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FEATURED ARTICLES

Meggan Madden	1	Introduction to Spring 2017 CIHE Journal
Rosalind Latimer Raby	2	Spring 2017 Issue Welcome
Agnieska Dziedziczak-Foltyn and Kazimierz Musial	3	Selected Issues in Higher Education Policy- The Case of Denmark and Poland
Vanessa Perduti	9	Internationalization as Westernization in Higher Education

OPINION

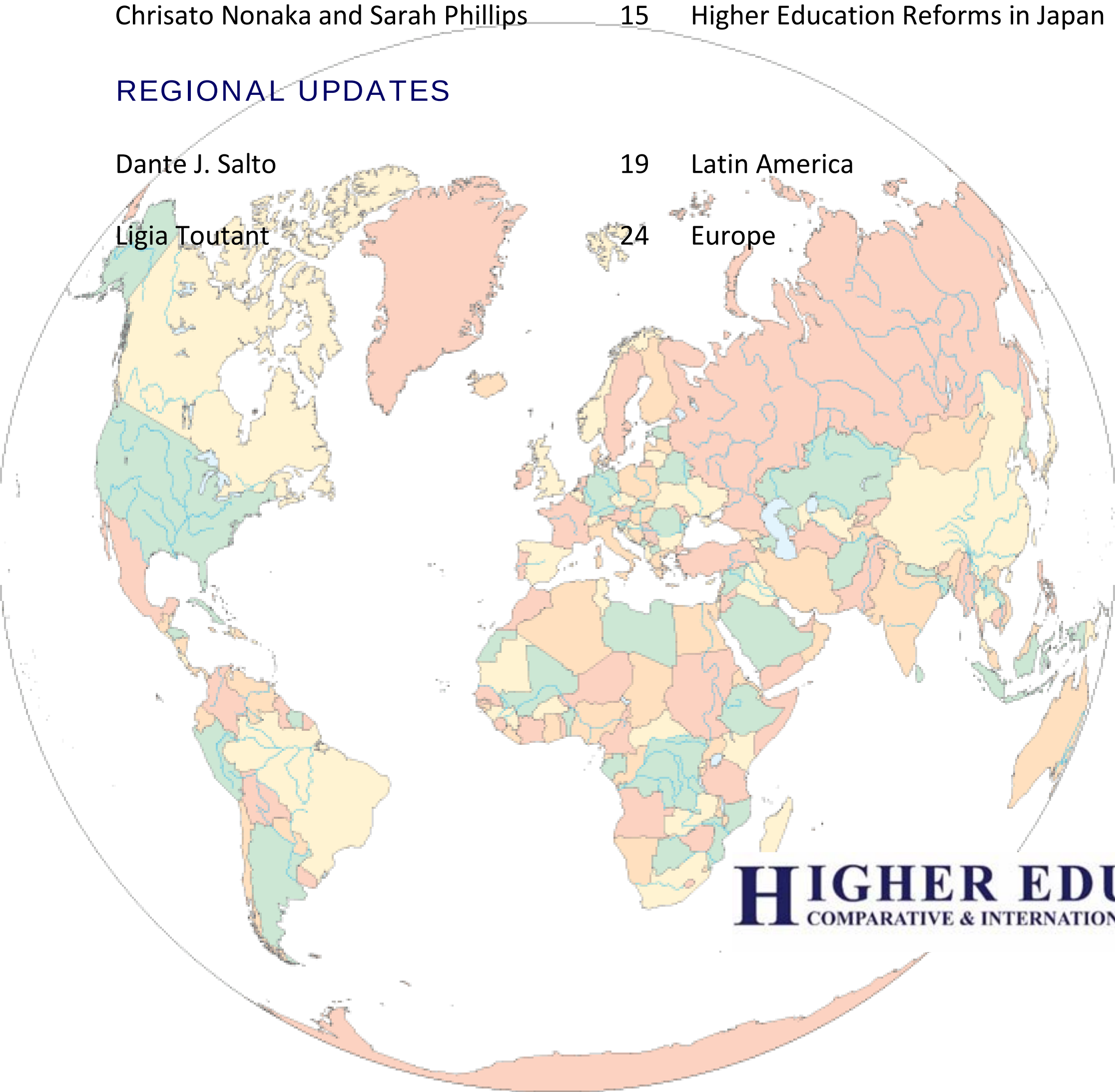
Gerard Postiglione	13	Trumpism and Universities: Advantage China?

COUNTRY FOCUS

Chrisato Nonaka and Sarah Phillips	15	Higher Education Reforms in Japan

REGIONAL UPDATES

Dante J. Salto	19	Latin America
Ligia Toutant	24	Europe



HIGHER EDUCATION SIG
COMPARATIVE & INTERNATIONAL EDUCATION SOCIETY

COMPARATIVE & INTERNATIONAL HIGHER EDUCATION

Philosophy for *Comparative and Int'l Higher Education*
This is the official journal of the Comparative and International Education Society's (CIES) Higher Education Special Interest Group (HESIG), which was created in 2008. HESIG serves as a networking hub for promoting scholarship opportunities, critical dialogue, and linking professionals and academics to the international aspects of higher education. Accordingly, HESIG will serve as a professional forum supporting development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education.

