

**The Quest for the Flagship
University and Global Ranking:
*Challenges and Prospects for
Liberal Arts Education in Asia***

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Outline of the Presentation

◆ Global and Regional Trends in Asia

- *Massification of HE*
- *The Quest for “World-class” Status*
- *Challenges for Labor Market and Employment*

◆ Challenges and Prospects for Liberal Arts Education in Asia

- *Lingnan University’s Experience*


◆ Beyond Global Ranking: International Engagement and Regional Collaboration

- *Promoting international engagement and regional research cooperation*
- *Expanding research space and building knowledge hub in managing increasingly complex problems regionally and globally*

◆ Conclusion and Policy Implications

Global / Regional Trends of HE in Asia

Global and Regional Trends of HE in Asia

- The massification and privatization of HE
 - The quest for world-class university status
 - The growing trend of international and transnational HE in Asia
 - The advancing technology and its impact on teaching & learning and university governance
 - The challenge for quality assurance when HE provision is increasingly proliferated
 - The call for entrepreneurial university and vocationalizing HE
 - The intensifying competition for *regional education hubs*
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Marketization and Privatization: Financial Squeeze on Higher Education

- Economic recession and cut in HE funding
- Shifting costs to students and parents by raising tuition fees
- Forcing HE institutions to raise more research money from non-government sources
- Differentiation of funding levels for teaching by type of institution
- Concentrating research funding on elite institutions
- Intensifying inequality in education when HE has become increasingly privatized

Figure 1 Population, Real GDP and Tertiary Enrolment 1970-2012 (1970=1.0)

