International Symposium

Contesting Globalization and Implications for Asian Pacific Higher Education:
Resurgent Nationalism in International Higher Education

19 October (Thursday) 9:30 AM – 6:00 PM
20 October (Friday) 9:30 AM – 4:00 PM

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

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CONTENTS

Programme 19-Oct-2017

Abstracts

Session 1 Globalization, Internationalization, and University Governance

- Mixing Metaphors: Globalization, Internationalization, Localism—Competing Impulses in Higher Education
- Internationalization, Globalization and Institutional Roles: Into the Darkness or a Struggle for Light
- The Cultural Experiment at East Asian Universities

Session 2 Internationalization of Higher Education

- From a Periphery of the Centre to a Center in the Periphery: A New Direction of Internationalization of Higher Education in Pacific-Asian Region
- Changes to Internationalization of Higher Education in Japan? An Analysis of Major Findings from Two National Surveys in 2008 and 2017

Session 3 Higher Education Research and Methodological Reflections

- International Learning Experience and Career Development of Chinese PhD Returnees: An Analysis of Survey and Scopus Data
- Contextualizing Employment and Employability in China: A Critical Discourse Analysis
- Institutional Social Capital and Chinese International Branch Campus: A Case Study from Students’ Perspectives

Session 4 Globalization and Higher Education Governance

- Excellence VS. Equity: How Taiwan Higher Education Caught in A Trap for ‘World Class’ Status
- Good Practice and Policy Recommendations for the Management Systems of Autonomous Universities
- After Globalization: A Reconceptualization of Transnational Higher Education Governance in Singapore and Hong Kong
## Programme 20-Oct-2017

### Abstracts

#### Session 5 Globalization and Nationalism in Higher Education
- Resurgent Nationalism in Asia Pacific Higher Education: Whose Globalization is at Stake?  
- The Third Road beyond Nationalism and Globalization? The Belt and Road Initiative and Its Implication to Higher Education  
- Knowledge Diplomacy and Asian Pacific Higher Education: Implications for Nationalism and International Higher Education  
- How “Internationalism” and “Nationalism” Get along in Higher Education: From a Thai Provincial University's Perspectives

#### Session 6 Internationalization, Student Mobility, and Higher Education Graduates
- Promoting Regional Cooperation for the Bay Economy Development in South China: Policy Implications for Hong Kong and Macau Graduates  
- Economies of Comparison: Mobility, the State, and Globalization in/of Indian Higher Education  
- The Trend of Inbound International Student Mobility and the Strategy of Higher Education Internationalization in Mainland China

#### Session 7 Globalization and Higher Education Reform
- The Dialectics between “Race to the Top” and “Back to the Basics”: Paradigm Shifts on Taiwan Higher Education Reforms  
- Globalization or Regionalization?: The Implication of the Reform of Japanese Higher Education in the 21st Century  
- Understanding Discourse on Internationalization of Higher Education in South Korea

### Campus Map of Lingnan University

### Notes
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am - 9.45am</td>
<td>Welcoming Session</td>
</tr>
<tr>
<td>9.45am - 11.00am</td>
<td>Session 1: Globalization, Internationalization, and University Governance</td>
</tr>
<tr>
<td>11.00am - 11.45am</td>
<td>Book Launch: Envisioning the Asian New Flagship University - Its Past and Vital Future</td>
</tr>
<tr>
<td>11.45am - 12.45pm</td>
<td>Session 2: Internationalization of Higher Education</td>
</tr>
<tr>
<td>12.45pm - 2.00pm</td>
<td>Lunch Buffet (by invitation)</td>
</tr>
</tbody>
</table>

_19 October 2017 (Thursday)_

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

**Opening Remarks**
Professor Leonard K Cheng, President, Lingnan University, Hong Kong

*University Video*

*Group Photos*

**Session 1: Globalization, Internationalization, and University Governance**
Chair: Professor Ka Ho Mok, Lingnan University, Hong Kong

*Mixing Metaphors: Globalization, Internationalization, Localism—Competing Impulses in Higher Education*
Professor John N. Hawkins, Asia Pacific Higher Education Research Partnership (APHERP), US

*Internationalization, Globalization and Institutional Roles: Into the Darkness or a Struggle for Light*
Professor John Lowe, University of Nottingham Ningbo China, Mainland China

