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REDEFINING ASIA  
PACIFIC HIGHER  
EDUCATION IN CONTEXTS  
OF GLOBALIZATION

Private Markets and the Public Good

Edited by

**Christopher S. Collins and  
Deane E. Neubauer**



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# Redefining Asia Pacific Higher Education in Contexts of Globalization: Private Markets and the Public Good

Edited by

Christopher S. Collins

*Assistant Professor, Azusa Pacific University, USA*

and

Deane E. Neubauer

*Emeritus Professor of Political Science, University of  
Hawaii, Manoa, USA*

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## Notes on Contributors



**Siti Norbaya Azizan** is Social Research Officer at the National Higher Education Research Institute (NaHERI/IPPTN) and is pursuing Master studies in the field of Educational Technology. She holds a Bachelor of Electronic Engineering (Hons.) from Universiti Sains Malaysia (2005). Previously, she worked as a lecturer at the ITP Lebu Victoria College teaching subjects of C++ programming, computer applications, basic electronic instrumentation and measurement, principle of electricity, and study skills. Later, she served as a research officer with the mobile@USM research team whereby the mobile learning research has won several awards and recognitions nationally and internationally. Her primary research interests are in the areas of higher education, university-community engagement, distance education, and educational technology, particularly mobile learning. Currently, she is actively involved in higher education and university-community engagement research at the NaHERI.

**Frederique Bouilheres** is a lecturer at RMIT University Vietnam. She has taught various courses in the Bachelor of Accounting (performance analysis and simulation, auditing, accounting theory, introductory accounting) and in the MBA Program (accounting course). Frederique holds a Master's in Accounting and Finance, a Graduate Certificate in Tertiary Teaching and Learning, and an MBA and is currently completing her PhD in Accounting. Before venturing into academia, Frederique was a manager in a French accounting firm, Mazars, where she spent

more than seven years (five in France and two in Vietnam) practicing accounting, auditing and tax. Her research interests are accounting education and in particular students feedback.

**Christopher S. Collins** is Assistant Professor of Higher Education at Azusa Pacific University. His research interests include the role of higher education related to poverty reduction, knowledge extension, public good, and social rates of return. His recently published works include *Higher Education and Global Poverty: University Partnerships and the World Bank in Developing Countries* (2011) and *Education Strategy in the Developing World: Revising the World Bank's Education Policy Development* (2012). He has recently completed projects with the Association for Public Land-Grant Universities (APLU) looking at African-US university partnerships and with the Asia Pacific Economic Cooperation (APEC) looking at degree qualifications. He holds a PhD with the "Best Dissertation Award" from the Higher Education and Organizational Change program at the Graduate School of Education and Information Studies at UCLA. He also served as a Peace Corps volunteer in Vanuatu, an island nation in the South Pacific.

**Mageswary Karpudewan** is a senior lecturer at the School of Educational Studies, Universiti Sains Malaysia. She teaches postgraduate and undergraduate level courses for Science Education Program. She received a PhD in Chemistry Education from Universiti Sains Malaysia in 2010. Her PhD research focused on the integration of green chemistry in pre-service teachers' curriculum. Her current research focuses on integrating green chemistry across various levels. She also researches on the teaching and learning of science/chemistry and other environmental issues including climate change education. STEM education at Higher Education Institutions is also an important component of her research.

**Stephanie K. Kim's** research focuses on higher education reform, Asian higher education, and transnational mobility. She is the Program Director of the UC Berkeley Center for Korean Studies, where she was formerly a postdoctoral fellow. She completed a PhD in Social Science and Comparative Education at UCLA, and has received awards from the Korea Foundation, Fulbright Korea, Social Science Research Council, and Comparative and International Education Society.

**Siu-yau Lee** is an assistant professor in the Department of Asian and Policy Studies, Hong Kong Institute of Education. His research focuses

primarily on institutions and institutional change in authoritarian regime, as well as housing and education policies in Greater China. He holds a DPhil in Politics and an MSc in Modern Chinese Studies (Distinction) from the University of Oxford, where he was a Swire Scholar. His recent works appear in *Asian Survey*, *Journal of Education and Work*, *Modern China*, and *Social Indicators Research*.

**Chiara Logli** is a lecturer in the College of Education at the University of Hawaii, Manoa. Her research interests include cross-cultural, international, and comparative education. In 2015, she completed her PhD in Educational Foundations at the University of Hawaii at Manoa with a graduate certificate in International Cultural Studies. She holds a Master's in Political Science at the University of Bologna, Italy, and has also studied at the Institute for Intercultural Communication, USA, Chulalongkorn University, Thailand, and Gadjah Mada University, Indonesia. She has received fellowships from the East–West Center, US Foreign Language and Area Studies, Rotary International, United States–Indonesia Society, and European Union among other funders. Prior to joining the University of Hawaii, she worked on multicultural and international programs at the University of California Berkeley, University of California Santa Barbara, and various educational organizations.

**Deane E. Neubauer** is a senior consultant for the Education Program and serves as a Director of the Asia Pacific Higher Education Research Partnership (APHERP). He has taught at the University of California, Berkeley and Irvine, Waikato University, New Zealand, and served as a distinguished external faculty affiliate to the School of Health Science, University of Sydney. From 1970 to 2004 he taught in the Department of Political Science, University of Hawai'i, Manoa (UHM). His research interests lie in health policy, political economy, education, and globalization. His work explores globalization phenomena as a major vector of social change throughout the world. In 1980, he became the Founding Dean of the College of Social Sciences at the University of Hawai'i, a position he held through 1988. In 1999 he served as the Founding Director of the Globalization Research Center at the University of Hawai'i, Manoa and subsequently as Founding Executive Director of the Globalization Research Network, a four-university collaboration. He was interim Chancellor of UHM in 2001–2002 and Interim Vice President for Academic Affairs for the University of Hawai'i System from 2001 to 2004. He is currently Emeritus Professor of Political Science at UHM,

and Senior Researcher at the Globalization Research Center. Deane has also been active in the field of higher education accreditation for over 22 years.