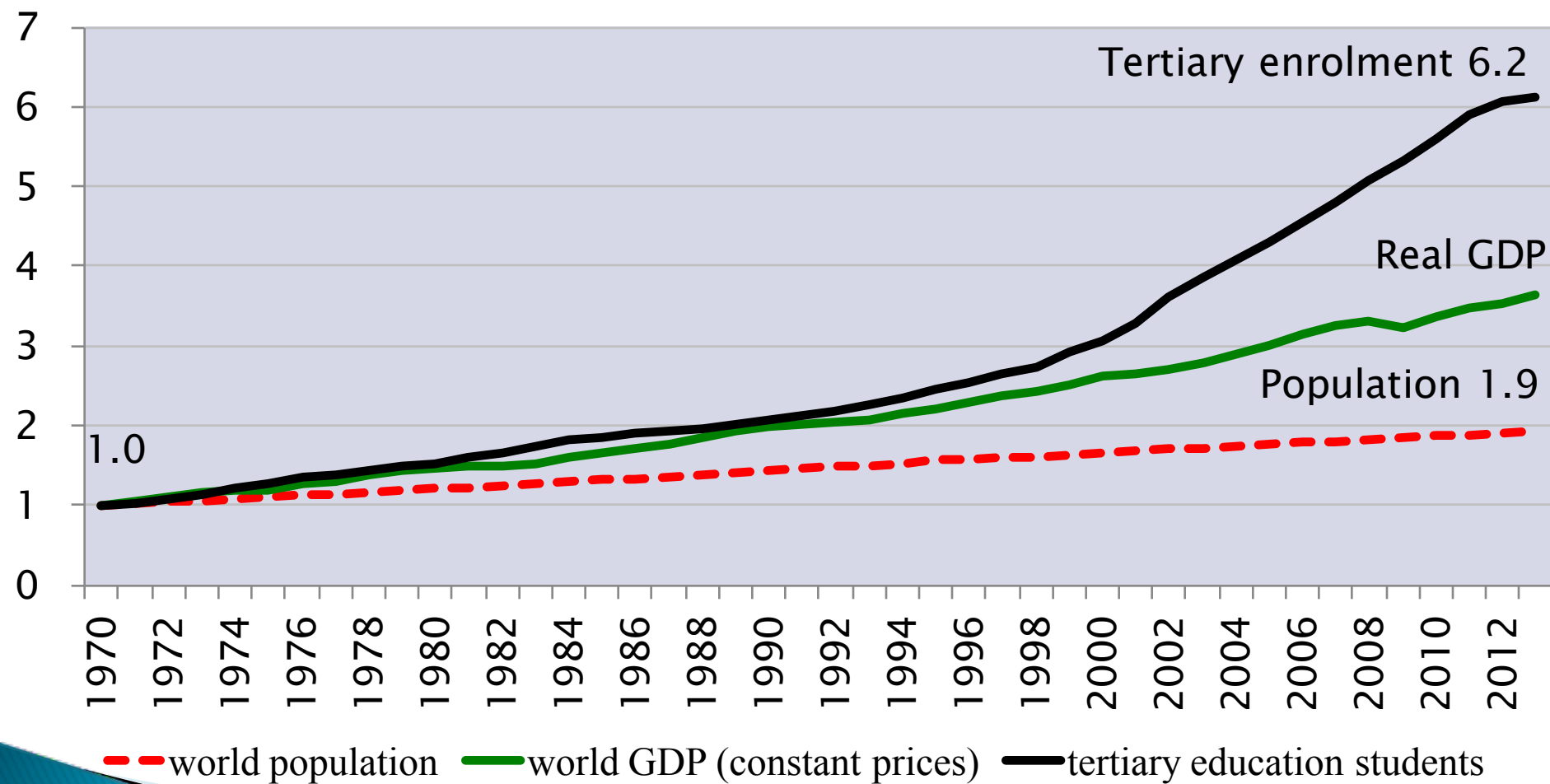
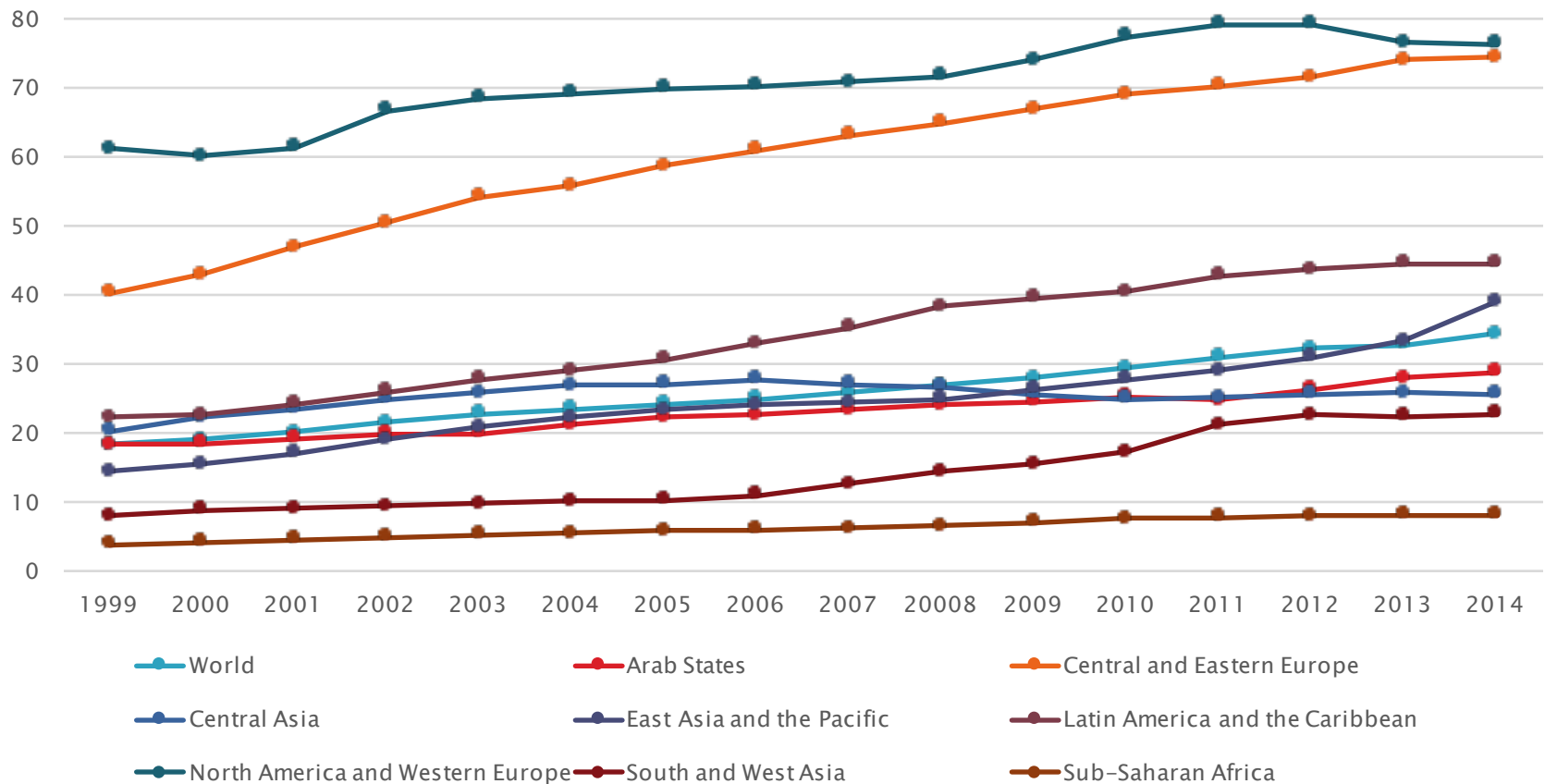
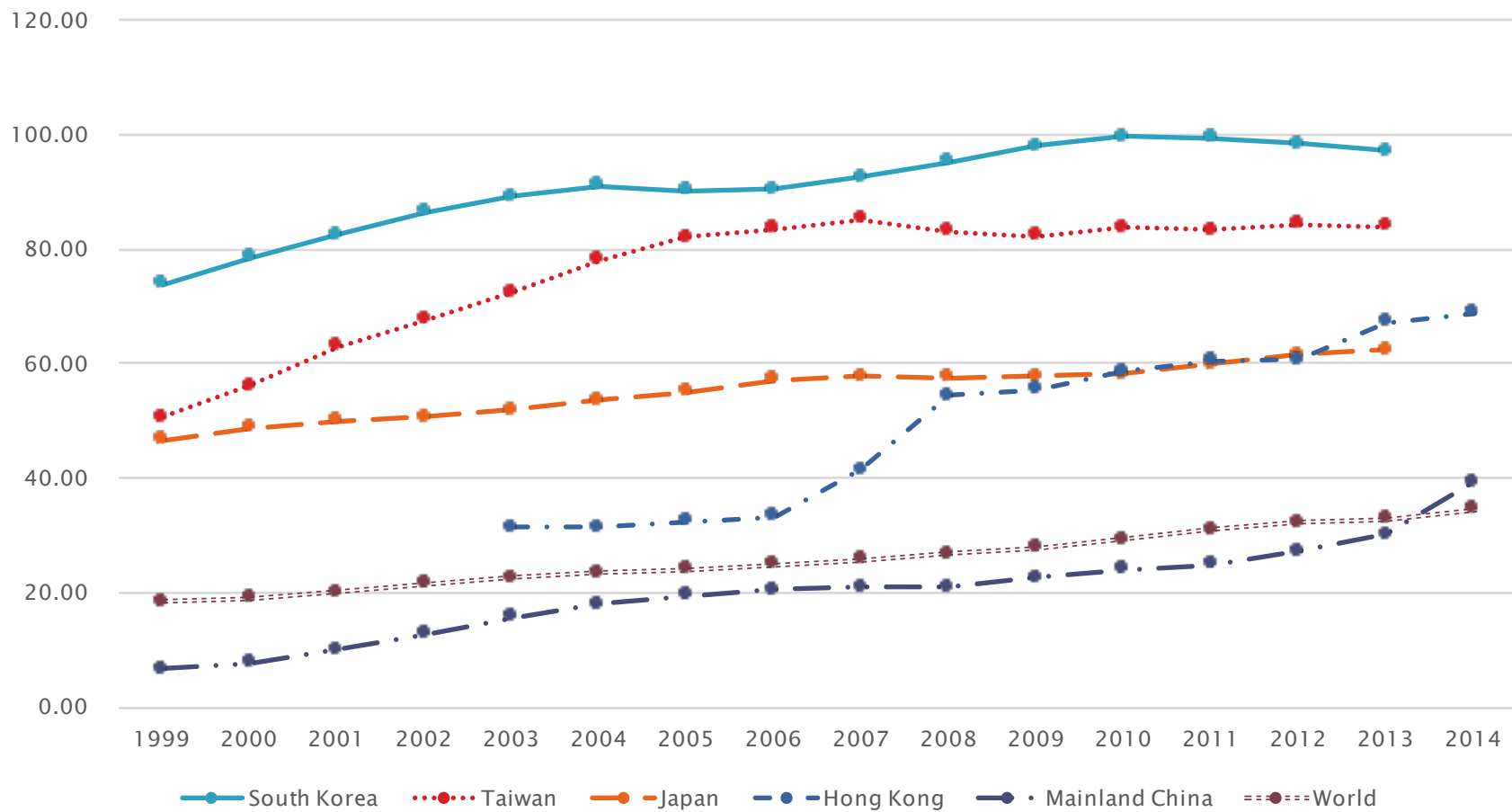


