

出國報告（出國類別：學術研討會）

東亞高等教育跨國化：
師生流動、人才競爭與大學治理

服務機關： 國立中正大學教育學研究所

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派赴國家： 香港

出國期間： 2017 年 3 月 30 日至 4 月 1 日

報告日期： 2017 年 12 月 5 日

摘 要

教育學研究所詹盛如教授參與香港嶺南大學(Lingnan University)舉辦之國際學術研討會，主題為「東亞高等教育跨國化」(Transnationalization of Higher Education in East Asia)。會議中發表論文，題目為「招收東南亞學生：變遷的臺灣政治經濟」，本次與東亞各國學者交流，並且與英國即時連線，轉播論文發表實況內容。

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壹、 參與會議之目的

本次前往香港參加學術會議之目的包括兩方面，首先是將科技部專題研究計畫「東亞高等教育重鎮之建構」的研究成果予以發表，其次是與嶺南大學(Lingnan University)商討相關合作事宜。

一、 發表科技部專題研究成果

詹盛如教授從 2014 年至 2016 年的科技部專題研究主題為「東亞高等教育重鎮之建構」，其中包含中國大陸與東南亞兩個區塊。搭配新南向政策之推動，本研究聚焦在招募東南亞學生向度上。由於本次會議由香港嶺南大學主辦(中正大學亦是合辦單位)，邀請東亞諸多國家與地區學者共同參與，針對東亞高等教育跨國化之現象予以探討，其中主題包括師生流動的面向，非常符合本人當前的研究主軸與發展。這次詹盛如教授所發表之論文，是透過檢視過去 50 年來臺灣政治經濟變遷的角度，探索招收東南亞學生之意義與內涵，以歷史角度審視中長期變化。

二、 與嶺南大學商討合作事宜

除了至會議發表論文之外，希望與嶺南大學能夠進行共同研究、合作授課等相關事宜。詹盛如教授由於身兼本校教育學院教育領導與管理發展碩/博士學位學程執行長一職，積極招收外國學生。而嶺南大學目前亦設立「國際高等教育與管理文學碩士」課程，與本院發展方向具有相似性，因此拜會其副校長莫家豪教授，商討相關合作事宜。目前詹盛如教授已經成為嶺南大學該學程之外籍授課教師(<http://www.ln.edu.hk/dgs/ihem/staff.php>)，明年本院與夏威夷大學合辦之「領導培訓營」(Leadership Institute)，也將轉型為學分課程，提供給嶺南大學碩士生，達成教學國際化之目標。

貳、 參與過程

一、 行程規劃

本次參與人員教育學研究所詹盛如教授，3月30日搭乘華航班機從台北出發，當天抵達香港赤鱗角機場，隨即轉往屯門地區入住旅館。隔天詹盛如教授與其他東亞學者共同參與學術研討會議，傍晚亦進行學術晚宴，交流心得與學術合作事宜(團體合照如下所示)，4月1日詹盛如教授旋即搭機返臺。本次學術研討會議議程如下：





31 March 2017 (Friday)

INTERNATIONAL SYMPOSIUM

**Transnationalization of Higher
Education in East Asia:
Student / Faculty Mobility,
Talent Competition and
University Governance**

9:30 AM – 6:00 PM

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

Co-organized by:

Division of Graduate
Studies
Lingnan University
Hong Kong

Global Academy of
Liberal Arts
Bath Spa University
UK

Graduate School of
Education
National Chung Cheng
University
Taiwan

Graduate School of
Education
Peking University
China

Research Institute of
Higher Education
Hiroshima University
Japan

**ALL
ARE
WELCOME**

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PROGRAMME

31 March 2017 (Friday)

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

9.30am - 9.45am	<p>Welcoming Session <i>Opening Remarks</i> Professor Ka Ho Mok, Lingnan University, Hong Kong Professor Futao Huang, Hiroshima University, Japan</p> <p><i>University Video</i> <i>Group Photo</i></p>
9.45am - 11.15am	<p>Session 1: Student Mobility in Asia and UK Chair: Professor Jason Eng Thye Tan, Nanyang Technological University, Singapore</p> <p><i>New Colombo Plan: Student Mobility in Asia as an Education Vehicle and Public Diplomacy Mechanism</i> Professor Ly Tran, Deakin University, Australia</p> <p><i>Recruiting Students from Southeast Asia: Changing Taiwanese Political Economy</i> Professor Sheng-Ju Chan, National Chung Cheng University, Taiwan</p> <p><i>A Keynes Approach to Explore How Universities in England Position Themselves to Prospective International Students</i> Dr Rebecca McGuire-Snieckus, Bath Spa University, UK</p>
11.15am - 11.45am	<p>Launching Ceremony of the Master of Arts in International Higher Education and Management Chair: Dr Kent Lai, Lingnan University, Hong Kong</p> <p>Launching Remarks Prof Ka Ho Mok, Lingnan University, Hong Kong</p>
11.45am - 12.30pm	Lunch Break
12.30pm - 2.00pm	<p>Session 2: Internationalization of Higher Education in China Chair: Professor Ly Tran, Deakin University, Australia</p> <p><i>International and Transnational Learning in Higher Education: A Study of Students' Career Development in China</i> Professor Ka Ho Mok, Lingnan University, Hong Kong</p> <p><i>Transnational Research Training: Chinese Visiting Doctoral Students Abroad and Their Host Supervisors</i> Professor Wenqin Shen, Peking University, Mainland China</p> <p><i>Unemployment and Underemployment? An Empirical Exploration of Transnational Higher Education Graduates' Capacity to Aspiration</i> Dr Xiao Han, Lingnan University, Hong Kong</p>

PROGRAMME

2.00pm - 2.20pm	Tea Break
2.20pm - 3.50pm	Session 3: Faculty Mobility in East Asia Chair: Professor Sheng-Ju Chan, National Chung Cheng University, Taiwan <i>An Analysis of International Faculty Members in Japanese Universities</i> Professor Futao Huang, Hiroshima University, Japan <i>What Mobilities affect Research Productivity of Academics in Hong Kong and Macau? An Exploratory Research</i> Dr Jisun Jung, The University of Hong Kong, Hong Kong <i>China's Competition for Global Talent in Higher Education: Evidence from Chang Jiang Scholars Programme</i> Dr Jin Jiang, Lingnan University, Hong Kong
3.50pm - 4.10pm	Tea Break
4.10pm - 5.40pm	Session 4: University Governance and Higher Education Policy Chair: Dr Rebecca McGuire-Snieckus, Bath Spa University, UK <i>The End of Global Dreams? The Singapore Global Schoolhouse Policy Initiative</i> Professor Jason Eng Thye Tan, Nanyang Technological University, Singapore <i>Transnational Governances in Higher Education: New Universities, New Rhetorics, and New Networks in Postwar Singapore</i> Professor Grace Ai-Ling Chou, Lingnan University, Hong Kong <i>The Study of Comments Made by Chinese Government Scholarship Recipients on China and Its Influencing Factors</i> Mr Yin Ma, Lingnan University, Hong Kong
5.40pm-6.00pm	Closing Remarks Professor Ka Ho Mok, Lingnan University, Hong Kong
6.00pm-7.30pm	Dinner (by invitation) VIP Room 3, Lingnan House (Chinese Restaurant), 1/F, Amenities Building, Lingnan University

二、 研討會過程

本次會議事實上是多國合作之成果，嶺南大學實際負責舉辦，但是合辦的國家地區包括中國、日本、英國與臺灣等重要大學，本校教育學院亦是合辦單位。本次會議屬高規格方式辦理，只有受到邀請的人，才得以進行論文發表，因此論文發表者皆是各國學術菁英與潛力新秀，其他參與者則是學者與碩博士生。第一個部分專注在「亞洲與英國的學生流動」，論文發表則包括澳洲大迪肯大學的 Ly Tran、詹盛如教授與英國 Bath Spa 大學的 Rebecca McGuire-Snieckus。第二個部分主題為「中國的高等教育國際化」，論文發表者包括嶺南大學莫家豪教授、北京大學沈文欽教授、嶺南大學曉韓博士。第三部分則是「東亞學術人員流動議題」，詹盛如教授也擔任本場次的主持工作，論文發表者分別為日本廣島大學的黃福濤教授、香港大學的 Jisun Jung 教授，以及嶺南大學的 Jin Jiang 博士。第四個部分則是「大學治理與高等教育政策」，論文發表者分別為新加坡南洋理工大學的 Jason Tan 教授、嶺南大學的 Grace Ai-Ling Chou 教授、以及同校的 Yin Ma 先生。事實上，這個研討會中午時段也針對「國際高等教育與管理文學碩士」課程首度公開，副校長莫家豪教授與課程主任 Dr. Kent Lai 聯合說明與簡介，與會人士也分別詢問相關細節。

