



**Lingnan** 嶺南大學  
University 香港 Hong Kong

*Inter-University Research Consortium for Higher Education*



**31 March 2017 (Friday)**

**INTERNATIONAL SYMPOSIUM**

**Transnationalization of Higher  
Education in East Asia:  
Student / Faculty Mobility,  
Talent Competition and  
University Governance**

**9:30 AM – 6:00 PM**

The Alison Lam Foundation Council Chamber,  
G/F, Wong Administration Building,  
Lingnan University

**Co-organized by:**

Division of Graduate  
Studies  
Lingnan University  
Hong Kong

Global Academy of  
Liberal Arts  
Bath Spa University  
UK

Graduate School of  
Education  
National Chung Cheng  
University  
Taiwan

Graduate School of  
Education  
Peking University  
China

Research Institute of  
Higher Education  
Hiroshima University  
Japan

**ALL  
ARE  
WELCOME**

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## PROGRAMME

**31 March 2017 (Friday)**

Venue: The Alison Lam Foundation Council Chamber, G/F,  
Wong Administration Building, Lingnan University

9.30am - 9.45am

**Welcoming Session**

*Opening Remarks*

Professor Ka Ho Mok, Lingnan University, Hong Kong

Professor Futao Huang, Hiroshima University, Japan

*University Video*

*Group Photo*

9.45am - 11.15am

**Session 1: Student Mobility in Asia and UK**

**Chair:** Professor Jason Eng Thye Tan, Nanyang Technological University, Singapore

*New Colombo Plan: Student Mobility in Asia as an Education Vehicle and Public Diplomacy Mechanism*

Professor Ly Tran, Deakin University, Australia

*Recruiting Students from Southeast Asia: Changing Taiwanese Political Economy*

Professor Sheng-Ju Chan, National Chung Cheng University, Taiwan

*A Keynes Approach to Explore How Universities in England Position Themselves to Prospective International Students*

Dr Rebecca McGuire-Snieckus, Bath Spa University, UK

11.15am - 11.45am

**Launching Ceremony of the Master of Arts in International Higher Education and Management**

Chair: Dr Kent Lai, Lingnan University, Hong Kong

Launching Remarks

Prof Ka Ho Mok, Lingnan University, Hong Kong

11.45am - 12.30pm

**Lunch Break**

12.30pm - 2.00pm

**Session 2: Internationalization of Higher Education in China**

**Chair:** Professor Ly Tran, Deakin University, Australia

*International and Transnational Learning in Higher Education: A Study of Students' Career Development in China*

Professor Ka Ho Mok, Lingnan University, Hong Kong

*Transnational Research Training: Chinese Visiting Doctoral Students Abroad and Their Host Supervisors*

Professor Wenqin Shen, Peking University, Mainland China

*Unemployment and Underemployment? An Empirical Exploration of Transnational Higher Education Graduates' Capacity to Aspiration*

Dr Xiao Han, Lingnan University, Hong Kong

2.00pm - 2.20pm	<b>Tea Break</b>
2.20pm - 3.50pm	<p><b>Session 3: Faculty Mobility in East Asia</b>  <b>Chair:</b> Professor Sheng-Ju Chan, National Chung Cheng University, Taiwan</p> <p><i>An Analysis of International Faculty Members in Japanese Universities</i>  Professor Futao Huang, Hiroshima University, Japan</p> <p><i>What Mobilities affect Research Productivity of Academics in Hong Kong and Macau? An Exploratory Research</i>  Dr Jisun Jung, The University of Hong Kong, Hong Kong</p> <p><i>China's Competition for Global Talent in Higher Education: Evidence from Chang Jiang Scholars Programme</i>  Dr Jin Jiang, Lingnan University, Hong Kong</p>
3.50pm - 4.10pm	<b>Tea Break</b>
4.10pm - 5.40pm	<p><b>Session 4: University Governance and Higher Education Policy</b>  <b>Chair:</b> Dr Rebecca McGuire-Snieckus, Bath Spa University, UK</p> <p><i>The End of Global Dreams? The Singapore Global Schoolhouse Policy Initiative</i>  Professor Jason Eng Thye Tan, Nanyang Technological University, Singapore</p> <p><i>Transnational Governances in Higher Education: New Universities, New Rhetorics, and New Networks in Postwar Singapore</i>  Professor Grace Ai-Ling Chou, Lingnan University, Hong Kong</p> <p><i>The Study of Comments Made by Chinese Government Scholarship Recipients on China and Its Influencing Factors</i>  Mr Yin Ma, Lingnan University, Hong Kong</p>
5.40pm-6.00pm	<p><b>Closing Remarks</b>  Professor Ka Ho Mok, Lingnan University, Hong Kong</p>
6.00pm-7.30pm	<p><b>Dinner</b> (by invitation)  VIP Room 3, Lingnan House (Chinese Restaurant), 1/F, Amenities Building, Lingnan University</p>