Figure 2 Expansion of HE by Region (1999-2014) (indicated by gross enrolment rate)



Source: United Nations Educational, Scientific, and Cultural Organization (UNESCO) Database, retrieved from <http://data.uis.unesco.org>

Figure 3 Expansion of HE Enrolment Rate in Selected Asian Countries/Areas (1999-2014)



Source: UNESCO Data Base. Retrieved from <http://data.uis.unesco.org/>.

Table 1 Youth Unemployment in East Asia in 2013 (selected countries)

Country/ Area	Unemployment Rate
China (mainland)	Undergraduate 17.6% (two months after graduation)
	Undergraduates from Rural Areas 30.5%
Hong Kong	Youth Unemployment Rate (15-24) 9.1%
	Associate Degree 5.8%
	Undergraduate 3.8%
	Master or Above 4.2%
Taiwan	Junior High School 3.53%
	Senior High School 4.11%
	Junior College 3.11%
	Undergraduate 5.81%
	Postgraduates 3.29%
Singapore	Degree holders 2.8%
	Graduates with Diploma and Professional Qualifications 2.7%
	Students below-secondary 2.4%
South Korea (2015)	Youth Unemployment Rate (15-24) 10.5%
Japan (2015)	Youth Unemployment Rate (15-24) 5.6%

Source:

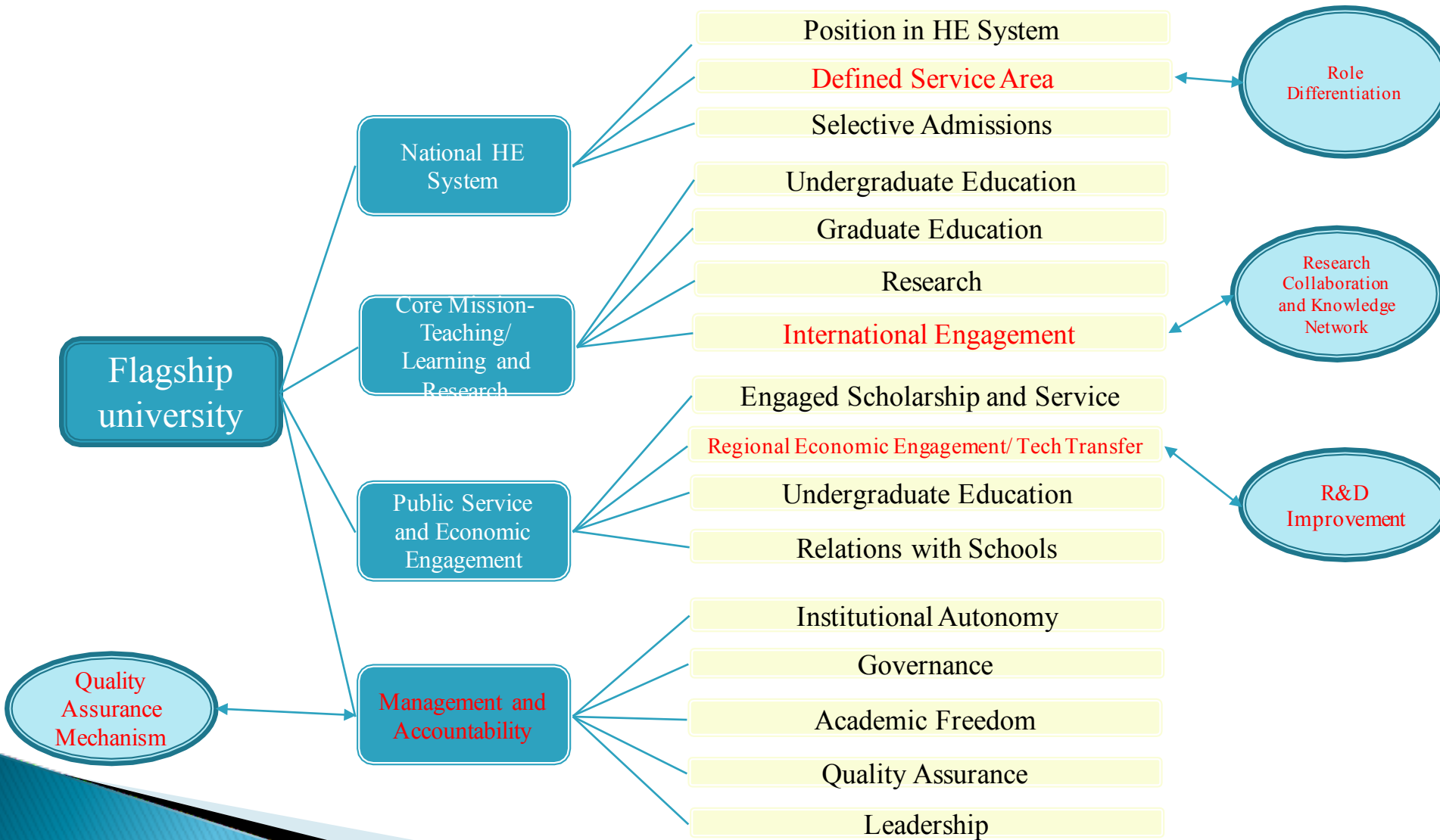
China (mainland): MyCOS, 2013; Hong Kong: <http://news.takungpao.com.hk/hkol/education/2013-06/1687142.html>; Taiwan: <http://www.edu.tw/pages/detail.aspx?Node=4076&Page=20047&Index=5&WID=31d75a44-efff-4c44-a075-15a9eb7aecdf>; Singapore: <http://www.straitstimes.com/news/opinion/more-opinion-stories/story/growing-concerns-over-graduate-employment-20140905>; South Korea and Japan: UNESCO data retrieved from <https://data.oecd.org/unemp/youth-unemployment-rate.htm>.

