



INTERNATIONAL AND DEVELOPMENT EDUCATION

Contesting Globalization and Internationalization of Higher Education

Discourse and Responses in the
Asia Pacific Region

Edited by

Deane E. Neubauer

Ka Ho Mok · Sachi Edwards

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Editors

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*This volume is dedicated to our friend and colleague
Professor John W. Harkins who has served over the years
as a mentor to many in the field of higher education.*

CONTENTS

1	Introduction: Contesting Globalization and Its Discourses	1
	Deane E. Neubauer and Sachi Edwards	
2	Internationalization, Globalization and Institutional Roles in the Face of Rising Nationalisms	7
	John Lowe and Deane E. Neubauer	
3	Understanding the Internationalization of Higher Education in South Korea with Different Theories of Development	17
	Minho Yeom	
4	The Cultural Experiment at East Asian Universities	33
	Rui Yang	
5	The Third Road Beyond Nationalism and Globalization? China's Belt and Road Initiative and Its Implications for Higher Education	49
	Yue Kan and Bingna Xu	

6	The Dialectics Between “Race to the Top” and “Back to Basics”: Metaphors on Taiwan Higher Education Reforms Between 2006 and 2017	65
	(Kent) Sheng Yao Cheng	
7	Globalization or Regionalization? Implications of the Reform of Japanese Higher Education in the Twenty-First Century	79
	Shangbo Li	
8	Changes to Internationalization of Japan’s Higher Education? An Analysis of Main Findings from Two National Surveys in 2008 and 2017	95
	Futao Huang	
9	Excellence vs. Equity: How Taiwan Higher Education is Caught in a Trap for ‘World Class’ Status	109
	Chuing Prudence Chou and Antonio Bolanos Casanova Jr.	
10	How ‘Internationalism’ and ‘Nationalism’ Get Along in Higher Education: A Thai Provincial University’s Perspectives	123
	Sudakarn Patamadilok	
11	Knowledge Diplomacy and Worldview Diversity Education: Applications for an Internationalized Higher Education Sector	143
	Sachi Edwards and Yuto Kitamura	
12	Institutional Social Capital and Chinese International Branch Campus: A Case Study from Students’ Perspectives	163
	Yuyang Kang	
13	Conclusion	179
	Sachi Edwards and Deane E. Neubauer	
	Index	185

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LIST OF FIGURES

Fig. 5.1	The number of Chinese international students (2005–2014) (<i>Source</i> Department of International Cooperation and Exchanges, Ministry of Education, China. 2005–2014. <i>Report on Foreign Students in China</i> . Beijing: Ministry of Education of China)	58
Fig. 6.1	Five struggles of HEIs in Taiwan (MOE 2018)	70
Fig. 8.1	Changing phases of internationalization of Japan’s higher education (Created by author)	97
Fig. 8.2	Importance of internationalization among university-wide agendas % (Yonezawa, A. [2008]. Relevant data from survey of Japanese institutional leaders about evaluation on the internationalization of Japanese universities. Research Institute for Higher Education, Hiroshima University of Japan [2017]. Relevant data from survey of Japanese institutional leaders about facilitating the internationalization of Japanese universities)	101
Fig. 8.3	Frequently cited goal of internationalization % (Yonezawa, A. [2008]. Relevant data from survey of Japanese institutional leaders about evaluation on the internationalization of Japanese universities. Research Institute for Higher Education, Hiroshima University of Japan [2017]. Relevant data from survey of Japanese institutional leaders about facilitating the internationalization of Japanese universities)	102

