Governance Structures for International Affairs of East Asian Universities

Kunliang Chuang
Foundation for International Cooperation in Higher Education of Taiwan(FICHET) and Feng Chia University
1. Current situations
2. Promoting Internationalization of higher education from three levels:
   1) Government’s policy
   2) Fichet’s role
   3) The case of Feng Chia University
3. Opportunities and challenges
Global literacy and Asian values

1. “Make close friends overseas. The world is in your neighborhood.” (海內存知己，天涯若比鄰) ------ Du-fu (712-770 AC)

2. Scholarly tradition and Conficius teaching
1. Current Development of Higher Education in Taiwan

• **International Students in Taiwan (2007-2014) - by region**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>10,940</td>
<td>12,024</td>
<td>12,645</td>
<td>14,180</td>
<td>43,452</td>
<td>51,855</td>
<td>79,195</td>
</tr>
<tr>
<td>America</td>
<td>3,697</td>
<td>4,070</td>
<td>4,688</td>
<td>4,863</td>
<td>6,534</td>
<td>6,577</td>
<td>6,151</td>
</tr>
<tr>
<td>Europe</td>
<td>2,366</td>
<td>2,576</td>
<td>2,960</td>
<td>3,358</td>
<td>4,109</td>
<td>4,624</td>
<td>5,645</td>
</tr>
<tr>
<td>Oceania</td>
<td>406</td>
<td>407</td>
<td>424</td>
<td>469</td>
<td>574</td>
<td>600</td>
<td>709</td>
</tr>
<tr>
<td>Africa</td>
<td>393</td>
<td>419</td>
<td>391</td>
<td>555</td>
<td>794</td>
<td>902</td>
<td>985</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17,802</strong></td>
<td><strong>19,496</strong></td>
<td><strong>21,108</strong></td>
<td><strong>23,425</strong></td>
<td><strong>55,463</strong></td>
<td><strong>64,558</strong></td>
<td><strong>92,685</strong></td>
</tr>
</tbody>
</table>

1. Number of students from each region, including those for (1) degree, (2) exchange, (3) learning Chinese, (4) overseas Chinese students, (5) students from Mainland China, (6) short-term studies, and (7) expatriate youth programs.

2. Source: MOE, Taiwan
<table>
<thead>
<tr>
<th>Fields</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Management</td>
<td>25%</td>
<td>27%</td>
<td>30%</td>
<td>29%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Engineering</td>
<td>20%</td>
<td>20%</td>
<td>21%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>14%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Social Science</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Mass Communications</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Education</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Electronics/Computer</td>
<td>3%</td>
<td>--</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Medical</td>
<td>--</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Others</td>
<td>12%</td>
<td>12%</td>
<td>9%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, Taiwan
**International students — by nation or region (2014)**

<table>
<thead>
<tr>
<th>Nation</th>
<th>Number of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainland China</td>
<td>33,288</td>
<td>36%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>13,024</td>
<td>14%</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>6,209</td>
<td>7%</td>
</tr>
<tr>
<td>Japan</td>
<td>5,620</td>
<td>6%</td>
</tr>
<tr>
<td>Macau</td>
<td>4,721</td>
<td>5%</td>
</tr>
<tr>
<td>Vietnam</td>
<td>3,681</td>
<td>4%</td>
</tr>
<tr>
<td>Korea</td>
<td>3,488</td>
<td>4%</td>
</tr>
<tr>
<td>Indonesia</td>
<td>3,455</td>
<td>4%</td>
</tr>
<tr>
<td>USA</td>
<td>3,278</td>
<td>4%</td>
</tr>
<tr>
<td>France</td>
<td>1,623</td>
<td>2%</td>
</tr>
<tr>
<td>Thailand</td>
<td>1,557</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, Taiwan
Reasons to study in Taiwan

- Scholarship: 21.89%
- Academic environment: 17.07%
- Learning Chinese: 14.36%
- Job seeking: 12.25%
- Further study: 8.57%
- Living environment: 6.83%
- Rich culture: 6.13%
- Location: 6.13%
- Reasonable tuition: 0.34%
- Others: 6.13%

Total: 100%
Student Mobility (Inbound)
– International students - by nation, top 10 (2012-2013)

Source: Ministry of Education, Taiwan
Student Mobility (Outbound)

<table>
<thead>
<tr>
<th>Country</th>
<th>Year 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
<td>23,250</td>
</tr>
<tr>
<td>U.K.</td>
<td>16,000</td>
</tr>
<tr>
<td>Australia</td>
<td>7,211</td>
</tr>
<tr>
<td>Japan</td>
<td>6,402</td>
</tr>
<tr>
<td>Canada</td>
<td>2,883</td>
</tr>
<tr>
<td>France</td>
<td>1,410</td>
</tr>
<tr>
<td>Germany</td>
<td>1,441</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1,488</td>
</tr>
<tr>
<td>Poland</td>
<td>485</td>
</tr>
<tr>
<td>Netherlands</td>
<td>370</td>
</tr>
<tr>
<td>Austria</td>
<td>383</td>
</tr>
<tr>
<td>Korea</td>
<td>256</td>
</tr>
</tbody>
</table>

Source: MOE Taiwan, 2013
1) Government’s strategies

1. The Top University Project (5-Year-50-Billion)
2. Teaching Excellence Grant
3. Accreditation System
4. Study-abroad scholarship
The Top University Project (5-Year-50-Billion)

