

# Author's Guide for RIHE Higher Education Forum

## 1. Article

- Length: preferable length is about 5,000 words
- Language: Either British English or American English (spelling and terminology should be followed consistently throughout the article)
- Abstract: all articles should include an abstract of 100 – 150 words
- Key words: 5 to 10 key words or short phrases in alphabetical order

## 2. Style

Basically, RIHE follows Higher Education Authors' Instruction.

- Paper size: A4, 37 lines
- Margins: 1 inch (2.5cm)
- Font: Times New Roman
  - Title: 16pt, Bold, Left justification, 1.5 line feed
  - Author(s): 13pt
  - Job title(s), Affiliation(s), and E-mail address: 10pt, footnote
  - Main-Heading: 12pt, Bold
  - Sub-Heading: 12pt, *Italic*
  - Sub-Sub-Heading: 12pt, Underlined
  - Body: 11pt, 4 space indent except the first paragraph
  - Itemization: 4 space indent
- Linefeed width: 1 line feed
- Alignment: Full justification
- Spaces: after a full stop – 2 spaces, after a colon, semicolon or comma – 1 space

## 3. Figures and Tables

- Figures: Center justification
- Figures' Title: 10pt, Arial, Bold, Center justification  
e.g. **Figure1. Knowledge, society, and university**
- Tables: Center justification
- Tables' Title: 10pt, Arial, Bold, Center justification

## 4. Note

- Footnotes is preferable to endnotes
- 10pt, 0.5 line feed

## 5. Reference

RIHE follows American Psychological Association (APA) Style.

e.g.

### - Periodical :

Author, A. A., & Author, B. B. (2004). Title of article. *Title of Periodical*, xx, xxx-xxx.

\*Periodical includes items published on a regular basis: journals, magazines, scholarly newsletters, and so on.

### - Nonperiodical :

Author, A. A. (2004). *Title of work*. Location: Publisher.

### - Part of Nonperiodical (e.g. book chapter):

Author, A. A. (2004). Title of chapter. In A. Editor, & B. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: Publisher.

### - Cross-Referencing

(Author, 2004; Author, 2004)

(Author & Author, 2004)

# Globalization and changes in Chinese higher education

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**Abstract.** Since the 1990s, with several factors which are less important and indirect, globalization has deeply and directly affected the development of Chinese higher education at both policy and institutional levels. It has not only largely changed the ideas and basic structure of the Chinese higher education system, but it has also shaped the patterns of governance and the operations of individual institutions. The paper begins with an introduction to the context of Chinese higher education. It then touches on the impact of various aspects of globalization on Chinese higher education. The paper concludes by discussing issues and trends facing Chinese higher education in a global era.

**Keywords:** globalization, Chinese higher education, changes

## Introduction

With the recent rapid economic growth in China, tremendous changes have also occurred in Chinese higher education. In particular, since the 1990s, in order to search for a response to challenges from globalization, various reforms have been undertaken in Chinese higher education. Globalization is not the only factor that affects the recent changes in Chinese higher education. Several other factors contribute though they are less important and indirect. Globalization is the most powerful and direct driving force that has influenced current Chinese higher education.

Much research already exists on globalization and higher education (*e.g.* Currie and Newson 1998; Scott 1998; Enders and Fulton 2002), but little of the current literature deals with globalization and the changes of Chinese higher education from an overall perspective. The present paper adds to the existing research by focusing on the impact of globalization on Chinese higher education, particularly since the 1990s.

Since the 1990s, with several other factors which are less important and indirect, globalization has deeply and directly affected the development of Chinese higher education at both policy and

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