain eligible he was not concerned about academic integrity. He had a single focus and that was to get the paper written and continue to stay eligible. (The term eligible, in this context, means to meet NCAA (2011) grade point average guidelines per semester of 1.9.)

Analysis

Thematic analysis was applied in this study. The narrative from Steve McDonnell was analyzed framing the interview script around the academic story created by Tyler’s academic experiences as a student athlete. Steve’s twenty-five plus years of experience as a student athlete academic coordinator enriches the analysis with his insights into athletic culture and how its demands create academic challenges for the student athlete that may result in a violation of academic integrity.

Steve begins to frame this pressure and stress on student athletes by defining academic integrity based on his years of experience:

Follow the rules don’t cheat. I don’t know how else to say it, and it’s like your, action and words are congruent. If you say you will not cheat whether it be on a test, or paper, or in private whatever it happens to be. I believe your actions and your words match what your goals are in your academic endeavors. It’s behaving in a way that’s consistent with what one values, and the values being it is not ok to cheat.

During the narrative analysis computer based training course work is examined from the researcher’s personal perspective while working with the participant (Tyler) and a thematic pattern was identified. Steve was asked how and why technology has influenced academic integrity and the frequency with which computer-based course work is selected for student athletes.

I see technology as, I hate to call it a double edge sword; but I would say there are some very positive aspects of technology that I think have been very helpful to preparing students more effectively in the classroom in terms of, in terms of what they are exposed to through world wide web. The process of just learning how to use computers and that sort of thing I think that has been very beneficial. I think some of the students I am talking about don’t necessarily have that
technology at home where as they may have access to it in a high school setting or whatever and that may even be limited in some cases. My biggest issue with technology and academic integrity has to do with on-line courses, has to do with taking examinations online. I really do believe, without proper guidelines and policies and regulations in place there can be a lot of cheating going on in those kind of classes. I really think in those kind of classes there is cheating going on and it really disturbs me.

For this study I liken my relationship with Steve similar to what Clandinin & Connelly (2000, p149) call “Audience”. Steve and I both worked with Tyler attempting to guide and direct him toward academic practices that would avoid any violation of university academic integrity while demonstrating the best of his personal academic effort.

Throughout the interview Steve made reference and direct comments about his disappointment with how computer based courses are being used and how this application does not help the student athlete produce their best work. In the following statement Steve addresses the question “who is responsible for managing academic integrity?

I think examination, quizzes, whatever you want to call them where the professor says “I will open up the opportunity to take this exam on Friday at 8AM and shut it down at 11:59 Sunday night”. So it is an open period of time where the student can simply log in take the examination and submit it, OK. Who is to say that is really the student that’s doing that (completing the assessment)? Who is to say that student is doing that alone? Who is to say that student is using inappropriate aids; whether it is notes, textbook, whatever when he or she is doing this sort of thing (computer based assessment). So I think the computer based course and assessment is really open to being very vulnerable. I don’t believe as a faculty member placing an agreement (a statement) in my syllabus not to cheat is enough; it means nothing in some of those circumstances. Now one could argue that a person given a chance to cheat because they are not supervised, so they’re going to cheat. I suppose a case could be made for an integrity statement reducing violations but I think what we have done in our society in affect is really open the door for more of that behavior.

The interview process generated a number of additional questions that were not scripted (Appendix A), but detailed the emotion and passion Steve displayed throughout the process. For example I asked Steve, based on his experience, how tolerant is he toward violations of academic integrity and he said:

Well I am not a supporter of zero tolerance I’ll be honest with you. I know some of the military academies have had that as an example. I don’t think that is the most appropriate way to deal with it (academic integrity violations). First off you are going to have violations of academic dishonesty regardless. You know I just think if you bring that many people together dishonesty is going to happen. It is an imperfect world!

