Higher Education Research Association

April 27-29, 2022

Mass Higher Education After Pandemic in East Asia:
Policy, Diversity, and Social & Human Contribution

- Organizer: Higher Education Research Association
- Co-organizer: The Consortium for Higher Education Research in Asia

HERA 2022 Program list

Day 1 (27 April, 2022)

Time	Type		Title	Presenters
09:00-10:00	Book launching		Socialization in Higher Education and the Early Career: Theory, Research and Application	John C. Weidman (University of Pittsburgh), Linda DeAngelo (University of Pittsburgh), Fei (Sophie) Guo (Tsinghua University), Hanna Hottenrott (Technical University of Munich)
10:00-10:10	Break			
10:10-10:20	Welcoming speech			Akira Arimoto (University of Hyogo)
10:20-11:20	Keynote speech [Chair] Dian-fu Chang, Tamkang University)		Geopolitics, Disruptions and Spillovers: East Asia Higher Education Policy for a New Era	Gerard A. Postigilione (The University of Hong Kong)
11:20-11:30	Break			
11:30-12:30	Book launching		Global University President Leadership: Insights on Higher Education Futures	Hamish Coates, Zheping Xie, Wen Wen, (Institute of Education, Tsinghua University)
12:30-13:30	Lunch Break			
13:30-14:30	Parallel sessions	Panel session	Doctoral journey and career trajectories of Chinese doctoral graduates in academic involution	Wenqin Shen (Peking University), Yue Zhai (Peking Univeristy), Liping Li (Capital Normal University), Huan Li (University of Hong Kong), Hugo Horta (University of Hong Kong), Gaoming Zheng (Tongji University), Lv Jiayi (Peking University), Yue Chen (Shaanxi Normal University)
		Individual session (1) [Chair] Sheng-ju Chan National Chung Cheng University	Relationship between Learning Engagement and Habits and Learning Outcomes in Online Education during the COVID-19 Pandemic: Based on an Interview Survey	Noboru Miyoshi (Hiroshima University), Qiujing Pan (Ehime University)
			Narrating Academic identity of Higher Education Researchers in East Asia: Diverse Responses to the Impact of COVID-19	Hei-hang Hayes Tang (The Education University of Hong Kong), Yangson Kim (Hiroshima University), Soo Jeung Lee (Sejong University)
			Initial teacher education trainees' well-being under the Covid-19 pandemic in Taiwan	Li-Jung Chien and Yu-Ping Hsu (Center of Teacher Education National Taiwan University)
14:30-14:40	Break			
14:40-15:40	Individual session (2) [Chair] Tsukasa Daizen, Hiroshima University		The turnover intentions of international academics at Japanese universities	Lilan Chen (Hiroshima University)
			Towards Better Understanding Academic Leadership's Role in Fostering Internationalization at Japanese Universities: A Mixed Methods Study	Bradley D.F. Colpitts (Kwansei Gakuin University)
			Virtual Student Mobility from Students' Perspectives: Case Study from Japan	Ariunaa Enkhtur, Ming Li, Xixi Zhang (Osaka University)
15:40-15:50	Break			
15:50-16:50	Individual session (3) [Chair] Norzaini Azman, Universiti Kebangsaan Malaysia		Global-national-local dynamics in policy trajectories: a case of 'Scholarship of Teaching and Learning' (SoTL) policy in higher education	Hung-Chang Chen (National Taipei University of Education)
			Polarised, populist, and neoliberal: narratives of the Malaysian higher education system on the digital sphere	Doria Abdullah (Universiti Teknologi Malaysia)
			The Importance of Ideas: The Co-evolution of China's Higher Education Scale and Popularization Policies	Ruoyi Qiu (University of Padova), Hui Liu (Guangzhou University)
16:50-17:00	Break			
17:00-18:30	Workshop [Chair] Hideto Fukudome, The University of Tokyo		Searching for higher education new identity? A hybridizing experience in East Asia	Sheng-ju Chan (National Chung Cheng University)

Day 2 (28 April, 2022)

Time	Type			Title	Presenters
10:00-11:00	Keynote speech [Chair] Gerard Postigilione, The University of Hong Kong			The COVID-19 and Asian Higher Education	Futao Huang (Hiroshima University)
11:00-11:10	Break				
11:10-12:10	Parallel sessions	Panel session		Academic leaders in Japan, Korea and Taiwan: Academic training and career characteristics	Jung Cheol Shin (Seoul National University), Futao Huang (Hiroshima University), Angela Yung Chi Hou (National Chengchi University)
		Individual session (4) [Chair] Akiyoshi Yonezawa, Tohoku University		A Comparative Study on Changes of University Enrollment under the COVID-19 Pandemic	Hideto Fukudome (The University of Tokyo)
				Impact of Covid-19 pandemic on the mobility of international students in Korea	Eunhye Lee, Anggia Utami Dewi, Xin Li (Seoul National University)
				Impact of COVID-19 on South Asian graduates gaining Employment in Australia: A qualitative study	Jasvir Kaur Nachatar Singh (La Trobe University)
12:10-13:10	Break				
13:10-15:10	Parallel sessions	Panel session (13:10-15:10) *2 hour session		PhD student forum on "Higher education internationalization, Quality assurance and governance in Asia" – Global discourse, regional dialogue and local practice.	Angela Yung Chi Hou (*National Chengchi University*), Sheng Ju Chan (National Chung Cheng University), Yuan Chih Fu(National Taipei University of Technology), Junedi (National Taipei University of Technology), Amelio Salvador Quetzal (National ChungCheng University, Bea Treena Macasaet (National Taiwan Normal University), Juan José Moradel Vasquez (National Taipei University of Technology), Abdul Wali Khan (National Chengchi University), Shirley Chen (National Chengchi University), Tuan Cong Dao (National Chung Cheng University), Quan Le (Vietnam National University)
		Individual session (5) (13:10-14:10) [Chair] Wenqin Shen, Peking University		Acquaintance society, Bureaucracy and University Governance in China	HU Juan (Renmin University of China)
				Mission Accomplished? The Retreat of the Confucius Institutes under Globalization	Samson Long Ho YIM (National Chengchi University), Zhen TIAN (Lingnan University)
				How useful are Chinese degrees for Bangladeshi international students? Employment prospects after graduation in China	Md Sahariar Rahman, Wenqin Shen (Peking University)
		Individual session (6) (14:20-15:20) [Chair] Hamish Coates, Tsinghua University		History and Future Perspectives of Academic Excellence Initiatives in Japan: Can a Series of Government Interventions Make a Difference on Research Universities?	Akiyoshi Yonezawa (Tohoku University)
				Creating World-class Universities in China: Governance Reforms and Unintended Consequences at a Normal University	Jiang Linhao (South China Normal University), Zhang Youliang (Lingnan University)
				Research Performance Disparities among Indonesian Public Top-Universities Granted with the Highest Autonomy: The Role of National and Institutional Policies	Iis Nur Rodliyah (National Sun Yat-sen University), Adji Achmad Rinaldo Fernandes (University of Brawijaya), Ching-Hui Lin (National Sun Yat-sen University), Hsueh-Hua Chuang (National Sun Yat-sen University)
15:20-15:30	Break				
15:30-17:00	Workshop [Chair] Angela Yung-chi Hou, National Chengchi University			Engaging in Higher Education Research in East Asia	Hugo Horta and Jisun Jung (The University of Hong Kong)
17:00-17:15	Break				
17:15-18:45	Book Launching			A book symposium on *'Changing Higher Education in East Asia'*	Simon Marginson (University of Oxford), Xin Xu (University of Oxford), Olga Mun (University of Oxford), Yunkyung Min (Korea Educational Development Institute), Lili Yang (The University of Hong Kong), Arzhia Habibi (University of Oxford), Lin Tian (Hunan University), Nian Cai Liu (Shanghai Jiao Tong University), Christopher D. Hammond (Tokyo University), Julie Chia-Yi Lin (University of Oxford), Ly Thi Tran (Deakin University), Huong Le Thanh Phan (Deakin University), Huyen Bui (Deakin Univeristy), Thomas Brotherhood (Rikkyo University), Futao Huang (Hiroshima University), Ka Ho Mok (Lingnan University)

Day 3 (29 April, 2022)

Time	Type		Title	Presenters
10:00-11:00	Keynote speech [Chair] Futao Huang, Hiroshima Univeristy		The Private Sector in Massification of East and South East Asian Higher Education	Anthony Welch (University of Sydney)
11:00-11:10	Break			
11:10-12:10	Special lecture [Chair] Jisun Jung, The University of Hong Kong		Successful Intellectual Styles and Positive University Outcomes	Li-fang Zhang (The University of Hong Kong)
12:10-12:20	Break			
12:20-12:50	Book launching [Chair] Jisun Jung, The University of Hong Kong		Online Teaching and Learning in Higher Education during COVID-19: International Perspectives and Experiences	Roy Y. Chan (Lee University)
12:50-13:40	Break			
13:40-14:40	Parallel sessions	Panel session	Youth Activism and Education Sector in the Asia Pacific region	Sheng-Ju Chan (National Chung Cheng University), William Yat-Wai Lo (The Education University of Hong Kong), Ly Tran (Deakin University), Ming-sho Ho(National Taiwan University)
		Individual session (7) [Chair] Jung Cheol Shin, Seoul National University	Is employer engagement effective in external quality assurance of higher education?—a paradigm shift or QA disruption from quality assurance perspectives in Asia	Angela Yung Chi Hou (National Chengchi University)
			Where are Haigui? Factors Affecting the Employment of Chinese Foreign-trained PhDs	Shuoyang Meng (University of Tokyo), Wenqin Shen (Peking University)
			The Comparative Study on the Qualification Profile of Academic Profession in the Chinese Societies	Li-chuan Chiang (National University of Tainan)
14:40-14:50	Break			
14:50-15:50	Parallel sessions	Panel session	Funding Policy Reforms in Korea and Taiwan: Rhetoric or Reality?	Sophia Shi-Huei Ho (University of Taipei), Robin Jung-Cheng Chen (National Chengchi University), Jung Cheol Shin (Seoul National University), Jin-Kwon Lee (Seoul National University)
		Individual Session (8) [Chair] SooJeung Lee, Sejong University	Rethinking the 'global' in global higher education studies: From the lens of the Chinese idea of tianxia	Lili Yang (University of Hong Kong), Lin Tian (Hunan University)
			Internationalisation of higher education in Hong Kong: Opportunities and challenges in the Guangdong–Hong Kong–Macao Greater Bay Area	Qian Huang (The University of Hong Kong), Xiujuan Xie(The University of Hong Kong)
			From soft power to knowledge diplomacy: A case study of Taiwan's scholarship program	Warangkana LIN (I-Shou University)
15:50-16:00	Break			
16:00-17:00	Individual session (9) [Chair] Hugo Horta, The University of Hong Kong		Strategic Research Agenda Setting Theory: A Novel Perspective to Examine Research Paths of Individual Academics in Mainland China and Hong Kong	Liu Yingxin (The University of Hong Kong)
			Meaning of Research among Master's Students in Hong Kong	Xiaoshi Li, Mei Lai, Jisun Jung (The University of Hong Kong)
			Opportunities and challenges for developing higher education sector in Guangdong-Hong Kong-Macau Greater Bay Area	Xiujuan XIE (The University of Hong Kong), Xu LIU (Southern University of Science and Technology)
17:00-17:20	Break			
17:20-18:20	Special lecture [Chair] Simon Marginson, The University of Oxford		Higher education system and higher education research: a retrospect and prospect of an Educational Sociologist)	Akira Arimoto (University of Hyogo)
18:20-18:30	Closing speech			Jung Cheol Shin (Seoul National University)