Submission and Review
The Editorial Board invites contributions, normally of around 1,500 words or less, dealing with the complementary fields of comparative, international, and development education and that relate to one of the focus areas listed in the Newsletter Philosophy section above. Electronic submissions should be sent to submissions@higheredsig.org. Manuscripts are evaluated by the editorial board—with full confidentiality on both sides—and then accepted, returned for further revisions, or rejected. For more information, please see the website at:

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Introduction to Spring 2017 CIHE Journal

The editorial team, who is made up of member of the Comparative and International Education Society's (CIES) Higher Education Special Interest Group (HESIG), has been reflecting on our mission and how it relates to our goals to promote and disseminate scholarship. Our mission:

> *HESIG serves as a networking hub for promoting scholarship opportunities, critical dialogue, and linking professionals and academics to the international aspects of higher education. Accordingly, HESIG will serve as a professional forum supporting development, analysis, and dissemination of theory-, policy-, and practice-related issues that influence higher education.*

After a very successful first decade (HESIG is in its 11th year) of establishing avenues for publishing scholarship by our members, we have moved to calling this newsletter a journal. The editorial board believes it's time to make this shift based on the rigor in which we vet our articles (a blind peer review process). We will still offer information found in a newsletter, such as regional conferences and recent comparative and international higher education publications within a particular region, as you will see in this edition. Given that the Comparative and International Higher Education Journal has an ISBN number and a relationship with University World News to re-publish selected journal articles, we believe the time has arrived to shift from calling this a newsletter to a journal. We are excited about this new step for our Special Interest Group and welcome your submissions and involvement as a peer reviewer, regional editor, or author!

CIES HESIG Co-Chair,
Meggan Madden

Spring 2017 Issue Welcome

Dear Readers –

I am pleased to share the Spring 2017 issue of *Comparative and International Higher Education (CIHE)* journal. CIHE is the journal of the Higher Education SIG of the Comparative and International Education Society (CIES). CIHE contributes to identifying and expanding important discussions taking place or emerging within the field of comparative and international education.

The Spring 2017 issue begins a new format for the CIHE Journal. Beginning with this issue, the CIHE Journal will include a combination of peer reviewed journal articles, opinion pieces, country focus updates, and regional updates that include conference, book, and article announcements. In the future, we will add new book, thesis and dissertation announcements.

The CIHE Journal is eager to attract quality research from a range of contexts, perspectives, methodologies, and intersections of disciplines. In so doing, CIHE Journal will advance the widest possible vision of educational research that is being conducted at various stages of development. While we embrace greater diversity in submissions, we will retain the highest standards

In the Spring 2017 issue, comparative and international education is explored in two themes. The first theme examines the foundation of comparative research and how that can be applied to examining three areas of higher education, policy development, quality assurance and internationalization. A construct is then utilized to compare higher education in Denmark and in Poland by Agnieszka Dziedziczak-Foltyn and Kazimierz Musial. The second theme uses a granular approach to show repercussions of internationalization for non-Western scholars that include the spread of Western pedagogy, English as a Medium for Instruction, and the pressure for academics to publish in English journals by Vanessa Sperduti. Both of these themes are addressed in the opinion piece by Gerard Postiglione, University of Hong Kong who provides a context for changing higher educational interests in our new political climate. Finally, the country focus update examines *kokusaika* [internationalization] reforms in Japan by Chisato Nonaka and Sarah Phillips. Two regional updates are included in this issue. The first is the conference, recent book and journal article update contributed by the Latin America Regional Editor, Dante J. Salto. The second is a conference update by the European Regional Editor, Ligia Toutant.

The editorial staff of CIHE is pleased to help support the CIES Higher Education SIG in advancing CIHE as a professional forum that supports development, analysis, and dissemination of theory-policy, and practice-related issues that influence higher education. I thank all of those who contributed to this edition, including the peer editors. I hope that you will consider contributing to future issues of the *Comparative and International Higher Education (CIHE)* journal.

Editor in Chief,
Rosalind Latiner Raby
Spring, 2017

Selected Issues in Higher Education Policy – The Case of Denmark and Poland

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Introduction - Higher Education Challenges and Policy Directions

Higher education systems in Denmark and Poland are interesting not only due to their distinct stages of historical development, but mainly due to their size and complexity resulting in a particular policy. Such comparisons are based on the still valid challenges enumerated by OECD experts (Santiago, Tremblay, Basri and Arnal 2008a, 2008b) in their report *Tertiary Education for Knowledge Society* almost a decade ago. The main challenges faced by higher education and their corresponding policy directions have been grouped into the following categories: (1) steering tertiary education: setting the right course, (2) matching funding strategies with national priorities, (3) assuring and improving quality, (4) achieving equity, (5) enhancing the role of tertiary education in research and innovation, (6) academic career: adapting to change, (7) strengthening ties with the labour market, (8) shaping internationalisation strategies in the national context and (9) implementing tertiary education policy. Our earlier research on comparing public policies between Scandinavia and Poland (Dziedziczak-Foltyn and Musiał 2009, 2010 and 2015), as well as our hands-on experience with regard to their higher education systems, allows us to narrow down the broad scope of possible comparative analyses and focus on the most striking challenges: steering, quality and internationalisation. In the domain of steering the challenge of finding proper balance between governmental steering and institutional autonomy appears particularly interesting. In the domain of quality we have concentrated on developing quality assurance mechanisms for accountability and improvement. In the domain of internationalisation we found quality across borders particularly worthy of investigation. The article pursues also a more universal goal to signal out a great analytical potential of comparative higher education research even if only two countries are taken into account (Kosmützky 2016; Välimaa 2008).

Steering Higher Education

We define “steering” as guiding higher education institutions through academic governance. This article mainly focuses on external governance shaped by state authorities and its relation to internal (institutional) governance falling within the competence of universities. Our primary interest has been to explore the ways in which Denmark and Poland have been responding to the challenge of steering higher education, including the maintenance of the steering balance between governments and university authorities. According to the OECD report (Santiago, Tremblay, Basri and Arnal 2008a), in Denmark the law offered self-governance to the universities as special administrative entities in public law. In Poland there was substantial delegation of operating autonomy.

Governance in Danish Higher Education

In Denmark governance in higher education has been evolving since the 1990s in the context of a change in the rules of the game occurring in the public sector as well as a gradual withdrawal of the state from its pre-existing social contract that is typical of welfare states. In the area of higher education, greater importance has been attached to its economic function defined as its correspondence with changing social needs and the effective use of funds. Denmark has been witness to governance economization processes (the New Public Management) promoting effectiveness and efficiency in resource management, which was typical of the new management model (Aagaard and Mejlgaard 2012). These processes accentuated social and economic innovation.