Tyler is one student athlete who felt the demands of higher educations academic standards as well as the pressure to remain eligible as a scholarship student athlete. During his freshman year there was concern that Tyler may violate academic integrity.
Steve McDonnell shared that many student athlete did not believe they were doing anything wrong if they did anything to stay eligible. Steve shared his thoughts on this point with these words:

*The interesting thing based on my experience in all this it becomes a process to be teaching people. You know because quite frankly some of the situation I have encountered over the years the students truly did not believe they were violating any honor code or doing anything inappropriate; they really didn’t.*

Steve continues this thought by adding:

*What should be and what are is very different things in my opinion. I think we bring a number of students to the university setting and I’m not just talking about athletes now but a number of students. Who are under prepared for the academic rigor of the University. Both in terms of the demands in the classroom setting as well as the writing. I think we bring in many students who are under prepared for that, the writing, the composition, and the expectations here, I really do.*

The use of computer-based courses is growing and based on the literature reviewed this paper there are studies that show positive growth in grade point average (Baron et al, 2011). Tyler was a student athlete who believed a computer-based course would give him a higher grade and yet that was not the case. In addition advisors guided Tyler to any course work that was well within his intellectual skill set and historically demonstrated above average GPA results (computer based course work was high on the list of choices) (Baron et al., 2011).

Comparing the literature to Steve McDonnell’s narrative computer based training can be an opportunity to violate academic integrity as well as produce above average academic results and raise your grade point average. Steve presents a caution without directly endorsing the use of computer-based training.

*I think we’re going to see more and more examples of classrooms like you’re describing where there are online courses. Students completing class work in their own environment under their own conditions that sort of thing. Is that convenient? It is from the standpoint, for example student athletes is they can literally be on the road they can have a laptop with them they can be working on things on the laptop they can take an examination on the road that way. So it’s more convenient. I can tell you the NCAA is really struggling with this issue today. Well now like I said a few years ago the NCAA came out with brilliant idea that student athletes couldn’t take online courses to fit into their curriculum. Well that just isn’t going to work in our society any more and more institutions are going to online courses as a model for some but not all of their curriculum.*

**Findings**

Academic integrity is behavior that is a personal choice. One chooses to violate academic integrity because they understand the impact of their behavior on others as well as knowing the consequences they would create (Baron & Crooks, 2005; Hamilton & Richardson, 2007; Olt, 2002; McCabe, Klebe-Trevis, and Butterfield, 2002; Kohlberg, 1977; King, Guyette, and Piotrowski, 2009). The Steve McDonnell narrative framed considerations for selecting academic course work that is not only challenging to the
student but also considerate of the student athletes’ emotional intelligence (Goleman et al, 2002). This study’s found relationships between the selections of course work as well as the academic management of the student athlete (Tyler).

Tyler was recruited by a NCAA Division-I school offered and accepted an academic scholarship to play football. During his freshman year it was discovered that he would need assistance with reading, writing, and social development (Kohlberg, 1977; Peterson, 1986).

Kohlberg suggests that without a deeper understanding of the culture and/or community a student comes from the classroom definition of “right and wrong” maybe in conflict with the student’s understandings and perceptions of the same.

This "hidden curriculum" with its emphasis on obedience to authority (“stay in your seat, make no noise, get a hallway pass”; and the feeling of "prison" espoused by so many students), implies many underlying moral assumptions and values, which may be quite different from what educators would admit as their conscious system of morality.

Tyler’s interaction with his peers, course work product, and assessment results caused the head football coach and administration to withdraw his scholarship and he quit school. There were many strategies applied to assist Tyler’s individual academic effort including the use of computer based course work.

The previous studies indicate that computer based training may increase the opportunity for cheating unless conditions are created that impede or eliminate those opportunities that may lead to violations of academic integrity (Baron & Crooks, 2005; Hamilton & Richardson, 2007; Olt, 2002; McCabe, Klebe-Trevin, and Butterfield, 2002; King, Guyette and Piotrowski, 2009). The analysis of Steve McDonnell’s interview transcript supports prior study recommendations that written statements such as code of conduct or academic performance contracts are not enough to prevent student athlete abuses when they are enrolled in computer based courses. In Tyler’s case all safeguards were applied as indicated by reviewed studies it was the hope that computer based course work would improve Tyler’s academic output (McCabe et al., 2002). This was not the case.

