

Diverse academics in the East Asian context: Their experiences and challenges

Date and time

9:50-15:00 Wednesday, 22 November 2023 (Japan time: JST/GMT+9)

9:50-16:40 Thursday, 23 November 2023 (Japan time: JST/GMT+9)

Languages

English

Venue

In-person (maximum 30): Main Conference Room in Mirai Crea at Hiroshima University

Online: The Zoom link will be shared by registered emails

Free registration

https://rihe.hiroshima-u.ac.jp/en/2023/09/11-22_international-seminar_en

Abstract

This international seminar aims to explore diverse academics in the East Asian context. Although many issues and discussions related to diversity and inclusiveness of students have been discussed, the depth of discussions and understanding about experiences and challenges of academics with various backgrounds are relatively less explored. Also, competitiveness with productivity and employability is more emphasized in the academic profession in East Asia. Therefore, the seminar will examine academics with diverse backgrounds who are in the status of junior, female, international, or specific roles. In particular, junior-level speakers are invited to discuss the various academics in Japan, Korea, Hong Kong, and Taiwan. The speakers will share how diverse academics in East Asian countries integrate within academic society and keep their careers in the competitive environment with various levels from individual to policy.

In addition, the seminar provides more open opportunities to doctoral candidates in East Asian countries and contributes to making a research network with junior academics for in-depth discussion related to the challenges and problems they are facing in navigating their studies and careers. The presentations by doctoral candidates and a workshop will be organized on the second day of the seminar. This two-day international seminar with junior academics and doctoral candidates will explore ways to develop an academic culture that is more inclusive and dynamic based on the experiences and challenges.

Note

This seminar is related to the following JSPS Grants-in-Aid for Scientific Research. 20K13906, PI: Yangson Kim, "Toward a dynamic academic society: Integrating a new academic generation in Japan."

As a participant, you are not allowed to record the events or take the screenshot at your own. Using your full name for your personal meeting ID is required when you enter the meeting room.

We will inform you of the participation URL by two days before. Please contact us at the following address by noon, 21 November, if you do not receive the email (k-kokyo@office.hiroshima-u.ac.jp).

Program

Day 1 (22 November 2023)

		Chair
9:30- 9:50	Registration	
9:50-10:00	Welcoming remarks <i>Shinichi Kobayashi</i>	
10:00-10:40	Beneficiaries of reverse discrimination or marginalized minorities? Diverse perspectives on international academics in Korean universities <i>Inyoung Song & Yangson Kim</i>	
10:40-11:20	Supporting academic women's careers: Views of male and female academics at a Chinese research university <i>Li Tang (Hugo Horta)</i>	Hung-Chang Chen
11:20-12:00	Where is our way? A collaborative autoethnography of academic career strategizing of Chinese female PhD students in Hong Kong, Korea, and Japan <i>Xin Li (Lilan Chen & Yingxin Liu)</i>	
12:00-13:00	Lunch	
13:00-13:40	The impact of Taiwan's national teaching practice research program on higher education academic profession <i>Hung-Chang Chen</i>	Li Tang
13:40-14:20	Differentiation of academic career paths: What questions do Japanese academic staff raise? <i>Machi Sato</i>	
14:20-15:00	(Closed) Discussion	

Day 2 (23 November 2023)

		Chair
09:30-09:50	Registration	
09:50-10:00	Encouraging remarks <i>Tsukasa Daizen</i>	
10:00-10:40	Navigating complexity: The application of agent-based modeling in research on internationalization of higher education <i>Kaixiang Kang</i>	
10:40-11:20	A systematic literature review of the impact of performance-based research funding <i>Sujin Kim (Jung Cheol Shin, Hyun-Ki Shim, Pyung-Gu Lee)</i>	Machi Sato
11:20-12:00	Examining the Teaching-Research Nexus Among Taiwanese Academics: An Institutional Perspective <i>Shutzu Wang</i>	
12:00-13:00	Lunch	
13:00-13:40	'I am not a traditional Chinese learner': Understanding transformative learning and identity changes of students in transnational higher education <i>Mei Lai</i>	Inyoung Song
13:40-14:20	The determinants of Japanese-trained Chinese Phds' academic-career attainments <i>Shuoyang Meng</i>	
14:20-15:00	Situated learning in Japanese <i>Kenkyūshitsu</i> and its underlying philosophy <i>Mako Kawano</i>	
15:00-15:30	Break	
[Workshop]		
15:30-16:30	Between "socialization" and "self-formation": A dilemma in the early-stage academic journey of PhD students in higher education <i>Xin Li</i>	
16:30-16:40	Concluding Remarks <i>Yangson Kim</i>	