Fig. 8.4	International status of Japan's universities % (Yonezawa, A. [2008]. Relevant data from survey of Japanese institutional leaders about evaluation on the internationalization of Japanese universities. Research Institute for Higher Education, Hiroshima University of Japan [2017]. Relevant data from survey of Japanese institutional leaders about facilitating the internationalization of Japanese universities)	103
Fig. 8.5	When asked to identify important practices of internationalization, the top response from all respondents (person) (Yonezawa, A. [2008]. Relevant data from survey of Japanese institutional leaders about evaluation on the internationalization of Japanese universities. Research institute for higher education, Hiroshima University of Japan [2017]. Relevant data from survey of Japanese institutional leaders about facilitating the internationalization of Japanese universities)	104
Fig. 8.6	Means of obtaining funding through internationalization-related activities % (Yonezawa, A. [2008]. Relevant data from survey of Japanese institutional leaders about evaluation on the internationalization of Japanese universities. Research institute for higher education, Hiroshima University of Japan [2017]. Relevant data from survey of Japanese institutional leaders about facilitating the internationalization of Japanese universities)	105
Fig. 8.7	Relationship between undertaking international activities and financial issues % (Yonezawa, A. [2008]. Relevant data from survey of Japanese institutional leaders about evaluation on the internationalization of Japanese universities. Research institute for higher education, Hiroshima University of Japan [2017]. Relevant data from survey of Japanese institutional leaders about facilitating the internationalization of Japanese universities)	106
Fig. 10.1	International movement in higher education vs National movement in higher education	130

LIST OF TABLES

Table 3.1	Overseas Korean students in higher education institutions	24
Table 3.2	Overseas Korean students by countries	24
Table 3.3	Foreign students in Korean higher education institutions	25
Table 3.4	Research performance 2007–2016 at SNU	26
Table 6.1	Accountability index for Higher Education Rooted (MOE 2018)	72
Table 10.1	5-HE Shields’ approaches (Table created by author)	137



Introduction: Contesting Globalization and Its Discourses

Deane E. Neubauer and Sachi Edwards

The chapters in this volume derive from a research seminar hosted by the Asia Pacific Higher Education Research Partnership (APHERP) at Lingnan University in Hong Kong in November 2017. The invited participants were asked to reflect on the emergence to that point in time of “a keen and renewed interest in the rise of nationalism (and sometimes nationalism within regionalism) within the complex patterns of what has been commonly termed ‘contemporary globalization.’” Within that frame of reference, they were asked to reflect further on the implications for such

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on the status of higher education (HE) within the Asia Pacific region. The participants were, for the most part, drawn from the institutions that were members of APHERP, which, in turn, was a membership organization drawn largely from associations developed by the East–West Center in Honolulu, Hawai‘i. APHERP and its predecessor organization the International Forum for Education 2020 (IFE 2020) had been sponsoring a series of research seminars since 2004 focused on the many ways HE was developing within the region as part of the growing and expanding the reality of global interdependence. The more recent rise of various forms of nationalism was clearly, in many ways, a significant departure from what has become increasingly accepted as the dominant modality of much of international HE. It also seemed to be highly dynamic in both kind and reach, despite its relatively recent emergence. This volume explores multiple aspects of this nationalist phenomenon into the early months of 2018, moving back and forth from consideration of the broader dynamics of international engagement embedded within globalization to those more recently introduced and privileged by these nationalist impulses that are resulting in a re-problematizing of “the international.”

The Chapter 2 by John Lowe and Neubauer explores two “modal” responses to the recent nationalist resurgence as it impacts HE. One, both sensible and limited in its perspective and range, is the response by HE professionals about their “very livelihoods themselves.” The future of HE as an institutional embodiment of contemporary nations has arisen over the past three or so decades within a very definite international and global context, as the annual movement of international students throughout the world approaches two million. Thus, many HE professionals are concerned about how national systems will be impacted if such elements of nationalism operate to erode this massive student flow. The other response, which the authors characterize as “the intellectual response,” arises as scholars across many disciplines and nations seek to understand the implications the nationalist resurgence has on the extent and nature of multiple discourses. Part of their reaction is an effort to “place these events within understandable, and optimally critical, frameworks that allow further explication, analysis and understanding to take place.” Within this framework, the authors address various efforts to redefine and explore basic concepts that have flowed through the previously widely accepted international context itself.