Keynote speakers

Geopolitics, Disruptions and Spillovers: East Asia Higher Education Policy for a New Era

by Gerard A. Postiglione (The University of Hong Kong)

Time: 10:20- 11:20, April 27 2022

East Asian higher education has reached a critical juncture. How will it face new strains of Covid-19, a shifting world order, an impending climate crisis, rapid urbanization, demographic decline, tensions over trade and technology, and rising inequalities of wealth and income? These trends alter the character of globalization that energized the growth and development of East Asian higher education since the beginning of the 20th Century. The road to 2030 will require fresh thinking about what policies can turn challenges into opportunities and make East Asia the world's most consequential center of higher education by 2050. University leaders in East Asia must play a larger role to ensure that the new geopolitical environment of strategic competition does not spill over to hinder the values of reason, science, and humanism – values essential to the convergence of interests among the academic research enterprise.

Gerard A. Postiglione is Honorary Professor, Coordinator of the Consortium for Research on Higher Education. He was Chair Professor in Higher Education in the Faculty of Education, The University of Hong Kong. He has published 16 books and over 150 articles and chapters. Among his awards are: Outstanding Research Supervisor Award, Two Best Book Awards, Humanities and Social Science Prestigious Fellowship Award, Lifetime Contribution Award for Studies in Higher Education.

The COVID-19 and Asian Higher Education

by Futao Huang (Hiroshima University)
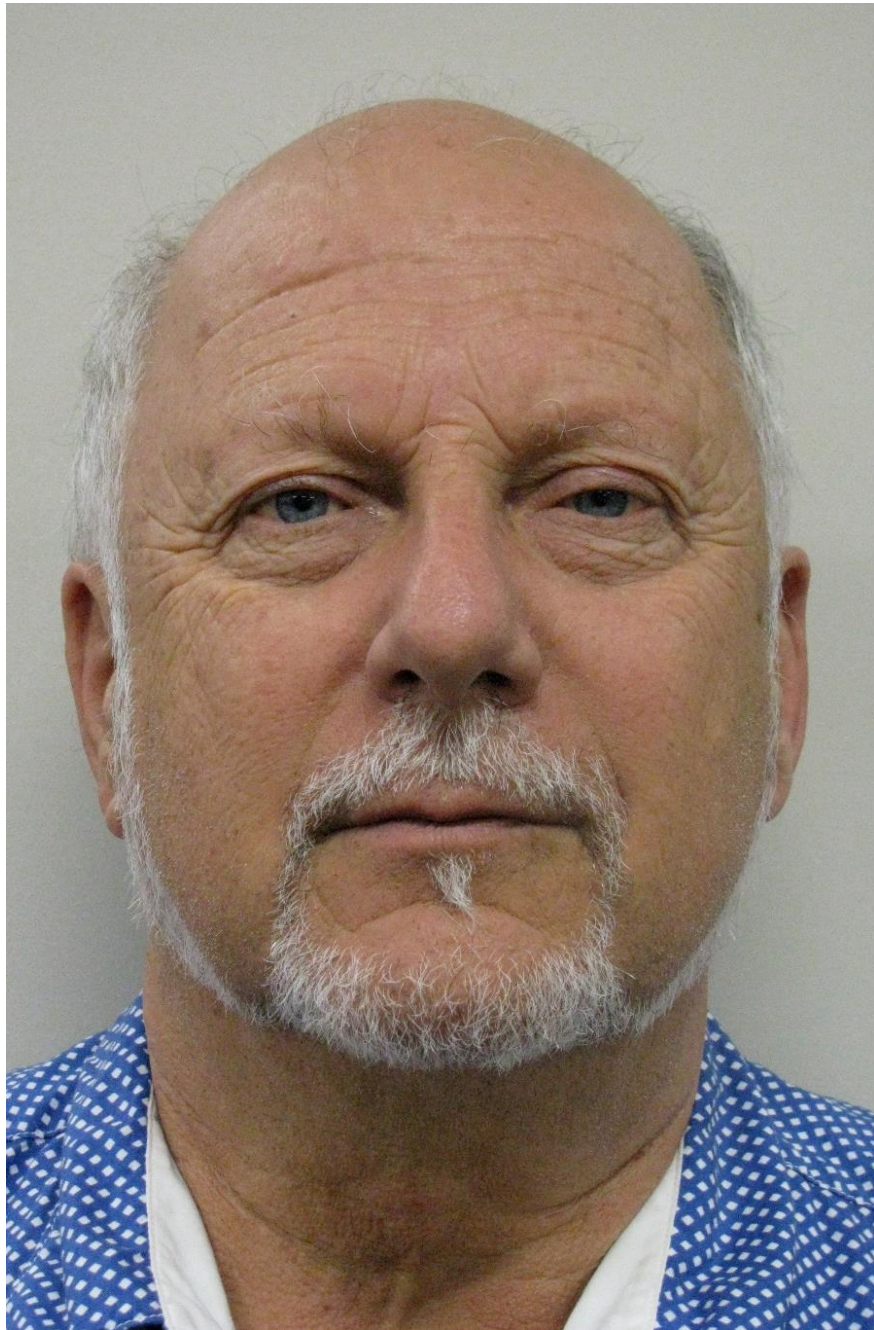
Time: 10:00- 11:00, April 28 2022

Drawing on literature review, findings from documentation analysis and international databank, and case studies, this presentation is to analyze and discuss general trends of quantitative expansion of higher education in main countries and systems in Asia, key issues facing them in the massification of higher education, policies and strategies that case countries have developed to deal with these issues, and what future holds for Asian higher education. Further, the presentation investigates key characteristics of higher education expansion in the region. The presentation concludes by presenting key findings and offering implications for research and institutional practice.

Futao Huang is professor at the Research Institute for Higher Education, Hiroshima University, Japan. Before he came to Japan, he taught and conducted research in several Chinese universities. His research interests include internationalization of higher education, the academic profession, and higher education in East Asia. He has published widely in Chinese, English and Japanese languages. He is editor of Higher Education Forum and member of Advisory Editorial Boards of Higher Education, Journal of Studies in International Education, Higher Education Research & Development, and International Journal of Educational Development, etc. Currently he is also guest professor of Shanghai Jiaotong University and adjunct professor of Zhejiang University, China.

Keynote speakers

The Private Sector in Massification of East and South East Asian Higher Education

by Anthony Welch (Professor, University of Sydney)

Time: 10:00- 11:00, April 29 2022

Worldwide, one in three higher education students are now enrolled in Private HEIs, including across Asia, although proportions vary widely, due to differences in state capacity, and state ideology. Across Asia, the rise of private higher education was underpinned by tensions between growing demand, and the inability or unwillingness of many governments to finance this expansion sufficiently. But by 2020, a mix of demography, economics and COVID-19 threatened to reverse the growth of PHE, in several systems, especially among East Asian system's ageing populations. Two case studies (Malaysia and China) are sketched, as well as the two faces of private higher education (growth rates relative to public higher education; and the privatization of public HEIs). The latter blurs the traditional distinction between public and private HEIs. This is followed by analysis of key issues: finance, governance, regionalisation, corruption, quality assurance, and increasing US-China tensions.

Anthony Welch is Professor of Education, University of Sydney. Numerous publications address education reforms, principally within Australia, and the Asia-Pacific, mainly on Higher Education. He has advised state, national and international agencies, governments, institutions and foundations in Australia, the USA, Europe, East, Central, and Southeast Asia His work appears in numerous European and Asian languages, and he has been Visiting Professor in the USA, UK, Germany, France, Japan, Malaysia, Turkey, Sweden, and Hong Kong (China).

Special Lectures

Higher Education System and Higher Education Research: A Retrospect and Prospect of an Educational Sociologist

by Akira Arimoto (Professor Emeritus, Hiroshima University; Director and Professor for Hyogo University)

Time: 17:20- 18:20, April 29 2022

Higher education system has developed from elite stage to universalization stage in the past half a century. Meanwhile, an educational sociologist conducted sociological and comparative research on higher education system with focus on social condition, function, and structure. Main research fields are as follows: ①Academic profession; R-T-S nexus: ②International comparative study on academic profession; Carnegie survey; CAP survey; APIKS Survey: ③Academic inbreeding; FD (Faculty Development): ④Mertonian sociology of science; Sociology of science; Sociology of knowledge; academic productivity; Center of learning (COL): ⑤Sociology of deviant behavior; Social pathology and educational pathology; Differential society and university difference; Japan syndrome.

Akira Arimoto is Distinguished Professor Emeritus of Higher Education at Hiroshima University. Dr. Arimoto is the Advisor to President and Director & Professor of Research Institute for HE (RIHE) at Hyogo University. He is Representative of HERA; President of the National Association of RIHE. He was Associate Member of the Japan Council of Science; President of JAHER and JSSES; UNESCO's Global Scientific Committee Member and Chair in Asian and Pacific Region; Springer's editorial board member of the Changing Academy (series editor); Visiting Fellow to Yale University, Max Planck Institute and Lancaster University (Nitobe Fellow, International House of Japan). His recent book is *International Comparison of Academic Profession: In the West, Asia and Japan* (ed. In Japanese, Toshindo Publishing Co., 2020). *The Eccence of Academic Productivity: Comparative study of the academic profession in U.S. and Japan.*(In Japanese, Ibid. 2022).

Successful Intellectual Styles and Positive University Outcomes

by Li-fang Zhang (The University of Hong Kong)

Time: 11:10- 12:10, April 29 2022

Intellectual styles are people's preferred ways of using their abilities. In this seemingly never-ending COVID-19 pandemic era when creative and flexible thinking and behaviors are constantly called for, intellectual styles play an even more vital role in higher education. This talk showcases principal research evidence demonstrating that successful intellectual styles, that is, a wide range of styles led by creativity-generating ones, matter significantly in teaching and learning, student and faculty development, as well as in individuals' mental and physical health. It presents empirical evidence revealing that styles can be modified through both socialization and training. The talk completes with a discussion on the implications of the research findings respectively for students, academics, student development educators, and university senior managers.