*The Cultural Experiment at East Asian Universities*
Professor Rui Yang, The University of Hong Kong, Hong Kong

**Session 2: Internationalization of Higher Education**
Chair: Professor Yue Kan, Zhejiang University, Mainland China

*From a Periphery of the Centre to a Center in the Periphery: A New Direction of Internationalization of Higher Education in Pacific-Asian Region*
Professor Xiaoguang Shi, Peking University, Mainland China

*Changes to Internationalization of Higher Education in Japan? An Analysis of Major Findings from Two National Surveys in 2008 and 2017*
Professor Futao Huang, Hiroshima University, Japan

**Lunch Buffet** (by invitation)
ADG07, G/F Wong Administration Building
2.00pm - 4.00pm  
Session 3: Higher Education Research and Methodological Reflections  
**Chair:** Professor Deane E. Neubauer, APHERP, US

*International Learning Experience and Career Development of Chinese PhD Returnees: An Analysis of Survey and Scopus Data*  
Professor Wenqin Shen, Peking University, Mainland China  
Professor Jin Jiang, Lingnan University, Hong Kong

*Contextualizing Employment and Employability in China: A Critical Discourse Analysis*  
Professor Xiao Han, Lingnan University, Hong Kong

*Institutional Social Capital and Chinese International Branch Campus: A Case Study from Students’ Perspectives*  
Ms Yuyang Kang, Lingnan University, Hong Kong

4.00pm - 4.30pm  
**Tea Break**

4.30pm - 6.00pm  
Session 4: Globalization and Higher Education Governance  
**Chair:** Professor Donald Edwards, University of Hawaii, US

*Excellence VS. Equity: How Taiwan Higher Education Caught in A Trap for ‘World Class’ Status*  
Professor Prudence Chou, National Cheng Chi University, Taiwan

*Good Practice and Policy Recommendations for the Management Systems of Autonomous Universities*  
Professor Nugultham Kulthida, Kasetsart University, Thailand

*After Globalization: A Reconceptualization of Transnational Higher Education Governance in Singapore and Hong Kong*  
Professor William Lo Yat Wai, The Education University of Hong Kong, Hong Kong

6.00pm-7.30pm  
**Dinner** (by invitation)  
Lingnan House (Chinese Restaurant), 1/F Amenities Building, Lingnan University
<table>
<thead>
<tr>
<th>Time</th>
<th>Session 5: Globalization and Nationalism in Higher Education</th>
<th>Session 6: Internationalization, Student Mobility, and Higher Education Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am - 11.00am</td>
<td><strong>Chair:</strong> Professor John Lowe, University of Nottingham Ningbo China, Mainland China</td>
<td><strong>Chair:</strong> Professor Prudence Chou, National Cheng Chi University, Taiwan</td>
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<tr>
<td></td>
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</tr>
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<td></td>
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<td><em>Economies of Comparison: Mobility, the State, and Globalization in/of Indian Higher Education</em></td>
</tr>
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<td>Professor Yue Kan, Zhejiang University, Mainland China</td>
<td>Professor Negi Rohit, Ambedkar University Delhi, India</td>
</tr>
<tr>
<td></td>
<td><em>Knowledge Diplomacy and Asian Pacific Higher Education: Implications for Nationalism and International Higher Education</em></td>
<td><em>The Trend of Inbound International Student Mobility and the Strategy of Higher Education Internationalization in Mainland China</em></td>
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<td></td>
<td>Professor Donald Edwards, University of Hawaii, US</td>
<td>Professor Wen Wen, Tsinghua University, Mainland China</td>
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<tr>
<td>11.00am - 11.15am</td>
<td><strong>Tea Break</strong></td>
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<tr>
<td>12.30pm - 2.00pm</td>
<td><strong>Lunch</strong> (by invitation)</td>
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</tbody>
</table>
Session 7: Globalization and Higher Education Reform

Chair: Dr Sudakarn Patamadilok, Naresuan University, Thailand

The Dialectics between “Race to the Top” and “Back to the Basics”: Paradigm Shifts on Taiwan Higher Education Reforms
Professor Kent Cheng Sheng-Yao, National Chung Cheng University, Taiwan

Globalization or Regionalization?: The Implication of the Reform of Japanese Higher Education in the 21st Century
Professor Li Shangbo, JF Oberlin University, Japan

