

CGHE East Asia Researchers' Meeting

Advancing higher education research and collaboration in East Asia amid national, regional, and global challenges



DATES

Sunday, 19 March to Tuesday, 21 March 2023 (JST)

VENUE

Research Institute for Higher Education, Hiroshima University, Japan

FORMAT

In person & Online

FREE REGISTRATION

https://rihe.hiroshima-u.ac.jp/en/2023/02/2023-03-19_en/

HOST: Research Institute for Higher Education (RIHE),
Hiroshima University, Japan

SPONSOR: Centre for Global Higher Education (CGHE),
the University of Oxford, the UK.

RATIONALES AND CONTEXT

The global crisis, the changing geopolitics, the ongoing neo-nationalism, and various local and institutional factors are challenging the advancement of higher education and research worldwide. Higher education and research in East Asian countries and systems are also facing many new issues. It is important to analyze and identify the common and specific challenges with which higher education and research in East Asian countries and systems are confronted. What is the appropriate response at institutional level? What are the tasks for research and scholarship, and in teaching about higher education? What are the implications for collaboration and cooperation in all these areas?

The goal of this international meeting is to create a dynamic interactive discussion and communication, so that both early career researchers and senior researchers can address the local, national, regional and global dimensions of issues in higher education and research in Japan, China PRC, Hong Kong SAR, Taiwan, and South Korea. These include issues of internationalization/Westernization, indigenization and decolonial approaches in the global East, North and South, regional cooperation in East Asia, and the geo-political environment for higher education and research in East Asia, as well as problems of reduced university autonomy, academic freedom, collaboration and knowledge exchange. It is hoped that together we will be able to develop a forward agenda for colleagues in East Asia, in cooperation with CGHE as a global centre of higher education research, including strategies and methods of sustaining cooperation and mutual support under the present difficult conditions of geopolitical contestation.

PROGRAM

Day 1: Open session for papers or presentations by early career researchers

Each early career researcher is invited to give a 20-minute presentation on what she/he sees as the emerging issues and research topics that should be considered by the research field of higher education studies (including, but not

confined to, international and global aspects). The 20 minutes presentation will be followed by 10 minutes discussion of each paper.

Researchers are strongly advised not to focus only on their own current favorite topics, such as their doctoral study, and their current personal areas of expertise, but to think broadly and be innovative in relation to the field as a whole. Please take a step back and think about the possible intellectual development of higher education research and scholarship, and the potential for new ideas and new lines of research. You might think about the research needs of stakeholders, and the ways international cooperation can advance the work. But most importantly, give thought to the issues and problems already before us in higher education and/or emerging in future.

9:30~12:00 Morning Session

MC: Futao HUANG, Hiroshima University, Japan

- 9:30~9:40 Opening remarks
Shinichi KOBAYASHI, Hiroshima University, Japan
- 9:40~10:10 Opening paper: The purposes of higher education
Simon MARGINSON, University of Oxford, the UK
- 10:10~10:30 Coffee Break
- 10:30~12:00 Presentations
Thomas BROTHERHOOD (Rikkyo University, Japan)
Lilan CHEN (Osaka University, Japan)
Xin LI (Seoul National University, Korea)

12:00~13:30 Lunch Break

13:30~16:30 Afternoon Session

MC: Ka Ho Joshua MOK, Lingnan University, Hong Kong

- 13:30~15:30 Presentations
Ying-Yan LU (Kaohsiung Medical University, Taiwan)
Xin XIE (Peking University, China)
Weiyang XIONG (Lingnan University, Hong Kong)
Lili YANG (University of Hong Kong, Hong Kong)
- 15:30~15:50 Coffee Break
- 15:50~16:30 Plenary Discussion

Day 2: National and regional higher education issues, in the context of problems of Westernization and decolonization

Day 2 will be the opportunity to present 'national/system case studies', in regional and global context. However, if speakers have a burning desire to present on another specific topic, they can do so. As with day 1 it is anticipated that each person can present for 20 minutes followed by 10 minutes of discussion.