Li-fang Zhang is Professor of Psychology and Education at The University of Hong Kong. She has published dozens of academic book chapters and books (including two monographs by Cambridge University Press) and (co)authored over 130 peer-reviewed journal and encyclopedic articles. She is the chief editor of the *Oxford Encyclopedia of Educational Psychology*.

Workshop

Searching for Higher Education New Identity? A Hybridizing Experience in East Asia

by Sheng-Ju Chan (National Chung Cheng University)

Time: 17:00- 18:30, April 27 2022

Due to the prevalence of the globalizing force and neoliberalism, many universities have gone through major transformations in terms of missions, governance and institutional practices. Moreover, greater internationalization might have resulted in further homogenization among universities since international or Western standards are adopted by East Asian counties. However, there is an alternative argument that traditional Asian values or Confucius ideas have played a key role in enhancing and raising institutional performance/competitiveness. Traditional East Asian values are characterized by collective well-being, authoritarian leadership and management, respect for seniority, and emphasis on interpersonal relationships while the Western standards relatively tend to stress differences. Therefore, it has become an interesting issue to explore to what extent that higher education institutions in this region have changed their value orientations over the past two decades. The aim of this workshop is to explore the hybridity in East Asian higher education, theorize its unique experiences and contribute to the research field. The specific research questions are as follows: (i) Are East Asian universities different from those in Western countries? (ii) If so, in what ways are they different? (iii) Why are there such differences?

Sheng-Ju Chan, Vice President for Student Affairs and Distinguished Professor of Graduate Institute of Education at National Chung Cheng University, Taiwan. He served as Dean for Quality Assurance Office of Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT). He is the President of Chinese Taipei Comparative Education Society. Specialising in comparative higher education, he is current associate editor of *International Journal of Educational Development* (Elsiver).

Workshop

Engaging in Higher Education Research in East Asia

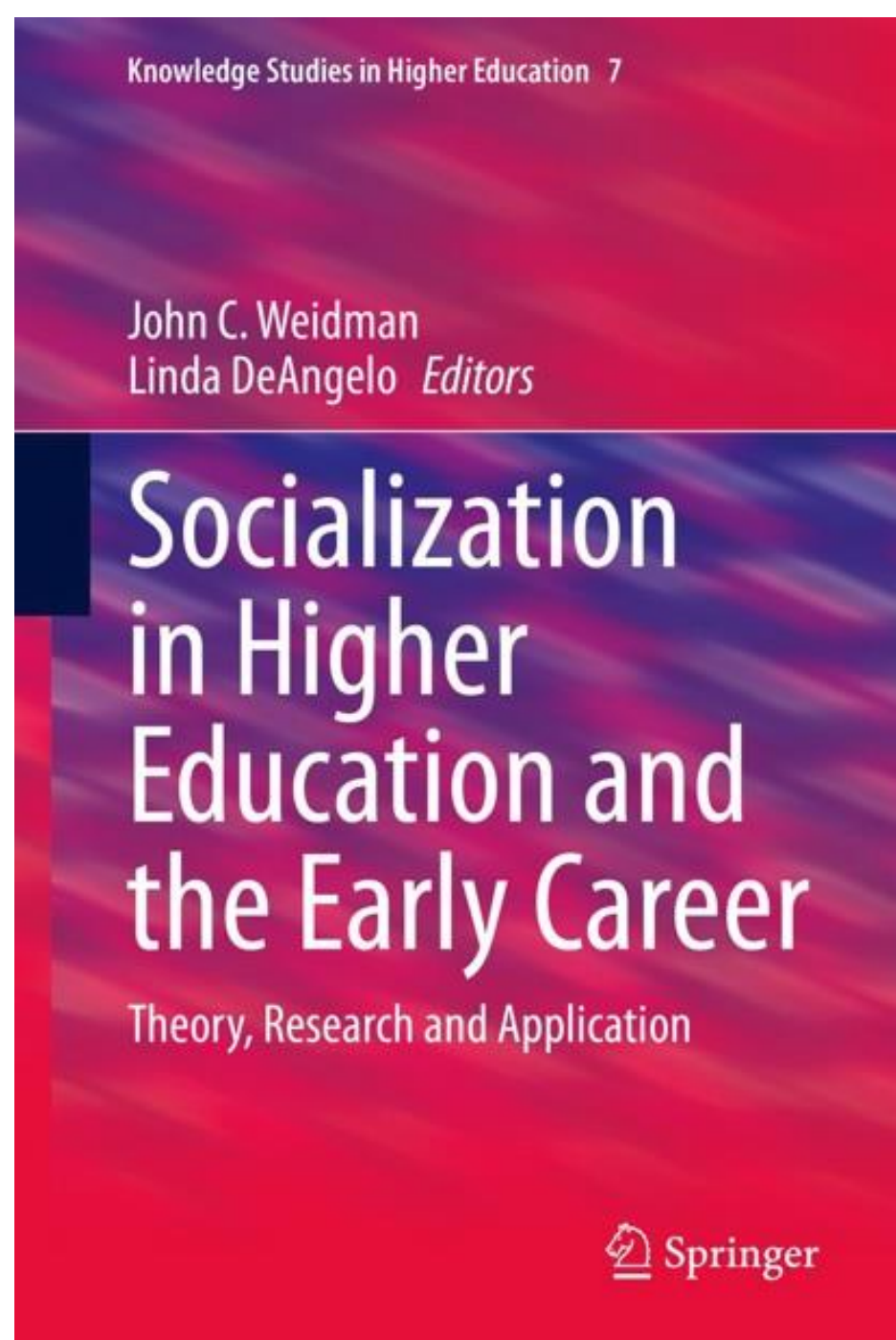**by Hugo Horta and Jisun Jung (The University of Hong Kong)**

Time: 15:30- 17:00, April 28 2022

This workshop consists of two parts. First, an outlook of the evolution of higher education research in East Asia will be presented. This includes an analysis of the development of the higher education research community with international exposure, topical diversity, and authorship concentration. The second part will focus on the challenges of doing higher education research, engaging local, national and international topics, and integrating global communities in the field. In this context, the two speakers – editors in international higher education journals – will share experiences and engage in a dialogue on how to move the contribution of east Asian scholars to the field onwards.

Hugo Horta is an Associate Professor at the Faculty of Education of the University of Hong Kong. His main research topics refer to the academic research processes, outputs and outcomes (including research agendas), academic mobility and academic inbreeding, and career trajectories of PhD holders. He is a coordinating editor of *Higher Education*.

Jisun Jung is an Assistant Professor in the Faculty of Education at the University of Hong Kong. Her research interests are doctoral education, master's education, and graduate employability. She is a co-editor of *Higher Education Research & Development*. Her co-edited book, *Universities in the Knowledge Society* has been published in 2021.

Book Launching sessions

Knowledge Studies in Higher Education 7

John C. Weidman
Linda DeAngelo *Editors*

Socialization in Higher Education and the Early Career

Theory, Research and Application

⧖ Springer

Socialization in Higher Education and the Early Career: Theory, Research and Application

Editors:

John C. Weidman and Linda DeAngelo

Time: 9:00- 10:00, April 27 2022

This book celebrates the contributions of John Weidman and his colleagues to the understanding of student socialization in higher education. It includes innovative chapters reflecting new approaches to higher education student socialization with respect to students of color, gender, and STEM. The book examines socialization between and within a range of groups, including national, international and minority students, parents, doctoral students, early career faculty, and scholarly practitioners. The book assesses methodological approaches and suggests directions for reformulating theory and practice. Using sociological perspectives to address issues and concerns at both the undergraduate and graduate levels, the book gives renewed life to the college impact literature.

About speakers

John C. Weidman is Professor Emeritus of Higher and International Development Education at the University of Pittsburgh, USA. His research focuses issues of student socialization in higher education as well as international higher education policy and reform. He has been a Fulbright professor at Augsburg University in Germany (1986-87), UNESCO Chair of Higher Education Research at Maseno University in Kenya (1993), Guest Professor at Beijing Normal University in China (2007-12); and Research Fellow (Professor), Graduate School of International Development, Nagoya University in Japan (2011).

Linda DeAngelo is Associate Professor of Higher Education at the University of Pittsburgh, USA. Her scholarship focuses on stratification, equity, and diversity issues. She investigates how social inequalities are produced and manifested within higher education. In this work she examines the differential effect of institutions on students, pipeline and educational transitions, and outcomes for first-generation, low-income, and racially minoritized students.

Fei (Sophie) Guo is an Assistant Professor at the Institute of Education, Tsinghua University. Her research interests include higher education quality, student development in higher education, economics and education, and educational equity in China. She is a Tang Scholar supported by the Cyrus Tang Foundation.

Hanna Hottenrott is Professor for the Economics of Innovation in the Department of Economics & Policy of the School of Management at the Technical University of Munich (TUM), Germany. Her research focuses on industrial organization, innovation and science policy, and the economics of technological change. She is also a senior research fellow at the Centre for European Economic Research (ZEW).