## Session 1: Student Mobility in Asia and the UK

### New Colombo Plan:

#### Student Mobility in Asia as an Education Vehicle and Public Diplomacy Mechanism

*Professor Ly Tran*

*Associate Professor, Deakin University, Australia*

Outbound student mobility has been promoted by universities worldwide as a strategic initiative of trans-nationalisation of education aimed to enhance students' intercultural skills, global outlooks, international experience and employability. The New Colombo Plan program established in 2014 represents the Australian government's signature initiative of not only student mobility but importantly public diplomacy. It aims to provide Australian undergraduate students with the exposure to Asia and 'broaden and deepen' Australia's engagement in the region through 'people-to-people connections'. This important mobility program has contributed to the recent remarkable growth of Australia's outbound mobility to Asia, bringing the number of Australian students funded by the NCP to the Indo Pacific to more than 10,000 by 2016. The New Colombo Plan plays a crucial role in shifting Asia from being a non-traditional to an emergent major destination for Australian outbound students, currently hosting up to 60 per cent of this cohort. This presentation focuses on analysing how student mobility has been expanded from being a traditional instrument to enhance students' educational experience and outlook to become a mechanism of public diplomacy. It draws on a research project that includes policy discourse analysis and 50 interviews with academics, mobility officers and Australian students undertaking study abroad in some Asian societies including China, Hong Kong, Malaysia, Indonesia, Japan and India. The presentation focuses on to what extent Asia as a geographical, social, cultural and educational space can help to transform Australian students' 'life possibilities', their capacity to pursue a meaningful professional life and their potential to act as actors of public diplomacy with regard to Australia's connection with Asia.

**Recruiting Students from Southeast Asia:  
Changing Taiwanese Political Economy**

*Professor Sheng-Ju Chan*

*Professor, National Chung Cheng University, Taiwan*

The transnational mobility of student within Asia has been a historical phenomenon. It was mainly characterized by the unidirectional flow from the other Asian countries to Japan. However, Taiwan as a small country has experienced complicated process of admitting overseas students from Southeast Asia since the early 1950s. As Knight (2002) has indicated, the primary motivations to internationalize university are driven by political, economic, academic and social factors. This study used Taiwan as case study to examine how its inbound student recruitment has been influenced by these wider forces. Adopting a historical perspective, our initial findings reveal that political economy play a significant role at the policy level to admit foreign students from this region. From the 1950s to early 1980s, the main consideration is to politically ally with oversea Chinese so as to form Taiwanese government's legitimacy in the international context. Along with the greater democratizing process and pressure of internationalization after 1990s, the recruitment of Southeast Asia students has been expanded to non-Chinese and diversified the sources of country with an eye to advancing diplomatic interaction and enhancing economic trade/benefit.

## **A Keyness Approach to Explore How Universities in England Position Themselves to Prospective International Students**

*Dr Rebecca McGuire-Snieckus*

*Lecturer, Bath Spa University, UK*

Higher education is viewed as a vehicle of social mobility, benefiting individuals and societies by enriching individual lives, building on the knowledge and skills of populations, and contributing to economic growth (DBIS, 2014). Non-EU students comprise approximately 13% of the UK student population, enhancing the intellectual, social and cultural academic environment with a more diverse student body and adding more than £7bn to the UK economy, with international tuition fees representing one eighth of higher education sector income in the UK (Universities UK, 2014). The top three non-EU countries of domicile in 2015/16 for higher education enrolment in England are from East Asia, including China (77,770 students), Hong Kong (15,110 students) and Malaysia (14,555 students) (HESA, 2017). Five of the six top non-EU countries of domicile for enrolment in England that have experienced a growth in student numbers from 2014/15 to 2015/16 are from East Asia, including China (+2%), Hong Kong (+3%), Malaysia (+2%), Singapore (+4%) and South Korea (+3%) (HESA, 2017). More than recruitment, higher education participation must take into account the entire student lifecycle, from: application preparation and entry to higher education; to student study support and successful completion; to student progression to further education or to/ within employment (DBIS, 2014). This study analyses the web pages of Full universities in England (n = 105) to explore how universities position themselves to international students with respect to the student lifecycle, from programme entry, to experience at university to completion of degree, and to post graduation destination -- relative to comparative web pages aimed at prospective students, but not specifically international students. In this study, keyness in corpus analysis is used to explore for relative frequency of key words in web pages from universities in England specifically for prospective international students, with comparable general introductory pages for prospective students. Significant differences in keyness are explored with respect to reflecting the perceived benefits and in supporting success and progression needs of international students, with a particular focus on the needs of international students from East Asia across the student lifecycle.