參、 心得與建議：

一、 東亞高等教育是未來發展重點

本次會議的重點是東亞高等教育流動、國際化與大學治理的發展。近年來東亞各國發展快速，學生流動快速，教師跨國移動更加頻繁，這樣的趨勢一方面反映國際化的力道之外，也彰顯區域化(regionalization)，甚至是平行流動(horizontal mobility)的特色。這次會議成員含括東亞諸國即是明證，而且這些核心成員彼此合作日益密切，同時部分西方(英國)學者也對東亞高等教育發展甚為關注，值得國人注意。

二、 鼓勵與香港發展更多實質合作關係

早年許多港澳僑生皆來臺灣求學，加上臺灣學界也有不少人任教於知名香港大學中，因此可以積極鼓勵兩地華人透過中文或是英文積極進行學術合作。本次洽談合作經驗顯示，臺灣教育領域與香港仍有諸多相仿之處，值得進行合作研究。詹盛如教授受邀成為嶺南大學新的碩士課程境外教師，即是參考案例。同時，未來本校教育學院與夏威夷大學的領導培訓課程，亦將開放給香港學生選修，達成交互流動與合作之目標。

附錄 發表內容摘要：

Recruiting Students from Southeast Asia: Changing Taiwanese Political Economy

Recruiting Students from Southeast Asia: Changing Taiwanese Political Economy

Sheng-Ju Chan

Deputy Dean for Research and Development
National Chung Cheng University, Taiwan

Outline of Presentation

- Fundamental Literature Revisited
- Three Major Conceptual Frameworks
- Some Statistical Figures
- Research Questions and Methods
- Changing Orientations of Recruiting Students from Southeast Asia: Three Major Periods
- Discussion: Mixed Political and Economic-Driven Movement
- Conclusions

International student mobility: From unidirectional to multiple directional

- Tradition: East Asia countries to America, Europe and Japan. Intra-regional student mobility in Asia is extremely restricted (Cummings and So, 1985)
- Emerging South and Southeast Asia recently sent students to traditional players. However, they also send students to other new players such as Korea, China, Hong Kong, Singapore, Malaysia and Taiwan (Chan, 2012)
- Therefore, the **circulation or relay mode** has been proposed to explain the new mobility pattern of international students in this decade (Sugimura, 2016).
- Taiwan might be a unique case to examine the 'bilateral' relationship from the perspective of inbound non-local students from Southeast Asia

Internationalization in Taiwan (I)

- Although Taiwan began to attract students from Southeast Asia (including Hong Kong and Macau) since the 1950s, this strategy was seldom concerned with the modern idea of internationalization but as a result of political confrontation with Mainland China.
- In 2001, the *White Paper on Higher Education* formally pointed out the problem that 'the degree of internationalisation is insufficient' (Ministry of Education Taiwan [MOE], 2001, p. 54)
- 'Enhancing International Competitiveness of University Plan' and 'Improving English Proficiency of Higher Education Students' in 2002



Internationalization in Taiwan (II)

- Setting up Taiwan's Education Center in the Asian region in 2010 proposed by then President of Ying-Jeou Ma.
- The MOE Taiwan issued its *Study in Taiwan Enhancement Program* in 2011 and encouraged higher education institutions to recruit more students from Southeast Asia.
- Become the 'Center of Higher Education in East Asia'(東亞高等教育重鎮) in 2012
- To export the higher education industry to Southeast Asia so as to enhance **international competitiveness, secure diplomatic relationship**, and broaden local students' global outlook.