Book Launching sessions
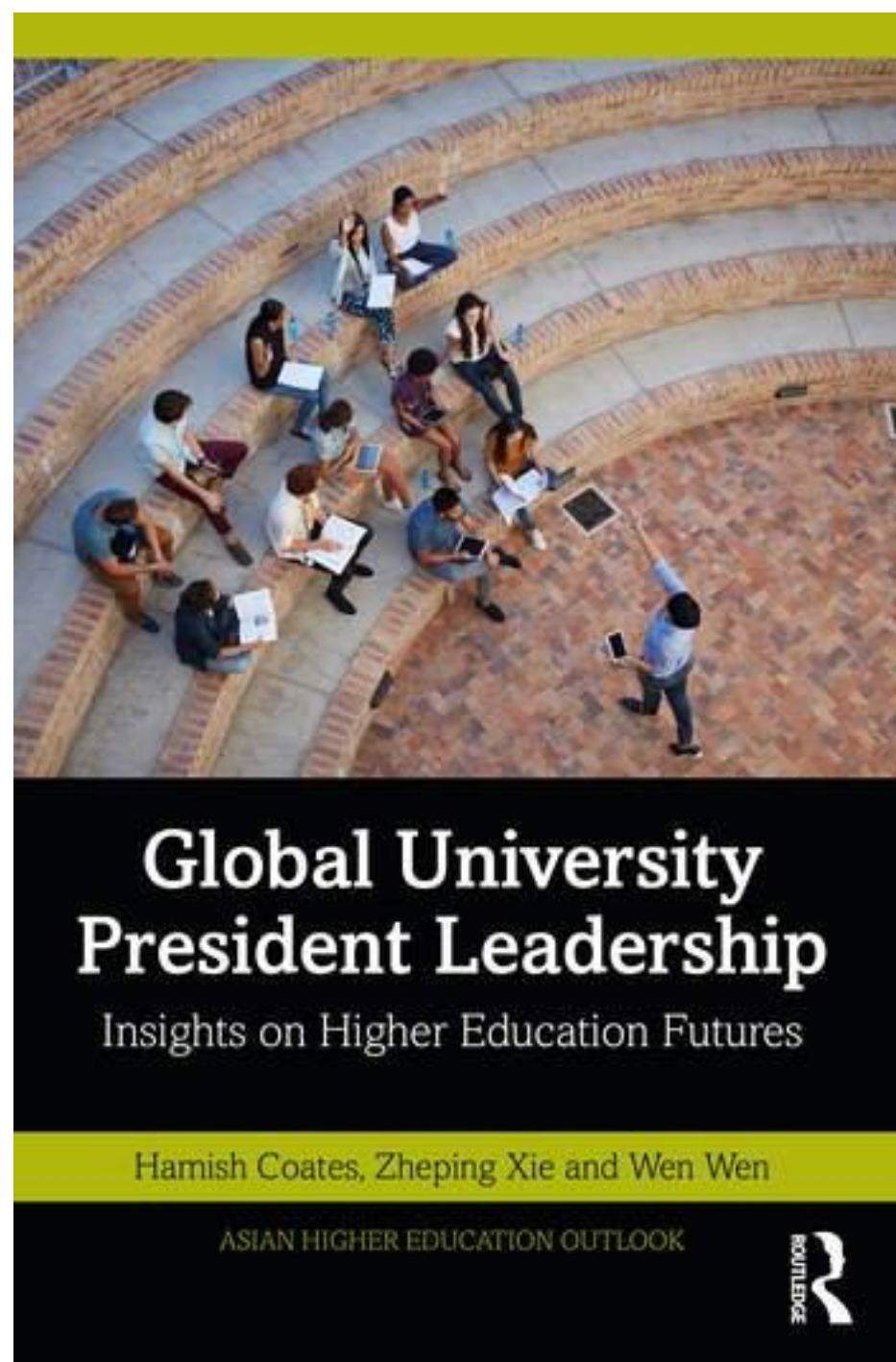
Global University President Leadership:
Insights on Higher Education Futures

Authors:

Hamish Coates, Zheping Xie, Wen Wen

Time: 11:30- 12:30, April 27 2022

This book unlocks mysteries surrounding university presidents. Presidents have a large and growing influence on world and academic affairs. Yet until now, little has been revealed about how they enact their roles, how they capture motivation and academic energy, and their views on higher education. This book sheds light on these critical topics, revealing insights from in-depth interviews with presidents of nineteen globally focused universities from thirteen countries. The book presents the interview transcripts and surrounds these with interpretative commentary. Underpinned by leadership theory and framed by analysis, the book provides glimpses into how top leaders think, how presidents manoeuvre through their careers, how leaders form and run productive teams, and opportunities for research and innovation. Common themes and challenges are identified. The presidents reflect on university landscapes, strategic outlooks, the formation of executive teams, online teaching, funding, industry engagement, sustainability, grand challenges, and interdisciplinarity.

This book is for professionals and scholars who are interested in education, universities, public policy, science and humanities, and global affairs.

About speakers

Hamish Coates is a Tenured Professor at the Institute of Education Tsinghua University, Director of the Higher Education Research Division, and Deputy Director of the Tsinghua University Global Research Centre for the Assessment of College and Student Development.

Zheping Xie is Deputy Director of the Policy Research Office and an Associate Professor at the Tsinghua University Institute of Education.

Wen Wen is Deputy Secretary of the Tsinghua University Centre for Asian Studies and an Associate Professor at the Institute of Education Tsinghua University.

Book Launching sessions
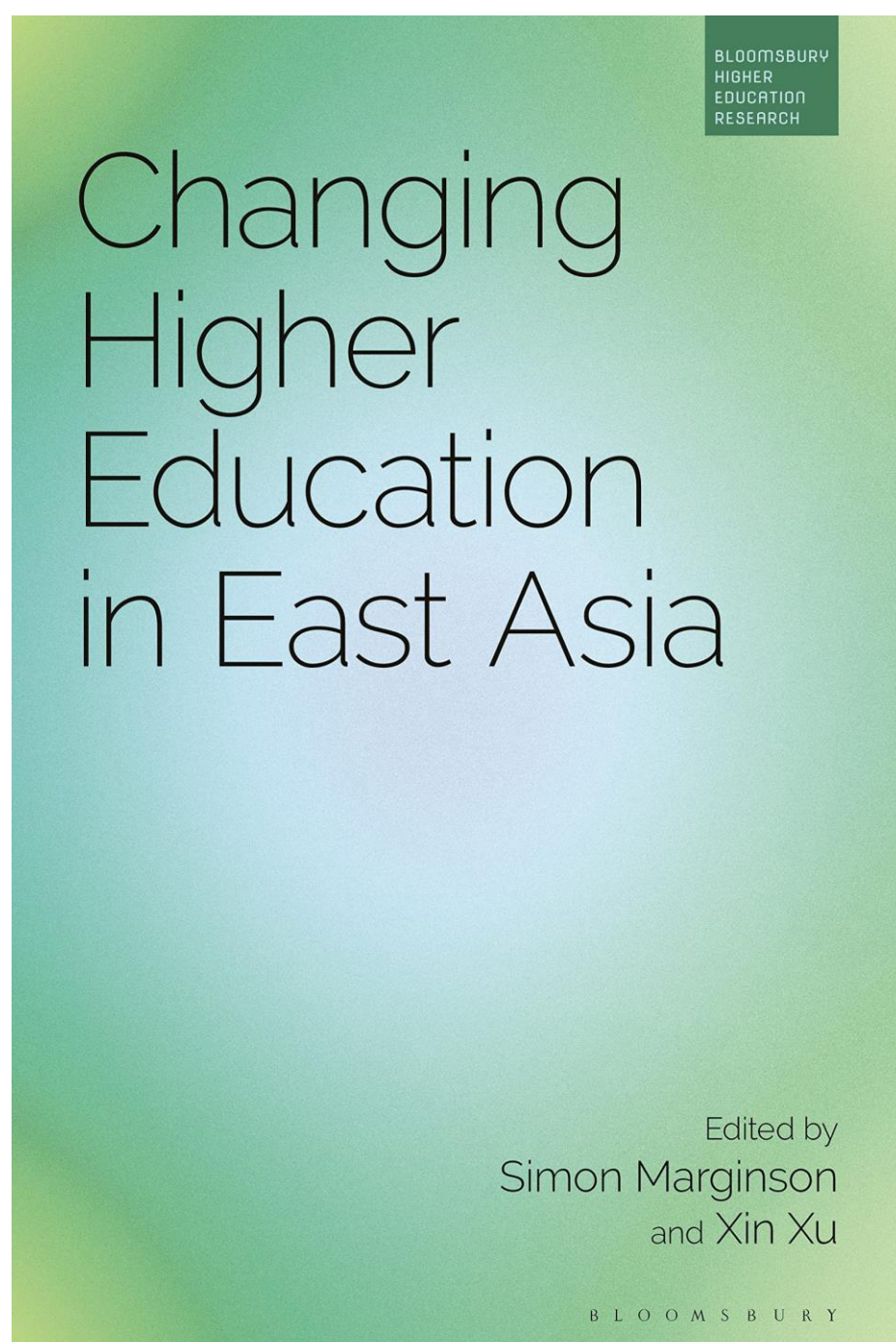
Changing Higher Education in East Asia

Editors:

Simon Marginson and Xin Xu

Time: 17:15- 18:45, April 28 2022

East Asian higher education has common cultural roots in Chinese civilization, each country has been shaped in different ways by Western intervention, and all are building global strategies. Shared educational agendas combine with long political tensions and rising national identities. Hope and fear touch each other. What are the prospects for regional harmony-in-diversity? How do internationalization and indigenization interplay in higher education in this remarkable and brilliant region, where so much of the future of humanity will be decided? A new CGHE (Centre for Global Higher Education) book, Changing Higher Education in East Asia (Bloomsbury; https://www.bloomsbury.com/uk/changing-higher-education-in-east-asia-9781350216259/), brings together experts from Australia, China mainland, Hong Kong SAR, Japan, South Korea, Taiwan, the UK and Vietnam to probe these dynamics, with original perspectives, robust evidence and beautiful writing. The symposium brings together editors and contributors of the book, to present the book and discuss important issues in East Asian higher education, such as the role of higher education in furthering the global public and common good, world citizenship education, the internationalization of the humanities and social sciences, geopolitics and higher education development, cross-border academic mobility, the effects of the Covid-19 pandemic on regional student mobility, and future regionalization in East Asia.