## Session 2: Internationalization of Higher Education in China

### International and Transnational Learning in Higher Education: A Study of Students' Career Development in China

*Professor Ka Ho Mok*

*Lam Man Tsan Chair Professor of Comparative Policy  
Lingnan University, Hong Kong*

*Dr Xiao Han*

*Research Assistant Professor  
Lingnan University, Hong Kong*

*Dr Jin Jiang*

*Research Assistant Professor  
Lingnan University, Hong Kong*

Realizing the importance of enhancing the educational standard of its citizens, the Chinese government has encouraged not only local universities to actively seek collaboration with overseas partners but also attracted leading universities to engage with local universities either to offer transnational higher education programmes or set up branch campuses in the country. In the last two decades, we have witnessed a steady increase of students from the mainland enrolled in different kinds of transnational higher education programmes or going overseas for studies. Based upon a pilot study recently conducted in China, this paper examines graduate employment and career development for those successfully completed their university education either through overseas learning or enrollment in transnational higher education programmes offered in the mainland. The findings of the present research will form a solid basis for the implementation of the planned research of “UK International Students and Graduates from East Asia”, one of the research programmes of the Centre for Global Higher Education.

**Acknowledgements:** This study is fully supported by the Centre for Global Higher Education, funded by the Economic and Social Research Council and the Higher Education Funding Council of England and based at the UCL Institute of Education (UK).

**Transnational Research Training:  
Chinese Visiting Doctoral Students Abroad and Their Host Supervisors**

*Professor Wenqin Shen  
Associate Professor, Peking University, Mainland China*

In 2007, the Ministry of Finance and the Ministry of Education set up the CSC program which sends graduate students abroad for joint training (six month to two year) or Ph.D. degrees. Between 2007 and 2014, the project has dispatched a total of about 40,000 students, including visiting doctoral students and doctoral students who pursue Ph.D. degrees abroad.

This paper will focus on visiting doctoral students who got funding from the CSC program. We received 5019 valid questionnaires from former visiting doctoral students. Besides that, we interviewed more than one hundred former visiting doctoral students. Based on these questionnaires and interviews, this paper tries to analyze the relationship between visiting doctoral students and their host supervisors.

The analysis will include the following sections: 1) the profile of the host supervisors; 2) the comparison between host supervisors and domestic supervisors perceived by Chinese visiting doctoral students; 3) the quality of supervision of Chinese visiting doctoral students by host supervisors; 4) research collaboration and conflict between visiting doctoral students and host supervisors. Interviews and CV analysis will be used in this section.

The research result shows that Chinese visiting doctoral students receive some kind of “transnational research training” and in most cases this training is high quality and very effective. In the field of natural sciences and engineering, lots of visiting doctoral students participate in host supervisors’ research projects and coauthor with their host supervisors during their visiting. In a few cases, the research collaboration between visiting doctoral students and host supervisors will bring about conflicts.

In the long run, the visiting program not only provide high quality, transnational research training to visiting doctoral students, but it also facilitate and build a very strong international academic network among visiting doctoral students ,host supervisors and other scholars involved.

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**Unemployment and Underemployment? An Empirical Exploration of Transnational  
Higher Education Graduates' Capacity to Aspiration**

*Professor Ka Ho Mok*

*Lam Man Tsan Chair Professor of Comparative Policy  
Lingnan University, Hong Kong*

*Dr Xiao Han*

*Research Assistant Professor  
Lingnan University, Hong Kong*

Graduates employment has become an increasingly heated topic among policy makers, university administrators, employers, parents and graduates themselves. The changing nature of higher education, from public good to private commodity, and the essential role of qualified labor in economic growth have jointly compelled different stakeholders to promote employment rate. While existing research concentrates more on disciplinary based quantitative exploration, arguing the mismatch between employees' skills and employers' demand and social inequality due to candidates' differentiated family background, this study, from interdisciplinary perspective, aims to explore the influencing factors on graduates' employment choice making, that is, their capacity to aspiration. It combines both conceptual framework establishment and empirical data drawn from one Chinese Sino-foreign cooperation university.

