Symposium on Internationalization and Quality Management in Higher Education

26 February 2019 | 9:30am -- 6:30pm
Leung Fong Oi Wan Art Gallery
2/F Patrick Lee Wan Keung Academic Building, Lingnan University

Symposium themes

◆ Managing Student Learning
◆ Internationalization and Research Development
◆ International Higher Education and Graduate Employment
◆ Critical Reflections of Higher Education Development in Asia
◆ Internationalization of Higher Education and Knowledge Transfer

Co-organizers:

School of Public Administration

School of Eduction

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26 February 2019 (Tuesday)

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2/F Patrick Lee Wan Keung Academic Building, Lingnan University

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Does English-medium Instruction Advantage the Quality of International Learning? A Proposed Multiple-case study in Chinese Universities
Mr Bo Li, Lingnan University, Hong Kong

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Session 1: International Higher Education and Graduate Employment

How China Steers the Development of its International Higher Education And Exercise Influences: A State Capitalist Perspective

Professor Jack Wing Kit Chan & Ms Xiao Wang
Sun Yat-sen University, China

Enrolment of international students on degree program in Chinese university has increased around ten-fold in the past fifteen years, which led to a fact that China is now one of a few top destination countries while itself remains the biggest sending country of international student mobility (ISM). A rich body of literature of charity discourses explores this latest development in China with a cultural diplomacy or soft power perspective, implying a state-dominated model. However, statistics suggest that around 80% of these international students are self-financed, which might provide a strong counter-argument that the main body of ISM in China is by and large market-driven. This paper examines these arguments on the basis of official statistics and argue that the development of ISM in China is rather coordinated with a statist capitalist discourse. This paper demonstrates that on the one hand, ISM policy has experienced profound changes centered by a shifting theme: from aid to mutually beneficiary, as part of the changing focus of the country's foreign policy. On the other hand, however, ISM policy was trying very hard to meet a surging demand from the developing world for tapping the benefits of the Chinese economy, particularly to establish links and to learn successful experiences, both in business terms. China is spending a lot in subsidizing elites from the developing world to study in its universities but also investing on an ever-increasing market of self-finance programs, let alone it has exercised enormous diplomatic influences already.

By looking into the pattern of international student mobility, this paper tries to provide comprehensive picture of ISM in China on four fronts: firstly, undergraduate programs are by and large market-driven while postgraduate ones are heavily state-dominated; secondly, among popular subjects, Chinese languages and medicines are mainly market-driven while social

science subjects related to Chinese experiences are state-dominated, thirdly, students from neighboring countries, East Asian ones in particular, are more likely to be market-driven while those from African countries are state-sponsored; last but not least, while self-financed students are concentrated in universities located in three economic zones, the geographic spread of sponsored students are more related to the level of the university. To conclude, this paper suggests that China is actively intervening its ISM in a way that a privately owned economy of self-financed programs are subject to a statist nationwide strategic planning, which might turn out to be a typical case for state capitalism.

Research into International Students Mobility:

Discourses and Analytical Utility

Professor Suyan Pan

The Education University of Hong Kong, Hong Kong

In the light of the Symposium's main themes, this presentation proposes to examine the specific area of "Internationalization and Research Development".   It provides an analytical review of theoretical frameworks for interpreting international students (IS) mobility.   For centuries, people have migrated in pursuit of the best possible education – to ancient Egypt, medieval Europe, and post-Second World War North America.   In recent decade, as Australia, New Zealand, Japan, and China have become among the top host countries for Asian students, researchers have sought to explain the changing international landscape of and global competition in higher education.   Highly-qualified international tertiary students are often seen as globally-mobile human capital capable of enhancing a country's global competitive advantage, and of providing the knowledge and skills key needed for economic development.

Unlike the classical models of education and development, which mainly rely on a centre/periphery framework to explain the IS mobility, the recent surge of theoretical interest in the issue has been shaped by growing popularity of three major discourses: neo-liberalism, soft power, and global citizenship.   This presentation reflects on the mentality, motivation, and measures underlying these three prevalent theoretical lenses.   It sheds light on the analytical utility and limits of the three discourses when they are applied in the specific context of Hong Kong higher education.

Are Malaysian Graduates Ready for the Future?