Throughout this study it is clear that violations to academic integrity will continue. It is not clear from this study that computer based training is contributing to increase the violations. It was not concluded if Tyler ever violated academic integrity. I would rather have Tyler still enrolled and facing a violation then to have him not in school.
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Appendix One
Guide for Individual Interviews

Interview 1

- What do you believe the definition of Academic Integrity is in higher education?
  - Follow up question if needed: How is that definition the same and different at other institutions you have worked at?
- What minimum standards would you include in the definition of Academic Integrity?
- What has been your experience with the enforcement of academic integrity?
- What do you do in your position to maintain student compliance with academic integrity code of conduct?
- How do you maintain academic integrity for on-line and computer based courses?
- In your experience in higher education what consequences have you seen imposed on students who violated the academic code of conduct?
- In your opinion what is the student athlete’s role in maintaining the highest academic integrity?
  - Follow up questions if needed: Under what condition do you believe students are tempted the most to violate the academic code of conduct?
- If you suspect a student athlete is or has violated the academic code of conduct how do you address this violation with the student athlete?
  - Follow up questions if needed: If you suspect a student athlete of violating the academic code of conduct who or whom is involved in supporting the student athlete?
- How do you believe ethnicity, culture, and gender influence the management of academic integrity?
People’s Democracy in Luizhou City, China: Oversight, Transparency and Technology

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Abstract

There are three crucial aspects of democratic practice that are being developed at the local level in the People’s Republic of China. Oversight is the very heart of republican government (representative democracy) without it there is no means through which the people can know what their representatives are doing much less hold them and the rest of the government created by them responsible for what they do. That is why the concept of transparency has become central to the discussion of democracy as technology has augmented the flow of information while simultaneously making it both more accessible and easier to control/limit. The principal investigators, who spent a year studying Public Administration at Central Washington University, work for the city and each has responsibility in one of the three areas. This short report focuses on the essential linkages among the three aspects and draws some lessons from their studies about how to integrate the three areas to deepen and accelerated the development of socialist legality and democratization.

Oversight

The Communist Party in China does not contest elections in order to control the National People’s Congress and establish itself as the government or participate in government as in other parliamentary systems. In fact, it does not contest elections, at all, although it may nominate individuals like any other party or mass organization and its members do stand for seats as individuals. As the embodiment of the revolution the party provides essential guidance to the elected and appointed organs of the state and schools its leadership through its own separate organization. It is organized like a large scale NGO. The output of its elite think tanks is the basis of the overall guidance issued in the reports of party congresses.

The 18th National Congress of the Communist Party issued a series of reports concerning Oversight:

(1) The 2012 report comprehensively promoted the rule of law and emphasized that the rule of law is the basic mode of governance (Report of the 18th Party Congress, November 8, 2012).

(2) In 2013 it stressed the need to strengthen the socialist democratic political system through the construction of the rule of law in China (November, 2013).

(3) Finally, the 2014 report empathized the need to improve the Constitutional Supervision System of the NPC and local people’s congresses and their standing committees (November, 2014).

Constitutionally, all power in the People’s Republic of China belongs to the people. The National People’s Congress (NPC) and local people’s congresses at all levels are the agencies through which the people exercise state power. Oversight by the local people’s congress and its standing committee is the most important aspect of representation in the republican form of government. The oversight of the people’s congress and its standing committee refers to the implementation of the congress’s constitutional powers of inspection, investigation, supervision, rectification and recall through legal methods and procedures in order to fully guarantee the enforcement of the law, safeguard the people’s fundamental interests and prevent the abuse of power by administrative and judicial organs. In order to function effectively the people/constituents must be able to communicate concerns and problems to their deputies or the standing committee, the deputies or the standing committee must be
able to intervene in policy implementation on their behalf and initiate changes in the laws and regulations when needed.