In the following chapter, Minho Yeom reprises the development of international HE in the South Korean context over the past several decades. In so doing, he presents four differing development theories—modernization

theory, subordinate theory, semi-peripheral theory, and social mobility theory—each of which has had some significant “purchase” within a South Korean context. He then explores their differential relevance through the use of statistical data organized around four indicators of internationalism in Korean HE: the number of Korean overseas students studying over the past four years; their distribution by country of destination; the number of international students studying at domestic institutions; and the influence of the English language in lectures and research in Korean higher education institutions (HEI). Yeom seeks to locate these major characteristics of Korean HE within the four development theories he has chosen to explore.

In Chapter 4, Rui Yang details the extensive efforts being made throughout parts of Asia, and specifically in Hong Kong, to develop HEIs that have engaged contemporary globalization and internationalization by integrating European and North American cultural traditions with authentic Confucian sociocultural contexts. Over the past decade or so, he argues, East Asian countries have placed such cultural integration high on their institutional agendas and have, overall, achieved considerable progress. This policy stance has opened spaces for East Asian universities both to contest the historical dominance of Western HEIs and to offer HE experiences to students that are significantly different from those available outside the region. Within the framework of this volume, Yang’s findings underscore the degree to which some intellectual centers have sought to negotiate a path between nationalism and globalization, rather than adopting a contested engagement, by framing their own intellectual endeavors with multiple cultural and intellectual traditions.

The following chapter by Yue Kan and Bingna Xu posits yet another alternative to the dichotomy between globalization and nationalism that, in their view, resides in China’s Belt and Road Initiative (BRI). Their presentation elaborates on how this initiative “could be...a solution to mediate the conflicts between nationalism and globalization” and suggests implications for HE development across a range of countries that, to some extent, have been excluded or marginalized in the overall context of the internationalization of HE. Focusing initially on the seemingly endemic inequalities of development that over three decades of globalization have produced, the authors raise two basic questions that lie at the crux of the dichotomy that has emerged: One, what is the role (and one presumes here by extension—“the legitimate role”—of nationalism in globalization? And second: Does “stepping back” from the world, as implicit within the notions of Brexit

and “Trumpian nationalism” really benefit countries? Their exploration of the BRI is an effort to begin a useful discussion of such issues.

In Chapter 6, Kent Chang documents the unique case of Taiwan as it has sought to develop a competitive HE system both within the shadow of its much larger and better established regional “neighbors” and in the face of what has become a defining demographic shift within the country. Within the span of three decades, the country was faced with initial demands to radically expand its HE system to meet domestic demand and to facilitate the needs of a rapidly expanding industrial sector, followed closely by the onset of the demographic crisis of a rapidly declining birth rate. This has dovetailed into placing Taiwan in a competitive context in which it has been forced to increase both the reach and quality of its HEIs. Chang borrows two related concepts from the American education experience, the *Race to the Top* and *Back to Basics* to characterize the range of policies and programs developed by the Taiwan government to meet these urgent HE needs within an increasingly competitive international/global environment. In doing so, he highlights the tensions between what he labels as the impact factor and the social impact factor of HE reforms in Taiwan.

In the following chapter, Shangbo Li guides the reader through the extensive provision of HE policies initiated in Japan by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) as it has sought, over the past two decades, to guide Japanese HE through the complex transition from a highly nationalized system to one increasingly geared toward preparing students for a highly globalized world and also providing Japanese industry and culture with the capacities for faring successfully in international competition. One aspect of the Japan system of HE (discernable in some others as well) has been its high degree of state centralization, which operates not only to directly create change within the core system of publically supported HEIs, but also to provide a compelling “surrounding environment” for the much larger system of private HE. Here, Li is suggesting that within this particular Japan context, the presumptive tension between nationalism and globalization is, in large part, resolved by the essential fact that in such a highly centralized system, national policy determines its role within the broader global environment.