Professor Husaina Banu Kenayathulla
University of Malaya, Malaysia

Currently, we are at the beginning of a Fourth Industrial Revolution. Developments in genetics, artificial intelligence, robotics, nanotechnology, 3D printing and biotechnology are all building on, and amplifying, one another. These changes set the foundation for a more comprehensive revolution than anything we have seen. It is expected that majority of the children entering primary school today will ultimately end up working in job types that don't yet exist. In such a rapidly evolving employment landscape, the ability to anticipate and prepare for future skills requirements, job content and the aggregate effect on employment is increasingly critical for businesses, governments and individuals in order to take advantage of the opportunities presented by these trends and to mitigate undesirable outcome. This study aims to identify the changes needed in employability knowledge and skills to meet employment demands in the Fourth Industry Revolution from the perspective of Malaysian employers. Questionnaires were distributed to 150 employers from small, medium, and large-scale organizations. The findings provide insights to the policy makers and curriculum developers on the appropriate interventions that need to be taken to ensure our graduates are well equipped with the employability skills needed for the future.

Keywords: graduates, employability, industrial revolution, future, Malaysia

Session 2: Postgraduate Student Session on Managing Student Learning

Student Learning Venture Oversea in the Transnational Research Partnership -

A Taiwan and US PIRE Case Study

Professor Angela Yung Chi Hou
National Chengchi University

Professor Sheng Ju Chan
National Chung Cheng University

Ms Lily Lin and Ms Zoe Hsin Wen Hu
National Chengchi University, Taiwan

Transnational learning has become a mainstream issue in recent years due to the rise of global education. There are many kinds of overseas learning. These include long term degree-seeking, joint degree, student exchange, internship, service leaning, etc. The scope of learning may involve research, teaching/learning, and social service. This presentation is based on an international internship project of the US-Taiwan Partnerships for International Research and Education (PIRE), sending undergraduate and postgraduate students another country. In this cross country case, we examine Taiwanese students' experiences in the United States with respect to knowledge acquisition, cross-cultural awareness, interdisciplinary communication, skill development, and social networking.

There are 18 participants from two national Taiwanese universities. They went to America in 2017 and 2018 respectively for 45 days (from July to August) with some financial support from Project or university as an internship package. Technically, students went to Albany as individuals with assistance from PIRE project assistant. Each student was assigned to different mentor / faculty member, either working at a lab or joining a research team after arrival. The frequency and approaches that students discussed with their advisors varied. In general, American faculty members (who had Chinese, Taiwanese, English and American backgrounds) provided sufficient academic feedback for students' progress on certain topics or issues. Tutorials were provided according to faculty's discretion and students' needs.

Developmental model of intercultural sensitivity (DMIS) was adopted as the theoretical framework in the study for exploring the students' experiences in an intercultural encounter (Bennett & Bennett, 2004). Based on DMIS, the interview questions were categorized into four parts, including knowledge acquisition, cross-cultural sensitiveness/ awareness interdisciplinary communication, challenges and Impacts.

In better understanding participant students' experiences in the United States, there are three main sources of empirical data collected. Two focus groups with all participants were conducted from Aug 2017 to Dec. 2018, exploring their perceptions, ideas, and reflections on this internship experience. In addition, three Taiwanese faculty members were interviewed in order to realize the actual implementation of the collaborative project. Finally, PIRE's official documents were also collected in order to analyze the structural design and learning arrangements provided by this major international research project in a triangular approach. In general, there are three major findings in the study. First, participants agreed that the overall learning experiences in knowledge acquisition or skill development have been very positive. Second, they also admitted that the internship program would not encourage them to apply for the joint or dual degree program offered by the PIRE project. Third, participants obviously expressed their greater interests in intercultural interaction with local faculty members, students and even communities, which did not happen quite often during the internship

Key words: PIRE project, transnational partnership, cross cultural experiences, DMIS

No Time Freedom: A Research of Academic Time and
Academic Pressure of Postgraduates

Professor Fengliang Zhang & Ms Xin Yang
South China University of Technology, China

With the improvement of the quality requirements of graduate students in colleges and universities, the academic time of graduate students has been prolonged, the academic pressure is increasing and the suicide incidents occur frequently. This paper interviewed 20 postgraduates and investigated 539 postgraduates from 20 provinces and cities in China in order to find out their specific performance in academic time and academic pressure and to analyze the influence of academic time on academic pressure. The results show that the average academic time of Chinese graduate students is 49.47 hours per week, and they often fall into an awkward situation of "I can't decide my own time ", which leads to a sharp increase of academic pressure. Therefore, it is suggested that the school should enrich and innovate the graduation training program, set up an appointment mechanism for graduate students' time, using mental mindfulness therapy to mediate students' pressure.