9:30~12:00 Morning Session

MC: Jung Cheol SHIN, Seoul National University, Korea

9:30~11:00 Session 1

Robin CHEN (National Chengchi University, Taiwan)
Tsukasa DAIZEN & Yangson KIM (Hiroshima University, Japan)
Zhuolin FENG (Shanghai Jiaotong University, China)

11:00~11:20 Coffee Break

11:20~12:20 Session 2

Futao HUANG (Hiroshima University, Japan)
Ka Ho Joshua MOK (Lingnan University)

12:20~13:30 Lunch Break

13:30~ 17:00 Afternoon Session

MC: Niancai LIU (Shanghai Jiaotong University, China)

13:30~15:30 Session 3

Wenqin SHEN (Peking University, China)
Jun Cheol SHIN (Seoul National University, Korea)
Wen WEN (Tsinghua University, China)
Akiyoshi YONEZAWA (Tohoku University, Japan)

15:30~15:50 Coffee Break

15:50~16:20 Session 4

Xin XU (University of Oxford)

16:20~17:00 Session 5

Simon MARGINSON (University of Oxford) – brief remarks
on Day 2 followed by Plenary Discussion

Day 3: Closed session for selected researchers from CGHE and all participating systems

It is expected that discussions be made between all the researchers in the room the kind of pressures we experience from government and institutions concerning international links, and how to maintain good cooperation – especially into and out of PR China – in the difficult geo-political setting, which is likely to deteriorate in future. A more detailed programme for Day 3 will be developed at a later stage.

9:30~12:00 Morning Session

MC: Simon MARGINSON (University of Oxford, the UK)

All participants in the room

12:00~13:30 Lunch Break

13:30~16:20 Afternoon Session

MC: Akiyoshi YONEZAWA (Tohoku University, Japan)

All participants in the room

16:20~16:30 Closing Remarks

Simon MARGINSON (University of Oxford, the UK)

Futao HUANG (Hiroshima University, Japan)

ABSTRACT & BIOGRAPHY

The purposes of higher education

Simon Marginson

The potential contributions of higher education to students and society are constrained by economic and performative policies. This limitation can be transcended by focusing on the essential purposes and functions of higher education. The purposes are both intrinsic, meaning internal to the sector (education, the transmission and creation of knowledge) and extrinsic, meaning carried out in partnership with other social sectors (e.g. preparation of

students for professions and workplaces, or as citizens). Without exception the extrinsic purposes rest on capacity and performance in the intrinsic work of education and knowledge, and getting back to these fundamentals should be at the heart of any strategy to lift the quality of higher education's contribution to education, economy and society. In discussing functions Biesta (2009) distinguishes qualification, socialisation and subjectification. In policy and public discussion of higher education the focus falls in a lop-sided fashion on the qualification function, where parties external to higher education can affect it, while the foundations of qualification in the intrinsic purposes tend to be neglected. The subjectification function, whereby higher education facilitates the evolution of students as distinctive self-realising persons, is also neglected. The paper argues for the practice of subjectification in the form of student self-formation, closely grounded in the intrinsic activities of education and knowledge. This is potentially more attractive for students than the neo-liberal trope of student as consumer in a market, and underpins a stronger social and economic contribution.

Simon Marginson is Professor of Higher Education at the University of Oxford in UK, a Professorial Associate at the University of Melbourne in Australia, Director of the ESRC/RE Centre for Global Higher Education and Joint Editor-in-Chief of the journal *Higher Education*. He was honoured to be a Visiting Professor at the Research Institute of Higher Education at Hiroshima University in 2009.

Changes in the Employment of Foreign Academics in Japanese Universities: A Historical Perspective

Futao Huang

The purpose of this study is to analyze and discuss whether there have been any changes in the employment of foreign academics in Japanese universities, drawing on findings from existing research and national surveys. The study focuses on contexts, policies, systems and foreign academics, and argues that significant changes have occurred since the late 19th century. These changes include not only in the policy and system of hiring foreign academics at Japanese universities, but also in the demographic profiles, supposition, and roles of foreign academics. Furthermore, the study divides the post-war period into two broad periods and analyzes similarities and differences in these four aspects between the two periods. The study concludes by identifying the characteristics of the employment of foreign academics in Japan, its relationship with internationalization of Japan's higher education, and its impact on Japan's higher education.