Futao Huang follows this framing of Japan HE in Chapter 8 with a review of its progress since the ending of World War II and the focused role that central government ministries have had on both its initial post-war framing and subsequent developments. Of particular interest is the influence exercised over the whole of the Japanese HE system by the various

forces of internationalism that came to operate within it as it matured in the decades after the war, a period in which explicit efforts to engage Western values were made to replace the imperialistic and nationalist emphases that had characterized Japan HE in the pre-war period. To provide a view of the more contemporary period, he gives particular attention to two large-scale surveys focused on the more recent period (2008 and 2017) with reporting provided by university administrators who provide their combined assessments of the extent of Japan HE internationalization across a variety of fields of endeavor.

In Chapter 9, Chuing Prudence Cho and Antonio Bolanos Casanova Jr. return us to Taiwan with a different perspective on the common theme of Chapter 6—Taiwan’s higher education pursuit of “World Class Status.” Their critique of the current system and its policy dynamics focuses on the various “disciplines and distortions” that can and do result when governments with a major investment in HE adopt a commitment to an assessment modality that is nested within the current system of global rankings. Useful for some purposes, such systems are inherently reductionist and driven to simplify significant features of the HE endeavor to those which can be or have been made to be quantifiable. As the authors put it, these features “often come with unintended consequences, at the expense of the overall academic endeavor.” Their analysis proceeds to focus on how the dual pursuits of “global excellence” and “local equity” can result in what they regard as “an obsessive pursuit of ‘world-class status.’”

Chapter 10 shifts our focus to Thailand where Sudakarn Patamadilok takes on the challenges that increasing nationalism poses to internationalism at the HE level by focusing on the efforts of Thai universities (in general and in specific, her own, Naresuan University) to navigate the tensions between these two powerful global forces. After a review of the general global HE environment, she provides a case study of Naresuan University in the context of what has been labeled the “5 Higher Education Shields” designed to sustain and protect the essence of Naresuan University “from the possible negative effects of seeking to transition to meet the demands of global standards and relevance too quickly.” The five shields are: curriculum reform; student/staff exchange; the creation of relevant training courses; developing international themes and models within a range of classroom performances, including drama; and research endeavors including those that require postgraduate students to provide their theses in English. In recognizing that many of these activities are also present in other universities, she emphasizes that within the Naresuan context, they serve “not only

[to] prevent the hazardous clash of nationalism and internationalism, but also promote understanding and harmony for the two polarities through learning, working and doing activities among both Thai and foreign students and staff.”

In Chapter 11, Sachi Edwards and Yuto Kitamura discuss the phenomenon of the rapidly increasing mobility of students and researchers that is emblematic of the internationalization of HE. They explore the soft power reasoning that, to this point, dominates policy discourse on the issue, and present a new angle of analysis by applying the lenses of “knowledge diplomacy” and “worldview diversity education.” According to the authors, HE, as an institution, has both the potential and the responsibility, through internationalization efforts, to “promote understanding of differences in worldview and to temper the recent resurgence of nationalism and xenophobia we are witnessing across the globe.” While their analysis is general in nature and intended for a broad-reaching conversation about approaches to HE internationalization (generally) and student/researcher mobility initiatives (specifically), they offer examples from Japan and the United States to demonstrate the kind of initiatives they see as responses to HE internationalization and globalization that prioritize knowledge sharing and an appreciation of diverse worldviews.

The concluding substantive contribution by Yuyang Kang investigates the rise of international branch campuses in China, of which, by 2016, there were six, enrolling over 6000 Chinese students. In her treatment of these institutions, Kang emphasizes the role of institutional social capital and how it influences the lives of these Chinese students, especially within the context of increasing nationalism. She concludes that even with the curtailment of some aspects of institutional social capital taking place within the rising climate of nationalism, students continue to have significant opportunities to explore and expand their social capital within the broadened cultural capital of the international branch campus. Drawing on her qualitative research, Kang finds that many students have certain expectations for the benefits to be gained through the acquisition of social capital afforded by attending an international branch campus, but that, in practice, securing a job postgraduation is not one of those benefits.

In our conclusion, we seek to weigh the findings of the studies reported on in this volume in the context of the continued pattern of actions across the global that have added to, and in some important respects changed, the global climate of increasing nationalism as it has affected higher education in the Asia Pacific region.