Understanding Discourse on Internationalization of Higher Education in South Korea
Professor Minho Yeom, Chonnam National University, South Korea

Closing Remarks
Professor Ka Ho Mok, Lingnan University, Hong Kong
Professor Deane E. Neubauer, APHERP, US
Professor John N. Hawkins, APHERP, US
Session 1: Globalization, Internationalization, and University Governance

Mixing Metaphors: Globalization, Internationalization, Localism—Competing Impulses in Higher Education

Professor John N. Hawkins
Professor Emeritus, Graduate School of Education and Information Studies, UCLA, US
Co-Director, Asian Pacific Higher Education Research Partnership (APHERP)

In a previous essay (Hawkins 2015) the question was raised as to the appropriateness and rigor of terms widely used to label the driving forces and milieu which effect higher education and its policies and practices. In this essay, these questions along with others will be reprised in the two years since to assess how higher education in general and particularly in the Asian Pacific region is reflecting the forces of what some have argued is a retreat and reconfiguration of globalization and a rise in localism, populism, and nationalism. Are higher education institutions beginning to reflect an “inwardness” which in turn effects a shift in presence of international students, scholars, joint-research projects, joint publishing ventures, interinstitutional agreements, among other indicators?

Reference:
Internationalization, Globalization and Institutional Roles: 
Into the Darkness or a Struggle for Light

Professor John Lowe
School of Education University of Nottingham Ningbo China, Mainland China

The impacts of rising nationalisms on the internationalization of higher education have been widely anticipated and a range of possibilities suggested or sought in statistical trends. These possibilities have ranged from ‘the death of internationalization’ to ‘new forms of internationalisation’. In this paper I return to fundamental definitions and understandings of internationalization in higher education and suggest that a lack of clarity bordering on obfuscation in these makes it difficult to discuss the phenomenon as it exists and as it might change in a new global architecture. Indeed, the relationship between HE internationalization and globalization has itself been so poorly defined that it is difficult to anticipate what will happen to the former as the latter changes. A further complication arises from the changes that have taken place in some countries in the nature, function, control and management of universities in the last few decades – this is the third component in the mix that must be understood if we are not just to anticipate but to make meaningful interventions in the future of higher education. The paper argues that universities in many countries have let themselves be dulled into a ‘response’ rather than a ‘proactive’ role in their own futures and that this ultimately undermines their distinctive capacities in society.
The Cultural Experiment at East Asian Universities

Professor Rui Yang
Faculty of Education, The University of Hong Kong, Hong Kong

Increasing global connectedness in the age of globalization and the constant conflicts that go with it have urged us to reflect on cross-cultural encounters. Do they necessarily lead to cultural nationalism? What is the role of universities within this? Based on fieldwork at premier universities in four East Asian societies, this paper reports some findings from a three-year project supported by the Hong Kong Research Grants Council. It argues that after prioritizing Western learning since the late 19th century, East Asia’s best universities has now placed a cultural experiment increasingly highly on their agenda. With an understanding of East Asian and Western knowledges by the elites, East Asian flagship universities have the promise to integrate both traditions in their day-to-day operation. Such a bi-culturality, or even multi-culturality, is in stark contrast to the still largely mono-cultural university operation environment in the West. The integration would open spaces for East Asian universities to explore an alternative to Western models that have dominated world’s higher education since Western industrialization. It argues that cultural experiment would enable East Asian premier universities to bring back their cultural traditions to integrate with Western values, and thus contribute to inter-civilizational dialogue.
Session 2: Internationalization of Higher Education

From a Periphery of the Centre to a Center in the Periphery:
A New Direction of Internationalization of Higher Education in Pacific-Asian Region

Professor Xiaoguang Shi
Graduate School of Education, Peking University, Mainland China

As per the Philip Attbatch’s framework of core and periphery that is based on the Dependency Theory in economics, higher education system worldwide might be divided into two segments: industrial Western developed systems at centers while several backward developing or undeveloped systems at a periphery. Interestingly, Immanuel Wallerstein, an American sociologist who were best known for his development of the general approach in sociology and economic which led to the emergence of his world-systems approach. In his approach of the World system, Wallerstein arguably proposed a new partition of world into a framework of “core, semi-periphery, and periphery.” Originally. The Wallerstein’s framework was used to explain the phenomenon of economic distribution in global labor markets, but it has been appropriate to analyze the issues of higher education since then. Partly because the Wallerstein’s theory has made an important supplement that quite reasonably revise the Philip Attbatch’s framework of center and periphery. In my presentation, I would like to take cases/data at Pacific Asian region to testify that a few of higher education systems in this region are moving from the old periphery status to the position of semi-periphery in some or other way.
Changes to Internationalization of Higher Education in Japan?  
An Analysis of Major Findings from Two National Surveys in 2008 and 2017