Keywords: master's degree; academic time; academic pressure; time freedom

Reflections on the Internationalization of Higher Education:
Experiences of African Students in Hong Kong

Ms Getrude Dadirai Gwenzi, Ms Uchechi Shirley Anuduaka, &
Professor Padmore Adusei Amoah
Lingnan University, Hong Kong

Due to the increasing promotion of the internationalisation of higher education, Hong Kong universities are seeing a rise in the diversity of students of different nationalities, languages, ethnic backgrounds and cultures. This has translated to a significant shift in the origin of international graduate students from traditional places such as Mainland China, Taiwan, Vietnam and other Asian countries to those from Western Europe and the Americas. Recently, a notable group of international students are those of African descent. Given the somewhat late arrival to the scene, little has been accomplished in terms of research on African students' experiences, views and adjustments to the social and educational environment in Hong Kong. The paper investigates the experiences of higher education as it pertains to Africans studying in Hong Kong universities. A thematic analysis of in-depth interviews conducted with 16 students from five African countries, who have lived in Hong Kong for at least six months, provides empirical evidence for our reflections. The paper begins with an exploration of students' motivations for choosing Hong Kong as a study destination. It also explores their social and academic adjustment which highlights significant challenges and opportunities for the internationalisation of higher education. Recommendations based on the participants' subjective experiences are made to enhance Hong Kong's agenda for internalising higher education.

What's the New Trend of the Global Study of Preschool Curriculum Leadership: A Bibliometric Analysis

Ms Quan Gong

National Chengchi University, Taiwan

Preschool curriculum reform has been in full swing for decades in the global neoliberalism. As an important guarantee to promote curriculum reform, the improvement of curriculum leadership is of great significance. This paper used the tools such as Scival and VOSviewer to conduct a bibliometric analysis of preschool curriculum leadership research of the SCOPUS and CNKI database, and explore the overall situation of the literature, the distribution characteristics of the discipline, the distribution characteristics of the countries & regions, the distribution of academic institutions, the cooperation of high-yield scholars and academic groups feature. The study found that in recent years, preschool curriculum leadership research mainly involves: "people" in the curriculum, that is, kindergarten directors and teachers who implement curriculum leadership; the theoretical and practical literature on curriculum leadership from the disciplinary level of the curriculum. The macroscopic management perspective has shifted to the perspective of the curriculum subject of the Middle View. Recently, it has focused on the "people" in education. At the level of the curriculum, its research relationship with the director, teacher, and game has not been fully understood. Therefore, this paper puts forward some suggestions for the content perspective and methods of further research.

Does English-medium Instruction Advantage the Quality of International Learning?
A Proposed Multiple-case study in Chinese Universities

Mr. Bo Li

Lingnan University, Hong Kong

Globalization has been universally viewed as an intangible convergent process influencing human activities in a wide range of spectrum. The quest for interconnection and cross-border mobility in workforce, commerce, technology and knowledge among countries has become a consensus for seeking the sustainable development that is recognized by a great deal of countries. In light of the significant role as pioneers of producing material and immaterial merits and cultivating professionals armed with specific capabilities for the global labour market, higher education institutions (HEIs) are tightly linked with multifarious human activities in this globalized process. Internationalizing HEIs, as a policy-based approach, has become much far acceptable to a growing body of governments and universities. Meanwhile, English as a global lingua franca (ELF) keeps drawing immense attentions from stakeholders of higher education (HE) systems, which forces an increasing number of HEIs in non-native English-speaking countries to redeliberate language-in-education policies and initiate English-medium instruction (EMI) practice in order to approach the identity of internationalization, such as the case of mainland China (China thereafter) yielding the zealousness related. Nevertheless, questions regarding how Chinese HEIs respond to globalization through the internationalization strategy of launching and expanding EMI practice and, to what extent, whether or not EMI practice could practically benefit stakeholders of Chinese universities in aspects of learning, teaching, research and governance have been empirically overlooked by the prevailing extant literature. This study, accordingly, is conceived to emphasize the learning profits of college students in China who are acting as one of the major parties in the HE system and to investigate the principal inquiry: whether EMI practically advantage the quality of international learning or not? To benchmark the scholarship, this study is designed to employ John Dewey's pragmatism with particular reference to the transactional framework of gaining knowledge so as to link theses with realities. In terms of the employment of analytical techniques, this study is designed to empirically undertake a multiple-case study approach to be conducted in three types of Chinese universities, which would be served as a research