Three Major Conceptual Frameworks



Rationales for internationalization

- **Social/cultural:** National cultural identity, intercultural understanding, and social and community development.
- **Political:** Foreign policy, national security, technical assistance, human resource development, national building
- **Economic:** Economic growth and competitiveness, labor market, income generation and commercial trade
- **Academic:** Institutional profile and status, enhancement of quality, international academic standards, student and staff development

(Knight, 2008:25)



Push and pull factors

- Student mobility across national/societal border is determined by the relative advantages between sending and receiving countries in **educational, political, social, cultural, economic, and geographical factors** (De Wit, 2008:28)
- **Push factors** (key variables pertaining to a home country):
Southeast Asia countries
- **Pull factors** (key variables pertaining to a host country):
Taiwan: geographical and political affinity, higher education capacity, ethnic attraction (Chinese) and low cost (so far)



Soft power as motivation

- Soft power is the ability to shape the preferences of others through appeal and attraction.
- The currency of soft power is **culture**, **political values**, and **foreign policies** (Nye, 2004)
- The measurement of soft power: "the quality of a country's political institutions, the extent of their **cultural appeal**, the strength of their **diplomatic network**, **the global reputation of their higher education system**, the attractiveness of their economic model, and a country's digital engagement with the world".
- Examples: Confucius Institute of China; Korean Wave (Hallyu); Cool Japan



Some Statistical Figures

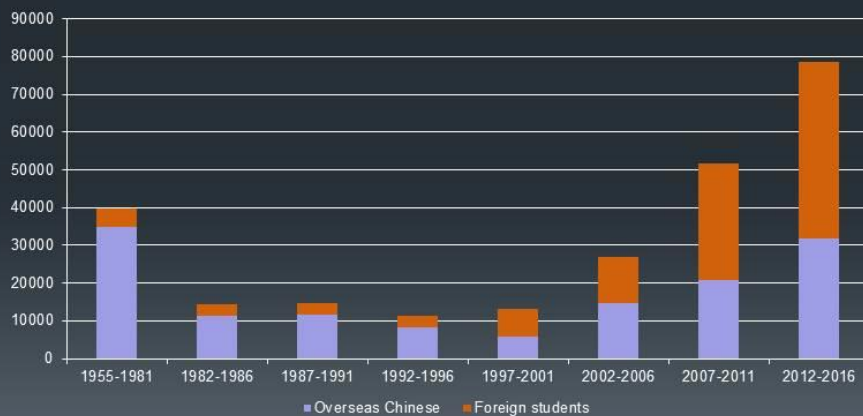
Overseas Chinese by year

	1955-1981	1982-1986	1987-1991	1992-1996	1997-2001	2002-2006	2007-2011	2012-2016
Brunei	227	69	84	83	42	4	13	24
Burma	1330	537	916	523	400	1656	1227	831
Cambodia	275	120	36	6	--	0	1	0
HK & Macao	12245	4078	4550	3295	2208	6386	10853	17211
India	125	9	9	16	25	123	26	2
Indonesia	3075	784	816	364	351	973	1596	1998
Korea	2842	1278	996	432	276	258	229	237
Laos	512	156	14	--	--	0	1	4
Malaysia	9649	3553	3406	3267	2404	4789	5930	10557
Philippines	400	27	45	21	8	11	46	72
Singapore	314	133	132	101	37	70	105	113
Thailand	735	403	422	191	85	254	484	347
Vietnam	3089	303	183	47	27	69	204	570
Total	34818	11450	11609	8346	5863	14593	20715	31976

Foreign students by year

	1955-1981	1982-1986	1987-1991	1992-1996	1997-2001	2002-2006	2007-2011	2012-2016
Brunei	3	5	0	2	0	7	42	13
Burma	7	34	176	129	63	321	233	49
Cambodia	0	0	0	0	29	47	137	17
HK & Macao	0	57	19	27	9	39	0	0
India	52	55	67	88	226	674	1831	2938
Indonesia	595	1215	1192	1405	5200	5906	8285	7800
Laos	17	0	0	11	0	3	2	5
Malaysia	1135	144	121	136	203	1180	6065	16007
Philippines	204	489	697	592	504	752	1356	1108
Singapore	123	297	154	31	42	99	385	519
Thailand	1045	613	625	459	595	1150	2807	3222
Vietnam	1805	26	16	76	348	2052	9729	14811
Total	4986	2935	3067	2956	7219	12230	30872	46489

Changing non-local student number from Southeast Asia in Taiwan



Research Questions

- How political economy in Taiwan for the past decades has shaped the dynamics of inbound students from Southeast Asia?
- What are the unique roles that Southeast Asia students play for changing political economy?
- Comparing the evolving natures of political economy in relation to recruiting students from Southeast Asia.