Presentation Details

[Presentation-Day 1: 1]

Beneficiaries of reverse discrimination or marginalized minorities? Diverse perspectives on international academics in Korean universities

Inyoung Song (Korea University) & Yangson Kim (Hiroshima University)

Abstract

"The purpose of this study is to explore diverse perspectives of international academics in Korean universities. Most previous studies have focused on approaches to the perspectives of international academics and emphasized their challenges and integration into Korean academic society from their perspective (Kim, 2016). It was evident in the studies that international academics in Korean universities have difficulties integrating because of closed culture and language barriers (Kim, 2005). Although the other side's perspectives of domestic members are critical to suggest a better way to move forward for a more internationalized environment in Korean universities, there are limited studies about how Korean academics and senior managers in Korean universities have perceived international academics and their contributions and challenges.

In addition, highly educated and skilled immigrants - especially those who are not racially subject to traditional racism - tend to be treated as individuals who made economically rational choices rather than as victims of discrimination (Van Oudenhoven & Benet-Martínez, 2015). However, the adaptation and settlement of international faculties should be recognized as a multifaceted problem that can be achieved only when the entire organization and members change together, rather than depending on individual efforts. The study by Gress and Shin (2020) found that senior managers and international academics have different perspectives and ideas about the roles and contributions of international academics in a Korean research-oriented university. Since it has only focused on a case university, a study to extend the boundary through various university cases in Korea, this study focused on different types of Korean universities, including research-oriented and teaching-oriented universities in local and metropolitan areas. This study confirmed the perception of the roles and contributions of international academics from the perspective of domestic members by the university mission and derived practical strategies for the integration of international academics."

Presenter

Inyoung Song is Research Professor in Korea University. She earned her PhD in Educational Administration and Higher Education at Korea University and was Researcher at Korean Council for University Education. Her academic interests are internationalization of higher education, higher education policy, interdisciplinary education, and convergence education.

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.

[Presentation-Day 1: 2]

Supporting academic women's careers: Views of male and female academics at a Chinese research university

Li Tang (The University of Hong Kong)
(Hugo Horta)

Abstract

The persistent gender inequalities in higher education are an ongoing concern among academics. This paper investigates how male and female academics perceive the need for gender-related changes to support academic women's career advancement in China. Drawing on 40 interviews with male and female academics at a leading Chinese research university, this paper finds that attitudes among male academics were overwhelmingly negative toward the necessity for gender-related changes, whereas the female academics' responses varied. Two underlying issues cause the relatively similar degrees of unwillingness of men and women to make gender-related policy changes at universities. First, these academics had a strong belief in merit-based rules for promotion, which embedded gender blindness in the name of 'fairness'. Second, the power of individual choice was the determining factor for women's career progression, although both men and women acknowledged that their traditional cultural beliefs were rooted in processes and practices that systematically disadvantaged women. The findings expose academics' low expectations for the successful creation or implementation of institutional policies that support academic women's career development, considering that male academics did not support gender-related changes, and female academics were not united in their perspectives. In addition, socio-cultural norms were a critical obstacle. The findings suggest that the successful implementation of any gender policies must meet two conditions: they should stress equal opportunities for both sexes and should not jeopardize the perceived 'fair' meritocracy in academia.

Presenter

Li is a recipient of the Dissertation Year Fellowship, which she received after successfully defending her doctoral thesis in October 2022 at the University of Hong Kong. Her doctoral research is primarily focused on investigating the positions, status, and experiences of women academics in China, with a specific emphasis on the historical and current context of the country. Li's academic interests are diverse and encompass a variety of fields, including the sociology of higher education, higher education policy, academic profession, women in science, and comparative and international higher education.