Futao Huang is Professor at the Research Institute for Higher Education, Hiroshima University, Japan. Before he came to Japan in 1999, 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.

Considering universities' support responsibilities towards their international community

Thomas Brotherhood

This presentation seeks to provoke renewed discussion regarding universities' support responsibilities towards their international communities. Decades of internationalization have been driven, in part, by ongoing increases in international mobility of students and faculty, but across contexts there are consistent reports of insecurity and instability experienced by this growing international community. Spurred by evidence of an intensification of these insecurities during the COVID-19 pandemic, I argue that universities' support responsibilities to their international students and faculty require concerted scholarly attention. To do so, I present new evidence from the Japanese case to highlight support deficits experienced by international actors, before drawing on literature to forward a normative argument to raise expectations for universities to support foreign students and faculty both on and off campus.

Thomas Brotherhood is assistant professor at Rikkyo University and doctoral graduate of the Center for Global Higher Education (CGHE). His research bridges higher education and migration studies to understand the intersections of international actors' contributions to higher education and their migratory experiences.

Higher education studies: What have we been doing and what is next?

Lilan Chen

The purposes of the study have two folds, the first is to summarize the existing topics of higher education studies, and the second is to propose possible topics for the agenda of higher education studies. Through the review of established literature, the study found that most of the previous higher education studies are problem-driven, whose research focus is generally placed on the problems, themes, and ideas regarding higher education and higher education institutions. Additionally, based on the existing framework of higher education studies, and considering the current situation of various contextual factors, such as neo-liberalized globalization, technological innovation, and fertility rates, the study suggests potential issues and research topics for the future direction of higher education studies from the macro, meso, and micro levels. Hope the insights provided by the study can be informative in stimulating progress, collaboration, and innovation in the theories and practices of higher education fields.

Lilan Chen is a specially appointed Assistant Professor at the Center for Student Success Research and Practice, Osaka University, Japan. Her major research interests include the internationalization of higher education, institutional research, student experiences and learning outcomes, and quality insurance.

Health Hazard and Symbolic Violence: The Impact of Double Disturbance on International Learning Experiences and Social Policy Implications for Hong Kong

Ka Ho Jashua Mok

Students in Asia have been influenced by the disruptions from COVID-19 global health crisis and the growing influence of the new geopolitics in international higher education. Against this context, this study critically examines how Asian, particularly Chinese students, evaluate their experience and conceive their overseas learning plans. The first part of the chapter discusses how the rise of racism during the COVID crisis has affected Asian students and citizens in the United States. It then discusses how the cultural and racial discrimination has affected conceptions of citizens during the COVID-19 crisis. Subsequently, it presents the research findings generated from surveys conducted by the research team at Lingnan University in Hong Kong on how Chinese students conceive their learning abroad plan. The chapter discusses these empirical findings and draws implications for international higher education development. This paper also highlights the implications of social policy for Hong Kong as a regional higher education hub in East Asia.

Ka Ho Jashua Mok is Vice President and concurrently Chair Professor of Comparative Policy of Lingnan University. He researches and publishes on higher education policy and governance, comparative development and policy studies, and social development in contemporary China and East Asia. Ka Ho was named by the Ministry of Education in China as Changjiang Chair Professor (Comparative Education and East Asian Studies) in 2010.

Revisiting institutions in studying university functions and the academic profession

Xin Li

Universities worldwide have undergone significant transformations in their functions. The current discourse on this phenomenon, such as the *Third Mission*, *Entrepreneur University*, and *Academic Capitalism*, has greatly influenced discussions on the increasing socio-economic roles of universities and external activities of academics. However, these discourses are primarily derived from Anglophone and Euro-American systems, which differ fundamentally from East Asian systems in institutional contexts. The fundamental

institutions in East Asian systems, including political economic regime (e.g., the “Developmental State”) and cultural traditions (e.g., Confucian values), largely shape stakeholders' understanding of the purposes and values of universities, as well as the state-university relations. These institutions provide the underlying logics and mechanisms for the transformations in university functions and the academic profession. Therefore, fundamental institutions should be carefully examined in evolving research themes, including university outreach activities, changing landscape of doctoral education, and the identity and identification of early-career academics in an East Asian context.