The so-called development contracts made between universities and the competent ministry have become the most characteristic determiner of change in Danish higher education governance. They have specified targeted funding for all academic activities to be provided over a period of several (usually three) years. Furthermore, the contracts have covered the number of PhD students and graduates of particular fields, strategic research projects and a social stakeholder engagement strategy. The contractual relationship between the university and the ministry has indicated and strengthened a clear tendency to introduce market principles into higher education policy. On the other hand, it has enabled the government to exercise constant and long-term oversight over universities through contract negotiation (Dziedziczak-Foltyn and Musiał 2009).

The change in higher education governance has also materialized in the form of managing councils comprising both internal and external stakeholders. Not only have they exercised supervision over other authorities and internal administration of a particular university but also they have occasionally taken decisions on signing a management contract with the rector who would enter with deans into a contractual relationship subject to an open competition. The deans, in turn, would be entrusted with the task of employing department heads. In terms of both financial control and the correspondence between intended and achieved results, the contract-related audit has contributed to the increase in the standardization of research and teaching (Taylorism) at the expense of scientific research freedom that is otherwise perceived as one of the innovation pillars. This practice has resulted in the universities creating self-imposed limitations concerning their research areas or the introduction of new ones so as not to go beyond the scope of the contract made with the ministry. Moreover, in the case of contractual employees, the practice has drawn attention to the interim results to be achieved within a few years. It has led to a paradox that emerges from the transition from control to supervision. The higher education institutions operating in such conditions have ceased to be innovative since contractualism itself in the context of research and teaching services has resulted in specific dynamics of self-control. Moreover, the proposed supervision has only been a different type of control, i.e. the self-imposed control exercised by a given institution (Dziedziczak-Foltyn and Musiał 2009).

Managing Higher Education in Poland

The nature of "Polish-style governance" in higher education in the 1990s is usually explored in the context of the post-socialist systemic transformation consisting in the restoration of democracy and economic liberalization. Poland's 25 years of systemic transformation have witnessed both the decrease in state regulations of higher education as well as the opposite trend. In the 1990s the ideology of market economy and lack of a state education policy led to sudden higher education market growth in the form of an overdeveloped non-public higher education sector. However, it was a quasi-free market, i.e. the market subject to state control (Dziedziczak-Foltyn and Musiał 2009). It is worth noting that the state role was limited to overseeing on-going administrative work (Antonowicz 2015).

The first, post-transformation *Higher Education Act* of 1990 introduced the principles of independence of higher education from state administration, of institutional autonomy of higher education institutions, and of academic freedom (freedom of research and teaching) as well as the rules for governing higher education through indirect mechanisms. Then, the *Higher Education Act* of 2005 granted the minister competent for higher education the right to design a framework for the higher education system. The arbitrary nature of many rights granted to the minister under the Act (Thieme 2009) as well as the extension of the minister's competence to include the right to exercise control over higher education institutions (Dąbrowa-Szefler and Jabłecka 2007) testify to the existence of the state's tight normative and procedural corset imposed on autonomous universities through acts of law and numerous regulations (Thieme 2009). According to later projections, the autonomy of higher education institutions was rated as "the European average." However, a low level of funding allocated for universities deprived them of flexibility in their operation comparable to other European countries (Górniak 2015). According to OECD experts (Fulton, Santiago, Edquist, El-Khawas and Hackl 2007), from 1990 to 2008 the competences of Polish authorities remained unchanged and included steering the system through diverse financial, regulatory and evaluative mechanisms, notwithstanding some minor changes. Furthermore, the key advisory bodies, such as the state-financed Main Council of Higher Education, consisted of the representatives of academic interest groups that excluded external stakeholders. The system of governing higher education in Poland was conservative and insufficiently oriented toward social needs as well as hampered by an excessive academicism (Fulton et al. 2007; Thieme 2009).

The strong foundation for the bureaucratic-oligarchic model in Poland delayed any real reforms of higher education echoing the trends to be found in the European Union or around the world. Based on an ambitious plan to make Polish universities more entrepreneurial, a substantial amendment to the Act of 2011 on Higher Education turned out to be a "soft" change by making any innovation initiatives contingent upon consent to be granted by the university (Antonowicz and Jongbloed 2015). Nevertheless, the wide-ranging actions taken by the Ministry of Science and Higher Education to change the law (begun in 2007) and to further amend it in 2014 culminated in the academic community gradually losing its power to steer higher education and in the state regaining its leading position in this respect (Antonowicz 2015).

Quality Assurance in Higher Education

We interpret quality assurance in higher education (QAHE) as a complex of policies, attitudes, actions, and procedures necessary to ensure quality maintenance and improvement (Woodhouse 1999, 30). The QAHE system in Poland is based on accreditation and assessment mechanisms (Santiago,Tremblay, Basri and Arnal. 2008a). The Danish QAHE model is based on the same mechanisms, though the mechanism of accreditation is secondary to the mechanism of assessment (Hopbach, Järplid Linde, Lanarès, Dias and Aho 2016).

Stable Danish Quality Policy

In the 1990s quality assurance became one of the most important issues in Danish education policy, mainly for economic reasons. In 1992 the Centre for Higher Education Evaluation was established with a view to designing programme evaluation methods, to inspiring universities to ensure quality, and to gaining both domestic and international experience. It was at that time that the foundations of the education quality assurance system became institutionalized in Denmark. The system is still based on the following: cooperation with external examiners, outcome-based auditing, and the approval of new programmes to be granted by the competent minister as well as the use of evaluation and quality assurance systems within higher education institutions (Dziedziczak-Foltyn and Musiał 2010).

Adopted in 1993, the new Act on Universities granted to academic institutions greater autonomy in terms of funding and academic programmes, which was hailed as the model of deregulation and decentralization coupled with quality assurance mechanisms. In the second half of the 1990s the idea of politics as a market action was reflected in government-sponsored reports on quality (Dziedziczak-Foltyn and Musiał 2010).