[Presentation-Day 1: 3]

Where is our way? A collaborative autoethnography of academic career strategizing of Chinese female PhD students in Hong Kong, Korea, and Japan

Xin Li (Hiroshima University)
(Lilan Chen & Yingxin Liu)

Abstract

The academic job market has become increasingly complex and competitive worldwide. The situation is especially crucial for Chinese female PhDs who obtained their degrees overseas, who encounter compound disadvantages as both female and foreigner in their job seeking processes. This study aims to examine the career strategizing of the three authors, who are unmarried and childless Chinese female PhD graduates and earned their PhD degrees in 2022 from three popular destinations for international students in East Asia—Hong Kong, South Korea, and Japan. Collaborative autoethnography is employed to delve into the three authors' experiences and reflections regarding the influential factors impacting their job-seeking and decision-making process as recent graduates. Research findings indicate that comprehensive factors such as socio-cultural contexts (e.g., filial piety, anxiety of age), rapidly changing personnel policies of universities, as well as physical and mental distance with origin academia, have shaped the authors' decision-making, and diverse career options to strike a “happy medium” between long-term career aspirations and increased competition for academic positions were adopted. By addressing the stress and dilemma of single female PhD holders, this study complements the primary focus of existing literature on work-life balance issue of married female academics. Our findings also provide implications for policymakers and university administrators to attract highly skilled female international professionals and overseas Chinese female doctoral students who are considering a professional career in academia.

Presenter

Dr. Xin LI is a specially appointed assistant professor in the Research Institute for Higher Education at Hiroshima University. She obtained her PhD degree in higher education from Seoul National University, and holds a master degree in comparative education. Her current research interests focus on the formation and transformation of academic identity in the context of expanding societal engagement of universities.

[Presentation-Day 1: 4]

The Impact of Taiwan's National Teaching Practice Research Program on Higher Education Academic Profession

Hung-Chang Chen (National Taiwan Normal University)

Abstract

"Since the year of 2018, Taiwan's Ministry of Education has initiated a nationwide Teaching Practice Research Program (TPRP), rooted in the concept of the Scholarship of Teaching and Learning (SoTL) in higher education. This program offers diverse pathways for higher education faculty to enhance their academic profession, encompassing the teaching-track promotion, scholarly teaching, and additional teaching resources. This presentation sheds light on the current landscape of faculty participation in the TPRP and provides preliminary data and critical observations regarding its effects on the higher education academic profession.

Specifically, this report focuses on key data and analyses pertaining to the demographics of faculty applicants for the Teaching Practice Research Program, shifts in faculty promotions, and engagement in teaching/pedagogical research within the higher education sector. It also examines the overarching policy goals and orientations of the program. Through this analysis, a deeper understanding emerges of the impact of this policy on the academic profession in Taiwanese higher education, as well as its role in promoting educational quality and teaching advancement within universities.

Moreover, this research offers valuable policy insights aimed at further fostering the integration of teaching practice and academic research in higher education, thereby providing constructive guidance for educational policies and practices. By investigating the multifaceted influence of the Teaching Practice Research Program on the higher education academic profession, this presentation contributes to a broader conversation on the intersection of teaching, learning, and scholarly research in the Taiwanese university context. Ultimately, it underscores the significance of this initiative in shaping the landscape of higher education and the academic profession in Taiwan."

Presenter

Hung-Chang CHEN is currently serving as an Assistant Professor in the Department of Education and the Graduate Institute of Educational Policy and Administration at National Taiwan Normal University. His academic endeavors primarily revolve around two central themes: system leadership across organizational boundaries and SoTL policies in higher education.

[Presentation-Day 1: 5]

Differentiation of Academic Career Paths: What questions do Japanese Academic Staff Raise?

Machi Sato (Kyoto University)

Abstract

This study investigates what questions do Japanese academic staff raise when they are introduced to the idea of differentiated academic career path structure practiced in Australian universities.

There is increasing evidence that academic work has diversified, as a result of variety of forces including the massification of higher education, advancement of technologies, managerialism, and so forth in many countries including Japan. In response to such situation, Australian universities introduced differentiated academic roles (education focused, research focused, combined, etc.), which is part of an international trend. In case of Japan, this kind of structure has yet to be introduced although there are academics who work almost like education focused due to the heavy teaching load and lack of research facilities and fundings, or almost like research focused because they are hired for a specific research project. According to literature, there are a number of issues emerging such as crisis of academic identity, increasing sense of job insecurity, stress, and so forth. The question is “How shall we go about with these questions?”