Xin Li obtained her PhD degree from Seoul National University with research interests in higher education governance. She will commence her appointment as an assistant professor at the RIHE of Hiroshima University in this April. Currently, her research focuses on the international mobility and professional identity of early-career academics.

Strategic Alliances in Institutions of Higher Education to Promote Sustainable Development Goals: A Case Study of Two Universities in Taiwan

Ying-Yan Lu

Higher Educational Institutions (HEIs) are vital contributors to achieving the United Nations' Sustainable Development Goals (SDGs). It is essential in meeting sustainable development challenges, including educating excellent teachers, producing ground-breaking research, and connecting services to communities. This research aims to explore the effects of forming a strategic alliance between the National Sun Yat-sen University (NSYSU) and Kaohsiung Medical University (KMU) in Taiwan on facilitating the joint authorship publications, teaching curriculum and research cooperation projects of SDG-related topics and determine the benefits of strategic alliances formed in 2012 between HEIs. Data were collected from Scopus database and both university database for the period 2004 to 2020. Results showed that after the formation of the alliance, the both universities gained complementary advantages by helping each other in different fields, such as SDG1, 2, 3, 5, 13 on joint authorship publications, SDG1, 3, 6, 14 on joint teaching curriculum, and SDG2, 5, 6, 13, 14 on joint research cooperation projects to strengthen sustainable campus operations. This research sheds light on strategic alliances between two institutions in Taiwan with different orientations, which can be used as a reference in higher education to promote sustainable development goals.

Ying-Yan Lu received her academic training in National Sun Yat-sen University focusing on educational psychology and educational statistics. Now she serves as the assistant research fellow of office of institutional research & planning, Kaohsiung Medical University with the research interests of institutional research of higher education, rural education, STEAM education and SDGs research.

A Framework to Analyzing Interdisciplinary Research about Higher Education

Xin Xie

Higher education(HE) is a typical interdisciplinary research topic. It uses a classification framework of interdisciplinary research to analyze the literature in HE research, then finds that: 1) For interdisciplinary goal, theoretical and applied research about HE are equally emphasized, the researchers got the HE doctoral degree are more application-oriented, and the theory of HE is mostly constructed by researchers from other disciplines; 2) For interdisciplinary scope, HE research often intersects with neighboring humanities and social sciences, but its intersection with demography and geography needs to be deepened; 3) For interdisciplinary approach, many HE researches are interdisciplinary in theories or methods, but deficiencies in the interdisciplinary sharing of data; 4) For interdisciplinary flow, other disciplines often flow into HE research, but the reverse is rare; 5) For interdisciplinary personnel, although The researchers got the HE doctoral degree have multi-disciplinary backgrounds and are good at learning from other disciplines, they lack cooperation with researchers from other disciplines.

Xin Xie (male), Chinese, born in March 1995, is a postdoctoral researcher from the Graduate School of Education at Peking University. His research areas include doctoral education and college student development, at present, he have undertaken two research projects related to interdisciplinary training of doctoral students. As the first author, he published seven papers in CSSCI journals.

Transforming Higher Education Teaching and Learning for Sustainability Competencies in Hong Kong Public Universities

Weiyan Xiong

The Hong Kong Sustainable Campus Consortium (HKSCC) has well coordinated the efforts of eight University Grants Committee (UGC) funded universities in integrating sustainability into institutional strategies and practices. However, HKSCC primarily focuses on environmental management at the institutional level, and the educational function of HKSCC practices is more based on informal education settings to enhance university students' sustainability awareness. Therefore, much attention is needed to be paid to integrating sustainability into teaching and learning in both formal and informal contexts. To explore the way of transforming higher education teaching and learning for sustainability, this presentation examines the relevant aspects of sustainability-related courses and extracurricular activities for students and professional development programs for faculty members at eight UGC-funded universities in Hong Kong. Moreover, this study proposes a holistic framework for integrating sustainability into higher education teaching and learning in Hong Kong.