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## Session 3: Faculty Mobility in East Asia

### **An Analysis of International Faculty Members in Japanese Universities**

*Professor Futao Huang*

*Professor, Hiroshima University, Japan*

The purpose of this study is to identify the major characteristics of international faculty members working in different Japanese universities. Both quantitative and qualitative methods are employed in this study. The study begins with a brief introduction to changes to international faculty members for the last decades at a national level based on national statistics by the Japanese government. Then, the study uses data analysis to discuss key aspects of the personal attributes and career patterns of international faculty members in three different Japanese universities: national, local and private sectors. Thirdly, the study discusses their motivations and roles based on several case studies and interviews. The study concludes by summarizing major findings of the study and offering implications for research, policy and practice.

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## What Mobilities Affect Research Productivity of Academics in Hong Kong and Macau? An Exploratory Research

*Dr Jisun Jung*

*Assistant Professor, The University of Hong Kong, Hong Kong*

*Dr Hugo Horta*

*Assistant Professor, The University of Hong Kong, Hong Kong*

*Mr João M. Santos*

*Instituto Universitário de Lisboa - ISCTE-IUL, Lisbon, Portugal*

This study aims to explore different types of mobility of Hong Kong academics and their influences on research productivity. Academics' mobility is often defined as mainly transnational mobility but in current higher education systems, academic's mobility has gained broader scopes that include trans-disciplinary and trans-sectoral experiences. Hong Kong higher education is well-known as academic community with multilingual and multicultural backgrounds; to a lesser extent, Macau has also a degree of multiculturalism that relates to these territories being previous colonies of European powers. Multilingual and multicultural backgrounds are regarded as drivers for high research productivity and related impact (e.g. citation). This study examines what types of mobility academics based in Hong Kong and Macau have, and how different mobility experiences determine (if they do so) research productivity and impact. The research questions are as follows. 1) To what extent academics in Hong Kong and Macau experience transnational, transdisciplinary, and trans-sectoral mobilities? 2) Which mobilities determine the research productivity and citation of Hong Kong and Macau academics? 3) Are there any different patterns of mobility and related research productivity between local and international academics? To do this, the study briefly conceptualizes mobility and its relationship with knowledge production, including push or pull factors, brain gain and brain drain, and dependency theory, and the positional competition perspective, addressing them in the context of Hong Kong and Macau. Second, a survey with 400 academic respondents from Hong Kong and Macau conducted by the authors and SCOPUS data will be analyzed using a negative-binomial regression analysis. The model includes individual background, personality, mobility experience, educational paths, confidence in skills earned during the PhD, and number of publication and citations. The study has implications to extend the understanding of the mobility academics in both territories.

**China's Competition for Global Talent in Higher Education:  
Evidence from Chang Jiang Scholars Programme**

*Dr Jin Jiang*

*Research Assistant Professor, Lingnan University, Hong Kong*

For decades, developing countries have been suffering from “brain drain” of their talented people. China is not an exceptional case. This problem became more severe for China in the era of the massification of higher education, as the government has been making great attempt to develop higher education for sustainable development and grooming elite universities to become “world-class” universities. In addressing the pressing demand of talent in higher education institutions, the government developed strategies of talent development. Attracting global talents as faculty members of Chinese universities is one of the most important strategic plans. Chang Jiang Scholars Programme (CJSP) is one of the largest and most influential national programme of recruitment of global eminent scholars.

Against above background, this study critically examines how the CJSP attract and recruit global talents to Chinese universities. Drawing on more than 3000 cases of CJSP over 17 years, as well as government documents, this study investigates the achievements and challenges of the development of this Programme. This study also discusses some reflections and policy implications for revisiting the strategies in attracting global talent in universities and promoting equality for the development of higher education.

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## Session 4: University Governance and Higher Education Policy

### The End of Global Dreams?

#### The Singapore Global Schoolhouse Policy Initiative

*Professor Jason Tan*

*Professor, National Institute of Education, Singapore*

The paper critiques the ambitious global schoolhouse policy initiative that was first announced by the Singapore government in 2002. Fuelled by economic, political and social factors, this ambitious plan involved transforming Singapore into a thriving international education hub. This paper begins by laying out the broader policy context within which this initiative was formulated. It then analyses the various setbacks that may have hindered the accomplishment of the ambitious enrolment targets contained in the plan. It asks the question whether the failure of the global schoolhouse plan represents the end of the Singapore government's dream of internationalising higher education.