- **Phase I (2006-2010):** Transformation and Growth
- **Phase II (2011 -2016):** Aim for the Top University

by encouraging universities to:

- recruit renowned professors/scholars/researchers from overseas
- attain membership within international organizations
- exchange faculty, student and researchers with international universities
- organize international symposiums and forums

11 Source: Ministry of Education, Taiwan
Teaching Excellence Grant

• The Program for Promoting Teaching Excellence of Universities. In 2013, 33 universities were granted totally about NT$1,575,000,000 (about US$52 million)

• For technological universities, Taiwan government launched the Paradigm Project to develop their uniqueness. 12 technological universities were granted about NT$1,180,000,000 (about US$ 39 million) in 2013

12 Source: Ministry of Education, Taiwan
Accreditation System

• Conducted by the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) established jointly by the Ministry of Education and 153 Taiwan universities and colleges in 2005
• 5-year cycle
• 3 levels of review outcomes
  – Accredited
  – Conditionally Accredited
  – Failure

Provide scholarship for outbound and inbound students

Short-Term Study Scholarships

1. for talented students
2. for financially disadvantaged students
3. for internship
4. For international youth volunteers

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1. Taiwan Scholarship
2. MOE Taiwan Scholarship
3. International Higher Education Scholarship
4. The Taiwan International Graduate Program (TIGP)
2) Foundation of International Cooperation of Higher Education in Taiwan (FICHET)

- FOUNDED in 2005, INTERGRATING 4 Associations in Taiwan:
  - Association of National Universities of Taiwan, ANUT
  - Association of National Universities of Science and Technology of Taiwan, ANUSTT
  - Association of Private Universities and Colleges of Taiwan, APUC
  - Association of Private Universities and Colleges of Technology of Taiwan, APUCT
FICHET’s Major tasks

- Promote international student recruitment
- Participate in international educators’ conferences worldwide
- Supervise overseas Taiwan education centers
- Enhance collaboration between Taiwan higher education institutions and academic consortia around the world
- Organize seminars on international education affairs
- Cross-strait educational cooperation
## Taiwan Education Centers

<table>
<thead>
<tr>
<th>Objective</th>
<th>Provide consultation to students in based countries and help recruit students</th>
</tr>
</thead>
</table>
| Accomplishments | - Provide Chinese Proficiency Tests and courses in based countries: Malaysia, Mongolia, Thailand, Indonesia, U.S.A., Japan, Korea, Vietnam  
- Organize “Study in Taiwan” seminars and education fairs  
- Provide information/services to Taiwan’s schools: Taiwan education centers workshops |
• FICHET shoulders the responsibility on organizing and coordinating universities of Taiwan to cope with challenges of higher education.

• FICHET acts as platforms for promoting and strengthening academic cooperation and exchanges between domestic universities and international academic institutions.
3) The case of Feng Chia university
Feng Chia University: Gear to Globalization

More than 200 overseas sister universities
Hanoi University of Science and Technology, University of Engineering and Technology, Vietnam National University, Hanoi, Hung Yen University of Technology and Education (UTEHY), Hanoi University of Industry (HUI), Hanyang University, Sundkyunkwan University, etc.

More than 1500 international students
United States, Canada, Japan, Thailand, Malaysia, France, Germany, Brazil, Costa Rica, Iran, Jordan, etc.
Interior governance over internationalization on campus

- The role of Office of International Affairs (OIA) as the coordinator in boosting internationalization university-wise.
- OIA works with Office of Academic Affairs for offering new courses targeting on the recruitment of international students.
- OIA works with Office of Student Affairs for accommodating international students on campus life including housing and counseling.
- Regular meeting presided by the President to solve various problems.
- OIA’s performance evaluated annually by the university and MOE.
Oia and the internationalized programs

• Promoting overseas internship by working with different departments
• Promoting overseas volunteerism by working with student clubs
• Promoting dual-degree programs by working with sister universities
• Promoting English-medium instruction by working with business school
• Promoting Chinese language learning by working with Chinese Departments
Chinese for your career
3. Challenges and opportunities

1. Low birth rate
2. Global competition
3. English as an instructional medium
4. Employment-oriented
5. Technology and pedagogy
6. Motivating students to study abroad
7. OIA’s role redefined
Demographic Change

• **Low birth rate**: 0.9 child per couple, shortage of student enrollment, downsizing or merge of institutions, international recruitment wars

• **Longevity**: non-traditional student recruitment, restructure of programs, transformation of faculty capacity
Economic & Political Inequality

- **Scarce of funding**: competing for grant
- **Low tuition policy**: shortage of resources and fund raising
- **Employment oriented**: vocation-focused program, school-to-work learning experience, industry-academic cooperation
- **Equity vs. Equality**: poor gets poorer
Global Competition

• **International ranking**: teaching/learning negligence, research-oriented
• **Accreditation**: one-size fits all standards
• **International recruitment of faculty and students**: brain drained, national protectionism
Technology and pedagogy

- **On-line distance education**: quality assurance, learning engagement
- **Open courses, Moocs**: sharing or academic colonialism?
- **For-profit education supplier**: rich gets richer, degree inflation
To move or not to move, / That is the question.

1. Global mobility
   1. Language proficiency
   2. Independent spirit
   3. Cross-cultural adaptation

2. Important risks
   1. Strangeness and foreignness provide challenges for growth.
   2. We cannot educate them without making them travel.
OIA redefined

• Administrative or academic?
• Supporting or dominating?
• The role of each academic departments
• Post-OIA