Weiyan Xiong is an Assistant Professor of Lingnan University, Hong Kong. He is also the Program Director of MA in International Higher Education and Management and MSocSc in Organizational Psychology and Education Management. He researches on comparative and international education, indigenous education, liberal arts education, and higher education management.

Confronting intellectual extraversion: Reflexivity and efforts of ethnic-Chinese humanities and social sciences scholars

Lili Yang

Worldwide humanities and social sciences scholars produce and disseminate knowledge in an unequal and hierarchical global knowledge space. Various structural, epistemological, and individual factors account for epistemic injustice in global humanities and social sciences research. While the structural and epistemological factors have received much attention, the individual factors remain less discussed, including the “intellectual extraversion” (outward-oriented) mindsets and practices among non-Euro-American scholars in research and education, and their reflexivities and efforts into confronting intellectual extraversion. This research draws on thirty semi-biographical interviews with high-achieving ethnic-Chinese humanities and social sciences scholars in Mainland China, Hong Kong and overseas. It explores how intellectual extraversion is manifest in these scholars, whether they are reflexive about, and working on confronting, intellectual extraversion, and if so, why and how. The findings reveal three manifestations of intellectual extraversion, four kinds of sources and triggers for their reflexivities towards intellectual extraversion, and three major ways for them to confront extraversion in research. The research uncovers the continuous reflexivities and efforts of ethnic-Chinese humanities and social sciences scholars in dealing with lingering epistemic discontinuities and exclusions, and sheds new lights on possible approaches to challenging global epistemic injustice in humanities and social sciences research.

Lili Yang is an assistant professor in the Faculty of Education, University of Hong Kong. She has strong interests in cross-cultural (especially Eastern-Western) comparison in higher education and pays special attention to global epistemic injustice in higher education. Previously, Lili was a postdoctoral researcher at the Department of Education, University of Oxford, where she also received her DPhil (PhD) in Education. Her recent book is *Higher Education, State and Society: Comparing the Chinese and Anglo-American approaches* (Bloomsbury, 2022).

Localization of Social Science Research and its Implications for Higher Education Research in Korea

Jung Cheol Shin

Social context is fundamental basis for social science research including education research. During the globalization in the last three decades, the growth of social science researchers and their knowledge production also grown remarkably in South Korea. However, there are criticisms that social science research doesn't much contribute to solving social issues and problems. One possible explanation is that most researches are theoretical research, thus their social contribution is relatively small. Alternative explanation is that social science research is not much based on social contexts of Korean society, so that their social contribution is very limited in its nature. Based on three decades of data collected, this presentation explains how much social science research is localized in South Korea. Further, this presentation overviews how much the field of educational administration which is broader disciplinary area of higher education research is localized in its knowledge base for college education as well as scholarly knowledge production. In addition, this presentation explains how much education policy research provides practical policy implications at details. Finally, this presentation will propose some policy implications for higher education research in the future.

Jung Cheol Shin is Professor of Higher Education at Seoul National University. His research interests are higher education governance, policy, knowledge and social development, and academic profession. He is Editor in Chief (with Hugo Horta) of the book series *Knowledge Studies in Higher Education*. Recently, he (with P. N. Teixeira) edited *The International Encyclopedia of Higher Education Systems and Institutions* (2020).

The swing of the pendulum between colonialism and post colonialism in Taiwan Higher Education

Robin Jung-Cheng Chen

This study aims to examine Taiwan's HEIs development from the perspective of post-colonialism. It reflects on how Taiwan HEIs have fallen into an endless cycle of purchasing English publications, using English as a medium of instruction, and treating education as a commercial product instead of a cultural heritage. This perspective on Taiwan's higher education development is similar to the swinging of a pendulum, as it constantly oscillates between colonialism and post-colonialism. Initially, many academics intended to use post-colonialism as a lens to reflect on Taiwan's higher education system's excessive Westernization and globalization. They hoped to find a clear sense of identity and direction for Taiwan's HEIs. However, government policies and ideological implications have made

Taiwan's position on this issue unclear. Under the influence of political correctness, various policies have attempted to turn Taiwan into a bilingual country. This unintentional shift towards colonialism has blurred the lines between Taiwan's higher education system and its historical past.