method embedded qualitative orientation. Last but not least, this study is supposed to incite further debates over the underlying relationship between EMI and its functions on stimulating the progress of international learning and bring about the implication for retrofitting a bilingual-medium (CMI-EMI) framework in Chinese HE system.

Keywords: internationalization, EMI, international learning, pragmatism, Chinese universities

Session 3: Postgraduate Student Session on Internationalization of Higher Education and Knowledge Transfer

International Higher Education Scholarships in the Sustainable Development Goals: A Suitable Means of Implementation?

Mr. Benjamin Mulvey

The Education University of Hong Kong, Hong Kong

The United Nations Sustainable Development Goals (SDG) Target 4B calls on the governments of developed and developing countries, in particular least developed countries, small island developing states, and African countries, for enrolment in higher education'. This means that the United Nations (UN) and its member countries have agreed that international student mobility should be placed towards the forefront of the international development agenda. The appropriateness of this goal within the wider framework of the SDGs and the effect that more of such scholarships will have on sustainable development remains to be fully explored. This paper seeks to outline how international scholarships could act as a means of implementation for the SDGs, and also critiques the target, arguing that there is a potential for perverse outcomes from some scholarship programs which contribute, particularly from programs provided by governments which perceive beneficiaries as serving a 'para-diplomatic' role.

Science Mapping of Internationalization of Higher Education from 2014-2018: Reginal Trends

Ms Can Yang

National Chengchi University, Taiwan

Internationalization continues to be an agenda of higher education providers worldwide. It has significance for the sustainability of higher education at national level and it has great contribution to the development of a nation, its people and its ability to compete in a global market. This review of research employed science mapping tools to examine 1441 Scopus-indexed documents explicitly concerned with internationalization of higher education. The goals of the review were to document the volume, growth trajectory, and geographic distribution of this literature, identify key journals, authors, and documents, analyze the intellectual structure of this knowledge base, and highlight emerging topics in recent 5 years from 2014-2018. A co-citation analysis and co-occurrences analysis were performed to map the intellectual structure of the literature. Six Schools of Thought were identified within this knowledge base. This review provides a reference for scholars entering this domain, as well as guidance with respect to high value frameworks, foci for future research, and practical implications.

Keywords: bibliometric mapping, intellectual structure, co-citation analysis, Internationalization, higher education

Power Projection in Higher Education Institutional Partnerships

Ms Dana Abdrasheva

The Education University of Hong Kong, Hong Kong

This presentation proposes to explore the area of "Internationalization of higher education: regional trends". It presents an analytical review of theoretical concepts to understand asymmetrical partnerships in higher education (HE). Clark's explanation of the link between state and HE proposes that national governments could shape institutional processes in HE. This includes internationalization activities. Possibly there are two approaches to internationalization in these systems – HE as a means to implement national agenda domestically and abroad; and HE as a driving force to enrich knowledge.

International recognition as one of the pillars of national aspirations is identified as pursuit of power. In this approach, universities act as ambassadors of national governments to increase the country's soft power. The state's role is still substantial in the approach *HE as a driving force* since universities are tightly connected to their national governments even with institutional autonomy in place. Dual nature of universities' objectives are to fulfill national expectations *and* enrich knowledge; and it is universities' challenge to balance the two objectives if this is the case. This presentation reflects on the rationales of international engagements between universities drawing on the example of China and Kazakhstan.