Research Methods and Targets

- Use Taiwan as a case study
- Historical method and longitudinal analysis
- Time period: 1950-2015 (about 65 years)
- Major policy directions, official discourses, and practices in terms of political economy with respect to recruiting Southeast Asia students



Changing Orientations of Recruiting Students from Southeast Asia: Three Major Periods



Three major periods (I)

- 1950s-1986:

--Authoritative state with a strong tendency of 'reunification' with Mainland China though **both sides were militarily rival**. Taiwan fought for 'legitimate' status diplomatically at the international stage. '**Being Chinese**' as the political correctness and identity. Rapid growth in economy had gained worldwide attention. Massive reforms in economic and agricultural sectors were launched aiming to **upgrade the social productivity**.



Three major periods (II)

- 1987-2000

--In 1987, the lift of the Martial Law marked the initial step toward a **greater democratized society** and **liberal economy system**. Political parties were allowed to launch. A new identity toward '**independence**' began to emerge and mature. Economic structure had been gradually transformed into **industrialized sector** (with a focus on information technology) with **more service-oriented business**.



Three major periods (III)

- 2000-so far
 - In 2000, the first ever **party alternation** to Democratic Progress Party (DPP), a pro-independence camp, symbolized the new political ideology. '**Taiwanese identity**' began to solidify and increasing gained wide support after 2000s. Though with the continuation of economic growth, **intensified international competition** was getting serious confronting this island state.



Confrontation and Thriving: 1950s to 1980s

- Over this period (from 1950-1986), Taiwan began to re-bridge the link with overseas Chinese.
- Politically, Taiwan confronted opposition from Mainland China seeking **overseas Chinese's assistance and recognition/legitimacy**.
- These overseas Chinese were sponsored to study in Taiwanese universities throughout 1950s until late 1990s.
- Both short-term (skill training for youth) and long term (degree seekers)
- They were even encouraged to '**settle down**' with **ROC's identity/passport**.




Confusion and Ambivalence 1987-2000s

- After the late 1980s, democratic movement was accompanied by a shifting concern of 'national identity'. 'Taiwanese identity' was increasingly gaining public support while losing the attachment to 'Chinese' in both political and cultural sense
- This politically 'indigenized identity' poses a serious challenge to the previous justification that 'overseas Chinese' constitute the fundamental basis of legitimate government in Taiwan.
- At the same time, a new emerging discourse stressed that Taiwan should maintain multilateral relationship with other nations through participation of international organizations



Continued

- Local parents also criticized these non-local Chinese students for taking university places and using too much resources.
- All these led to the stagnation of admitting overseas Chinese students from this region.
- However, since the late 1990s internationalization has become a major trend in wider global context. Greater international student mobility is increasingly popular.
- Therefore, we have seen more inflow 'foreign' students from Southeast Asia at the same time.