Robin Jung-Cheng Chen received his academic training, including comparative education in National Chi Nan University and education policy studies in Institute of Education, UCL. Now he serves as the chair of Department of Education, National Chengchi University with the research interests of profession of higher education, education leadership and training, rural and alternative education. With that, he leads several national projects and plays different roles assisting cities and central government of Taiwan.

Research Productivity of Faculty Members in Japanese Universities: Why Junior faculty members produced less research papers than Senior faculty members

Tsukasa Daizen & Yangson Kim

Using 2018 data collected from a questionnaire survey of Japanese university teachers conducted in 2017, we investigated why a Junior faculty member produced less research papers than her Senior faculty member. First, we analyzed the factors that determine the amount of research papers produced by university faculty members. As a result, we clarified that Gender, Specialized fields, Type of university and Research funding are the variables that strongly influence the number of research papers. Compared to senior faculty members, junior faculty members have a higher percentage of female faculty members, more majors in the humanities and social sciences, and less research funding. We considered that these factors are the reasons why the output of research papers by Junior faculty members is lower than that of Senior faculty members. However, even if the influence of background factors is excluded, senior faculty members produce more research papers than junior faculty members. We need to set other explanatory factors.

Tsukasa Daizen is Vice-Director & Professor in the Research Institute for Higher Education, Hiroshima University, Japan. His specialty is sociology of education, especially focusing on academic profession, academic productivity, and faculty development. His recent publications include Universities in the new Corona Era (Introductory remarks, RIHE,2021); Research activities of Japanese Academic Profession (chapter, Toshindo, 2019); The Internationalization of Educational and Research Activities of Japanese University Academic Staff (chapter, RIHE, 2015).

Yangson Kim is Associate Professor in Research Institute for Higher Education at Hiroshima University. Her areas of special interest focus on the academic profession, internationalization of higher education, research productivity and collaboration of

academics, institutional context and governance of higher education, and comparative higher education in Asia-Pacific countries.

Recognizing their elite attributes: What make WCUs citing Chinese top universities on their official websites?

Zhuolin Feng

The university website is a valuable platform for the visibility and reputation, especially the official websites of prestigious universities. The purpose of this study is to examine the attributes of Chinese top universities recognized by world-class universities (WCU) peers through analyzing their official websites. This study introduces the citation logics of journals to the websites, so as to extending the influence assessment from the individual scholar to the university. 42 top Chinese universities in Project Double WCU are selected as samples. The content analysis is used to explore interrelated attributes of these samples through the citations by WCUs' websites. Results show that the excellent research and talented student of top Chinese comprehensive universities are the most recognized attributes. The elite attributes of Chinese top universities need longer time to be recognized by academic communities compared with their time of increasing performance on ranking indicators.

Zhuolin Feng is a professor at the Center for World-Class Universities, Shanghai Jiao Tong University. Her primary research interests are the development strategies and performance evaluations of world-class universities. Currently her team is working on their own database, and introduces mass data into the evaluation and study of world-class universities.

Changes in the Employment of Foreign Academics in Japanese Universities:

A Historical Perspective

Niancai Liu is currently the Director of the Center for World-Class Universities and the Dean of the School of Education at Shanghai Jiao Tong University. His research interests include world-class universities and research universities, educational evaluation and academic ranking, internationalization of education and global common good(s). The *Academic Ranking of World Universities*, an online publication of his group since 2003 (<http://www.ShanghaiRanking.com>), has attracted worldwide attentions.