**Transnational Governances in Higher Education:  
New Universities, New Rhetorics, and New Networks in Postwar Singapore**

*Professor Grace Ai-Ling Chou*

*Associate Professor, Lingnan University, Hong Kong*

At the close of World War II, Japan's ouster from Malaya led to the resumption of British control and a new outlook towards political independence. Higher education would play a central role in this complex transition, where the forces of decolonization and nation-building converged with drives towards both inter-ethnic competition and multi-ethnic cooperation. These tensions stimulated a multiplicity of new rhetorics and new networks for universities and university students. This paper uses the framework of governance to uncover the contrasting rhetorics and networks produced by postwar Singapore's new universities. By examining their structures and mechanisms of governance, the paper demonstrates how the sudden catapulting of university education to a crucial socio-political position redefined the intersections between education, language, culture, and nation. In doing so, it reveals that these redefinitions forecasted contemporary discourse and mechanisms in higher education.

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## **The Study of Comments Made by Chinese Government Scholarship Recipients on China and Its Influencing Factors**

*Mr Yin Ma*

*PhD Candidate, Lingnan University, Hong Kong*

The number of Chinese government scholarship recipients is increasing annually. These students are given high expectations that they could become a link to promote mutual understanding between the Chinese people and the people of the world. Based on this, their experience in China, especially their own evaluation of this experience is particularly important. However, the research in this aspects needs to be enriched. This study aims to focus on the process of their comments made on the experience in China and its influencing factors. The study found that the impression formation of these students experienced a high to low and then to high process, similar to a “U” curve process. The influencing factors include both the school-level services and the socio-economic background of these students and their engagement in this experience. In order to boost their impression, we need to actively improve the quality of our service and to guide their involvement in study in China as well.

# Campus Map

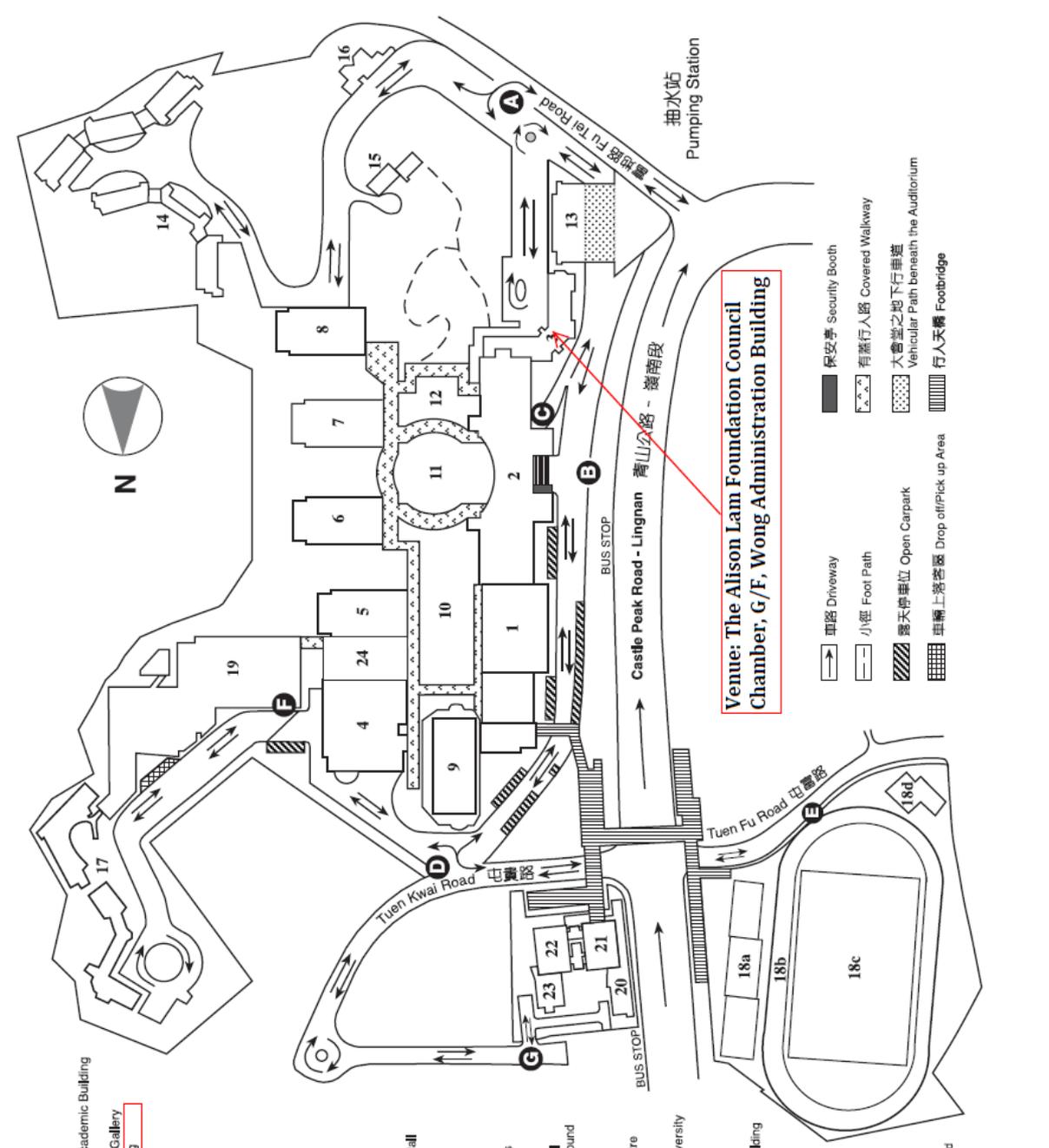
1. 綜合運動大樓 Indoor Sports Complex
2. 成龍體育館 Jackie Chan Gymnasium
3. 李耀強紀念大樓 Patrick Lee Wan Keung Academic Building
4. 梁紹強圖書館 Leung Fong Oi Wan Art Gallery
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## 3. 高旺行政大樓 Wong Administration Building