Promoting Knowledge Transfer in Shenzhen and Hong Kong, China:

Models, Challenges, and Implications

Ms Yuyang Kang & Professor Jin Jiang
Lingnan University, Hong Kong

Over the past decades, the development of knowledge-based and innovation-led economy drives increasing attention to higher education institutions. Universities are not only viewed as a provider of knowledge and skilled labors, but also thought as an engine for local development through commercializing academic research and stimulating industrial innovation. The knowledge transfer (KT) is thus seen as a "third mission" of universities, and governments are keen to promote KT. Recognizing these recent significant changes, a growing volume of literature examines the effectiveness of universities and governments in promoting KT. The focuses of this group of literature include the best practice of policy intervention, specific transfer mechanisms, and factors influencing the commercialization process. However, the current studies of the development of KT are mainly about developed countries/ regions. Less is known about new models of KT in emerging economies.

Since September 2014, Chinese central government has been proactively promoting "mass innovation and entrepreneurship". A core component of promoting innovation and entrepreneurship is to encourage KT from research institutions to industries. As the pilot site for central government's new policies and the most innovative city in China, Shenzhen has been actively promoting KT. However, there are few top universities in Shenzhen making this as one of the biggest challenges in KT. Meanwhile, Hong Kong, which neighbors Shenzhen, has several world-leading universities and the Hong Kong government also actively promotes KT. The comparison of Shenzhen and Hong Kong provides us an ideal case to examine the development of KT in two neighboring cities with different higher education development and local policies.

Against the backdrop outlined above, this paper examines how the local governments and higher education institutions in Shenzhen and Hong Kong promote KT. The paper fist reviews the policies of both cities in promoting KT, then compares the models and outcomes of KT in the two cities. Last but not least, the paper discusses the policy implications of promoting KT in China as well as other developing economies.

Session 4: Critical Reflections of Higher Education Development in Asia

**Contesting Globalisation and Implications for Higher Education
in the Asia-Pacific Region: Challenges and Prospects**

Profesor Ka Ho Mok

Lingnan University, Hong Kong

&

Professor Zhiqiang Wang

South China University of Technology, China

In the last few years, anti-globalism and the resurgence of "nationalism" have trended across different parts of the globe. General elections showed spreading support for nationalism and populism across Europe and America. Public votes for Brexit in the UK, Trump's victory in the Presidency of the USA and the most recent general elections in Germany and Italy clearly show the growth of populism and the rising tide of national movements. Such social and political movements have inevitably led people to question the value and benefits brought by globalisation (Lees, 2017). However, the rise of anti-globalism is not new, and anti-globalisation movements have actually emerged over the last two decades—a time when people have become critical of the negative consequences of economic globalisation. Various forms of anti-globalisation movements include global justice, alter-globalisation, anti-globalist expressions, as well as anti-corporate critiques, or broader critiques of neoliberal globalisation have emerged. With its many definitions, "globalisation" has undoubtedly affected national developments across the economic, social, political and cultural dimensions. Yet, against the context of anti-globalism, people around the world have begun to question the values and benefits of internationalisation of higher education. Questions such as these have arisen:

- Is internationalisation dead in the 'post-truth' age?
- Has international education only favoured the elites and marginalised the socio-economically less advantaged?
- Have transnational higher education and overseas study perpetuated inequality?

Setting out against the context of the rise of anti-globalism and the resurgence of nationalism, the *first half* of the presentation reviews and discusses the debates of anti-globalism and the resurgence of nationalism as well as their effects on educational development. The *second half* of the article provides some key challenges for further internationalization of higher education in China and the Asian region. More specially, it will highlight the major arguments presented by the contributors, who are experts in higher education policy and governance studies. The arguments particularly examine how the governments in the Asia-Pacific region have promoted nationalism, on the one hand, and globalisation on the other hand. Next, we review how nationalism has resurged in higher education policy debates where globalisation is widely contested in the region.

Is Quality Assurance Relevant to Qualification Recognition:
The Roles of National Quality Assurance Agencies and Professional Accreditors
on Oversea Qualification Recognition in Asia Higher Education

Professor Angela Yung Chi Hou
National Chengchi University, Taiwan

Due to the greater globalization of higher education, there is an intensified demand in recognizing foreign academic degrees and qualifications. Ideally, the close link between quality assurance and recognition should be developed. As Hou, et.al stated (2017), it is necessary to converge "quality assurance and recognition" in the process of qualification recognition. In addition to national quality assurance agencies, in some countries, professional accreditors also play an important role for ensuring the academic qualification in professional fields.

