Crossing Borders in East Asian Higher Education


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Crossing Borders in East Asian Higher Education

Edited by
David W. Chapman
William K. Cummings
Gerard A. Postiglione
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<tr>
<td>AMP</td>
<td>Advanced Management Program</td>
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<td>AMTB</td>
<td>Attitudes/Motivation Test Battery</td>
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<td>APEC</td>
<td>Asia-Pacific Economic Cooperation</td>
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<td>CEPA</td>
<td>Closer Economic Partnership Agreement</td>
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<td>CFCE</td>
<td>Chinese–Foreign Cooperation Education</td>
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<td>CGSs</td>
<td>Chinese Government Scholarships</td>
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<td>CGSP</td>
<td>Chinese Government Scholarship Program</td>
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<tr>
<td>CityU</td>
<td>City University of Hong Kong, The</td>
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<td>CMU</td>
<td>Carnegie Mellon University</td>
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<td>CUHK</td>
<td>Chinese University of Hong Kong, The</td>
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<tr>
<td>DTI</td>
<td>Design Technology Institute</td>
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<td>EDB</td>
<td>Economic Development Board</td>
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<td>EMB</td>
<td>Education and Manpower Bureau</td>
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<td>ERC</td>
<td>economic review committee</td>
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<tr>
<td>GATE</td>
<td>Global Alliance for Transnational Education</td>
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<td>GATS</td>
<td>General Agreement on Trade in Services</td>
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<td>GDP</td>
<td>gross domestic product</td>
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<td>GIT</td>
<td>Georgia Institute of Technology</td>
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<tr>
<td>GIST</td>
<td>German Institute of Science and Technology</td>
</tr>
<tr>
<td>GSB</td>
<td>Graduate School of Business (University of Chicago)</td>
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<td>HEIs</td>
<td>higher education institutions</td>
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<tr>
<td>HKU</td>
<td>University of Hong Kong, The</td>
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<tr>
<td>HKUST</td>
<td>Hong Kong University of Science and Technology, The</td>
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<tr>
<td>IEA</td>
<td>International Association for the Evaluation of Educational Achievement</td>
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<td>IIT</td>
<td>Indian Institute of Technology</td>
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<td>IMF</td>
<td>International Monetary Fund</td>
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<td>JASSO</td>
<td>Japan Student Services Organization</td>
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<td>JDDPs</td>
<td>joint dual degree programs</td>
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<td>JHU</td>
<td>Johns Hopkins University</td>
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List of Abbreviations

KBS1 knowledge-based society 1
KBS2 knowledge-based society 2
KI Karolinska Institutet
KMEHRD Korean Ministry of Education and Human Resources Development
LCTLs less commonly taught languages
LU Lingnan University
MANOVA Multivariate analysis of variance
MBA Master of Business Administration
MEXT Ministry of Education, Culture, Sports, Science and Technology (Japan)
MIT Massachusetts Institute of Technology
MOE Ministry of Education
MRPs mainland Chinese research postgraduates
NBS Nanyang Business School
NCUES National Colleges and Universities Enrollment System (China)
NTI Nanyang Technological Institute
NTU Nanyang Technological University
NUS National University of Singapore
ODA Overseas/Official Development Assistance
OECD Organisation for Economic Co-operation and Development
OIA Office of International Affairs
PCER Presidential Commission on Educational Reform
PISA Programme for International Student Assessment
PolyU Polytechnic University of Hong Kong
PRC People’s Republic of China
R&D research and development
RAE Research Assessment Exercise
RPg research postgraduate students
S&T strategy and technology
SAR Special Administrative Region (Hong Kong)
List of Abbreviations

SCI  Science Citation Index
SIM  Singapore Institute of Management
SJTU  Shanghai Jiao Tong University (China)
SLA  second-language acquisition
SMA  Singapore–MIT Alliance
SMU  Singapore Management University
SPACE  School of Professional and Continuing Education (Hong Kong)
THES  Times Higher Education Supplement
TIMSS  Trends in International Mathematics and Science Study
TLI-AP  Logistics Institute-Asia Pacific, The
TUJ  Temple University, Japan
TUM  Technische Universität München
UGC  University Grants Committee
UNNC  University of Nottingham, Ningbo, China
UNLV  University of Nevada, Las Vegas
UNSW  University of New South Wales
UPGC  University and Polytechnic Grants Committee
UR  Uruguay Round
WCUs  world-class universities
WTO  World Trade Organization
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Asia is traditionally “where it’s at” in international higher education because the majority of the world’s internationally mobile students and professors have come from Asian countries, including South Asia, and have gone to North America, western Europe, and recently Australia and New Zealand. Many of these students and professors did not return to their home countries, creating what used to be called “brain drain.” Now, as this book shows, the traditional one-way traffic from Asia to the West has become much more complex. East Asia, particularly, has become actively engaged in international higher education initiatives of its own as higher education systems expand and become better developed.