About speakers

Simon Marginson (University of Oxford)
Xin Xu (University of Oxford)
Olga Mun (University of Oxford)
Yunkyung Min (Korea Educational Development Institute)
Lili Yang (University of Hong Kong)
Arzhia Habibi (University of Oxford)
Lin Tian (Hunan University)
Nian Cai Liu (Shanghai Jiao Tong University)
Christopher D. Hammond (Tokyo University)
Julie Chia-Yi Lin (University of Oxford)
Ly Thi Tran (Deakin University)
Huong Le Thanh Phan (Deakin University)
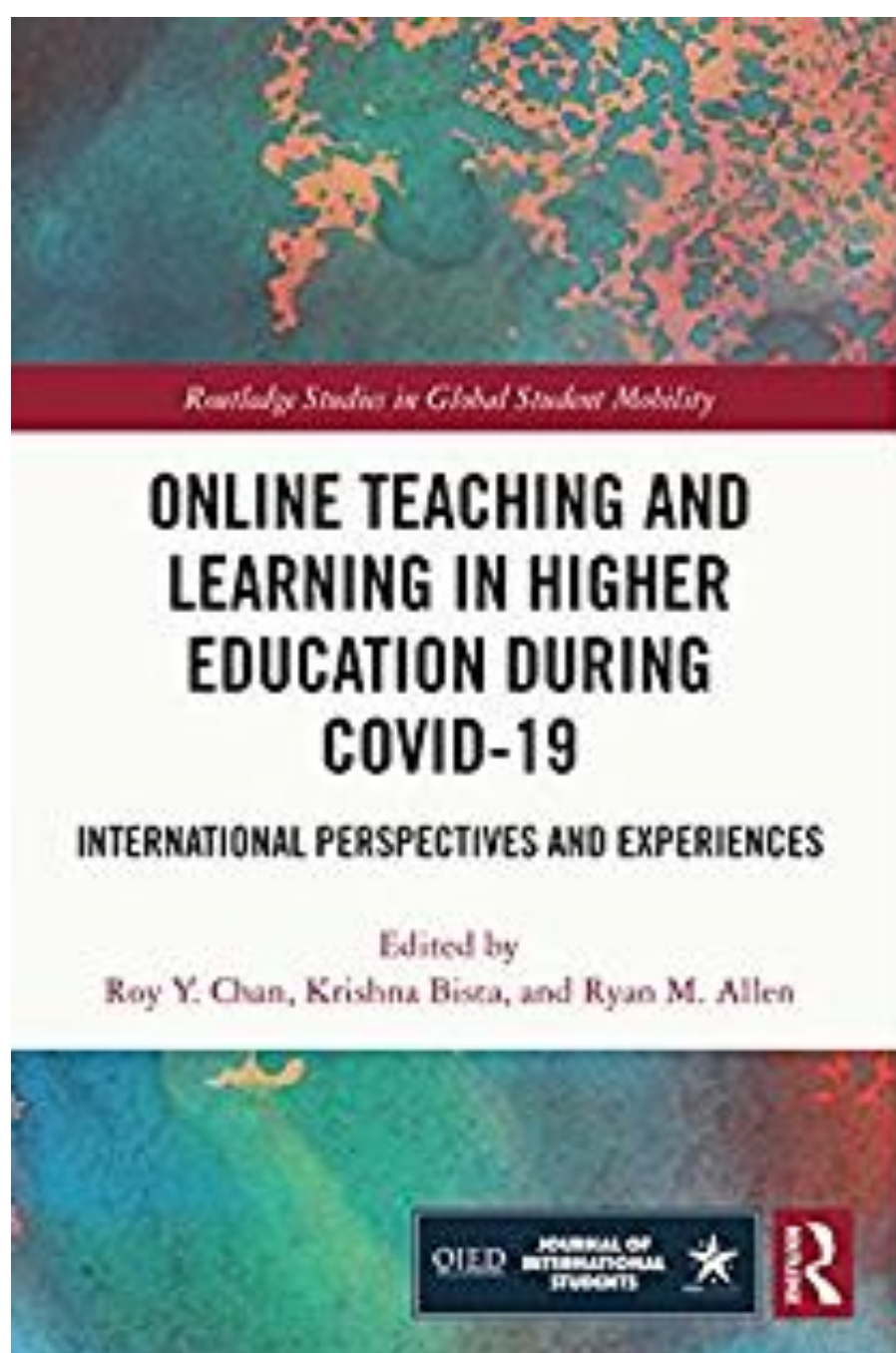**Huyen Bui** (Deakin Univeristy)
Thomas Brotherhood (Rikkyo University)
Futao Huang (Hiroshima University)
Ka Ho Mok (Lingnan University)

Book Launching sessions

Online Teaching and Learning in Higher Education during COVID-19:
International Perspectives and Experiences

Editors:

Roy Y. Chan, Krishna Bista and Ryan M. Allen

Time: 12:20- 12:50, April 29 2022

Using the author's book, Online Teaching and Learning in Higher Education during COVID-19: International Perspectives and Experiences (Routledge, 2022), this book workshop session explores how the global COVID-19 pandemic have widened the digital gap across all teaching and learning spaces while exacerbating inequalities with regards to ICT access (i.e., Internet, electricity, computers) among historically vulnerable populations (e.g., low-income, first-generation, families of color, students with disabilities). As vaccination requirements and travel restrictions continue to grow throughout East Asia and beyond, this session will provide 5 key recommendations teacher-scholars, practitioners, and advanced doctoral students may consider when building a culturally responsive online teaching and learning community for your students.

Key questions that will be asked include how do scholars, policymakers, and practitioners move from talking head to active learning remotely? How do they best support their students with plans for intercultural learning and virtual exchange? And how do they redesign and deliver remote or hybrid courses that emphasize field-based and experiential learning? Ultimately, I seek to equip and empower researchers, governments, health officials, policymakers, and practitioners with the broad understanding needed to enhance the quality of online teaching and learning in higher education as set forth by the COVID-19 pandemic (and endemic).

About speaker

Roy Y. Chan is Assistant Professor of Education and Director of the Doctor of Education (Ed.D.) Program in Leadership and Professional Practice in the Helen DeVos College of Education at Lee University, Tennessee, USA.

Panel sessions

Doctoral Journey and Career Trajectories of Chinese Doctoral Graduates in Academic Involution

Time: 13:30- 14:30, April 27 2022

The panel session presents three articles addressing doctoral journey and career trajectories of Chinese doctoral graduates in academic involution:

[Article 1] What make them pursue postdocs despite the precarity? A qualitative study of career decision-making of Chinese doctorates (by Gaoming Zheng, Liping Li, Yue Zhai, Wenqin Shen)

The purpose of the study is to investigates on the factors contributing to Chinese doctoral graduates' pursuit of postdoctoral researchers' positions. Through analyzing the interview data of 23 postdoctoral researchers from Beijing, the study reveals participants chose to do postdocs as a strategic step to prolong their academic socialization process as to increase personal and social capitals for future academic career development. While multiple types of capitals were sought out, the accumulation of personal scientific capital was recognized the most important reason for them to go abroad for postdocs.

[Article 2] Publishing machines: How "publish or perish" dynamics are affecting PhDs learning experience and decision-making concerning their careers (by Hugo Horta, Huan Li)

Publication pressure is perceived to be filtering down into doctoral education worldwide. This study explores the causes and effects of the perceived centrality of publishing among doctoral students, with emphasis placed on its impact on students' identity trajectories. It draws on a qualitative analysis of 90 Chinese doctoral students in Mainland China, Hong Kong, and Macau universities. We find that publishing-centered doctoral journeys results from the credentialization of publications in the increasingly competitive and publication-dominant academic labor market. The key finding is that the centrality of publishing impacts every aspect of identity trajectory development: it makes doctoral students commodify knowledge production, belittle coursework, downplay teaching assistantships, assume the role of supervisors as publishing facilitators, regard peers as rivals rather than collaborators, and marginalize engagement with external stakeholders. In discussing these dimensions, this article emphasizes the need for a more comprehensive evaluation of candidates' abilities and accolades in academic recruitment and calls for policies to curtail overemphasis on research output in academic evaluation.

[Article 3] **What is a good place? ——A qualitative study on the choice of employment location for Chinese doctoral graduates (**By Yue Zhai, Jiayi Lv, Yue Chen, Wenqin Shen)

It is of great reference significance to explore the influencing factors of doctoral employment location selection for attracting and retaining doctoral talents. Based on the theory of place attachment and imagination geography, this study analyzed the interview data of 74 doctoral students and graduate doctoral students from 11 key universities in China. The results show that academic social network is the most important factor for doctoral students to choose employment location, and with the increasing competition in the academic labor market and the increase of living cost, the impact of quality of life on the choice of employment location is becoming more and more important. After weighing various factors, PhD students form an attachment to a place where is judged to be a "good place" for employment. Although doctoral students have certain judgments about good places in their mind, many interviewees' judgments are mainly based on information such as media publicity and others' introduction, rather than actual life experience, especially for those from disadvantaged backgrounds.

Panel sessions

Academic leaders in Japan, Korea and Taiwan:
Academic training and career characteristics

Time: 11:10- 12:10, April 28 2022

By **Jung Cheol Shin** (Seoul National University), **Futao Huang** (Hiroshima University), **Angela Yung Chi Hou** (National Chengchi University)

This panel outlines the academic training and their career characteristics of academic leaders (president) in the three higher education systems in East Asia. These three systems have large share of private universities, experienced rapid massification during last four decades, achieved global reputations, and experiencing managerial governance since the 2000s. In addition, university presidents are elected through faculty voting in most national universities while it is optional for most private universities. However, these three countries differ in their faculty profiles where most Japanese universities hire locally trained faculty members as their faculty while Korean and Taiwan universities aggressively hire foreign doctoral degree holders. This panel uncover how these three countries differ or similar for their academic leaders' educational training and career development before they were appointed as university president.

PhD student forum on higher education internationalization, quality assurance and governance in Asia – *Global discourse, regional dialogue and local practice.*

Time: 13:10- 15:10, April 28 2022

By **Angela Yung Chi Hou** (National Chengchi University), **Sheng Ju Chan** (National Chung Cheng University), **Yuan Chih Fu**(National Taipei University of Technology), **Junedi** (National Taipei University of Technology), **Amelio Salvador Quetzal** (National Chung Cheng University), **Bea Treena Macasaet** (National Taiwan Normal University), **Juan José Moradel Vasquez** (National Taipei University of Technology), Abdul Wali Khan (National Chengchi University), **Shirley Chen** (National Chengchi University), **Tuan Cong Dao** (National Chung Cheng University), **Quan** Le (Vietnam National University)

As one of the most developed Higher Education Area over a decade, several emerging issues in Asian context have drawn global attention, such as academic competitiveness, internationalization, and quality assurance. In order to encourage Asian young scholars to engage in the higher education research, the panel will invite the PhD students in Taiwan and Hong Kong from four different universities to share their recent research related to system change, policy shift and quality assurance impacts in terms of regulatory framework and research productivities. Four presentations are organized in the PhD student forum. First, the paper title "The Pathway to the Scientific Production of Developing Countries: Evidence from Five ASEAN Countries" will examine the historical publication of five ASEAN countries' higher education systems from 1980 to 2020. Indonesia experienced a dramatic increase in publications, but among these, the volume of articles produced from international collaboration decreased rapidly. To show the driving forces behind this diversification, an in-depth investigation using bibliometric data is conducted. Policy implications are provided to show the pathway to scientific production in ASEAN developing countries. The second paper will focus on policy borrowing and quality assurance reform in Pakistan. It will explore varying stakeholders' perceptions about key reforms for quality assurance in higher education and apply one case university's internal quality assurance mechanism and development to understand how global influence regional and local practices discourse. Third presentation will discuss Bilingual Teacher Education in Taiwan via analyzing multicultural literacy in high schools in Taipei area. The research found that training cultural courses for preparing teachers to adapt themselves into an international teaching context becomes significant. The last presentation will focus on the reforming governance structure in Vietnamese higher education. Although Vietnam has achieved significant social and academic development through educational reforms and initiatives for the past two decades, the higher education governance of Vietnam is still rather fragmented in terms of systematic arrangement, coordination and policy standards. Based on the agency theory, this study also examines what characteristics of Vietnamese higher education system are and what possible obstacles of this system might face. Some policy suggestions are offered. Research productivity, quality assurance, governance reform.