Sound application of the constitutional provisions for oversight would meet the objective need of the people for responsible government under existing electoral law so the concerns raised by the party congress must be addressed from the perspective of practice. It’s not about the theory of “constitutional supervision” in the constitution, but rather, the extent to which it is realized in practice. Problems with oversight as the means to correct deviations of executive and judicial actions and to provide a way for people to participate in the political life of the country, predate the constitution and are related to the historical structure of governance in China which remains pretty much unchanged. Given the centralized and hierarchical nature of government, local oversight has never been a fundamental value in China. Consequently, an effective surveillance system built around the local people’s congress did not evolve with changes in the Constitution and oversight as described in the Constitution has yet to develop. Although the constitutional supervisory system is well designed to deal with China’s vast areas and its many peoples and nations; it cannot work when the directly elected deputies of the local people’s congresses meet only once a year and that’s the extent of it for most of them.

Multi-Member District, Majoritarian, Competitive, Non-Partisan Elections

China’s electoral law takes full advantage parliamentary practice around the world. Examples of multi-member districts can be seen in the experience of Europe’s proportional representation systems, its majoritarian and competitive elements in France and its non-partisan thrust in the United States, but the defining element can be found in the historical unitary parliamentary practice of the United Kingdom. In China all governmental authority flows from single votes by individual voters in a single district. But, unlike England where a tradition of local control resulted in separate local elections, in China one election legitimizes everything and is the basis for the establishment of government at all levels of the unitary state.

Deputies in all People’s Congresses are selected through democratic elections—each voter has only one vote in each election. All citizens of the People's Republic of China who have reached the age of 18 have the right to vote and stand for election, regardless of ethnic background, race, sex, occupation, family background, religious belief, education level, property status or length of residence. Deputies to the people's congresses of cities not divided into districts, municipal districts, counties, autonomous counties, townships, ethnic minority townships and towns are elected directly by their constituencies. Deputies to the NPC and the people's congresses of the provinces, autonomous regions, municipalities directly under the Central Government, cities divided into districts and autonomous prefectures are elected by the people's congresses at the next lower level.

All elections are paid for out of the state treasury. Both direct and indirect elections must be competitive: The number of candidates must exceed the number of delegates to be elected by at least 1/3 in direct elections and 1/5 in indirect elections. Voters may vote for a candidate, vote against a candidate, vote for someone else (write-in) or abstain.
Figure 1: The System of People's Congresses

NPC

The People's Congresses of Provinces

The People's Congresses of Autonomous Regions

The People's Congresses of Municipalities Directly Under the Central Government

The People's Congresses of Cities Divided Into Districts

The People's Congresses of Autonomous Prefectures

The People's Congresses of Cities Not Divided Into Districts

The People's Congresses of Municipal Districts

The People's Congresses of Counties

The People's Congresses of Autonomous Counties

The People's Congresses of Townships

The People's Congresses of Ethnic Minority Townships

The People's Congresses of Towns
Direct Elections: A majority of the eligible voters in the election district must vote and to be elected candidates must receive a majority of the vote. The formal legal language hides the reality of these elections. Under such rules valid elections would be very rare in the United States. Rule of law is strictly adhered to in elections and thousands of deputies are duly elected by a majority of the popular vote to local people’s congresses in China. The mechanics are pretty simple: Yufeng District in Liuzhou City with a population of 454,000 is divided into 125 multi-member districts and there must be at least 1/3 more candidates than seats. Any political party or mass organization may either jointly or separately nominate candidates to be deputies and it only takes ten independent voters to nominate a candidate in a direct election. In this case a typical district will range somewhere between 2000 and 3000 voters. Voting takes place at a single meeting where votes are cast and counted, but prior to the scheduled meeting election workers carry portable ballot boxes to those who cannot attend. The votes at the meeting when combined with those from the portable boxes must equal more than 50% of the eligible voters in the district or minimum of around 1200 votes. To be elected the candidate must receive a majority of the votes cast by the voters so both eligibility requirements and turnout play a role. The ballot lists the names of all the candidates below a box in which the voter places O to vote for the candidate, X to vote against the candidate and no entry to abstain. In a three (3) person district there must be at least four (4) candidates on the ballot, each voter may mark up to three O’s and to win a candidate must have the approval (O) of a majority of the voters in the election. If the seats are not filled on the first round, a second round is required as in France.