The changing landscape of Chinese college graduates' choice of studying abroad: A mixed-methods longitudinal study between 2019-2022

Wenqin Shen

Since the outbreak of the new crown epidemic, there have been some significant changes in the trend of Chinese undergraduate graduates going abroad for postgraduate studies, which

is reflected not only in the changes in the number of people going abroad, but also in students' perception of the meaning of studying abroad. Based on employment data from hundreds of colleges and universities from 2019 to 2022, a questionnaire survey in 2020, and interviews with 160 college graduates from 2020 to 2022, this study analyzes the changing landscape of Chinese students studying abroad for postgraduate studies, including changes in the number of students going abroad, the decision-making mechanism for going abroad, the shifting of study destinations and the perception of the power shift in global higher education, etc.

Wenqin Shen is Associate Professor of Higher Education at Peking University. He mainly studies the higher education system from the perspectives of intellectual history and Sociology of Science. He authored and co-authored publications focused on international academic mobility (especially the mobility of college graduates, doctoral students and postdocs) , doctoral career trajectories and transnational history of idea and practice of liberal education (China, UK and US).

A new approach of global engagement: Emerging Area Study Centers in China

Wen Wen

The increasing anti-globalization trend and geopolitical tensions in recent years have raised serious challenges to internationalization of higher education in China. As a response, Chinese top research universities began to establish Area Study Centers, as a new approach to "seeing the world" and "engaging globally". ASCs in Chinese universities are a unique research unit, different from its counterparts in Western countries not only in its purpose and motivation, but also in its organization structure, function and knowledge production mode. Based on policy analysis, case study of 9 ASCs in a top research university, and 12 semi-structured interviews with the heads of these centers, this paper will provide some initial answers to research questions such as "what is the nature of knowledge produced by ASCs in China?" "What functions do/will ASCs play in the process of Chinese higher education system integrating into the world higher education system?", etc.

Wen Wen is currently an associate professor in higher education at Tsinghua University and vice director of Division of Higher Education. Her latest research examines higher education internationalization, comparative and international higher education, university curriculum and student development. Dr. Wen participated as a Fulbright Scholar at Harvard University and a Visiting Scholar in the Center for International Higher Education at Boston College.

What do 'the East' and 'the West' mean in Chinese higher education?

Xin Xu

This presentation focuses on dynamics and tensions between ‘the East’ and ‘the West’ in Chinese higher education. Although these are two important notions frequently used in practice and discourses, there exist ambiguities around them. Tensions between ‘the East’ and ‘the West’ are also closely linked to the internationalisation, Westernisation and indigenisation of higher education in China and East Asia.

This presentation will unpack these two concepts, drawing on both empirical evidence and a systematic review of the literature in Chinese and English languages. It will explore how ‘the East’ and ‘the West’ have been conceptualised and materialised in Chinese higher education, how these understandings and practices have changed over time, and how they have influenced higher education in China, and more broadly, in East Asia.

Xin Xu (许心) is a Research Fellow at the Centre for Global Higher Education (CGHE), Department of Education, University of Oxford. Xin’s research concentrates on higher education studies and the Research on Research. Recent publications include *Changing Higher Education in East Asia* (co-edited with Professor Simon Marginson, Bloomsbury, 2022).

Diversity, Inclusion, and Stakeholder Engagement: Ideological transformation of Japan’s higher education?

Akiyoshi Yonezawa

This research focuses on the recent discussion in Japanese higher education about diversity, inclusion, and stakeholder engagement. The Japanese government has made a strong policy push for high performance and financial efficiency based on a new public management ideology of centralized ministerial bureaucracy over the past 20 years. Within this framework, universities are seen as agencies for the delivery of public higher education services. More recently, however, there has been a movement within universities towards greater diversity, inclusion and engagement with multiple stakeholders, both nationally and internationally. This does not necessarily imply opposition to the government's pursuit of excellence and efficiency, but rather a desire for mutual dialogue and engagement with multiple stakeholders in a long-term vision. The author highlights how these concepts have been addressed in recent higher education policy discourse in Japan. Finally, the author suggests that this may indicate an ideological shift in comparative higher education studies.

Akiyoshi Yonezawa is a Professor and Vice-Director at the International Strategy Office of Tohoku University in Japan. He has a background in sociology and his research focuses on comparative higher education policy, with an emphasis on world-class universities, internationalization and public-private relationships in higher education.