Panel sessions

Youth Activism and Education Sector in the Asia Pacific region

Time: 13:40- 14:40, April 29 2022

By **Sheng-Ju Chan** (National Chung Cheng University)**, William Yat-Wai** Lo (The Education University of Hong Kong)**, Ly Tran** (Deakin University), **Ming-sho Ho** (National Taiwan University)

This special issue aims to investigate the dynamic relationship between the youth generation and social movements within the context of educational development. It is fundamentally important to understand the new role of the education sector from the perspective of young people, particularly because a tidal wave of social movements has swept across the globe. Asia as a rising region has seen comprehensive and profound activities in the past decades with substantial engagement of or even leadership from young people. Therefore, it is vital for educational researchers and leaders to figure out how youth generations engage with the new scenarios of social movements. Four panelists will present the following topics:

- Sheng-Ju Chan: How education sector empowers the student participation into social movement in Taiwan?
- William Yat Wai Lo: Vulnerable Autonomy: University Governance in the Context of Student Activism in Hong Kong
- Ly Tran: Youth activism in public diplomacy: Australian youth participation in student mobility and multilateral relationship building between Australia and the Indo-Pacific
- Ming-Sho Ho: Universities as an Arena of Contentious Politics: Mobilization and Control in Hong Kong's Anti-Extradition Movement of 2019

Funding Policy Reforms in Korea and Taiwan: Rhetoric or Reality?

Time: 14:50- 15:50, April 29 2022

By **Sophia Shi-Huei Ho** (University of Taipei), **Robin Jung-Cheng Chen** (National Chengchi University), **Jung Cheol Shin** (Seoul National University), **Jin-Kwon Lee** (Seoul National University)

This panel analyze whether funding policy reforms are implemented as promised by the state or it is a rhetoric to public in Korea and Taiwan. Korea adopted funding policy from performance-based one to a formula-based one in 2017 when current government started and Taiwan adopted new funding policy in 2016 when current government won political power. These the new funding policies emphasize away from competition-based ones to more formula-based ones. However, HEIs don't feel much changes in Korea while HEIs feel much comfortable with new funding policy in Taiwan. This panel explore and further develop discussions on whether funding policy reforms are simply rhetoric or reality based on empirical data both in Korea and Taiwan.

Individual sessions

Session 1   (13:30-14:30, 27 April 2022)

Relationship between Learning Engagement and Habits and Learning Outcomes in Online Education during the COVID-19 Pandemic：Based on an Interview Survey

By **Noboru Miyoshi** (Hiroshima University), **Qiujing Pan** (Ehime University)

The coronavirus pandemic has instituted mandatory online education across Japan and many parts of the world. Using the interview-survey method, we collected and analyzed students' reactions to online education across high rank, mid rank and low rank universities in Japan to determine learning outcomes among undergraduates with different pre-existing learning engagement and habits. Our analysis revealed that under online education, there is variation in students' learning engagement and habits inside and outside of class depending on the university's hensachi score, which in turn leads to variation in students' acquisition of learning outcomes. In other words, under online education, students at high rank universities exhibited better learning engagement and habits and actually acquired knowledge and skills, while students at middle and low rank universities did not exhibit collaborative, emotional, or social learning engagement and habits, and showed no learning outcomes as a result. Therefore, we inferred that the implementation of online education has been successful at high rank universities, but not at others. Moreover, if a university intends to continue the use of online education post-COVID-19, it should first ensure that students exhibit independent learning engagement and habits, that include daily preparation and review at home.

Narrating Academic identity of Higher Education Researchers in East Asia: Diverse Responses to the Impact of COVID-19

By **Hei-hang Hayes Tang** (The Education University of Hong Kong), **Yangson Kim** (Hiroshima University), **Soo Jeung Lee** (Sejong University)

The purpose of this study is to describe and understand the academic identity of higher education (HE) researchers in East Asia. Using the approach of narrative research, it will examine the way in which academic identity affects East Asian HE researchers in their response to the impact of Covid-19, and how the global pandemic affects the reworking of academic identity.
This paper conducts qualitative interviews with 12 academic professionals in HE studies in Hong Kong, Japan and South Korea, to offer in-depth descriptions and narrated the lived experience in which they work and elicits their worldview when they 'live their academic life'. We borrowed the methodological tool of 'big stories, small stories' by Bamberg (2006) to make situated interpretations (Gumperz & Berenz, 1993) of the interviewees' views, perceptions, values and subjectivities. Their unique 'small stories' of individual crafting project of academic identity will be interpreted as situated within the 'big stories' of the COVID-19 impact and institutional change in the context of HE studies in East Asia.
Empirical analysis of this research will contribute to a better understanding of the role of academic identity in enhancing educational and research productivity at universities, including the field of higher education studies.

Initial teacher education trainees' well-being under the Covid-19 pandemic in Taiwan

By **Li-Jung Chien** and **Yu-Ping Hsu** (Center of Teacher Education National Taiwan University)

During the pandemic, teacher education trainees had to make rapid personal and professional adjustments in both their learning and teaching practices; such changes likely also affected their well-being. Various academic studies have explored ITE during the Covid-19 pandemic, including analyzing stakeholders' responses to this global challenge and proposing new online or digital teaching and learning models. In Taiwan, some scholars have identified initial impacts of the pandemic on education fields from faculty and administration perspectives. However, there few studies have focused on how ITE and its teaching and learning, especially trainees' well-being, have been affected during the pandemic. Thus, this paper aims to identify the influences of trainees' well-being from the perspective of an ITE case university in Taiwan during the Covid-19 pandemic. This research employs a case study of a university teacher education program and a semi-structured interview approach. The preliminary research findings indicated that trainees' well-being has not been negatively impacted by the changes and pedagogical practice challenges due to the pandemic, such as online teaching and learning. Although the trainees encountered some inconveniences and pressure related to the online system, they reported being able to adapt to these changes effectively.

Individual sessions

Session 2 (14:40-15:40, 27 April 2022)

The turnover intentions of international academics at Japanese universities

By **Lilan Chen** (Hiroshima University)

The study is devoted to investigating the turnover intentions of international academics at Japanese universities. Semi-structured interviews with 40 international academics with various backgrounds hired by Japanese universities were conducted. Despite the perceived tokenization at Japanese universities, the data analysis shows that the majority of international academics had a greater intention to stay and that the determinants of their turnover intentions varied significantly. More precisely, the departure of most international academics was mainly caused by the pushing factor of the host environment of Japanese universities, while their remaining was due to various causative pulling factors including ease of movement, internal environmental factors, and external environmental factors. This largely reflects that many international academics commonly encountered the constraints stemming from their host environments, and those who can find compensating benefits from other dimensions tend to stay. Theoretical and practical implications are provided to researchers, administrators, and policy-makers.

Towards Better Understanding Academic Leadership's Role in Fostering Internationalization at Japanese Universities: A Mixed Methods Study

By **Bradley D. F. Colpitts** (Kwansei Gakuin University)

Despite its stated importance in higher education (HE) literature, leadership theory is a relatively understudied phenomena in East Asian HE contexts. This presentation will outline the findings of a mixed methods study which examined how leadership impacted internationalization initiatives at Japanese higher education institutions. Leveraging Bernard Bass's full range leadership model, the study first elicited and contrasted views on effective leadership in higher education contexts from 162 (n=162) Japanese and "international" faculty. This quantitative component was followed by a phase of qualitative, semi-structured interviews to further elucidate faculty and leaders' views on effective leadership practices and protocols for fomenting stronger international faculties. The results and a subsequent process of data integration suggest cultural factors may influence differing views of leadership among Japanese and international faculty. However, the study also offered practical ideas as to how leadership can overcome such differences, as well as how institutions can enhance their international capacity and better cultivate leaders adept at dealing with this and other change drivers. This presentation may be of interest to scholars, educators, and HE leaders interested in exploring the role of leadership theory and practices in internationalization processes, particularly those embedded in the East Asian HE sphere.

Virtual Student Mobility from Students' Perspectives: Case Study from Japan

By **Ariunaa Enkhtur, Ming Li** and **Xixi Zhang** (Osaka University)

International student exchange is an integral part of internationalization at higher education institutions and global human resource development in Japan. However, border closures and restrictions on physical mobility since 2020 due to Covid-19 pandemic forced universities and students to adopt virtual mobility models. This study explores students' experiences of taking virtual exchange programs and their pedagogical implications for future virtual exchange programs. We will present survey result from 789 students from over 40 universities. Each student took one of 11 different short-term virtual lecture programs at one national university in Japan. The study analyzed students' survey data, course performances by type of lectures, home institution and country. Although the program was successful in bringing together large number of students from diverse parts of the globe, many students struggled with understanding learning management system—missing announcements, not turning assignments, and missing live interactions with peers. Other common challenges included time differences, low internet connection and lack of interaction particularly during on-demand lectures. On the other hand, students received basic understanding about the university if they wish to study in person. Many students were impressed with the quality of lecture materials and expressed their wish to visit the university in person.

Individual sessions

Session 3   (15:50-16:50, 27 April 2022)

Global-national-local dynamics in policy trajectories: a case of 'Scholarship of Teaching and Learning' (SoTL) policy in higher education

By **Hung-Chang Chen** (National Taipei University of Education)

This paper examines teaching policy reform in higher education in Taiwan, specifically the policy trajectory that led to implementation of the Teaching Practice Research Initiative (TPRI) in 2017. It moves beyond a conceptualization of globalization as a top-down imposition of policy directions 'from above' to focus on the active reciprocal dynamics between global, national and local levels of policy processes. To make sense of these processes, Marginson and Rhoades' (2002) 'glo-na-cal agency' heuristic and Ball's (1994) 'policy trajectory' approach have been applied in the study. An analysis of new SoTL policy, namely the TPRI, in Taiwanese higher education for the 2016 is used as a vehicle to explore the dynamic reciprocity of global-national-local interactions in policy processes as revealed through empirical evidence generated through interviews with policy actors of Ministry of Education and the new TPRI Agency. The concluding discussion highlights that the extent of global policy convergence in the example of SoTL policy in higher education is noteworthy, however, active policy processes appear to remain significantly controlled at the national level as political ideologies that drive Taiwan government for policy change in higher education make unique Taiwanese features still discernible.

Polarised, populist, and neoliberal: narratives of the Malaysian higher education system on the digital sphere

By **Doria Abdullah** (Universiti Teknologi Malaysia)

As more activities are conducted online, the boundaries between the physical higher education space and the digital higher education becoming more blurred and permeable. The digital sphere permits macroscopic scrutiny of academic leaders, the teaching faculty, and public administrators. This paper proposes a narrative engagement framework that attempts to rationalise the online conversations of the Malaysian higher education system in the digital sphere. Using data derived from letters submitted to two online English news portal (n=502), it was found that between 2014 to 2021, a total of 12 themes on higher education were highlighted by the public. Except academic freedom, academic integrity, affirmative action, and political interference, all other themes were covered in the Malaysia Education Blueprint (Higher Education) 2025. The narratives may be positive or negative, based on the experiences of stakeholders receiving academic, research, and community services from the system. Ministry representatives and university administrators need to be aware of the ongoing conversations related to higher education on the digital space, as such discourses shape how the public perceive the Malaysian higher education "brand" online, and how policies and investments are adapted and prioritised across all macro, meso, and micro levels.