Indirect Elections: Candidates receiving the votes of a majority of the deputies voting are elected. Deputies and the superordinate congresses remain subject to oversight by the deputies and congresses that elect them and those at the lower level have the right to remove the deputies they have elected. The local people’s congresses at all levels are the organs of state that represent the people. Local people’s governments, courts and procuratorates are elected by their respective people’s congresses, are responsible and report their work to them; and are supervised by them. While the democratically constituted people’s congresses are building from the bottom up the centralized party organization extends downward to the local level and it becomes difficult to distinguish between leadership and hierarchical control—it looks like the Party controls everything.

Oversight in Theory
In China oversight is reciprocal: It involves the whole society and all of the State. It is based on the citizen’s right to monitor and hold their own elected deputies and representative body (Local People’s Congress) responsible for their actions, the representative body in turn monitors and controls appointed/elected executive authorities that have jurisdiction over its citizens to ensure that the authorities act in accordance with law as enacted by the legislatures. Actual Oversight involves the People’s Congress and its Standing Committee as a State organs interacting with other state organs (Government, courts and procuratorates) on behalf of ordinary citizens. It includes both the institutions and the personnel appointed/elected to fill official positions.
Oversight Activities

**Routine work reports.** This is most common way that people's congresses exercise oversight. The deputies who attend the session of local people's congress, the standing committee conference and staff meeting of the special committee, hear and consider reports from government, court and procuratorate. Reports are submitted on a regular basis and. At any meeting, deputies and Standing Committee members can put forward criticism of the reports, and make comments and suggestions. For important work reports responsible officials must be present to listen to the views of the Deputies and answer their questions. They must respond to any concerns according to a strict schedule. Work Reports may be referred to a Review Conference for resolution.

**Inspections.** The people's congress schedules inspections of agencies to ascertain the degree to which relevant laws and regulations are being implemented in their respective administrative areas. Through inspections, deputies are able to detect implementation problems, give suggestions for improvements, promote strict adherence to the law and improve its execution. Inspection reports focuses on results; centralized inspections and decentralized surveys are used to get an overall view of the real situation, discover problems and recommend solutions.

**Investigation.** In response to problems raised by constituents Deputies and standing committee members conduct inspect and conduct investigations on specific activities of government, to supply real information and reliable analysis for deliberation by people's congresses and standing committees. At the same time, the investigation report puts forward opinions and suggestions for solving the problem.

**Review.** There are two types of review: (1) Regular work appraisal and (2) debriefing. The work appraisal is a routine review agency activity, which is organized by local people's congresses and their standing committees based on the Constitution, the laws and regulations to strengthen agencies, to encourage clean governance, and to prevent and eliminate corruption. When concerns about the operation of an office or agency arise, the People's Congress or its Standing Committee may call on responsible officials to explain the situation the body. Debriefing promotes administration according to law by increasing staff awareness of legislative oversight.

**Constituent Service: handling suggestions, criticisms, and opinions of citizens and Deputies.** Investigation is one aspect of constituent service, but here the emphasis is on responsiveness so that the people, not just organized interests, come to feel/ know that they are the masters of the country and that their deputies are managing state affairs for them. It is a question of learning what the people want by giving them the ability to voice their opinions, criticism and suggestions and developing the capacity to respond visibly and effectively.

**Inquiries, Questions and Recall.** Question time is a well establish parliamentary tradition that is/can be broadly used in China: it is the ability of the People’s Congress to call officials before the body to answer specific questions. In this same vein they can initiate special investigations with hearings. Finally, they can hold regular officials responsible through recall and those they elect and approve through vote of no confidence.
Common Oversight Problems

These six types of activities can be arrayed on a continuum form routine to exceptional/normal to extreme with reporting, inspection, and review at the routine end of the spectrum and questioning and recall at the other. The problem then is to make certain that the right method is employed to address each problem. Work reports, which are to a large extent controlled by the agencies, will not help in any case of intentional abuse and can, in fact, be used to hide it. Unless rigorous review or constituent input triggers higher level responses routine oversight can encourage rather than prevent abuses.