Professor Futao Huang
Research Institute for Higher Education, Hiroshima University, Japan

The purpose of this study is to discuss Japanese university leaders who valorize internationalization, and how their internationalization strategies are influenced by the changing international context, especially globalization from 2008 to 2017. By presenting relevant findings from the two national surveys of institutional leaders who took major responsibility of internationalization in all Japanese universities and colleges, the study will address whether any changes had occurred in their views of the internationalization imperative, important practices of internationalization, the international status of Japan’s universities, and so forth from the quantitative perspective. The study concludes by arguing that the internationalization of Japan’s universities is on-going and still highly valued despite these new circumstances. Further, the internationalization of Japan’s universities exhibits strong non-commercial characteristics. Finally, this study shows that significant sectoral variation in attitudes and approaches to internationalization.
Session 3: Higher Education Research and Methodological Reflections

International Learning Experience and Career Development of Chinese PhD Returnees: An Analysis of Survey and Scopus Data

Professor Wenqin Shen  
Graduate School of Education, Peking University, Mainland China

Professor Jin Jiang  
Division of Graduate Studies, Lingnan University, Hong Kong

China witnessed a dramatic increase of students studying abroad for overseas higher education credentials amid the globalization. The Chinese government has been adopting an important strategy for human capital accumulation of high-talent professionals by sending students for overseas doctoral study and attracting the graduates back to China since 2007. As of 2014, a total of 18,000 students were awarded the State Scholarship Fund from the China Scholarship Council for overseas PhD study, and more than 2,000 PhD graduates return to China. Yet, little is known about these Chinese PhD returnees.

Drawing on Scopus statistics and the survey data collected Peking University, this study examines the learning experiences and their career development of the government-funded Chinese PhD returnees. We focus the analysis on the returnees’ overseas learning experience, research outputs and their collaborations with their supervisors, as well as their occupational attainment. The findings will not only fill the research gap of international mobility of high-talent professionals in China, but also provide insights for promoting talent mobility and the internationalization of higher education in the globalization era.
Contextualizing Employment and Employability in China: 
A Critical Discourse Analysis

Professor Ka Ho Mok
Vice-President, Lam Man Tsan Chair Professor of Comparative Policy
Lingnan University, Hong Kong

Professor Xiao Han
Asia Pacific Institute of Ageing Studies, Lingnan University, Hong Kong

While the conceptual transformation from employment to employability represents the western governments’ devolution of responsibility in graduate employment to the universities and the individuals, a series of policies issued by Chinese government demonstrates its active interference in the labor market. Adopting Critical Discourse Analysis (CDA), this article aims to reveal the power relationship of the various stakeholders in labor market, namely, the higher education institutions (HEIs), employees, employers and the state. It also examines how the Chinese employment policies appeared as both text and discourse, shaped by the underpinning ideologies, neoliberalism and Confucianism. While the former penetrates nearly every part of the world accompanying the trend of globalization and internationalization, the later has kept deeply rooting in Chinese policy makers’ minds.
Institutional Social Capital and Chinese International Branch Campus: A Case Study from Students’ Perspectives