Massification of Higher Education

◆ Concerns:

- The massification of HE in Asia without sufficient regulatory governance would raise the issues of quality assurance.
- The growing tension between teaching and research when Asian universities are under pressure to quest for World-class Status.
- State attempts to scale new height of selected Universities to become “world-class”

Flagship University Model



The Quest for “World-class” Status and Responses to Flagship University Calls

- ◆ Universities in East Asia are increasingly under pressures to compete internationally. Interest in university league tables has become the norm, not only in the UK and Canada, but also in Hong Kong, Singapore, Malaysia, Thailand, Vietnam, Taiwan and Mainland China (Altbach, 2010; Chan, 2015; Liu & Cheng, 2005; Mok & Hawkins, 2010).
- ◆ **Hong Kong: Great Emphasis on Research Performance**
 - Research-led funding (Mok & Cheung, 2011).
 - For government: Several rounds of Research Assessment Exercises (RAEs) since the 1990s.
 - For universities: differentiating roles; identifying specific strengths; developing centres of research excellence.
 - For academic staff: international research; high quality teaching; professional and community services.

The Quest for “World-class” Status

◆ Taiwan: Two Key Policy Targets


- At least one Taiwanese university ranked in the top 100 universities in the world,
- And at least 15 key departments or cross-university research centres ranked among the top in Asia within the next five years (Lu, 2004).

◆ Strategy and Consequences:

- The “Programme for Promoting Academic Excellence of Universities”
- Increasing attention to University league tables (Lo & Chan, 2006; Lo & Weng, 2005; Research Institute of HE and University Evaluation, 2005).
- Growing importance attached to international publication (Chen & Lo, 2007).
- Stratification of universities (Chou, 2012).

The Quest for “World-class” Status

◆ China: “211 Project” and the “985 Scheme”

- Enable selected HE institutions to become “world class universities”.
 - “211 Project”: to develop 100 key universities and disciplines through targeted supplementary funding aimed at improving the quality of teaching and research facilities.
 - “985 Scheme”: to transform China’s most elite universities (i.e., Beijing University (Peking University) and Tsinghua University) to the super-elite of the world class universities.
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The Quest for “World-class” Status

◆ Japan: Flagship Universities Project

- Aim to developing a few major Japanese universities into “world class universities”.
- Reposition Japanese universities in the rapidly changing global environment.
- Allocate additional resources to promote internationalization.
- **Global 30 scheme: A competitive funding allocation targeting a few universities for transformation into “world-class”.**

◆ Concerns:

- These policies may intensify differentiation and competition among Japan’s universities.

The Quest for “World-class” Status

◆ Singapore and Malaysia:

- Identify major global universities and invite them to set up their branch campuses in the city-state.
- Attempt to attract leading academics to collaborate with local scholars (Gopinathan & Lee, 2011; Mok & Tan, 2004).

◆ Similar situations can be found in other Southeast Asian societies like Malaysia:

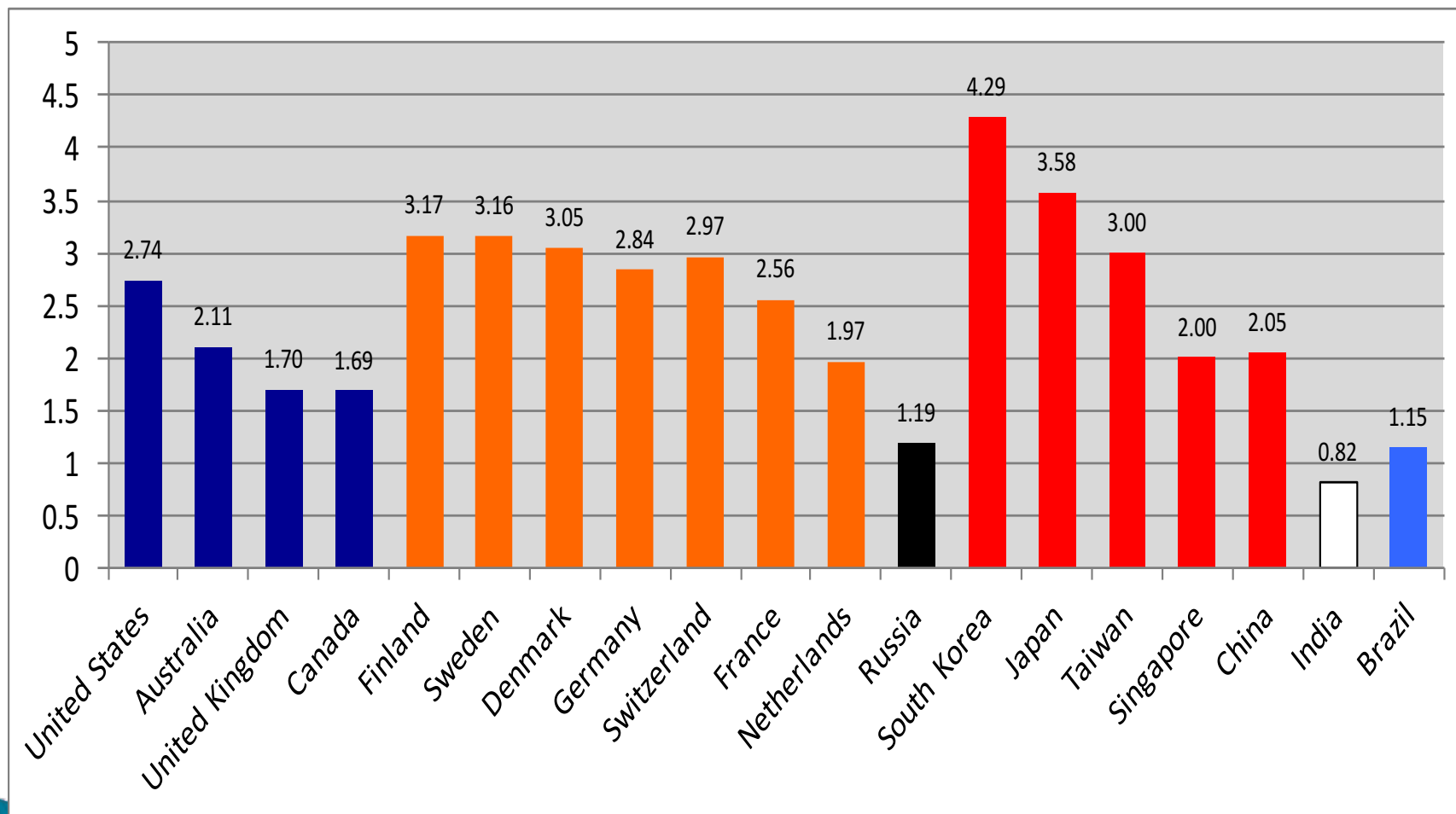
- Restructuring the university system along the lines of “neo-liberalism”
- Make Malaysia a regional hub of HE.
- More overseas academics appointed to the system and international collaborations with overseas institutions in terms of research and teaching has received strong support from the state (Mok, 2007).