Oversight includes work oversight, legal oversight and supervision of personnel. However, specific people are often so well insulated by established hierarchical structures and traditions that the deputies are unwilling, possibly unable, to question them and exercise the ultimate power of recall. Even though they are subject to recall by the people's congress, incompetent staff and those violating the law, even committing crimes in the absence action by Party Committees or Discipline Inspection and Supervision Departments of government have little fear of dismissal.

This results in a focus on events and a formalized monitoring process that focuses on praise and affirmation of achievements not criticism and improvement. Deputies enjoy prearranged tours the model projects of primary units and companies, but seldom pay attention to the actual functioning of the government departments or the degree to which administrative organs act in accordance with law and fulfill their responsibilities. With most deputies on the job only a few days each year and routine work dominating the standing committee agendas, there is no time for constituent service activities that might reveal social hot spots and real problems that concern the citizens.

Transparency

Demands for disclosure of budgetary and other information required for effective oversight by legislatures and the people have expanded in the information age under the rubric of transparency. Clearly the first step toward effective oversight by local people’s congresses involves access to and control over the information they need to evaluate budgets and carry out constituent service. Transparency as a working concept is at the core of the dialogue about budget disclosure in the twenty-first century. The Organization for Economic Cooperation and Development defines budget transparency as the full disclosure of all relevant fiscal information in a timely and systematic manner (OECD, 2002).

Transparency, however, did not explode onto the scene, as a buzz word, until after the Enron scandal when Robert M. Bushman and Abbie J. Smith (2003) argued for the transparency of corporate governance structures to ensure that minority shareholders receive reliable information about the value of firms so that a company’s managers and large shareholders cannot cheat them out of the value of their investments. Transparency was quickly picked up by social scientists and applied to the public sector. Bernardino Benito and Francisco Bastida (2009) established a positive and significant relationship between transparent public budgets and politicians' commitment to fiscal responsibility while Philip G. Joyce and Scott Pattison (2010) argued that improving the state and local government's capacity to achieve results and
report those results in a transparent manner to the citizens can be extremely beneficial, but both the good results and bad results had to be included.

The key to the versatility of the idea was captured in the ODEC definition “full disclosure of all relevant information”. This leaves open the questions of who determines what is relevant and how it is determined. The “who” is obviously the governing authority so it is the “how” that really counts. If clear standards of transparency can be shown to produce “beneficial results”, there is every reason to suppose that governing authorities will adopt them. Philip G. Joyce (2008) got to the heart of it when he pointed out that human beings lack the capacity to comprehend all of the information that is now available. Based on psychological about limitations on individuals’ capacity to process information, he concluded that “more information doesn’t mean more transparency”.

In this context the problem becomes determining what individual consumers of information need to know and figuring out how to make it accessible to them. Before reforms were introduced in China, a system was in place to meet the needs of individuals in a planned economy. The introduction of market principles changes these needs, but exactly how will be determined by the actual patterns that the reforms produce on the ground. It was in the context of this developmental process that the concept of transparency came to China. In 2014 Geng, Y concluded that in China, “government power from the top to the bottom and the bottom to the top need to push each other to promote the budget transparency process”. From the top reforms in the system of government statistics has developed with changes in economic relations, but the push from the bottom is just beginning. At the local level the people’s congress the consumers of budgetary information; but what do they need to know and how can it be made accessible to them to facilitate effective oversight and the development of socialist democracy?

State governments in the United States have provided the push from the bottom since the founding of the federal system and Washington State is a leader in the area of transparency. Access Washington the state website was examined for practices that might be used in Guangxi. The important dimensions of transparency supported by legislation in Washington include accessibility, content, effectiveness, feedback and complaint system, explanation, and efficiency.