4. 康樂中心 Tai Ning Hall
5. 黃玉麟樓 Dorothy Y. L. Wong Building
6. 林振榮樓 B. Y. Lam Building
7. 梁紹強樓 Leung Kau Kui Building
8. 何晉康樓 Ho Sin Hang Building
9. 田家駒游泳池 Tin Ka Ping Swimming Pool
10. 新代花園 Contemporary Garden
11. 雨後軒 Pavilion After The Rain
12. 永安堂樓 Wing On Plaza
13. 余近輝紀念堂及余近輝紀念亭 Yu Ken Hing Memorial Pavilion & Yu Kan Hing Memorial Pavilion
14. 陳維傑大會堂 Chan Tak Tai Auditorium
15. 學生宿舍 Student Hostels
16. 聖保羅樓 William M W Mong Hall
17. 東亞堂 The Bank of East Asia Hall
18. 香港矯正總會樓 Tsung Tsin Association Hall
19. 霍英東樓 Fok Cho Min Hall
20. 忠信堂 Chung Shun Hall
21. 逸民堂 Yee Min Hall
22. 林耀堂 Lam Woo Hall

15. 校長居所 President's Lodge
16. 訪客及職員宿舍 Visitors' and Staff Quarters
17. 黃嘉會神村 Jockey Club Student Village
18. 黃嘉會神村 Jockey Club Hall
19. 黃嘉會神村 The Jockey Club New Hall
20. 聖保羅樓 Multipurpose Outdoor Sports Ground
21. 網球場 Tennis Courts
22. 田徑跑道 Running Track
23. 足球場 Soccer Pitch
24. 學生活動中心 Student Activities Centre
25. 新教務大樓 New Academic Block
26. 新教務大樓 The Community College at Lingnan University
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20. 郭少明牧師樓 Simon and Eleanor Kwok Building
21. 黃浩川堂 Wong Hoo Chuen Hall
22. 伍潔宜堂 Wu Jieh Yee Hall
23. 陳維傑樓 Chan Wai Nam Function Hall
24. 天幕 Skylight
- A 南門 South Gate
- B 行人出入口 Pedestrian Entrance
- C 地下停車場入口 Underground Parking
- D 北門 North Gate
- E 室內運動場入口 Indoor Sports Ground Entrance
- F 有蓋停車場入口 Covered Car Park
- G 郭少明牧師樓、黃浩川堂、伍潔宜堂入口 Entrance of Simon and Eleanor Kwok Building, Wong Hoo Chuen Hall and Wu Jieh Yee Hall







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