Table 2 Different Schemes in Promoting World-class Universities

Country/Region	Project
China	“985” and “211” project
Japan	Flagship Universities Project; “Global 30” Scheme; Competitive Funding Allocation Method (the 21st Century Centres of Excellence; the Global Centres of Excellence; the World Premier International Research Centre Initiative)
South Korea	Brain Korea 21; World-Class University Initiative and the BK 21 Plus Project
Taiwan	Programme for Promoting Academic Excellence of Universities; Five Year – 50 billion Excellence Initiative; Development Plan for World-class Universities and Research Centres for Excellence
Singapore	“World-Class Universities” Programme
Hong Kong	Comprehensive Education Reviews; Role Differentiation Exercise; Positioning Hong Kong as International Key Player in HE; University Merging and Deep Collaboration; Research Assessment Exercises; Teaching and Learning Quality Process Reviews; Management Reviews and University Governance Review

Source: Cheng, Y. Wang, Q., & Liu, N. C., 2014; Mok, 2005.

Figure 4 Investment in R&D in East Asia
(comparable to that in Western Europe, and well above UK)



Source: Investment in R&D as a proportion of GDP, 2014, selected countries (OECD data 2016)
Data for USA, Australia and Singapore 2013, data for Switzerland and Brazil 2012, data for India 2011.

The Quest for “World-class” Status

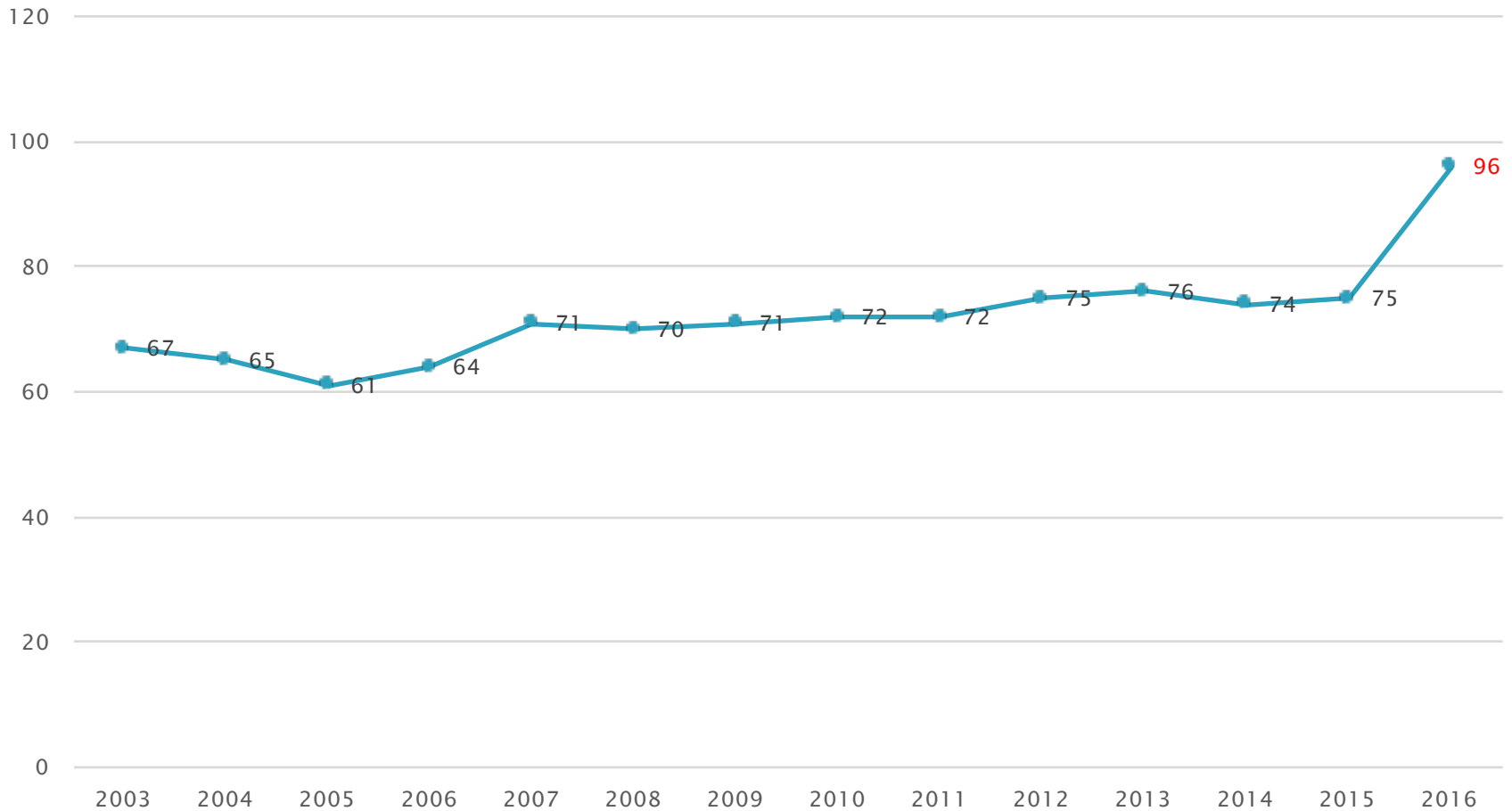
- ◆ The results of these efforts to quest for world-class status are evident by in recent international university benchmarking exercises.
- **Times HE University Rankings (2015-2016):** nine out the top 10 universities in Asia ranked among the top 100 universities in the world. Five of them featured among the top 50 in the world –National University of Singapore (26), Peking University (42), University of Tokyo (43), University of Hong Kong (44) and Tsinghua University (47).
- **QS World University Rankings:** Asian universities maintain a relatively high ranking as ranked Top 100 in the world between 2010 to 2016.
- **Shanghai Jiaotong Academic Ranking:** the rise of Asian universities in the global university league in the last couple of years.