In 1999 the Centre for Higher Education Evaluation was replaced by the Danish Evaluation Institute (Danish: EVA) that significantly expanded control and quality assurance activities, while maintaining regular and mandatory evaluation of learning and teaching at all levels of the education system. Moreover, this approach also included accountability toward payers as well as the participation in the evaluation process of students, social organizations, and external stakeholders representing industry. In 2007 a new accreditation act imposed the obligation to evaluate fields of study in terms of their “usefulness” - the Minister was granted the right to delete academic programmes that failed to generate demand or to secure accreditation. Any local and intra-institutional quality assurance solutions were replaced by the process of evaluation coupled with the system of reward and punishment given for particular quality-related actions (Dziedziczak-Foltyn and Musiał 2010). However, the results of the evaluations were not legally binding and the programme accreditation system was criticized for being overly bureaucratic and causing too much workload for the HEIs. This led to introduction of institutional accreditations as recommended by the panel in the *European Association for Quality Assurance in Higher Education* (ENQA) review of 2010. From 2013 focus has shifted to put emphasis on the HEIs own responsibility for the quality assurance of its programmes, the result being that institutions with a positive institutional accreditation do not form part of the cyclical programme accreditations. Only institutions not previously accredited, or with a negative result, undergo accreditations on a programme level (Hopbach et al. 2016).

Evolution of Polish Quality Assurance System

The communist period in Poland has left a mixed legacy: significant scientific and educational achievements, and the risk of illegal actions taken for decades (Fulton et al. 2007). In the 1990s the system of higher education was growing under the influence of market mechanisms. However, it was decreasingly subject to the formal engagement of the government to ensure quality in research and education, which led to many ills and irregularities exacerbated by a drastic shortage of state funds for higher education.

Such developments generated two kinds of reaction: top-down legislative initiatives aiming at quality evaluation and licensing as well as bottom-up actions taken by academic communities with a view to ensuring voluntary accreditation and oversight. Nevertheless, the quality assurance mechanisms adopted in Poland from 1990-1999 proved insufficient. Even the effective operation (since 1998) of local accreditation committees was hampered by voluntary submission to the accreditation process, and the need to ensure quality through accreditation mainly resulted from potential benefits to be gained from the operation of a university on the education market (Dąbrowa-Szefler and Jabłecka 2007). Therefore, in 2001 the Polish government established a central quality assurance body known as the State Accreditation Committee (SAC, Polish: PKA). Although its operation in the area of education quality evaluation was positively assessed by OECD experts in 2007, the committee was requested to reduce the supervision of higher education and instead to focus on its improvement (Fulton, Santiago, Edquist, El-Khawas and Hackl 2007). Acting on the OECD recommendations, SAC formalized cooperation with international accreditation and quality evaluation institutions, such as the ENQA. However, the recent years have witnessed some efficiency challenges faced by SAC and a growing discrepancy between the needs and the number of controls performed by the institution (Górniak 2015).

In 2010 the Committee for the Evaluation of Research Units was established with the aim of issuing opinions and rendering expert advice as well as performing a comprehensive evaluation of scientific activities conducted by basic units of a given university. In the course of the evaluation process the units are assigned to categories ranging from A+ (leading level) to C (unsatisfactory). The categorization has resulted in the diversification of research funding allocated according to its quality (Antonowicz 2015).

The increase in education quality and improved quality of scientific research constitute two of the four main objectives set out in *the Higher Education and Science Development Programme for 2015-2030*. The Programme was adopted in 2015 as a result of multi-stage and multiannual preparations, which testifies to the fact that since the 1990s Poland has been witnessing a clear evolution with regard to designing a quality assurance system for higher education.

Strategies for Higher Education Internationalization

The concept of internationalisation includes educational programmes/activities that contribute to internationalised learning and the mobility of students and scholars (Santiago, Tremblay, Basri and Arnal 2008b). According to OECD experts (Santiago, Tremblay, Basri and Arnal 2008b), the main aim of internationalisation for particular countries is to develop a national strategy and comprehensive policy framework for internationalisation. In the case of Denmark, internationalisation has been a solid component of higher education development strategies for a few decades, whereas Poland has gradually become aware of the imperative to internationalise this sector since its increasing engagement in the European Union policies became more apparent and obvious.

The Imperative of HE Internationalisation in Denmark

The Danish approach to internationalisation is highly determined by the overall development narratives of the Danish state. Denmark is seen as a leading knowledge-based, highly innovative country that has to concentrate all its resources to remain competitive in the global economy. To this end the globalization strategies were conceived in the first decade of the 21st century as an active set of measures preparing Denmark to face the global challenge. The strategies included a substantial component on how internationalisation of higher education was not only beneficial but it was actually key to thrive in the globalized reality. The Danish competition state (Pedersen 2011) needs the international environment as a market for its goods and products but it also needs internationally experienced knowledge workers who are perceived as a resource and competitive advantage.

The Danish Minister for Higher Education and Science maintains that while solely one percent of GDP flows to publicly funded research, the way to get the best yield on this investment is to cooperate with international partners and pursue further internationalisation of research (Tørnes 2016). Its practical result is that Denmark is among the best countries in the world when it comes to exchanging young researchers for short stays. The long term mobility and research stays abroad do not look that good, which makes the Danish state actively engage in opening Danish research and innovation centres in places like Silicon Valley or Tel Aviv. What is noteworthy is that Denmark uses also public-private partnerships to pursue such a policy. The Innovation Centre in Silicon Valley, for instance, recently established a partnership with the Lundbeck Foundation to give young and bright Danish medical students an opportunity to study and research at leading American universities.