In order to open the discussion, we conducted the scenario based interview, a method of our own, where interviewees were shown Monash University’s academic career paths and asked if this structure was to be introduced to their own institution what would happen. The result reflects their understanding and values of university education and academic profession.

Presenter

Machi Sato is an associate professor at Kyoto University. Her field of interests include academic identity, graduate education, academic culture, and qualitative research in higher education. She is currently leading a funded research project titled "Differentiation of Academic Career Paths: Comparative case studies of education focused academic in Japan and Australia.”

[Presentation-Day 2: 1]

Navigating Complexity: The Application of Agent-Based Modeling in Research on Internationalization of Higher Education

Kaixiang Kang (Hiroshima University)

Abstract

"The technology- and knowledge-based society has entered a new era characterized by volatility, uncertainty, complexity, and ambiguity (VUCA). Traditional research approach of statistical modeling, which aims to deconstruct observable phenomena and discern simplified effects between independent and dependent variables, has shown growing limitations in addressing the complexity of the real world. The increasingly intricate and intertwined objects in social studies have evoked a great interest in applying research approaches from computational science for dealing with unobservable and complex system.

Higher education, as a multidimensional domain in society, as well as a multidisciplinary research field, constantly confronts the tensions between macro and micro levels. Yet, hindered by the traditional data-driven depiction of observable social phenomena, most research focus on either micro-level individualism or macro-level collectivism, which provides only partial insights. However, Agent-Based Modeling (ABM), a promising research approach widely used in simulation sciences, shows a great potential in uncovering the mechanisms between the two levels from a systematic view.

This study employs internationalization as a case to demonstrate how agent-based modeling (ABM) can be applied in higher education research. In specific terms, it begins by distilling ""assumptions"" from existing research to define micro-level behaviors of agents. These agents' interactions are then simulated through ""thought experiments,"" thereby shedding light on the limitations of current theories or enhancing comprehension from new angles.

By applying ABM, it is not necessary to test the impact of different national policies or researchers' individual behaviors through large-scale experiments. It provides a low-cost simulation which bridges the macro and micro level of agents' behaviors and their interactive effects in a complex system. Even though ABM lacks of rigorous proofs from direct observations of the real world, it provides an innovative approach for systematic studies, and shows a great potential of broadening the boundaries of higher education research."

Presenter

Mr. Kaixiang Kang is doctoral candidate at the Research Institute for Higher Education, Hiroshima University. He holds a master's degree in higher education, and a bachelor's degree in Japanese Language and Literature. Mr. Kang's research interests focus on the application of Agent-Based Model (ABM) in higher education policy studies. He has published a peer-reviewed paper on a theoretical discussion of ABM and has delivered several oral presentations on higher education research methodology at international education conferences.

[Presentation-Day 2: 2]

A systematic literature review of the impact of performance-based research funding

Sujin Kim (Seoul National University)
(Jung Cheol Shin, Hyun-Ki Shim, & Pyung-Gu Lee)

Abstract

The purpose of this study is to examine the impact of the introduction of performance-based research funding (hereafter referred to as PBRF). To achieve this, the systematic literature review was utilized to analyze the effects of PBRF adoption in countries around the world. The research questions are twofold: Firstly, what are the positive effects and side effects of PBRF adoption? Secondly, what are the characteristics of countries that exhibit positive effects from PBRF adoption? The analysis revealed that the introduction of PBRF led to an increase in the number of publication number in many countries. However, side effects were observed, including an increase in the number of co-authors on papers, temporary effects of the policy, and a lack of improvement in research quality. Additionally, countries demonstrating positive outcomes from PBRF adoption were characterized by a substantial proportion of PBRF funds in relation to their overall higher education budget. Based on the findings, it can be concluded that the introduction of PBRF has limited effectiveness.

Presenter

Sujin Kim is a doctoral candidate at Seoul National University. She received her master's degree in Educational Administration, and a bachelor's degree in the Department of Education. Her research interests include higher education policy, governance, and the relationship between higher education and social development. Specifically, her research focuses on the coordination system between the university and external organizations, as well as the university's third mission.