Table 3 The Increase of Asian Universities Ranked Top 100 in QS and Times University League (2010-2016)

	2010	2011	2012	2013	2014	2015	2016
QS	NA	NA	19	17	17	19	20
Times	10	9	11	11	11	9	11

Source: QS World University Rankings (2011-2016). Retrieved from <http://www.topuniversities.com/qs-world-university-rankings>; Times Higher Education World University Rankings (2010-2016), Retrieve from <https://www.timeshighereducation.com/world-university-rankings/2016/world-ranking#!/page/0/length/25>

Figure 5 The Increase in Number of Asian Universities Ranked in Shanghai *Jiaotong* Academic Ranking (Top 500) (2003-2016)



Source: Shanghai Jiaotong Academic Ranking of World Universities (2003-2016), retrieved from <http://www.shanghairanking.cn/ARWU2015.html>

Table 4 The World Ranking of Selected Hong Kong Universities (2016)


	Academic Ranking of World Universities (Top 400)	QS (Top 200)	Times (Top 250) (2016)
2016	The University of Hong Kong (101-150)	The University of Hong Kong (27)	The University of Hong Kong (43)
	The City University of Hong Kong (201-300)	The Hong Kong University of Science and Technology (36)	The Hong Kong University of Science and Technology (49)
	The Chinese University of Hong Kong (201-300)	The Chinese University of Hong Kong (44)	The Chinese University of Hong Kong (76)
	The Hong Kong University of Science and Technology (201-300)	The City University of Hong Kong (55)	The City University of Hong Kong (119)
	The Hong Kong Polytechnic University (301-400)	The Hong Kong Polytechnic University (111)	The Hong Kong Polytechnic University (192)

Source: Shanghai Jiaotong Academic Ranking of World Universities (2016), retrieved from <http://www.shanghairanking.cn/ARWU2016.html>; QS World University Rankings (2016). Retrieved from <http://www.topuniversities.com/qs-world-university-rankings>; Times HE World University Rankings (2016), Retrieve from [https://www.timeshighereducation.com/world-university-rankings/2017/world-ranking#!/page/0/length/25/sort by/rank label/sort order/asc/cols/rank only](https://www.timeshighereducation.com/world-university-rankings/2017/world-ranking#!/page/0/length/25/sort%20by/rank%20label/sort%20order/asc/cols/rank%20only)

Ranking Higher for Whose Interests?

- International benchmarking: Imitating in whose images?
- Questing for world-class: Potential standardization at the expense of diversification
- Stratification of universities and production of different classes of citizenship
- Privileging the Rich or helping the relatively Poor?
- Widening inequality and undermining local cultures and scholarship
- Over-emphasis on “International Benchmarking”: The potential loss of *Cultural Identity*

Implications for Higher Education

- Policy learning is not policy copying
 - Contextualization of policy learning when identifying and sharing good practices
 - International Benchmarking needs careful adaptation
 - Honouring and reinventing local cultures, practices and traditions to solve globalized problems
 - Role differentiation and division of labour in HE
- 

Lingnan University


Top 10 Liberal Arts Colleges in Asia
(Forbes, 2015)




Global Ranking and Liberal Arts Education

- ◆ **Role Differentiation: Nurturing Thought Leaders or Preparing Workers for the Market**
 - Nurturing critical minds and global citizens
 - Preparing citizens for the changing labour market needs
 - The tension between broad-based education and vocational-driven education
 - What sort of skills should we prepare for the young generation?
 - Transferable skills: generic skills or specialized skills (UK Study by Prof Nick Lieven, Bristol)


Role Differentiation: The Role of Liberal Education

- ◆ At a recent Hong Kong General Chamber of Commerce event, David Oxtoby, President of Pomona College in California, made an interesting point.
 - ◆ He said educators today are preparing young people to work in jobs and industries that may no longer exist in another 10 or 15 years.
 - ◆ As with the students doing horticulture and landscape management, many Liberal arts graduates will be going into cutting-edge fields essential for future success.
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Role Differentiation: The Role of Liberal Education

- ◆ Global City needs talents with international and regional perspectives, broad-based education, caring minds and professional skills to handle increasingly complex problems / issues (21st Century skills)
 - ◆ Nurturing *Caring Leaders with Global Vision*
 - ◆ Questing for *Multidisciplinary and Interdisciplinary learning, research and scholarship*
 - ◆ Beyond “economic imperative” but engaging students to *serve*
- 

Role Differentiation: The Role of Liberal Education

- ◆ Nurturing caring leaders with global vision and broad-based education
 - ◆ Promoting whole-person development and excellence with a soul
 - ◆ Preparing professionals with integrity and morality
 - ◆ Bringing the value back in education for human betterment
 - ◆ Questing for entrepreneurship for economic growth, social progress and cultural enrichment
- 

Strategic Vision and Mission of LU

- ▶ From “The Liberal Arts University in Hong Kong” to “A Leading Liberal Arts University in Asia” distinguished by “outstanding teaching, learning, scholarship and community engagement”.
- Excellence in Teaching and Learning and Whole-Person Development
- Research strength in selected/strategic areas
- Knowledge sharing to contribute to society and humanity
- Clear differentiation from other UGC institutions: LU as Hong Kong’s Liberal Arts University as compared with, e.g., HKUST, which emphasizes science and technology.