In 2014 new national laws the “Chinese Information Disclosure Rules” and the “New Amendment of Budget Law” were implemented in Guangxi Province and extended to its prefectural cities in 2015. These initial efforts were evaluated using Access Washington as a standard. The first problem, and major difference, was the lack of independent legislative control at the lower level in China—the push from the bottom still comes from the top. Beyond that it seems that Guangxi provides as much, probably more information that can be accessed on the Washington site, but the format of Access while limiting information makes it more usable. Access uses the knowledge that government has to provide citizens with access to what they want and need: e-government services, a complaint and feedback system and ready answers to frequently asked questions. This make the site efficient from the user’s point of view and effective from the government perspective whereas, initial efforts in Guangxi probably overwhelm most non-official customers, including most non-official part-time deputies.
The main problem revealed by the comparative analysis is Geng’s problem of creating the push from the bottom in China’s hierarchical, unitary republic. When it comes to budgets the problem is the same regardless of the type of system: Responsible budgeting depends on accurate revenue forecasts. Access Washington does not focus on this problem. Although information on budget forecasts can be found, it requires more knowledge and expertise than is required to navigate the entire Guangxi site to get it. This is the critical information to which the legislature and the legislators need access in order to evaluate and enact budgets and monitor/oversee implementation and that is the real source of the push from the bottom—the legislative power that supports and is supported by transparency. It’s a reciprocal set of interdependent relationships (more market than a separation of powers): The executive does not provide information because there is no effective demand; the legislature cannot make budgetary decisions and oversee implementation without this information; implementation by the executive is lacking due to lack of oversight and connection to the public; public support suffers due to inefficiency; and public trust declines because no one knows what’s wrong. When it comes to transparency appearance makes reality.

Technology
As the source of the transparency problem information technology will have to be part of the solution. Since it is a new thing, control over it is something real that can be allocated as it develops. China is fully engaged in the race to apply these technologies to both further and control its economic development and is becoming more and more aware of its social and political implications and applications. In 2012, the Smart City initiative was launched in China by the Ministry of Housing, Urban and Rural Development and Liuzhou was selected as one of 409 pilot cities the smart community is an essential element of the smart city approach. Between 2012 and 2015 smart technology was introduced into 210 communities in Liuzhou. Surveys conducted at the end of the pilot period indicate that:

1. Citizens are willing to be involved in public decision and program development provided through Smart Communities, but few know how to use the smart community management and service platform.
2. Where basic hardware facilities are in place citizens do engage in smart community interaction, but lack the knowledge to take full advantage of them.
3. Consequently, most of participants are not satisfied with the current smart community management and service system.

The low level of satisfaction is clearly not due to indifference on the part of the public. They clearly want to be involved in public decisions and program development and are disappointed because the Smart Communities initiative did not let them do it. There are many reasons why that was the case, but the most relevant from the perspective of socialist democracy and oversight is the compartmentalized top down implementation that confined the experiment to a vacuum, separate from and irrelevant its social and political context.

It’s not the technology, as such, but how it is used that is important. It must be applied in its context and goals must be understood and realized within that context. If, as has been asserted, the Smart Communities simply withered because of insufficient funding; then they are not a solution because it will require a lot more resources to build.
them holistically. On the other hand with adequate resources and a commitment to create a real push from the bottom such initiatives can provide the key to realizing the objectives of the 18th Party Congress.

**Push from the Bottom**

Yufeng District of Liuzhou City in addition to being divided into 125 election districts is divided into 67 communities. Depending on how the lines are drawn and given that most districts are multi-member there should be three or more deputies per community. Making the deputies responsible for and giving them control of the implementation of smart technology in their communities is a good way to initiate a push from the bottom. Since there are already enough official-deputies to fill the expertise void, the opportunity to control new and potentially essential information could take care of a big part of the startup costs and set in motion a process of reorientation within the party to complement to upward push inside government. The system could be self-sustaining, with adequate staff support, in that the information control (power) associated with the office of deputy would attract ambitious talented people who through effective use of information they control and demand would make oversight for and by the people a reality.

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