[Presentation-Day 2: 3]

Examining the Teaching-Research Nexus Among Taiwanese Academics: An Institutional Perspective

Shutzu Wang (University of Taipei, Taiwan)

Abstract

The teaching and research nexus (TRN) is an essential aspect of higher education, as it can improve the quality of teaching and enhance the research performance of academics. This study examines the extent of the teaching-research nexus and identifies the institutional factors influencing this connection within Taiwan's Higher Education Institutions (HEIs). Academics in Taiwan are facing increasing pressure to fulfill their teaching, research, and service obligations. While the Teaching-Research Nexus (TRN) concept has been extensively studied in foreign contexts, it remains relatively new in Taiwan.

This research has identified several factors that influence the teaching-research nexus, including Taiwanese policies such as the Teaching Practice Research Program (TPR) and University Social Responsibility (USR). Implementing TPR and USR has provided a platform for exploring and understanding the TRN locally. HEIs are encouraged to define their functions within sustainable development strategies. The findings of this study offer implications and recommendations for HEI administrators and university academics to strengthen the teaching and research nexus. The integration enables academics to engage in interdisciplinary research and collaborate with industry partners.

Presenter

Shutzu Wang is a doctoral student at the Institute of Education Administration & Evaluation, University of Taipei (Taiwan). Her research interests include International Education, Higher Education, and Bilingual Education. She has implemented international education, teacher training, and professional development projects.

[Presentation-Day 2: 4]

‘I Am Not a Traditional Chinese Learner’: Understanding Transformative Learning and Identity Changes of Students in Transnational Higher Education

Mei Lai (The University of Hong Kong)

Abstract

"In the era of globalization, conventional education and programmes that emphasize domestic knowledge and skills cannot meet national development needs. Developing human resources with an international outlook and global competitiveness has become an essential strategy that is embedded into higher education institutions worldwide (Xu & Montgomery, 2019). Apart from personnel and knowledge exchanges, there has been a surge in the establishment of transnational higher education (TNHE) institutions and programmes as part of university internationalization strategies (Li et al., 2021). TNHE appears to provide students with pathways for transformative learning by involving them in wider access to foreign culture, knowledge, and pedagogy. As self-identity involves dynamic development in social interactions, such a cross-system learning context is likely to change students' original identity as traditional Chinese students (Hang & Zhang, 2022). Considering the potential tensions between visions and practices in the internationalization process, how effectively TNHE performs in fostering students' international self is questioned (Fischer & Green, 2018).

This study examines the transformations experienced by Chinese students who enter TNHE programmes at home. It also investigates how transformations influence students' construction of the international self. A Sino-British cooperative institution-University X was selected as the research site. Drawing upon semi-structured interviews with 12 students, the interviewed results show that major changes in teaching approaches, peer relationships, and university management lead to transformative learning in the TNHE context. Three elements of transformation that contribute students to becoming more interculturally competent and cosmopolitan were identified: exposure, negotiation and reflection, and perspective changing. The study provides important implications for university administrators and practitioners to enhance their understandings of internationalization of higher education. The findings suggest that internationalized curricula and learning space, albeit within a domestic setting, are significant in developing students' identity beyond ethnic and national boundaries."

Presenter

Mei Lai is a PhD candidate in the Faculty of Education, the University of Hong Kong. Her research interests are internationalization of higher education, transnational higher education, identity development and career orientation of students at Sino-foreign cooperative universities. Her recent publications appear in journals such as *Higher Education* and *Higher Education Quarterly*. She can be reached at email: laim@connect.hku.hk

[Presentation-Day 2: 5]

The Determinants of Japanese-Trained Chinese PhDs' Academic–Career Attainments

Shuoyang Meng (The University of Tokyo)

Abstract

The Chinese government has been actively recruiting foreign-trained Chinese scholars back to China since the emergence of the brain drain. Japan is one of the most popular countries for Chinese scholars to receive doctoral training. This study explores the factors contributing to the stratification of Japanese-trained Chinese PhDs' academic–career attainments by applying the Mertonian norm of universalism. Results show that the norm of universalism can partly explain the stratification of Japanese-trained Chinese PhDs. The reason is that higher pre-graduation productivity enhances Japanese-trained Chinese PhDs' possibility of acquiring an academic position in a top university in China. In addition to pre-graduation academic productivity, other factors including the prestige of the undergraduate university, the duration of the academic sojourn in Japan, and the ethnicity of the supervisor also influence their employment outcomes.

Presenter

MENG Shuoyang is a Chinese PhD student at the University of Tokyo. His research interests include Higher Education, Sociology of Education, and History of Education. For his doctoral dissertation, he is focusing on the relationship between the transnational academic mobility experience in Japan and the academic career development of Chinese scholars.