Ms Yuyang Kang

Department of Sociology and Social Policy, Lingnan University, Hong Kong

Driven by the intensified competition among institutions for foreign students, there is a growing trend that higher education institutions expand their campuses to foreign countries to enhance student recruitment. In the special context of international branch campuses in China, which is a kind of middle way between Chinese and western cultures, this paper examines the role of institutional social capital and how does it influence Chinese students’ university experiences. Based upon findings generated from interviews with students, this paper argues that although certain aspects of institutional social capital is curtailed in the branch campus, students still have many chances to cultivate it in campus. However, the most commonly addressed function of institutional social capital, i.e. its role in students’ job-hunting, is not observed in this research. This paper contributes to current literature by pointing out that because of historical and cultural reasons, Chinese students attach special importance to institutional social capital. The finding has implication for institutions and participants of internationalization of education.
Globalization has affected many areas of human endeavour and education has not been exempt. The global Higher Education sector is defined by issues of prestige which have led to the formulation of various ranking systems acting as measures of ‘global excellence’. The spread of these rankings and the uses they are put to in national and international prestige contests has meant that key questions around the global relevance of rankings methodologies have received less attention than their outputs. Governments have embraced them as means of quantifying ‘progress’ and universities themselves have adopted strategies to enhance their positions. These often come with unintended consequences, at the expense of academic endeavour. This paper examines the context of Taiwan’s university rankings, the effects of the pursuit of “global excellence” and “local equity” on academic endeavour and the growing disquiet within the academic community over obsessive pursuit of ‘world-class status’.
Good Practice and Policy Recommendations for the Management Systems of Autonomous Universities

Professor Nugultham Kulthida

Faculty of Education and Development Science, Kasetsart University, Thailand

This mixed-method research aims to 1) study current situations, problems, and obstacles on the management systems of autonomous universities, 2) study good practices, and 3) propose policy recommendations for the management systems of autonomous universities. The population and samplings include 617 personnel of 3 autonomous universities, which are Chulalongkorn University, Mahidol University, and Chiang Mai University, selected by random sampling and purposive sampling. The research tools are questionnaires and interview protocols. The data is collected through questionnaires, interviews, focus group discussions, and seminars. The data is analyzed through average score, standard deviation, one-way ANOVA, and content analysis. The research finds that:

1. Generally, the highest average score on current situations, problems, and obstacles on the management systems of autonomous universities is promoting educational quality for educational excellence ($\bar{X} = 3.86$, S.D. = 0.89), followed by disseminating university outputs to the public ($\bar{X} = 3.75$, S.D. = 0.91), and operating monitoring, reviewing and evaluating system for outputs and budgeting ($\bar{X} = 3.74$, S.D. = 0.91). The lowest average score is fair expulsion ($\bar{X} = 3.30$, S.D. = 0.97), followed by fair wage increasing ($\bar{X} = 3.32$, S.D. = 0.94), operating output evaluation system to promote work efficiency ($\bar{X} = 3.37$, S.D. = 0.94), and minimizing bureaucracy to promote work efficiency ($\bar{X} = 3.37$, S.D. = 0.99)

2. Good practices for 3 autonomous universities include 1) promoting educational quality and reviewing curricula in coherence with academic policies and standards to promote educational excellence, 2) the management system should follow good governance principles, including disseminating university outputs to the public, operating monitoring and evaluation system for budgeting and planning based on laws, rules, and regulations, under the university council
which is the focal point in policy planning and implementation.

3. Policy recommendations are: 1) the university council should review curricula based on the current social needs and the contexts of the university, 2) there should be one type of employment status, university staff, in personnel management, 3) seek funds from alumni and the private sector, 4) reduce work bureaucracy to promote fast and flexible system for educational excellence, 5) universities considering changing the management system to autonomous universities should consider the university contexts and be well-prepared, 6) Office of the Higher Education Commission and universities should devise a good mechanism to select members of the university council, and 7) review or write a regulation indicating that autonomous universities are public entities, and university staff is public officials.
After Globalization: A Reconceptualization of Transnational Higher Education Governance in Singapore and Hong Kong

Professor William Lo Yat Wai

Department of International Education and Lifelong Learning
The Education University of Hong Kong, Hong Kong

Research on transnational higher education governance has provided a thesis explaining how East Asian states have successfully selectively blended elements of globalisation in higher education with their pre-existing regulatory regimes. This paper however argues that the thesis overlooks the significance of local politics in understanding the formulation of higher education policy, thus insufficiently acknowledging the indeterminacy that arises in the globalisation process. To address this argument, this paper examines the transnational higher education development in Singapore and Hong Kong and explains how political resistance and corresponding policy changes that emerged in these two societies help reconceptualise transnational higher education governance.
Session 5: Globalization and Nationalism in Higher Education

Resurgent Nationalism in Asia Pacific Higher Education:
Whose Globalization is at Stake?