Self-Reflection and Evaluation

(based upon three recent reports - QAC, RAE 2014 and ADP)

Our Strengths:

- Believer in Role Differentiation: striving to offer a different educational experiences to our students;
- Balance between teaching and research;
- Strong commitment to student learning with an excellent track record ;
- Strong foundation for international education, whole-person development and experiential learning;
- Evidence of student satisfaction and employers' recognition of the value-added of LU's education to students.
- International recognition in selected / strategic research areas;
- Quest for leadership position in Liberal Arts education at a time when Mainland China and Asia show growing interest in Liberal Arts education.

Self-Reflection and Evaluation

(based upon three recent reports - QAC, RAE 2014 and ADP)


Our Weaknesses:

- Relatively small size without sufficient critical mass;
- Insufficient understanding and appreciation of Liberal Arts education locally and regionally;
- Inadequate past strategic orientation for effectively communicating and branding the University's achievements;
- **Changing demographic structure** and unfavourable university ranking;
- Reputational damages and risks faced by the University in recent years.

Liberal Arts Education at Lingnan

- ◆ central focus on whole-person development of undergraduates informed by the best of Chinese and West liberal arts traditions;
- ◆ pockets of excellence in academic research and knowledge transfer - emphasize attributes such as international, comparative, civic engagement, and problem-solving and policy oriented
- ◆ selected postgraduate programs based on unique strengths, strategic importance and complementary international partnerships

At Lingnan University, liberal arts education is achieved through our

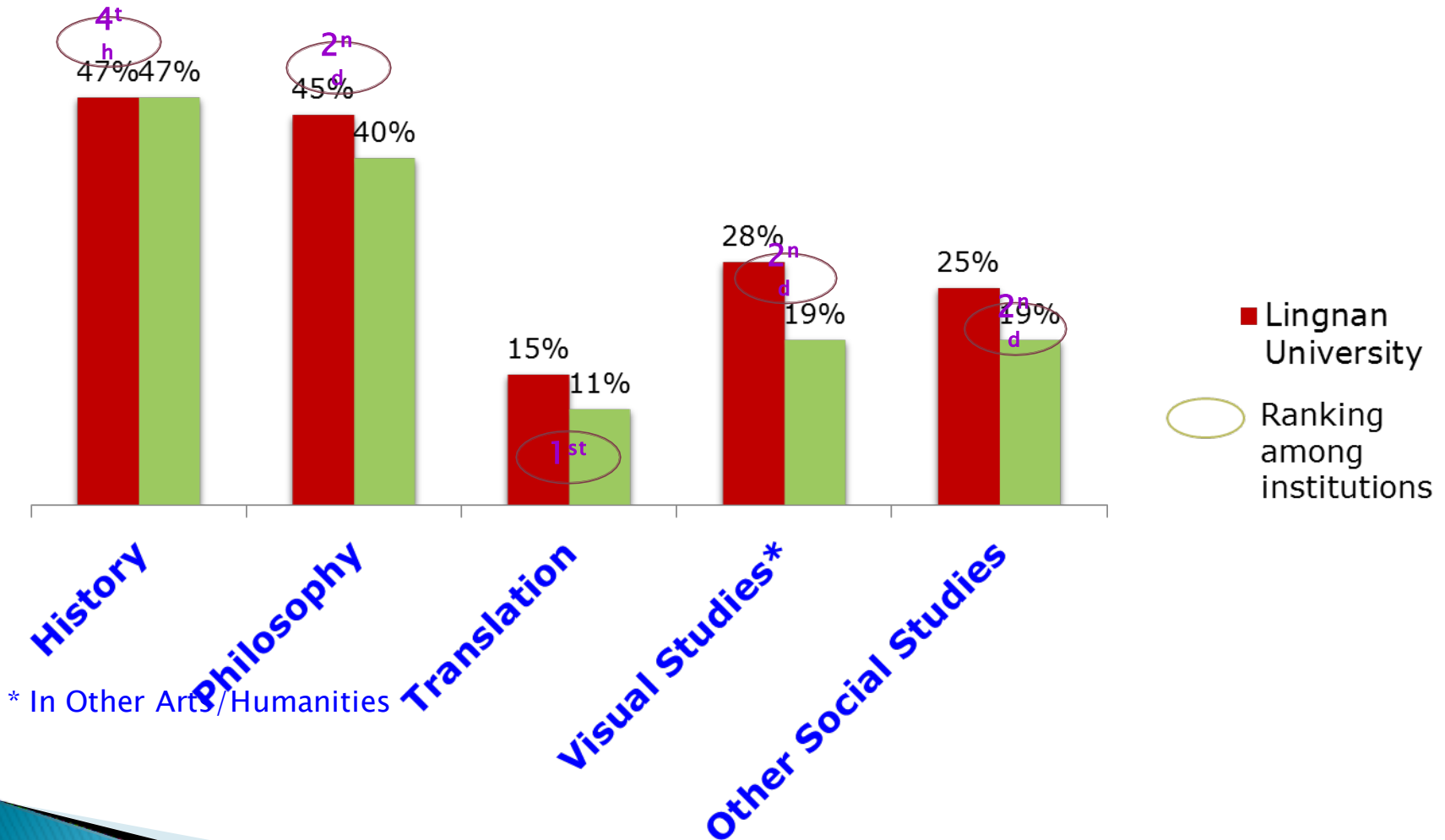
- ◆ deliberately small enrolment
 - ◆ broad-based curriculum
 - ◆ close staff-student relationship
 - ◆ rich residential life and extra-curricular activities
 - ◆ active community service
 - ◆ multi-faceted workplace experience
 - ◆ strong alumni and community support
 - ◆ global learning opportunities
- 

Directions for Enhancing Lingnan's Undergraduate Education

- ◆ Appropriate expansion of **science** offerings.
- ◆ Strengthening of the **ethical** dimension of our education (business ethics and personal & social responsibility).
- ◆ Enhancing **international, comparative** and **regional perspectives**.
- ◆ **Entrepreneurial spirit** to be nurtured by offering entrepreneurship courses, projects and activities.
- ◆ **Goal:** a **unique undergraduate education** that produces graduates with a different set of desirable quality attributes: **critical thinking with multiple perspectives, ability to integrate different functional knowledge in the context of complex real work problems, adaptability, innovativeness, and personal ethics.**

Research Assessment Exercise 2014

Percentages of LU outputs among institutions
at 4-star (World Leading) and 3-star (International Excellence)



Research Impact Knowledge Transfer (KT)

Established the first ever KT Project Fund (KPF)

12 projects supported in 2014/15, across all Faculties and Departments

5 KPF Themes



Centre for Global Higher Education (CGHE)

Largest research centre in the world specially focused on higher education and its future development

Launched in an international public seminar held in February 2016 in London



Lingnan University becomes a partner of this Center led by



Institute of Education

Partners:



The University of Sheffield.