[Presentation-Day 2: 6]

Situated learning in Japanese *Kenkyūshitsu* and its underlying philosophy

Mako Kawano (Kyoto University)

Abstract

My doctoral research aims to understand the nature of learning as situated in traditional Japanese *Kenkyūshitsu* (a laboratory community). Amid calls for establishing internationally compatible and competitive universities, the *Kōzasei* (a chair system) at many traditional research-intensive universities in Japan has been abolished. It is often argued that this reform is necessary to create a research environment where younger researchers are encouraged to pursue their own lines of research and engage in interdisciplinary research collaborations, the two aspects of research work which are arguably prevented by the closed nature of *Kōzasei*. While such criticism is warranted, it may be argued that *Kōzasei* has also assumed a crucial role in nurturing future researchers at the graduate level education. My research attempts to understand this often-neglected educational aspect of *Kōzasei*. One of the key educational features of *Kōzasei* might relate to the kind of deep relationality nurtured through the closed and yet dense relationship among those who belong to *Kōza*. Its problem of exclusivity withstanding, it can be argued that the relationality has been the fundamental part of learning to become a researcher in Japanese academia. To explore the centrality of relationality towards learning at the graduate level, I employ ethnographic field work as my research methodology. I have selected one *Kenkyūshitsu* as a research site where many features of *Kōzasei*, including dense relationality and insularity, remain intact.

Given that I have not started data collection yet, in this workshop I will share my tentative thoughts about the theoretical framework of the study. I am interested in understanding the underlying ontological and epistemological bases of learning as situated in *Kōzasei*. To this end, I have found helpful Comparative Philosopher Thomas Kasulis' (2002) discussion on the intimacy and integrity cultural orientations. But I also recognize the limitations of his philosophical work especially when applied to investigating the nature of learning under *Kōzasei*. I use my presentation to seek feedback on my ongoing exploration of Kasulis' philosophical work in relation to understanding the educational legacy of *Kōzasei*.

Presenter

Mako Kawano is a doctoral student at the Higher Education Course, Graduate School of Education, Kyoto University. She has been engaged in international admissions, Global 30 and Top Global University projects, and institutional research (IR) at several Japanese universities in the past twenty years.

[Workshop-Day 2: 1]

Between “socialization” and “self-formation”: a dilemma in the early-stage academic journey of PhD students in higher education

Xin Li (Hiroshima University)

Abstract

In the initial phase of their academic journey, PhD students are expected to adopt and internalize a set of established norms, rituals, and paradigms within the boundaries of a specific academic field. This process is generally referred to as the ‘socialization’ of PhD students, suggesting a one-sided adaptation as individuals habitualize to an existing academic community. However, this process inherently gives rise to with tensions between implicit or explicit norms governing the academic community and the gradual formation of PhD students’ identity as innovative and independent researchers.

This argument draws from the research experiences of two PhD candidates who grappled with the conflict between their emerging research identities and the established norms and boundaries of the academic community. The narratives provided by the two PhD candidates depict their shared struggles, including the feelings of disorientation, self-doubt, and a diminishing sense of belonging to the field of higher education, particularly as they delved into interdisciplinary research topics driven by their own curiosity. In the process of applying for research grants and publishing in peer-reviewed journals, these tensions were explicitly evident as they navigated strategic compromises to tailor their research agenda to conventional paradigms or the latest research trends favored by the academic community.

While this process of “socialization” can contribute to the development of key competencies for early-career academic, it paradoxically fosters a short-sighted and utilitarian approach to conducting research, potentially undermining the long-term prospects of their academic careers. Furthermore, this process is also presumed to hinder innovative and interruptive research which is much likely to be developed from the bold ideas of novice researchers. It is time for academic community to take the role of protecting and nurturing these ideas, emphasizing “self-formation” in doctoral education instead of “socialization”. This shift might be crucial for facilitating and nurturing the next generation of academics.

Presenter

Dr. Xin LI is a specially appointed assistant professor in the Research Institute for Higher Education at Hiroshima University. She obtained her PhD degree in higher education from Seoul National University, and holds a master’s degree in comparative education. Her current research interests focus on the formation and transformation of academic identity in the context of expanding societal engagement of universities.