The Importance of Ideas: The Co-evolution of China's Higher Education Scale and Popularization Policies

By **Ruoyi Qiu** (University of Padova), **Hui Liu** (Guangzhou University)

In China, the popularization of higher education is the expansion of the scale of higher education, but its connotation has different understandings and interpretations at different development stages. Behind the formulation and implementation of higher education popularization policies, there is the evolution of concepts, which goes through the reform of production, processes and results in actions of higher education. This study mainly discusses the concept of the main line under the different educational background, trying to explain how the scale of higher education has changed with the release of a series of higher education popularization policies during the past 20 years; why the Western higher education development stage theory evolves into the orientation of Chinese popularization policy; and what are the inherent logic behind the two-way interaction between higher education scale expansion and popularization policy behind the astonishing speed. The research result shows that the internal logic of the co-evolution of China's higher education scale and popularization policies mainly includes: the social nature of ideas is the development needs of the market economy; the linkage of policies is the continuous expansion of university scale; the decision-making of the government is the reaction of education quality adjustment. Based on this, the study proposes an explanatory model to further explain how the interaction between the government and university determines the overall direction of the education market and system, and how the educational concept urges the two to keep pace.

Individual sessions

Session 4 (11:10-12:10, 28 April 2022)

A Comparative Study on Changes of University Enrollment under the COVID-19 Pandemic

By **Hideto Fukudome** (The University of Tokyo)

The global pandemic had a significant impact on higher education around the world. However, the effect of the pandemic varied considerably from country to country. This study examines how university enrollments changed due to the pandemic. In particular, I will compare two countries, Japan and the United States. The total number of college applicants decreased in Japan, but students enrolled in universities decreased only slightly. In the U.S., on the other hand, there was an overall decline in enrollment, especially in two-year colleges, and the decrease considerably damaged many universities. Why did these differences occur? There are many reasons, but the differences in the structure of the student market have a lot to do with it. In examining the effects of the pandemic, I realized that it would lead to the clarification of the essential structure of Japanese and U.S. universities from a comparative perspective.

Impact of Covid-19 pandemic on the mobility of international students in Korea

By **Eunhye Lee**, **Anggia Utami Dewi, Xin Lee** (Seoul National University)

Covid-19 has spread quickly around the world since it was firstly detected in December 2019, and it has hugely affected various aspects of higher education. The mobility of international students is one of the parts simultaneously affected by isolation policies like border closure and school lockdown and by pedagogy change to virtual courses from on-site ones. Some literature related to student mobility during Covid-19 pandemic just shows simple comparisons of the variation in the number of international students before and after Covid-19 breakout. The other literature describes international students' experience and difficulties amid the pandemic or deduces factors affecting on the student mobility from the contexts and literature review, not based on data. This study aims to reveal how different the variation in the mobility of international students in Korea HEIs is by the attributes of the host HEIs, academic field, and country (e.g., Covid-19 policy stringency, high-speed internet penetration) using the solid administrative data. Although this study focuses on mainly Korea due to the lack of international data, the results will be able to give new insight on the mobility of international students in higher education and to be extended to further global comparison analysis.

Impact of COVID-19 on South Asian graduates gaining employment in Australia: A qualitative study

By **Jasvir Kaur Nachatar Singh** (La Trobe University)

Previous scholarly work has elaborated on challenges related to employment and employability faced by international students and graduates in Australia. However, limited research has captured to what extent COVID-19 pandemic has impacted South Asian graduate gaining employment in Australia. Therefore, the aim of this paper is to explore the COVID-19 unprecedented impact on employment of South Asian graduates in Australia. Drawing on a qualitative study, semi-structured interviews were conducted with 20 South Asian graduates who studied postgraduate courses at one Australian university in investigating the profound impact of COVID-19 on gaining employment in Australia. The study results highlighted significant positive and negative impact to employment experienced by South Asian graduates in Australia. Positive impact includes gaining employment related to their studies thus having stability in their employment and negative impact include difficulties in gaining related studies employment, limited face to face networking opportunities and non-renewal of employment related contracts. The research findings have contributed to the emerging literature on South Asian international graduates' employment outcomes in Australia. It also discusses implications for Australian higher education institutions and for current and future South Asian international students in Australia.

Individual sessions

Session 5 (13:10-14:10, 28 April 2022)

Acquaintance society, Bureaucracy and University Governance in China

By **HU Juan** (Renmin University of China)

Based on an empirical study, it is found that the governance of China's research universities manifests the characteristics of a strong acquaintance society and a typical bureaucracy when compared with that of North American research universities. How to explore Chinese way of university governance under such circumstances? A theoretical framework is proposed for further analysis. Acquaintance society and bureaucracy are neutral concepts here, play some positive roles and some negative roles in the governance of Chinese universities. An effective acquaintance society/bureaucracy system is called a normal acquaintance society/bureaucracy system, whereas a perverted acquaintance society/bureaucracy system is called an abnormal acquaintance society/bureaucracy system. On the basis of this classification, four combinations of acquaintance society and bureaucracy are discussed, and an ideal combined form is put forward. It is concluded that the external legal framework and governance environment of Chinese universities are currently quite different from those of North American universities, and they do not provide institutional supports for shared governance. At present stage, an ideal type of moral acquaintance society and rational bureaucracy might be sought in university governance in China.

Mission Accomplished? The Retreat of the Confucius Institutes under Globalization

By **Samson Long Ho YIM** (National Chengchi University), **Zhen TIAN** (Lingnam University)

China has rapidly expanded the Confucius Institutes internationally since its first establishment in Seoul in 2004. The Confucius Institutes teaches Chinese language and promotes Chinese culture within the higher education institutions aboard. Following a worldwide trend of retreating Confucius Institutes, there has been an ongoing debate about whether the Confucius Institutes is a cultural institution, or a political organization infiltrated in other countries and regions. Therefore, it is the purpose of this study to answer the research question: Whether the Confucius Institutes had accomplished their missions from both educational and political perspectives in the face of a large-scale retreat of its overseas operations from 2017 to 2021? An interdisciplinary approach is adopted to examine the educational outcomes and the political goals of the Confucius Institutes, which includes the theory of soft power from international relations and the human capital theory and the social capital theory from sociology. Based on the close analysis of the Sino-U.S. relations, as well as policy review, social listening, secondary data analysis of the development of Confucius Institutes, this paper finds that the development of the Confucius Institutes is more associated with the shift in geopolitics than its own adjustments as an academic institution.

How useful are Chinese degrees for Bangladeshi international students? Employment prospects after graduation in China

By **Md Sahariar Rahman** and **Wenqin Shen** (Peking University)

International students studying in China have increased in number due to globalization. Numerous students from Bangladesh come to China to pursue higher education degrees. While numerous studies have examined students' motivations, aspirations, and adaptation to studying in China, few have examined graduates' employability. This study was conducted in China and Bangladesh to ascertain the effect of Chinese degrees on the employability of Bangladeshi graduates studying in China. The qualitative study was conducted with 14 Bangladeshi students who recently graduated from China. The theory informed the study of graduates' employability, and data were analyzed using human capital, social capital, and personal behaviour approach. The study finds significant subject differences in the value of Chinese degrees. While subject knowledge is critical for international students in STEM fields, Chinese language skills are the most important factor in determining employment for international students in the humanities and social sciences. Due to China -Bangladesh's close economic and trade ties, language ability has developed into a capital in the labour market. Although human capital or self-capital is formed due to studying in China, social capital is relatively unfavourable. The study contributes to understanding the relationship between degree mobility and job outcomes.

Individual sessions

Session 6 (14:10-15:10, 28 April 2022)

History and Future Perspectives of Academic Excellence Initiatives in Japan: Can a Series of Government Interventions Make a Difference on Research Universities?

By **Akiyoshi Yonezawa** (Tohoku University)

Competition over academic excellence among leading research universities and the active support and intervention of the government for it are widely seen in East Asia. The increasing influence of world and regional university rankings in the last two decades has accelerated this national "arms race" for seeking higher positioning. Questions on the relevance of overheated competition over ranking positions are also raised. Especially for a mature higher education system, such as that of Japan, a significant increase in governmental investment in these top universities cannot be expected. Under these circumstances, the leading universities in Japan are trying to transform their governance and management to diversify their financial income resources. This research analyzes the various types of Academic Excellence Initiatives (AEIs) that have been implemented in the last quarter of a century in Japan. First, the aims, funding, implementation, and impacts of a series of frequently changing AEI schemes in Japan are examined. Second, the background of policymaking is examined, focusing on the interactions between various stakeholders—namely, the government, universities, industry, and society. Last, Japan's unique AEIs (seen as institutional capacity developers) are identified as a sustainable but high-stakes approach to academic excellence that is continuously underfunded in higher education.

Creating World-class Universities in China: Governance Reforms and Unintended Consequences at a Normal University

By **Jiang Linhao** (South China Normal University), **Zhang Youliang** (Lingnan University)

In recent years, China has been committed to promoting a number of universities and disciplines to enter the forefront of the world. The central government has implemented the "Double First-Class" initiative, and local governments have successively promulgated corresponding support policies. With the reform of the external governance model of Chinese higher education, Chinese universities are promoting the reform of internal governance. This research investigates that after a local normal university was selected as a national "first-class discipline" construction university and a high-level university in Guangdong Province as a whole, it has carried out activities including the establishment of a departmental system and a first-class discipline special zone, target performance management, and adjustment of resource allocation models, and analyze the unintended impact of these reforms on the disciplines structure, the proportion of teaching and scientific research, and the construction of teaching staff in the case universities. While the government and society strengthen the control of colleges and universities through university ranking and China Discipline Evaluation (CDE), they cannot ignore the deconstruction and "manipulation" of the evaluation index system by colleges and universities, as well as the potential risks of the convergence and development of colleges and universities.