Professor Deane E. Neubauer
Professor Emeritus, University of Hawaii at Manoa, US
Co-Director, Asian Pacific Higher Education Research Partnership (APHERP)

The concept paper for this seminar adopts the premise that an encroaching nationalism is being spread throughout the world with significant effects and implications for that which has been accepted as “international education” over the past two decades. This paper accepts the premise that such a growing nationalism is occurring at the expense of what was previously accepted as a “globalized” international environment. It is focused on the issue of the multi-varied notions of globalization against which this movement is directed and an examination of the complex symbolic environment of “returning to nationalism” that is emerging through these discourses. The paper seeks to develop several models of a “reframed nationalism” to which the current movement of anti-globalization/internationalization may in fact help to produce. Within these, I then offer several hypotheses about the possible courses of a “revised-internationalization” of higher education within these environments.
The recent radical initiatives under the Trump administration of the US and the UK’s disintegrating of EU (Brexit) has been increasingly shaping up to an uncertainty for the world. And many see the more certain is that, there has been a clear proliferation of anti-globalization sentiment, especially after the unprecedented global financial crisis.

The past process of globalization has indeed promoted rapid economic growth, but the anti-globalization trend is more and more striking with the prominence of imbalanced development between regions and countries. As a consequence, globalization leads at the same time to development and to underdevelopment, to inclusion and to exclusion, risking global economic imbalances with detrimental effects on social cohesion.” (Castells, 2000) As Finbarr Livesey (2017) argued, the technological change, consumer preferences, environmental challenges, and nationalism are driving a shift from globalization to an era of localization.

China’s Belt and Road Initiative (BRI), on the other hand, is drawing on a new type of regional strategy and also indicated the lynchpin of the Chinese model of globalization. The BRI offers a distinctly Chinese way of looking at global governance and cooperation, for its co-operative nature and the objective of win-win outcomes, which is framed by Xi Jinping in terms of “peace and co-operation”, “openness and inclusiveness”, “mutual learning”, and “mutual benefit”.

The BRI could potentially span and integrate major parts of the European, Asian and African continents, and result in profound implications for higher education. The most visible is more new tools of soft power such as people-to-people bond and educational exchanges has been taken under this framework. Actually, BRI has responded to the current demands of some crucial values of diversity and inclusion and the vision towards an open society.
Today’s universities are influenced by globalization in various aspects. A particularly marked manifestation of this trend is the transnational movement of students. On a worldwide basis, the number of students who study at higher education institutions outside their home countries passed the one-million mark in the 1990s, currently exceeding two million (Sugiyama 2009). The number is expected to reach 7.2 million in 2025 (Brown et al. 2003).

In the background of such a remarkable increase in the number of students studying abroad is the emergence of a global higher education market. This has promoted partnerships between universities in different regions (such as North America, Europe, and Asia), accelerating the mobility of students and researchers. At the same time, intra-regional international alliance and cooperation have also become active in higher education, resulting in an unprecedentedly vigorous movement of persons within the respective regions. In such a situation, the actors of higher education all over the world are pondering over how their human and intellectual resources can be put to optimal use within and between the regions. In Asia, in particular, which had overcome the financial crisis of the late 1990s, higher education expanded rapidly in response to the demand for human resources supporting the globalizing economy and the formation of a knowledge-based society (Yonezawa et al. 2014).

The purpose of this paper is to examine international competition and cooperation in higher education, with special focus on East Asia, where universities are being rapidly globalized, and student mobility is increasingly accelerated. (In this paper, the greater geographical region composed of the regions generally known as Northeast Asia and Southeast Asia is collectively referred to as “East Asia.”) To do so, we will first address the question of the quality of higher education, which largely determines the transnational flows of students, surveying the progress
that has been made thus far through international collaboration for ensuring quality in higher education. Secondly, we will attempt to apply the concept of “knowledge diplomacy” to the analysis of the globalization of higher education. Finally, not only will we discuss international cooperation as an essential aspect that must be explored in the discussion of the globalization and internationalization of higher education, but we will also consider the implications of higher education as a form of knowledge diplomacy in relation to the recent phenomenon of resurgent nationalism. As a final comment, it should be noted at the outset that this paper is intended to describe the current status and tentatively present a new angle of analysis through the concept of knowledge diplomacy.
How “Internationalism” and “Nationalism” Get along in Higher Education: 
From a Thai Provincial University's Perspectives

Dr Sudakarn Patamadilok 
Naresuan University, Thailand

Since the end of 20th Century, the world has continually recognised, experienced and adopted the trend of ‘Globalisation’ which influences all activities of mankind in all areas: economy, society, politics and education. In one sense, the trend creates a new form of living through a ‘blend’ and ‘exchange’ of knowledge, information, culture, tradition and lifestyle. On the other way round, it seems to detach a ‘sense’ and ‘pride’ of identity, locality, uniqueness, and originality away from one’s own life. Higher education, as well, is inevitably affected by such a change and confronted with ‘international’ and ‘national’ atmosphere.