As quality assurance agencies and professional accreditors play a major role in facilitating and assuring the comparable educational outputs among countries, this study aims to depict their critical roles in recognizing the foreign degrees and qualifications. Hence, the main purpose of the study is to explore the roles of national quality assurance agencies and professional accreditors in qualification recognition in Asia and student mobility. First, the relevance between national quality assurance agencies and professional accreditors in foreign qualification recognition in Asian nations was analyzed. Second, international students' perspective toward quality of degrees and foreign qualification recognition was discussed.

Key words: QA, degree and qualification recognition, national framework

How Chinese and American Faculty Differ in Their Motivations and Work Roles at Japanese Universities ?

Professor Futao Huang

Hiroshima University, Japan

This study addresses the similarities and differences between Chinese and American faculty at Japanese universities. The main objective is to analyze their motivations of coming to Japan, the ways of being hired by their institutions and their expected roles at their current affiliation. The study mainly employs social network theory, other relevant theories, and uses relevant findings from the national survey of international faculty at Japanese four-year universities in 2017. The study focuses on the two largest, but different groups of international faculty. One is Chinese faculty who come from non-English-speaking country and accounted for the top share of the total international faculty. The other refers to American faculty who constituted the second largest share of the totals. By comparing the two different groups of international faculty, the study attempts to identify what factors affected the two different groups of international faculty to move to Japan and to what extent faculty from developed and emerging countries differ in their motivations to work and their work roles in a non-English-speaking country in East Asia.

Session 5: Internationalization and Research Development

Effects of Mobility on Research Output, Quality and Visibility of Academics in Hong Kong and Macau

Professor Jisun Jung & Professor Hugo Horta
The University of Hong Kong, Hong Kong

This study assesses how four types of mobility, which are analysed simultaneously, affect the current research output, quality and visibility of academics working in the city-based higher education systems of Hong Kong and Macau. Transnational educational mobility is associated with the academics' educational path, while intrasectoral job mobility, intersectoral job mobility and transnational job mobility are related to their professional careers. The research output, quality and visibility of academics are based on three indicators pertaining to the publications of these academics in international, peer-reviewed and indexed journals: the number of publications, the cumulative SCImago journal rank (SJR) of these publications (to measure their quality from an output perspective), and the citations obtained by these publications (to measure their visibility). The results show that different mobilities have different effects on research output, quality and visibility, and that often these effects can be beneficial to one indicator but concurrently detrimental to other. This shows that the effects of mobilities are mixed. Nested analyses of Science, Technology, Engineering and Mathematics (STEM) and non-STEM academics, and of sex, offer further insight into the roles of these mobilities on knowledge output and outcomes for these groups.

Research Collaboration in the Greater China Bay Area – A Social Network Analysis of The Joint Research Publications in IEEE Xplore

Professor Ailei Xie
Guangzhou University

Professor Zhongying Zhao
Shandong University of Science and Technology

Professor Hui Liu
Guangzhou University, China

This paper examines the patterns of research collaboration among universities in the Greater China Bay Area. We look at the structures and the change of the social network of the joint research publications from 2010 to 2017 in IEEE Xplore database. As far as the results of data analysis are concerned, there are some patterns revealed: Firstly, the international research collaboration is increasing in the Greater China Bay Area. Secondly, the internal research collaboration grows rapidly, suggests a trend of regional integration. Thirdly, established first-class universities, such as the City University of Hong Kong and the South China University of Science and Technology, play an important role in the regional research collaboration. Fourthly, emerging competitors, such as Shenzhen University and Guangzhou University, have benefited from strong investment and the scientists flow in the Greater China Bay Area, have achieved important roles in regional research collaboration. Fifthly, Universities in Hong Kong served as important bridges in connecting universities within Greater China Bay Area as well as universities inside and outside of the area. Sixthly, the capacity of universities in the mainland part of the Greater China Bay Area in international research collaboration is increasing. Seventhly, those high impact papers are more likely to be produced in research collaborations between universities in Greater China Bay Area and oversea universities. Yet, the growth in the number of high impact papers produced by researchers in the area thanks in recent years, to a large extent, to the research collaborations between researchers in Greater China Bay Area and researcher from other areas of China.