The general tendency of the Danish internationalisation efforts is to make a transition from quantity to quality in international mobility and networking. While for many years it has been a goal in Danish universities that more domestic PhD students and postdoctoral researchers should spend part of their PhD studies abroad (Kalpazidou and Schmidt 2012), currently the university management and government authorities make an effort to stimulate not only individual projects in the international environments but the secure creation of research communities and stimulate lasting activities and effects. This is done by providing funding for top researchers from leading research environments to spend time in Denmark, interacting with both junior and senior researchers to give them access to leading international profiles. The Danish Agency of Science, Technology and Innovation has also been very active in development of lasting international research networks are framework agreements with particular universities or research environments abroad (DEA 2016a).

In the recent years international recruitment has been prioritised. Among all newly appointed assistant, associate, and full professors at Danish universities between 2011-2013, thirty-eight percent had foreign citizenship – a percentage which has increased steadily since the period of 2004-2006. This has consequences and poses challenges for the universities to accommodate new staff and possibly make a transition to English as a language of communication. However, it goes without saying that hiring research talent from abroad is key to stimulating adequate competition for positions in Danish universities, while simultaneously raising requirements to qualify for academic positions in Denmark (DEA 2016b).

Polish Attempts at Internationalisation

Since the 1990s Polish higher education has shown greater openness to international cooperation facilitated by European programmes. However, there has been no indication of any substantial increase in future internationalisation efforts.

Notwithstanding the provisions specified in the Higher Education Act of 2005 and regarding internationalisation as a strategic objective, its level remains relatively low. The main actions taken in the area of international cooperation and exchange result from Poland's participation in developing the European Higher Education Area, particularly through the Bologna process. However, lack of a comprehensive development strategy promoting internationalisation, as indicated by OECD experts in 2007, has contributed to the low level of international student mobility. Similarly, "internationalisation at home" has been insufficiently developed (Fulton, Santiago, Edquist, El-Khawas and Hackl 2007). These developments have been confirmed by one of the lowest incoming and outgoing mobility indices in Europe, a low absorption of European research grants, and a low level of international cooperation in scientific research (Górniak 2015).

The relatively low positions of the best Polish universities in international rankings have generated discussion on internationalisation and even acted as a spur for political reforms in this respect (Antonowicz 2015; Górniak 2015). On the other hand, comparative research conducted by Marek Kwiek (2015) demonstrates that the Polish academic community is relatively well internationalised in the area of teaching, which is not the case with regard to publications and scientific research. Meanwhile, the scientific productivity of Polish scientists is strongly correlated with international research cooperation. It is noteworthy that this correlation is significantly higher in Poland than in other European countries. In this way a higher level of internationalisation is translated into higher research quality.

In recent years the discussion on internationalisation as specified in *the Higher Education and Science Development Programme for 2015-2030* has been gaining momentum and led to the formulation of the following objective: a climb in international rankings as a sign of the internationalisation of higher education and research institutions. However, the adoption of a comprehensive strategy making internationalisation part of the development programme will not suffice without the financial assistance to be provided by the state.

Conclusions

The different patterns of higher education development in Denmark and Poland have exerted considerable influence on the approaches adopted by the countries to the main challenges faced by higher education. The main difference lies in the fact that steering and internationalisation were recognized as strategic challenges in Denmark long before they were in Poland. Therefore, Poland has a lot of catching up to do particularly in terms of internationalisation. As regards contractualism, Poland has a lot to learn from Denmark. The quality-related challenge was similarly approached in both of the countries.

This article presents three groups of challenges illustrated with selected specific examples. As this study is by no means exhaustive, it should be complemented with the analysis of the remaining challenges to facilitate our understanding of higher education policy shaped by different historical and geographical conditions.

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Internationalization as Westernization in Higher Education

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Internationalization as Westernization in Higher Education

A commonly held belief is that the more international a university is, the better it is. The internationalization of higher education (IoHE) certainly has the potential to attract more students, improve an institution's programs and financials, heighten its prestige, and provide students with diverse opportunities to engage in intercultural dialogue in order to have a greater understanding of the world (AUCC 2014; Enders 2004; Knight 2001; Knight 2012). However, it can also be argued that there are negative implications associated with IoHE including the neoliberal emphasis on marketability and "academic capitalism" (Torres 2011). IoHE can also be critiqued for being equated with Westernization, the topic of this paper. Through a postcolonial lens, I critique the Westernization of higher education by examining curricular issues including the spread of Western pedagogy, English as a Medium for Instruction (EMI), and the pressure for academics to publish in English journals.

Postcolonial Theory

Postcolonial theory provides the framework for this paper to help interrupt accepted knowledges and ways of thinking, seeing, and doing. Specifically, it recognizes the history and legacy of European colonialism and how "it continues to shape most contemporary discourses and institutions, politically, culturally and economically" (Rizvi, Lingard, and Lavia 2006, p. 250). Postcolonial theory performs a valuable role as it shows continued cultural domination through the continued burden of power structures (Rizvi 2007), particularly in education. Further, Western knowledge, as Christina Paschyn (2015) discusses, has adversely come to be accepted as the ultimate mode of knowledge, even among the colonized.

Spread of Western Pedagogy

There is evidence to suggest that, through the IoHE, curricula are also impacted as higher education institutions (HEIs) Westernize their courses and programs. One example is the implementation of Learner-Centered Pedagogy (LCP), "perpetuat[ing] neocolonialism and Western hegemony" (White 2015, p. 115). By definition, LCP places the student at the forefront of educational practice and as an individual learner "constructing and assimilating knowledge" (Vavrus and Bartlett 2013, p. 5). But, whose and which knowledges?

LCP has been demonstrated and imposed in a variety of non-Western education settings. One case is Mwenge University College of Education in northern Tanzania (Vavrus and Bartlett 2012). Also, in similar contexts, Western "inspectors" (de Grauwe 2001) are often brought in as consultants to place value on the "currency, quality and relevance" (Gyamera 2015, p. 119) of education in the "non-West", also illuminated through Ghanaian universities of Ndebang and Mawuta.