**Ahmad Nurulazam Md Zain** is the Director of National Higher Education Institute (IPPTN) at Universiti Sains Malaysia (USM) and Professor of Science Education in the School of Educational Studies, has more than 25 years of teaching and research experience in USM and including a short stint at King's College London. He was the Deputy Dean in the School of Educational Studies, USM and Program Manager at CETREE (Centre of Education and Training in Renewable Energy). His research areas include higher education, science education, and computer education. He has directed and involved in research projects funded by the World Bank, OECD, Danish Cooperation for Environment and Development (DANCED), Ministry of Education, Ministry of Higher Education, Malaysian Electricity Supply Industry Trust Account (MESITA), Ministry of Youth and Sports, Ministry of Energy, Water and Communications, and Universiti Sains Malaysia. Several research projects are still in progress. His works have been published in national and international journals. He has also written chapters in books and monographs that have been published at both the national and international levels.

**Munir Shuib** is the Deputy Director at the National Higher Education Research Institute (NaHERI/IPPTN). Previously, he had served as a coordinator for the School of Humanities' consultancy program, Head for English Language Studies program as well as Deputy Dean in charge of industry and community network. His areas of interest include graduates' skills and competencies, curriculum development, and university-community engagement. He has been involved in various research and consultancies in these areas and has numerous articles published in national and international journals. Some of his major studies and publications include graduate underemployment, triple helix, needs analysis, and the changing academic profession. He is interested in language learning innovation and is currently developing a smart-phone application for university English language learners. He is also a member of ASIATEFL and the Global Higher Education Network. He currently serves as the Chief Editor for the *Bulletin of Higher Education Research*.

**Aki Yamada** attended Doshisha University in Kyoto, Japan with a Bachelor of Arts in Policy Studies. She continued studying at Doshisha University and received her Master of Arts in American Studies. During her Master's program she studied at Stanford University for one year as a Freeman Spogli Institute Visiting Researcher. Aki began her doctoral studies in Education at the University of California Los Angeles in 2011. She pursued her research on New Japanese living in the United States under the direction of advisor John Hawkins. Her research interests include globalization, contemporary Asian immigration, transnational identity, and internationalization of higher education. Aki is now working as an assistant professor in the Empowerment Informatics program at Tsukuba University.

**Cheng-Cheng Yang** is an associate professor in the Graduate Institute of Educational Administration and Policy Development at National Chiayi University (NCYU), Taiwan. He has served as a faculty member at NCYU since 2011. He holds a PhD in Comparative Education from University of California, Los Angeles (UCLA) in 2010. His research interests include higher education administration, higher education policy, and comparative education. His research articles cover topics ranging from organizational behavior and management in higher education to macro policy change in Taiwan or other Asian countries. In recent years, he has focused on finding influential factors of faculty members' research performance and teaching satisfaction at universities in Asia's higher education systems. He has also continued studying the impact of higher education expansion on perceptions and actual development of students and graduates at universities in Taiwan. His current research project focuses on exploring organizational justice in the Taiwanese higher education system.

# Introduction: Redefining Asia Pacific Higher Education in Dynamic Global Contexts

*Deane E. Neubauer and Christopher S. Collins*

Collins, Christopher S. and Deane E. Neubauer.  
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of Globalization: Private Markets and the Public Good.*  
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This brief introduction sketches our sense of the “dynamic global contexts” that currently are redefining Asia Pacific higher education (HE). Included within this brief framework review are issues of cross-border education, the differentiating effects of national tensions to align HE capacity with differential national birthrate profiles, the pressures created within all Asia Pacific HE systems by the dynamic and continual development of ranking/status systems, and complex shifts in the meanings of the public good as they are presented within these societies and affect current balances between the historic provision of public and private HE.

The complex set of forces that we commonly delineate as the “dynamics of globalization” have become well known. Most listings would register major transformations in national economic systems with levels of international engagements at an all time high, and being propelled further in that direction by new trade agreements that link major geographic regions, economies, and trading partners. Within this complex of highly interactive economic forces, education has been positioned as a critical variable as the necessity for creating literate domestic workforces becomes ever more clear. Indeed, the Education for All (EFA) initiative taken by UNESCO in its Thailand conference in 1990 has been a major force in highlighting the goal of “meeting the learning needs of all children, youth and adults.” Initially targeted as a goal to be met by 2015, even as this has fallen short, the policy commitment of national governments throughout the world, assisted by a wide community of other public and private sector donors, has ineluctably bound education and economic endeavors within national and international policy arenas.

In step with this movement has been the fundamental transformation of HE in virtually all countries, but certainly dramatically and dynamically within Asia Pacific nations and within the region. Indeed, the *massification* of HE has come to dominate the education policy environment, widely recognized as a necessary contributor to the ability of nations to compete economically, especially as HE, as *an endeavor*, is increasingly linked to the capacity of given nations to innovate (in all of its complex meanings), and through such innovations, gain and/or maintain a place within competitive economic environments. (For an excellent review of the range of changes taking place within the Asia Pacific region and HE responses to them, see: Simon Marginson, Sarjit Kaur, and Erlenawati Sawir, editors, 2011. For a review of the particular role HE institutions (HEIs) are playing in the area of research and innovation, see John N. Hawkins and Ka Ho Mok, editors, 2015.)