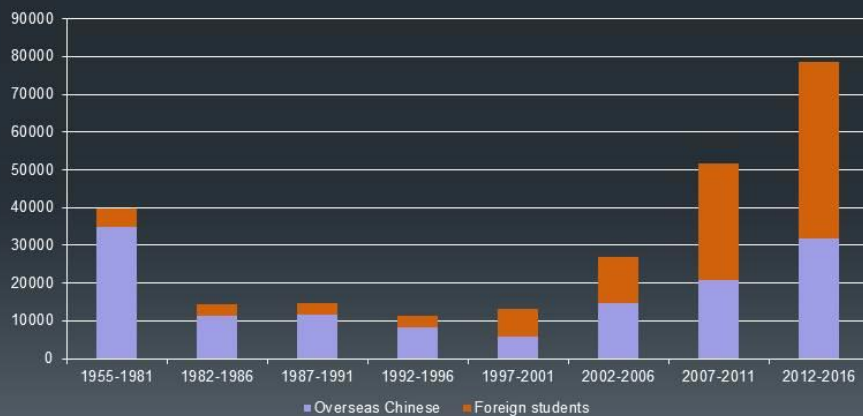
Refocusing Southeast Asia: 2001-so far

- As a result of greater internationalization, non-local students are generally welcome to Taiwan so as to strengthen **international competitiveness**.
- Moreover, **foreign students** are regarded as valuable asset as they are beneficial to enterprise productivity and economic growth.
- At the policy level, **overseas Chinese students** are gradually neutralized without negative political connotation. Even they can help Taiwan to export our higher education system to Southeast Asia.
- The current President Ing-Wen Tsai propose a new policy called, **New Southbound Policy**, with an eye to 'developing new economic direction and stage'.
- Under this new strategy, **human resources** from this region are critical for fulfilling the new mission.



Discussion: Mixed Political and Economic-Driven Movement

Changing non-local student number from Southeast Asia in Taiwan



Shifting Rationales in Admitting Southeast Asian students

- Taiwan **has continued** to admitting students from Southeast Asia since 1950s (except from late 1980s to early 1990s) by using different rationales in politics and economy.
- As a non-mainstream players, Taiwan at the international student market retains some advantages in terms of '**pull factors**' over the past half century.
- Among some appealing factors, **soft power** (as political mean), as Nye proposed, can be identified such as: ethnic affinity (Chinese), cultural values (Confucius value), diplomatic power (American alliance) and even better higher education reputation etc.

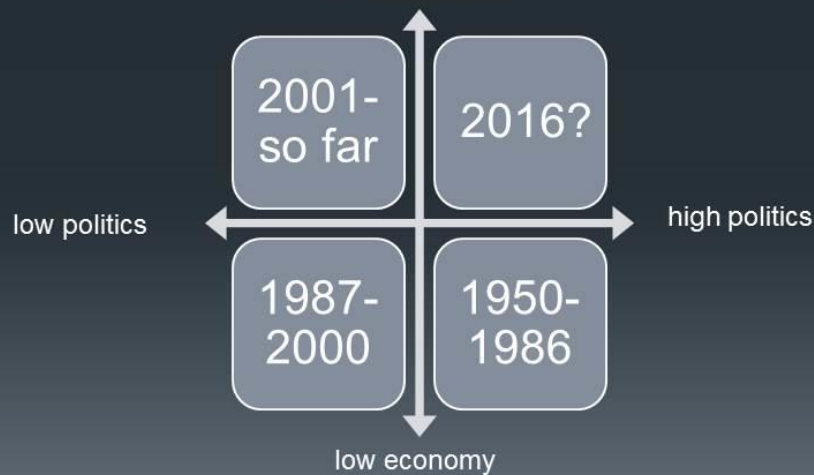
Political Dimensions

- Before the late 1980s, overseas Chinese students were portrayed as ethnic '**nationals**' or 'one of us' in Taiwan. Even, Taiwan portrayed itself as the '**cultural homeland**' for overseas Chinese having relatively established higher education system in this region
- They were treated as '**quasi-citizen**' with special favor treatment such as PR, employment, or even health care system.
- Both overseas Chinese and foreign students' participation into Taiwanese education system acted as the main '**channel**' to **strengthen undiplomatic relationship** with these countries.
- On the contrary, strong political tendency toward 'independence' around the 1990s also questioned the necessity of this group of students.

Economic Dimensions

- Substantial financial support were offered to overseas Chinese students as '**foreign aid**' for the past decades.
- However, this policy changed in the 1990s underpinned by the first party alteration to DPP.
- Along with the greater internationalization and intensified competition at the global context since 1990s, inbound students are seen as '**remedy**' for better competitiveness and extra economic benefit.
- They act as either '**talent**' for economic growth or '**cash cow**' for additional income for Taiwanese universities. Both are economic-driven.

Matrix of changing political economy in terms of recruiting students from Southeast Asia



Conclusions

- Taiwan is an **unique case** in actively admitting students from Southeast Asia since 1950s.
- Under different mixtures of political and economic dynamics, non-local students from Southeast Asia had been respectively regarded as '**national**' or '**foreign**' depending upon the various interpretations.
- Though **economic force** seems to drive the recent move to attract more Southeast Asia students (New Southbound Policy), **political impasse** with China after the election of Ing-Wen Tsai should be the hidden factor making this development desirable.