Riding over the National and Global Disequilibria: International Learning and Academic Career Development of Chinese PhD Returnees

Professor Jin Jiang, Professor Ka Ho Mok

Lingnan University, Hong Kong

&

Professor Wenqin Shen, Peking University, China

In response to the growing pressure of globalization and intensified competition for global talent, the Chinese government has proactively invested in human capital by sending students abroad to pursue higher degrees through national scholarship programs. This article sets out against the context of raising concerns and even questions the value of the globalization and internationalization of higher education on graduate employment and professional development. It also critically examines how the international learning experience could affect the graduate employment of PhD returnees in the academic job market. Drawing on a national survey on government-funded Chinese PhD returnees, this article finds no significant "pure prestige" effect of returnees' doctoral university independent of individual merits. Instead, pre-employment academic productivity plays an important role in determining PhD returnees' job placement in a top university in China. The present article offers a sociological perspective on how the Chinese government rides on the rising nationalism and the call for globalization through grooming Chinese students to become global talents before bringing them back for enhancing the country's global competitiveness.

Keywords: international learning, career development, academic productivity, inbreeding effect, PhD returnees

Campus Map

1. 綜合運動大樓 Indoor Sports Complex
   成龍體育館 Jackie Chan Gymnasium
2. 李國強教學大樓 Patrick Lee Wan Keung Academic Building
   戴麟趾圖書館 Fong Sum Wood Library
3. 梁方靄雲藝術廊 Leung Fong Oi Wan Art Gallery
4. 黃氏行政大樓 Wong Administration Building
   康樂樓 Amenities Building
   泰寧樓 Tai Ning Hall
5. 黃天鵬樓 Dorothy Y. L. Wong Building
6. 林炳炎樓 B. Y. Lam Building
7. 梁銶琚樓 Leung Kau Kui Building
8. 何善衡樓 Ho Sin Hang Building
9. 田家炳游泳池 Tin Ka Ping Swimming Pool
10. 現代花園 Contemporary Garden
    雨後軒 Pavilion After The Rain
11. 永安廣場 Wing On Plaza
12. 余近卿紀念園及余近卿紀念亭
    Yu Kan Hing Memorial Garden
    & Yu Kan Hing Memorial Pavilion
13. 陳蕉琴大堂 Chan Tak Tai Auditorium
14. 學生宿舍 Student Hostels
    黃浩川樓 William M W Mong Hall
    東亞堂 The Bank of East Asia Hall
    香港崇正總會堂 Tsung Tsin Association Hall
    霍宗杰樓 Fok Cho Min Hall
    忠恕堂 Chung Shun Hall
    逸民堂 Yee Min Hall
    林護堂 Lam Woo Hall
15. 校長寓所 President's Lodge
    訪客及職員宿舍 Visitors' and Staff Quarters
17. 賽馬會樓 The Jockey Club Hall
    賽馬會新樓 The Jockey Club New Hall
18. 室外運動場 Multi-purpose Outdoor Sports Ground
    18a. 網球場 Tennis Courts
    18b. 田徑跑道 Running Track
    18c. 足球場 Soccer Pitch
    18d. 陳永漢館 (多) Student Activities Centre
19. 新教學大樓 New Academic Block
    嶺南大學社區學院
    The Community College at Lingnan University
    嶺南大學持續進修學院
    Lingnan Institute of Further Education
    沈昭胶堂 Sin Cho Ming Function Hall
    禮拜堂 Chapel
20. 郭少明伉儷樓 - 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
21. 黃浩川堂 Wong Hoo Chuen Hall
22. 伍潔宜堂 Wu Jieh Yee Hall
23. 陳偉南堂 Chan Wai Nam Function Hall
24. 天窗 Skylight

Ⓐ 南門 South Gate
Ⓑ 行人路入口 Pedestrian Entrance
Ⓒ 地下停車場入口 Underground Parking
Ⓓ 北門 North Gate
Ⓔ 室外運動場入口
    Entrance of Multi-purpose Outdoor Sports Ground
Ⓕ 有蓋停車場入口 Covered Car Park
Ⓖ 郭少明伉儷樓 - 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

Symposium: Leung Fong Oi Wan Art Gallery, 2/F Patrick Lee Wan Keung Academic Building