Crossing Borders contributes to the emerging study of how East Asian countries have developed their own international higher education programs and how the region is being affected by this new phenomenon. The programs discussed in this book, and the broader trends identified, present the most important developments in international higher education in decades. These trends will have a significant impact on global flows of students and professors, on relations among East Asian nations, and on how academic systems develop in the region.

The countries involved, especially the larger ones, will become less dependent on the West for ideas, destinations, and programs. As this book argues, there will be more intra-Asian higher education relations, and, perhaps, a bit less with traditional partners in the West. The “traditional” sending countries—China, South Korea, and Japan—now attract students, mainly from other Asian countries, to study in their countries. Indeed, China has about as many students coming to study there as the number of its own Chinese students leaving the country each year to study abroad. Further, while the United States and other major Western destinations remain the most popular, many Chinese students are now choosing to study in Japan and South Korea.

A few East Asian countries are creating sophisticated international higher education policies of their own. Again, China, as the largest country, has established active programs that succeed in attracting students from abroad. It has invested large sums in facilities for international students, and has also made government scholarship funds...
available to some international students. Moreover, hundreds of centers that focus on Chinese language and culture called Confucius Institutes are being established around the world, often on university campuses. These institutes are able to provide information about study abroad opportunities in China. Japan was first to initiate an international higher education strategy, with a government-based goal of “100,000 international students by 2000.” While this was attained later than expected, the number of international students in Japan has now exceeded the original goal. Foreign students in Japan overwhelming originate from other Asian countries—with the largest number coming from China and South Korea. Malaysia also operates an extensive international higher education sector as part of its national strategy aimed at attracting students, mainly from the Muslim world.

Much of East Asia’s involvement in international higher education is mainly through students going abroad to study, branch campuses, or other collaborative programs with universities from Australia, the UK, and to a lesser extent the United States. A few other European countries are modestly involved as well. Similar initiatives exist in Indonesia, Vietnam, Cambodia, and Thailand. Although students from these countries study in other Asian nations, the majority of them still go to the West for study, and with very few exceptions, international degree programs in these countries are offered by Western universities.

Crossing Borders makes an important contribution by providing a rich analysis of the various permutations of Asia’s cross-border higher education thinking and activities. The 21st-century realities are complex and varied. Hong Kong and Singapore are among the world’s most internationalized higher education environments and are thus worthy of special analysis. Both countries early on recognized that to survive as higher education hubs—and for that matter as successful and sophisticated economies—they would need to be linked to the rest of the world. Their universities are expected to cement their global economic integration in areas such as business and commerce. Choosing to use English as the medium of instruction certainly helped, but a clear policy of recruiting the best professors from around the world was instrumental in Singapore and Hong Kong. Both South Korea and Japan have also recognized that their economies depend on integration with the region as well as on continuing international initiatives. However, this is easier said than done in countries such as Japan and Korea where once can sense an overwhelming salience of their own cultures.
The role of English in Asia’s international higher education initiatives is complex. Many East Asian countries now offer degree programs in English to attract international students as well as to improve the English competency of domestic students. For example, master of business administration degrees are offered in English by local institutions of higher learning in most East Asian countries—additional English-language degrees are offered by foreign institutions operating in East Asia as well. Professors in many disciplines are asked to teach in English, and the greatest demand on their professional advancement involves publishing in internationally recognized scholarly and scientific journals—most of which are in English. This is part of the region’s internationalization strategy. However, internationalization strategies will inevitably create unanticipated consequences too. At the very least, there will be problems pertaining to the academic use of Asian languages and for the continued development of scholarship, especially in the social sciences and humanities, in those languages. It may also be problematic for many students, and some professors, whose knowledge of English may not be up to appropriate standards.

East Asia is engaged in a significant number of internationalization strategies. While much less discussed than the Bologna initiatives of the European Union—and much more scattered due to the lack of an Asian regional strategy for internationalization—Asia’s regional cross-border programs are slowly expanding. Discussions under the auspices of ASEAN have been taking place, but no significant regional initiative comparable with that of Bologna is under way. Thus far, selected East Asian nations are pushing forward with their own initiatives, many of which share common elements. But without a shared cross-regional common approach, East Asian internationalization will not have the impact that the Bologna process seems to be attaining. *Crossing Borders* brings out the complexity of the issues within the scope of the current activity taking place in East Asian higher education. No matter what, the time has come to look to a broader and more integrates regional perspective.

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