Research Performance Disparities among Indonesian Public Top-Universities Granted with the Highest Autonomy: The Role of National and Institutional Policies

By **Iis Nur Rodliyah** (National Sun Yat-sen University), **Adji Achmad Rinaldo Fernandes** (University of Brawijaya), **Ching-Hui Lin** (National Sun Yat-sen University), **Hsueh-Hua Chuang** (National Sun Yat-sen University)

This paper discusses one of Indonesian national policies on higher education aiming at empowering public universities to gain global competitiveness and reputation. The policy grants eligible public universities the highest level of autonomy called as PTN-BH (Perguruan Tinggi Negeri Badan Hukum, translated as Public Universities with Legal Entities). The objective of this research is to analyze the impacts of PTN-BH policy on universities' overall research performance and the reasonable factors behind any disparities occurring. In general, the PTN-BH policy has successfully sent 13 out of 17 universities to be enlisted among Asia's 678 universities in QS Asia University Rankings 2022, varying from rank 254 to 1201+. However, the data collected from the SciVal database in 2022 reveal some levels of research performance disparities among three university groups: 4 universities that were entitled PTN-BH status in 2013, 7 universities in 2014, and 6 universities in 2020 and 2021. Cumulatively, the first group shows 52,025 scholarly outputs with 170,651 citations; the second group achieves 48,595 outputs with 122,303 citations; the third group reaches 19,095 outputs with 49,643 citations. Based on further analysis on universities' documents, the performance disparities among universities imply the significant roles of universities' institutional policy, governance, and available resources

Individual sessions

Session 7 (13:40-14:40, 29 April 2022)

Is employer engagement effective in external quality assurance of higher education?– a paradigm shift or QA disruption from quality assurance perspectives in Asia

By **Angela Yung Chi Hou** (National Chengchi University)

Due to global attention on student employability, employers are expected to be involved in institutional governance in higher education and quality assurance (QA). Due to the difficulties in recruiting motivated employers to participate in external QA governance and process, this has become a challenging issue in many Asian nations. The underlying concept of employer engagement in HE as one of the manifestations for "stimulating students' motivation, self-reflection and engagement in the learning process" is highly desired by QA agencies as well. Literature indicates that employer engagement is not limited to internal quality review within HEIs, but gains legitimacy as a part of external QA. Influenced by a global convergence, employer engagement in external QA has significantly drawn the EQAA's attention in Asia, but challenges, such as effectiveness remain. The paper aims to explore employer legitimacy in Asian national higher education regulations and EQA system according to a four-dimensional diagram of institutional governance model. This study adopted a qualitative approach via document analysis and semi-structured interviews. Published quality regulations, policy documents and accreditation handbooks from the websites of international networks, governments and 11 QA agencies were collected and analysed according to the conceptual framework developed. There are two major findings. First, Asian governments developed QA policies with a focus on employer engagement but the emerging practice is still ineffective. Second, approaches of employer engagement in QA governance vary context to context, such as HK and Malaysia in the excellence mode; Taiwan, Indonesia, Australia, New Zealand belong to advanced type; and China, Thailand, Vietnam fall in the intermediate category.

Where are Haigui? Factors Affecting the Employment of Chinese Foreign-trained PhDs

By **Shuoyang Meng** (University of Tokyo), **Wenqin Shen** (Peking University)

Transnational mobility of PhD students has been one of the most important characteristics of today's doctoral education, and it has been verified to be closely associated with the quality of PhD trainings, which holds considerable significance to the development of knowledge economy. The Chinese government has taken variable measures to encourage such cross-border mobility of doctoral students since the Open-Door Policy in 1978, and one of the most representative endeavors is the Postgraduate Study Abroad Program of National Construction on High-level Universities funded by China Scholarship Council (CSC) under Chinese Ministry of Education (MOE). In order to enhance the level of education and science, China has also issued a number of preferential policies and programs for those returned doctoral talents, hence it is necessary to empirically evaluate their career development. Therefore, this study adopts the dataset of Chinese foreign-trained PhDs who were dispatched by the CSC to study outside Mainland China between 2008 and 2014 to explore the career development of the doctorate holders and to define the factors affecting their professional careers.

The Comparative Study on the Qualification Profile of Academic Profession in the Chinese Societies

By **Li-chuan Chiang** (National University of Tainan)

Academic profession always keeps its importance for study while higher education institutions, nationally and globally, adjust themselves to the radical changes. The study on the qualification profiles of academic profession in the Chinese societies should move beyond personal speculation and perception is wanted. This study aims to systematically employ the facts and figures to understand the qualification profiles of faculty members in the Chinese societies. The qualification profiles refer to faulty with foreign/local PhD degrees, graduates of prestige foreign university, and academic inbreeding. This study collected the qualification profiles of 3,809 faculty members from HK, 795 from Macau, 3,086 from Singapore, and 23,116 from China.
The key findings of the research include as followings. Faculty qualification profiles in HK, Macau, and Singapore, present more foreign PhD holders than local ones, most of them were graduate of prestige foreign university, and low academic inbreeding. In contrast, there is a high percentage of local PhD holders and academic inbreeding in China. Furthermore, this study compares them with Taiwan, studied by Chiang (2017; 2020), and, again, it supports Chiang's argument that the extent of academic inbreeding in Taiwan is relatively low and the perception of 'high' academic inbreeding is a myth.

Individual sessions

Session 8 (14:50-15:50, 29 April 2022)

Rethinking the 'global' in global higher education studies: From the lens of the Chinese idea of tianxia

By **Lili Yang** (University of Hong Kong), **Lin Tian** (Hunan University)

This paper draws on the Chinese and English literature on the Chinese idea of tianxia (literally meaning all under heaven), with the objective of shedding new light on the discussion of the global in global higher education studies. It argues that the tianxia idea embodies an approach to viewing the world that is fundamentally different from the dominant Euro-American worldviews, and contains unique merits in discussing global higher education phenomena. This approach highlights four elements in understanding the world: one-worldism (including the notion of thinking through the world and tianxia weigong, literally meaning all under heaven belongs to and is for all), heer butong (diversity in harmony), an emphasis on virtues, values, and norms in global governance, and an ecological imagining of the world. The implications of the four elements for global higher education will also be discussed.

Internationalisation of higher education in Hong Kong: Opportunities and challenges in the Guangdong–Hong Kong–Macao Greater Bay Area

By **Qian Huang** and **Xiujuan Xie** (The University of Hong Kong)

Given Hong Kong's unique geographical position and historical role connecting East and West, its higher education system is recognised for its high level of internationalisation. Hong Kong's higher education sector has been expanding its internationalisation strategies, including building on its vital role in the Guangdong–Hong Kong–Macao Greater Bay Area (GBA). However, little research focuses on Hong Kong universities in the GBA and their role. This study explores what opportunities and challenges exist for Hong Kong in internationalising higher education in the GBA and how Hong Kong universities can contribute as an education and innovation hub. Government policy documents and the literature were reviewed and analysed. The findings reveal opportunities for Hong Kong's higher education sector to enhance its impact in the GBA by exporting its educational programmes, establishing branch campuses to generate revenue, and training global talent. However, there are also challenges due to the differences in social systems, managerial mindsets and judicial environments between Hong Kong and mainland China. This study contributes to the literature on the internationalisation of higher education in Hong Kong. It also offers practical implications for policymakers to initiate and implement internationalisation strategies in Hong Kong and other regions of the GBA.

From soft power to knowledge diplomacy: A case study of Taiwan's scholarship program

By **Warangkana LIN** (I-Shou University)

The Taiwanese government has put considerable effort into its foreign policy in deploying educational aids and sharing knowledge with partner nations. Through the International Cooperation and Development Fund (ICDF) International Higher Education Scholarship Program (IHESP), the model of knowledge diplomacy, in collaboration with selected universities, has been established. It offers undergraduate and postgraduate programs to young elites from allied and partner countries to study in Taiwan. Adopting the framework of soft power (Nye, 2004) and knowledge diplomacy (Knight, 2015), this study explores how the universities contribute imperatively to the scholarship recipients' knowledge attainment and career trajectory. This is a case study research of four selected universities in four disciplinary programs in management, education, medical science, and engineering. Via direct contacts to the institutions, in-depth semi-structured interviews were conducted with 33 participants, including program directors, program coordinators, academics, scholarship recipients and graduates. The findings reveal that this scholarship program has adopted a state-directed approach with a salient role of the government. Despite encouragement to return to home countries, the issues of brain drain and brain circulation existed. Nevertheless, when multi-sector partnerships are enhanced through cross-border projects and expert networks, the normative form of knowledge diplomacy takes shape providing opportunities in respective countries.

Individual sessions

Session 9 (16:00-17:00, 29 April 2022)

Strategic Research Agenda Setting Theory: A Novel Perspective to Examine Research Paths of Individual Academics in Mainland China and Hong Kong

By **Liu Yingxin** (The University of Hong Kong)

Research agenda setting has emerged as an increasingly significant topic in higher education studies in recent years. It is crucial to characterize an individual's research agenda setting strategies since it provides insight into how research is structured, as well as an opportunity to identify a variety of factors that shape the research endeavors of individual academics. This study seeks to uncover how academics specializing in applied disciplinary fields from Hong Kong and mainland China form their research agendas. The strategic research agenda setting theory in this study represents a theoretical model that describes the mechanism of research agenda setting by individual academics. The theory was derived through 51 in-depth interviews based on the grounded theory approach. Motivations and conditions have been the determining factors in shaping research agendas, whereas life experiences and the environment have indirect impacts through their influence on the determining factors. The study details both the implications for academics and higher education policymakers, as well as the implications for future research.

Meaning of Research among Master's Students in Hong Kong

By **Xiaoshi Li, Mei Lai,** and **Jisun Jung** (The University of Hong Kong)

This study explores how master's students perceive their research experiences and interpret the meaning of research. Master's education has been regarded as a stepping-stone for doctoral study for several decades in many higher education systems; however, the meaning of 'master' has been transformed socially and economically in current massified higher education. Accordingly, the research requirement in many master's programmes has been flexible and replaced by other components of learning outcomes. Then, what is the meaning of 'thesis' or doing 'research' for master's education? In this study, we interviewed seventy-three master's students from various universities in Hong Kong to explore their perceptions about research. The results showed that research was interpreted by multiple perspectives among master's students, such as a learning process, learning outcomes, or generic skills. Master's students also expressed the challenges of the traditional approach of doing research when there is a discrepancy with their expectations from the programmes. Agencies moderated students' perceptions of research that they interact with, like supervisors, peers, or the workplace. The interpretation of research was also differentiated by students' backgrounds, such as having working experience or not. This study provides implications on how the research component can be meaningfully integrated into today's changing nature of master's education.

Opportunities and challenges for developing higher education sector in Guangdong-Hong Kong-Macau Greater Bay Area

By **Xiujuan XIE** (The University of Hong Kong),   **Xu LIU** (Southern University of Science and Technology)

China set Guangdong-Hong Kong-Macau Greater Bay Area (GBA) as it's one of the vital national strategies in 2019. Due to historical and geographical factors, Guangdong province, Hong Kong, and Macau are uniquely characterized by "one country, two systems", "three customs territories" and "three legal systems". One of the strategies is to develop regional higher education of GBA being an international innovation and technology hub. This study is based on the method of document analysis referring to the accessible policies and literature, along with a theme analysis to elaborate the contexts, opportunities, and challenges for developing higher education in GBA. It finds that GBA has extraordinary chances to improve the integration and collaboration of higher education institutions and regional coordinated development. Developing higher education in GBA also has been confronted with several difficulties such as unbalanced development quality, different cultures and inadequacy of internationalizing higher education. This research has contributions on filling in the gap of subsistent English research literature of the higher education in the GBA. It also contributes to the policymakers for developing insights and strategies on higher education institutions of the GBA.