HIROSHIMA UNIVERSITY



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

Going Beyond Ranking: International Engagement and Research Collaboration in Asia and Pacific

- ◆ **International Engagement: Research Collaboration and Knowledge Network**
 - Collaboration with non-local researchers in research projects
 - Co-development of academic articles
 - The Rise of Asian scholarship in the global arena
 - Implications for the Academic and Research Community in Asia Pacific

Table 5 Collaboration among Academics from 19 HE Systems (2007-08) (%)

	Collaboration	Domestic collaboration	International collaboration
Canada	84	69	64
USA	78	61	33
Finland	88	68	70
Germany	68	64	50
Italy	82	77	59
Netherlands	88	64	63
Norway	82	60	66
Portugal	63	69	54
UK	82	67	61
Australia	89	67	59
Japan	62	52	24
Korea	75	65	30
Hong Kong, China	84	55	60
China	73	37	13
Malaysia	85	55	32
Argentina	88	69	47
Brazil	58	45	28
Mexico	66	47	35
South Africa	54	45	41

Source: Gerard A. Postiglione (2008), p. 354

Note: %, proportion of 'yes' respondents to the question.

Domestic collaboration: Do you have any collaboration with colleagues from your own country/institution?

Table 6 Research Collaboration for Academics in Asian Systems of Higher Education (2007–08) (%)

	Japan	Korea	Hong Kong, China	China	Malaysia
International collaboration	24	30	60	13	32
Co-authored with foreign colleagues	31	28	49	3	27
Published in a foreign country	42	53	86	28	49

Source: Gerard A. Postiglione (2013), p. 354

Note: %, proportion of 'yes' respondents in each question.

International collaboration: Do you collaborate with international colleagues?

- Co-authored with foreign colleagues: Have you ever published co-authored paper with colleagues located in other (foreign) countries in the last three years?

- Published in a foreign country: Have you ever published paper in a foreign country in the last three years?

Table 7 Collaboration on Co-authored Journal Publications in Six Asian Countries/ Regions

	Hong Kong, China	Indonesia	Malaysia	Singapore	Philippine	Vietnam
Number of articles (Total)	10,542	1,129	7,749	9,426	940	1,409
Number of authors (Total)	31,721	4,363	20,715	29,791	3,939	5,768
Number of authors (Domestic/ Local)	15,439	1,563	12,665	14,890	1,310	1,959
Number of non-local co-authors	China (7,578) USA (2,724) Australia (815) UK (615) Canada (504) Taiwan (473) Singapore (376)	Japan (555) USA (323) Australia (276) Malaysia (259) Netherlands (175) Germany (130) UK (117)	England (650) India (639) Australia (632) USA (576) Japan (525) Iran (524) Saudi Arabia (315)	USA (3,709) China (2,426) Australia (1,155) UK (854) Germany (586) Japan (552) France (537)	USA (580) Japan (262) Australia (144) UK (128) South Korea (119) Germany (107) China (97)	USA (449) Japan (379) South Korea (332) France (259) Italy (241) Germany (216) UK (165)

Source: Adapted from Gerard A. Postiglione (2013), p. 356

Forging International Research Collaboration and Enhancing Learning



 **Lingnan** 嶺南大學
University

Partners with

 The University of Nottingham <small>UNITED KINGDOM · CHINA · MALAYSIA</small>	 北京大学 PEKING UNIVERSITY		
 UNIVERSITY of York	 清華大學 Tsinghua University		

International Postgraduate Summer School cum International Conference 26 - 30 June 2016

Conclusion and Policy Implications

World's Most Prestigious Universities (Times Higher, 2016)

- ▶ Asia has 18 institutions in the Times Higher Education **World Reputation Rankings 2016**, up from 10 last year.
- ▶ In contrast, several European nations have lost ground. The UK remains the second most-represented nation in the list but...Four of Germany's six institutions and four of the Netherlands' five representatives have also dropped down the list, while Denmark and Finland no longer feature among the top 100 (editor, Times Higher, May 4, 2016).

World's Most Prestigious Universities (Times Higher, 2016)

- ▶ Paul Blackmore, Professor of higher education at King's College London's Policy Institute, said that Asia's stronger performance is the result of a combination of “undoubted growth in university systems” and “of more being known [about them] among those giving a view”. “We've had a highly Anglo-Saxon view of higher education for many years, and that can't be sustained for much longer”, he said (editor, Times Higher, May 4, 2016).

World's Most Prestigious Universities (Times Higher, 2016)

- ▶ Joshua Mok Ka Ho, Vice President and Chair Professor of comparative policy at Hong Kong's Lingnan University, added that Asia's performance reflects heavy higher education investments from many governments in the region as well as universities concentrating funding on strengthening their research capabilities and publishing in international journals. "Such self-enhancing and advancing trends will continue, particularly when an increasing number of governments in Asia have recognized the importance of research, knowledge transfer, innovation and technology in transforming the economy and society", he said.
- ▶ He added that universities in Europe "should look for cooperation opportunities" in Asia, particularly as "Asian universities are keen to engage in regional and international research attached with funding support" (editor, Times Higher, May 4, 2016).

Conclusion and Policy Implications

◆ Concerns of universities in Hong Kong:

- Localization or globalization
- The improvement of R&D mostly initiated by the Hong Kong government through the provision of funding
- Emphasizing technology transfer confined to economic returns

◆ Policy implications

- Repurposing University NOT ONLY for Economic Imperative
- Intensifying Competition and Need for Collaboration / Cooperation
- Improving social cohesion and productive cooperation among the university, business/ industry and the civil society
- Developing University further for Whose Interests??
- Ranking Globally High for Student Learning Enhancement???
- **Questing for Excellence with a Soul**
- **Bringing the Humanistic Perspectives and Human Values Back in**

Thank you!