This paper aims to look at effects the two polarities, Internationalism and Nationalism, have towards each other and ways of making them ‘get along.’ It investigates how to put them into practice through higher education such as curriculum reform, student/staff exchange, training course, classroom performance, research project, all of which the systems are based on ‘empathy,’ ‘understanding’ and ‘cross-cultural awareness’ and operated by P3BL (Problem-Based Learning, Project-Based Learning and Profession-Based Learning) that focuses on question-answer approach by teachers, skill practice after content achievement of students at all levels and apprentice among students to prepare for employment or working after graduation.

As 21st Century is the Age of Information, MOOC (Massive Open Online Course) which provides certificate programs for academic service mission is also a key issue to be discussed.

Naresuan University has been aware of such global circumstances and eager to develop its institutional policy and curriculum beneficial to students, teachers, researchers and employees, including people in society and on earth. From a bird’s eye view, the idea probably seems too much ‘ideal’ or nearly ‘impossible.’ From a Thai provincial university’s perspective, nevertheless, the idea is ‘challenging’ and ‘moving’ in developing higher education by starting from ‘a grain of sand.’ At the stage where people are required to not only cope with
‘internationalism’ which they do not belong but also keep ‘nationalism’ which tends to fade way, it is hope that ‘harmonious’ higher education will be a device which helps human beings learn to remain themselves and live with others in this wild changing world.
Session 6: Internationalization, Student Mobility, and Higher Education Graduates

Promoting Regional Cooperation for the Bay Economy Development in South China: Policy Implications for Hong Kong and Macau Graduates

Professor Ka Ho Mok
Vice-President, Lam Man Tsan Chair Professor of Comparative Policy
Lingnan University, Hong Kong

With a strong conviction to promote social integration between the Special Administrative Regions of Hong Kong and Macau and the Mainland after the change-over, there has been special policy supporting and encouraging high school students from the two SARs to pursue their higher education in mainland universities. Since then, around 15000 graduates coming from Hong Kong and Macau competing their university education and beginning to search for jobs in the mainland. This paper sets out against the broader context calling for deep cooperation between the two SARs and mainland cities for developing the Bay economy in South China to critically review how the graduates originally coming from Hong Kong and Macau find their job searches and employment experiences. This presentation also contextualizes the findings against the wider political economy context of internationalization of higher education to examine how student mobility would benefit their future career developments, as well as drawing learning lessons for public policy decision and implementation.
Economies of Comparison:
Mobility, the State, and Globalization in/of Indian Higher Education

Professor Negi Rohi
School of Human Ecology, Ambedkar University Delhi, India

The paper uses anthropologist Timothy Choy’s formulation, ‘ecologies of comparison’, to understand emergent mobilities, classificatory regimes and questions of globalization from the vantage point of the contemporary Indian higher education scenario. Choy writes about the anxieties that people in Hong Kong felt at the turn of the century, as the territory’s administration was handed over to China, the region suffered from a financial crisis, and several environmental issues threatened everything from dolphins to residents’ lungs. They simultaneously emphasized the specificity of Hong Kong (in comparison to China), and its connections with the West to give meaning to the new world, creating frameworks of comparison as constitutive of self-identity.