Based on Western concepts like LCP, or additionally, communicative competence or learner autonomy (Ruan and Jacob 2009), requirements for English are also outlined specifically in syllabi across the world. Interestingly, in the case of South Africa as in other colonized African countries (Probyn 2005), indigenous traditions may actually be more student-centred in practice than Western pedagogy. Western pedagogy, in fact, is frequently teacher-centred. Still, many schools outside of the West continue to push for the adoption of Western ideals, negating "indigenous knowledge systems, values and beliefs" (Larsen 2016, p. 8) and failing to recognize local realities.

English as a Medium of Instruction (EMI) Within Higher Education

English is one of the most widely used languages around the globe and has become an important tool for international communication. The use of English as a Medium of Instruction (EMI) in higher education, in particular in academic discourse, has become increasingly common in non-English-speaking countries (Larsen 2016; Lu and Ares 2015). Phan Le Ha and Osman Barnawi (2015) look at the "fast-growing role of English" in IoHE as a "product and a promoter of neoliberalism" (p. 545). It reveals itself in various EMI programs, which have been implemented in universities in non-English speaking countries globally.

In particular, there are numerous examples of EMI programs across East Asia, for example, including, but not limited to, The People's Republic of China [PRC] (Lu and Ares 2015), Hong Kong [HK] (Larsen 2016), Taiwan (Shih 2014), Singapore (Rudby 2005), and Malaysia (Lim 2015). More critically perhaps is looking at the reasons why EMI programs are spreading. In the PRC, for instance, EMIs are associated with the desire to improve economically (Lu and Ares 2015). This is due in part to their strong Confucian beliefs, which stress economic well-being and education because "the individual works not for self-benefits but for the entire family" (Nisbett 2003, p. 15). In Hong Kong's context, their postcolonial status and desire to "perform Britishness" (Yeoh and Willis 2005) in its own new way followed its changing status as a Special Administrative Region of the PRC. Moreover, students in HK, Singapore and Taiwan are driven to enroll in EMI programs so they can develop and gain cultural capital and better position themselves and their families for future success and entitlement (Larsen 2016; Leonard 2008; Nisbett 2003). In Malaysia, English has spread so it can "compete successfully in the new information technology industries" (Lim 2015, p. 3).

Publishing in English Academic Journals

The emergence of English as the dominant language in academia also extends into scholarly publishing (Curry and Lillis 2004; Di Bitetti and Ferreras 2017; and Kirkpatrick 2009). Many non-native English speaking (NES) scholars feel the pressure to publish in English. For example, academics in Latin America often publish in English-language international journals rather than in the vernacular languages, and also lean heavily toward publishing in journals that are "major" and "privileged for resource allocation and academic advancement" (Torres 2011, p. 185). Other research demonstrates similar pressures academics in European countries are facing (Curry and Lillis 2004), as well as in East Asia (Lo 2009). This is evidence of the sociolinguistic domination of English. We see that, as English spreads outward, its language users inhabit a "third space" (Kramsch 1993) when it comes to academic writing and publishing interests.

Publishing in English is what Smeyers (2014) deems one of, if not, the most important driver of educational research in terms of being rewarded by one's institution. One particular Spanish professor problematizes this notion. "After six years of research, you have to select 5 things but the unwritten rule is if in those 6 years, the 5 things you present, 2 of them are in English language medium, you get the research promotion . . . the scholarships . . . projects . . . that sort of things [sic]. That's part of the pressure" (Curry and Lillis 2004, p. 676). Publishing is often tightly linked with research funding, career advancement and promotion, rivalry among individual colleagues and parent institutions, global ranking, etc. to build "world class" institutions (Lo 2009).

Moreover, compared to English language papers, non-English papers are read and cited less frequently (Dinkel, Berth, Borkenhagen, and Bräher 2004). Non-English language journals are also usually ranked below English-language journals by the Institute for Scientific Information. Journals with a comparatively low impact factor are considered unattractive for researchers aiming to publish high-quality research. Problematically, researchers who do not have English as their first language are under more immense pressure to not only publish their research findings but to also do so English (Curry and Lillis 2004; Lillis and Curry 2010; and Swales 2004).

Discussion

Internationalization of higher education is promoted as a vehicle for enhancing cross-cultural relations and for understanding of difference. However, as I have argued in this paper, the influence can also be negative under the guise of Westernization citing examples as the spread of LCP, the promotion of EMI, and the publication of articles in English language journals.

Through the global diffusion of Western ideas, thinking about education has become universal, dominated by a set of Western assumptions grounded in the broader discourse of neoliberalism (Samoff 1999; Spring 2015). These assumptions include that those in Other (non-Western) societies are homogeneous, lack free will, and are deficient (Andreotti and de Souza 2008), while the West is heterogeneous and encourages people's freedom to "craft" their own lives (Tawake 2000). Thus, the assumption is that Western values, pedagogies, and English language is best, or at least better than the "rest", continues to reinforce the binaries between the East and West.

In the context of English and association with the West, it has not developed at random. Economic, political, and sociocultural success are equated with English and LCP pedagogies in today's globalizing world has thus come to be equated with the West. Internationalization has become a one-size-fits-all approach with the "one-size" being Western and local contexts are ignored or minimized. For example, Vavrus and Bartlett (2012) note with respect to LCP in Tanzania, the initial "inequality in the distribution of pedagogical and content knowledge...due in part to teachers' differing opportunities…and their unequal access to textbooks, journals, and the internet" (p. 653).

Moreover, scholars in settings where English is not the mother tongue also face challenges with the imposition of English. Di Bitetti and Ferraras (2017) suggest that the phrase "*publish or perish*", should be rephrased as "publish in English or perish" (p. 123), given that those who do not publish in English are at risk of being "punish[ed]" (p. 123) or not be cited at all. Thus, we can see how the imposition of LCP and EMI ignore the well-known fact that educational "directions, aims and practices, are shaped by a host of social, cultural, religious and ideological influences" (Diallo 2012, p. 175).