Lunch & Dinner: Lingnan House (Chinese Restaurant), 1/F, Amenities Building

→ 車路 Driveway
-- 小徑 Foot Path
路天停車位 Open Carpark
車輛上落客區 Drop off/Pick up Area
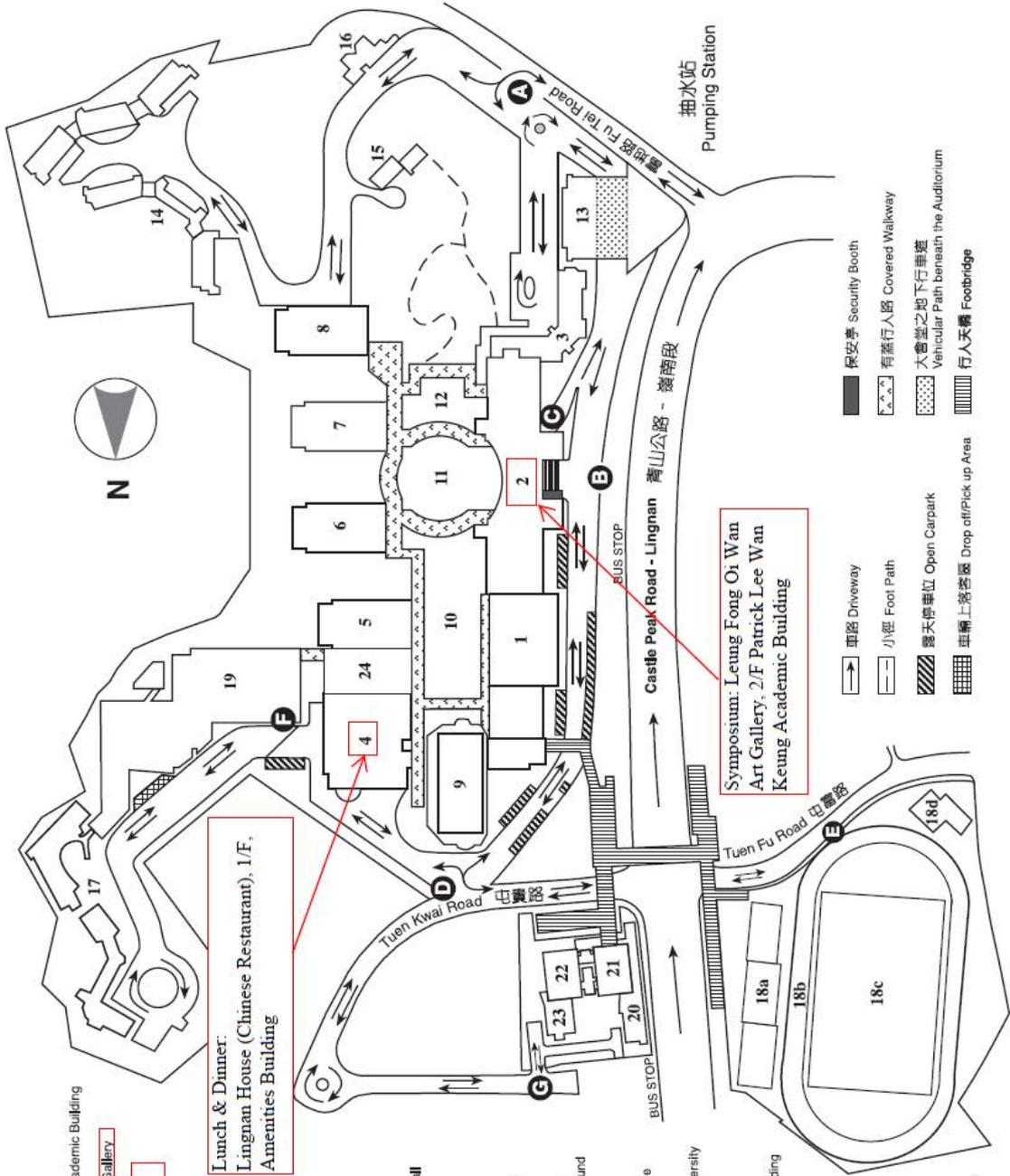
保安亭 Security Booth
有蓋行人路 Covered Walkway
大會堂之地下行車道 Vehicular Path beneath the Auditorium
行人天橋 Footbridge

Castle Peak Road - Lingnan 青山公路 - 嶺南段
Tuen Fu Road 屯富路
Tuen Kwai Road 屯貴路
屯貴路 Fu Tei Road
抽水站 Pumping Station

Asia Pacific Higher Education Research Partnership

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