Similar economies of comparison are in circulation contemporarily In India. With each new global ranking, Indian institutions seem to slip, while those in ‘competitor’ countries like China rise. An anxious state has thus created new regimes of classification with the express purpose of producing certain keystone institutions that breach the top-100 globally. These regimes enable disciplinary mechanisms tied to public recognition and resources. All of this goes on even as the last twenty-odd years have seen the monopoly of public institutions being challenged by hundreds of private HE institutions of varying sizes and quality. The latter view their market as inherently global, and have drawn thousands of students particularly from other countries of South Asia as well as Africa and the Middle East. On the other hand, even the better-funded and research-oriented public institutions view student mobility as an afterthought, with little administrative support or forward planning. Through a reading of mobilities and classifications, the paper makes the case for globalism as a critical building block towards progressive configurations of comparison.
Policies regarding international student enrollment represents diversified responses and attitudes on internationalization of higher education, which is associated not only to the internal reforms of the higher education system but also to the adjustment of government-institution relationships in larger contexts of economic development, and cultural and diplomatic strategies. This study therefore attempts to analyze the trend of the mainland China's inbound international student mobility during the past four decades in the broader context of the country's diplomatic and domestic political circumstances. By using a historical and holistic approach, this paper identifies four stages of the development of international education for inbound international students in mainland China. It examines the underpinning ideologies or motives of the trend. Findings of this study suggests that different from the triumph of other Asian countries in international education, neoliberalism has inserted limited impact on the development of international education in mainland China, mainly at micro institutional level; the main motives of international education in China is to serve its domestic politics and diplomacy and capacity building of its universities. Also, a type of new nationalism is emerging in China’s recent global strategy.
Session 7: Globalization and Higher Education Reform

The Dialectics between “Race to the Top” and “Back to the Basics”: Paradigm Shifts on Taiwan Higher Education Reforms

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Along with appearance of global competition in the field of education since the year of 2000, like PISA for K-12 education and world-class universities ranking for higher education, Taiwan government starts to initiate a series of educational reforms in order to face the “Olympic Games” in education. In the year of 2006, Ministry of Education in Taiwan started to initiate the first “Five-Year and Fifty-Billion-NTD” Project, also called the “Race to the World-Class University” Project, and aim to provide financial support to help top universities in Taiwan to meet the criteria of world class universities. After two stages of “Race to the World-Class University” Project, the Taiwan government released the newest higher education initiative, called “Higher Education Rooted” Project in the year of 2017 to improve the public sphere of higher education, encourage the instructional innovation, develop the special fields of universities, and take the University Social Responsibilities (USR). To interpret the higher education changes in Taiwan during the last two decades, the author borrows two concepts from US educational reforms, Race to the Top in 2009 and Back to Basics in 1980s, as two metaphors to outline the dialectics between global competition and local demands. Moreover, the author tends to highlight the debates between impact factor (IF) and social impact of higher education changes in Taiwan during the last two decades. Finally, the researcher hopes to provide some paradigm shifts of higher education reforms in Taiwan and its possible implication to other Asian Pacific counties.
Globalization or Regionalization?:
The Implication of the Reform of Japanese Higher Education in the 21st Century

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It is generally known that Japan is a society with a declining population. In 2009, the university enrollment rate had reached 52%, moving it into the universal stage of higher education. In 2016, the junior college enrollment rate was 56.8%, and university enrollment rate was still 52%. In the context of these high rates of enrollment a key question becomes: “what can Japan do to attract international competition in the context of globalization and also adapt to the diversity of domestic students?” Finding an optimal policy direction and developing the relevant policy support are the key ingredients of the above two consultation reports. It can be said that these depict the overall blueprint for the structural reform of higher education in Japan in the first 40 years of twenty-first Century.

This paper, therefore, (1) focuses on the general question of “what has been reformed? ” and (2) sets out to explore the implication of these reforms, in order to clarify their impact in the context of overall patterns of development in world higher education. Sources used include Japanese government documents, the data of Japanese universities and the results of previous research.
Understanding Discourse on Internationalization of Higher Education in South Korea

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The purpose of this study is to understand the characteristics of discourse on internationalization of higher education in South Korea by analyzing the research trends over the last 10 years related to internationalization of higher education. The subjects of this study are the articles and policy reports published by Korean researchers from 2007 to 2017. Three results were confirmed. First, Korean researchers are sympathetic to the need for internationalization of higher education and emphasize active acceptance. Second, it is a critical approach to the direction of internationalization of higher education. Especially, a few researchers identifies internationalization education concentrated on US as a major problem. Third, it is a critical approach to the quality of international education programs. This means that the teaching-learning methods used in the internationalization education program do not accept higher-order thinking that is highly valued in higher education.
Dinner @ 19 Oct & Lunch @ 20 Oct, Lingnan House (Chinese Restaurant), 1/F, Amenities Building

Venue of the Symposium: The Alison Lam Foundation Council Chamber, G/F, Wong Administration Building
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