The imposition of English and Western pedagogical approaches does not take the local implementation challenges into account, particularly in resource-poor settings. The fact that local cultural contexts are not taken into account with the spread of LCP and EMI demonstrates how "postcolonial powers are simply imposing their views on other nations" (Spring 2015, p. 11). Clearly, the spread of LCP, EMI, and English language journals is a current manifestation of colonization. Dominant colonizing discourse depicts the West as "more knowledgeable, consummate, older, wiser" while the Other is reduced to the "naïve, younger, and inexperienced" (Kulpa 2014, p. 431). As Battiste (2004) claims, academic and pedagogical attitudes are, in fact, inherited from colonialism (i.e. Western, Eurocentric).

Conclusion

Moving forward, it is important to take a step back and reflect. The role of the university is "to produce new knowledge in…cultural, economic and social spheres, but also to preserve the knowledge historically accumulated by civilizations, societies, communities and individuals" (Torres 2011, p. 179). Unfortunately, through the institution, Western epistemologies have been "produced and reproduced in such a way as to engineer other non-Western epistemic forms to be non-existent" (Paraskeva 2013, p. 1). The purpose of universities and the role of academics are under challenge (Blackmore 2014). As researchers, we must be aware of the systematic and continued privileging of certain knowledges, and particularly in global settings that have historically been colonized and continue to be Othered in the present.

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Opinion: Trumpism and Universities: Advantage China?

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Like never before, universities have become instrument of national competition but diplomatic relations between large and powerful nations can have major repercussions. When the US and China were on the verge of normalizing relations in 1979, Chinese leader Deng Xiaoping became adamant about having a thousand talented scientists who are recognized around the world. Ezra Vogel recounts the story of a 1978 phone call from China to President Jimmy Carter at 3:00 a.m., Washington time, by his science advisor because Deng wanted quick approval to send several hundred Chinese immediately to study at American universities, followed by thousands within a few years. Since then, diplomatic relations between the US and China have steadily improved through not without regular periodic strains over economic, political and military issues. Nevertheless, economic interdependence and finely tuned statecraft ensured that cool heads prevailed in times of stress and economic progress for both countries continued for several decades.

Yet, there are signs that US-China relations are in for a jolt with the newly installed US president who has threatened to undue forty years of US-China diplomacy and ignite a trade war between the world's two largest economies. Both country leaders have a similar goal. For President Trump it is to make America great again by making better deals to ensure economic might. For President Xi it is to rejuvenate China and restore it to its place when it lead the world in GDP for 17 centuries. While China has opened further and declared its support to deepen economic globalization, the new US administration has turned inward to save jobs for workers who fell victim to what Tom Friedman calls the "flattening world."

Trump's vitriol was initially met with anger from Beijing. That soon turned into laughter at what the Chinese press perceived as amateur statesmanship. However, the possibility of new tariffs to block access to the US market is being met by plans for a Chinese economic pivot. If tensions continue, there could be several potential consequences for universities.

First, American educational programs and campuses that now operate in China may feel more pressure from a Trump administration than from the Chinese government. While the political atmosphere has tightened at Chinese universities, American campuses in China continue to operate with little interference. Nevertheless, Republicans in Congress have already begun to harass American campuses for compromising academic freedom without evidence. Meanwhile, they ignore Scott Walker's attack on academic freedom on the campuses at the University of Wisconsin.

Second, Trumpism's contention that China is stealing American jobs, even though the decision to transfer jobs was made by American corporations, may come to affect universities. Chinese scientists who graduate from US universities and join the American workforce may find a backlash or even tougher visa restrictions if they are perceived as taking jobs from American graduates. Trump stokes suspicion about Chinese as hackers, which may create an even more toxic atmosphere for Chinese scholars studying and visiting the US universities, especially in fields such as computer science, a field that China sees as essential to its economic restructuring.

Third, the Obama initiative to send thousands of American students to China for language study may find itself less popular in an environment of China bashing under Trumpism. The aim of the Obama initiative – to build future trust and understanding, could be severely compromised.

Fourth, the illiberal turn of Trumpism, and toughening of entry for scholars from majority Muslim countries, may make young scholars and scientists from some countries give more serious consideration to the long term advantages of study at a Chinese university.

Fifth, while Trumpism weakens the resonance of liberalism and globalization in American universities, China stands to gain as it takes a lead in economic globalization with its Belt&Road initiative, Asian Infrastructure Investment Bank, and the space left by the elimination of Obama's TPP proposal. With as many college educated citizens as the US by 2020, several globally competitive universities, and generous funding for attracting noted scientists for short-and long term visitors, China stands to gain. While much energy at American universities will be focussed on fending off Trumpism amidst an international atmosphere made unsteady by questions about possible change in US policy in Europe and Asia, China's top tier universities may gain in global influence. China is already the third most popular destination for international students and climbing.

Sixth, the wild card is tension in the South China Sea. For the PRC, Taiwan in non-negotiable and territorial claims are a matter for countries in that region who have claims. Should this situation intensify, educational and academic exchanges would surely fall victim to any conflict. For example, China may restrict the Fulbright program as it has done in the past. Such a move could lead to a tit for tat with Confucian Institutes in the US. Moreover, Trump's reversal of the TTP weakens Southeast Asian nations' balancing act between China and the US. Overseas study of Southeast Asian students would shift even more than at present to China.

In short, there will be no winners in a changing relationship between the US and China. Universities in both countries could suffer. Nevertheless, the advantage could go to China if it continues to invest heavily in teaching and research, while ceding more autonomy to universities, and furthering its internationalization. China's research universities with increased institutional autonomy will not only help to restructure the economy by injecting more innovation into the mix, but also extend its influence on international higher education. The US-China relationship under the new administration will surely test the autonomy of universities in both countries, and the potential of the academic community to be a force for rational communication. This is an opportunity for universities to distinguish themselves not only as instrument of national competition but also as institutions for international peace. Universities in both countries may not be able to eliminate the confrontations that may be in store under a Trump administration but there is much they can do to keep US-China relations on an even keel until 2020.

Higher Education Reforms in Japan

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This is a brief overview of Japanese higher education and its recent *kokusaika* [internationalization] efforts. Chisato Nonaka is originally from Japan and has worked with and in Japanese higher education institutions (hereafter HEIs) for over eight years. Her current research focuses on the identity(ies) of Japanese university students. Sarah Phillips has worked in the field of international education for over 15 years with the past twelve years at Rice University where her work has focused on the development of international research and educational exchange programs between the U.S. and Japan for science & engineering (S&E) students. Her current research focuses on the motivations for participation in and impacts of international experiences for S&E students.

Introduction

Over the past few decades, the Japanese government has annually spent billions of yen (millions in USD) to transform Japanese HEIs into the flagship model for the implementation of *kokusaika* [internationalization] reforms. When the idea of *kokusaika* first appeared as a keyword in political discussions during the Nakasone cabinet in the 1980s, it was used as a mantra for the modernization and transformation of Japan into a more globally competitive nation from an economic and business stand-point (Burgess 2004; Seargeant 2011). During the late 1980s to early 2000s, *kokusaika*-laden policies and programs grew in volume and became particularly important within the education sector.

Some of the major education policies and programs from this era included the Japan Exchange and Teaching Programme (JET), established in 1987, and the "Japanese with English Abilities" plan (2003 - 2008) that culminated in the Project for Establishing University Network for Internationalization (2008 - 2010). More recently, the government has rolled out large-scale *kokusaika* policies such as the Global 30 Project (2009 - 2013), the Global Human Resource Development since 2012, and the Top Global University Project (2014 – 2023). These programs seek to internationalize HEIs primarily by increasing international student enrollment, increasing the numbers of foreign faculty members and degree programs in English, and providing support for English language study and international engagement for Japanese students.

Internationalization to What End?

While these government-initiated projects are inspired by "the idea of" *kokusaika* or *gurobaru-ka* (globalization), these terms still remain vaguely defined in Japan (Breaden 2013; Rappleye 2013). In fact, *kokusaika* or *gurobaru-ka* is often used as a convenient label to promote education-related ideas or services, not necessarily as a term to define the reality of Japan where teachers are increasingly required to tend to the needs of students and their parents with diverse backgrounds (including non-Japanese-speaking background children in Japan: Nakane, Otsuji, and Armour 2015). In that sense, the current *kokusaika* policies may be largely driven by the economic or political desire to compete globally (Ishikawa 2009; Kariya 2014), rather than by the desire to respond to changing economic and population realities such as Japan's rapidly aging and diversifying society.

This desire to compete globally is best exemplified by *kokusaika* efforts to develop "world-class" HEIs in Japan with strong showing in HEI global rankings. Despite the resources dedicated to these efforts, prestigious Japanese HEIs (including the University of Tokyo, once the top university in Asia) continue to slip down the rankings of the world's top universities (Kyodo 2015; Kyodo 2016). To address this, Prime Minister Abe set a target to have 10 Japanese universities in the top 100 world institutions by 2025, a doubling from the five Japanese institutions then listed in the QS World University Rankings top 100 list (Kingston 2015). Although the legitimacy of such university rankings must be scrutinized for their economic, political, and methodological implications, the picture of the faltering Japanese university rankings may serve as a wake-up call to revisit Japan's *kokusaika* policies.

Indeed, many scholars have already pointed to fundamental challenges in Japan's effort to internationalize the higher education sector (Breaden 2013; Burgess et al. 2010; McVeigh 2002; Ninomiya, Knight, and Watanabe 2009; Phan 2013; Rivers 2010; Toh 2013; Tsuruta 2013; and Whitsed and Volet 2011). Most notably, Brian McVeigh's (2002) seminal work on Japanese HEIs helps to understand how the higher education sector is part of the larger social mechanism that "sort[s] students in the most rational, efficient, and 'egalitarian' (i.e., standardized) manner" (2002, p. 41). To such an enterprise, Japanese HEIs, *kokusaika* is just an excuse to protect and promote their own economic and political agenda.

Elaborating on McVeigh's view, Chris Burgess et al. (2010) criticize that *kokusaika* cares "less about transcending cultural barriers and more about protecting them" (2010, p. 463). In a similar tone, Jeremy Breaden (2013) argues that the nationwide *kokusaika* project may be a response to Japan's national identity crisis and economic, social, and demographic changes. For example, the declining birthrate and aging population issues have stimulated a discussion on whether or not to amend immigration laws with the aim to secure a globally competitive workforce for Japanese industry. Thus, on the one hand, *kokusaika* can be seen as an opportunity to open up the country and welcome more students and potential workers with diverse backgrounds. Indeed, the types of students Japan sought to attract by its call to host 300,000 international students by 2020 are the types of students that may be most helpful to maintaining global competitiveness of Japanese business and industry (Kamibeppu 2015). On the other hand, this opening may conflict with traditional views of national identity, social cohesion, and fear of demographic change (Rivers 2011). Accordingly, the internationalization of higher education in Japan must be seen as both an opportunity and a challenge.

Internationalization and English Education

With the idea of *kokusaika* now firmly established in Japanese HEI and government policy, English is treated as *the* foreign language of most significance. Understandably, such programs and policies work hand-in-hand with the current *eigo-netsu* (passion for English) among students, parents, and businesses that continue to feed into the fear of as well as the passion for *kokusaika* (Kanatani 2008). Government initiatives have also sought to increase the number of Japanese *ryugakusei* (students abroad) in response to a long-standing trend of declining participation and perceptions that Japanese students today are "inward-looking" (Bradford 2015). While the Japanese government may focus on global competitiveness as a key motivator, for students, the motivations and impacts of international study are more personal. In a series of interviews with female *ryugakusei*, Ayako Ogawa (1998) highlights how study in the U.S. can provide a sense of freedom and ability to "break-out of the mold" of Japanese culture, how English fluency may provide an opportunity to increase their standing within Japan's male-dominated workforce, and how the experience of internship opportunities can provide an understanding of U.S. approaches that could be integrated into their field in Japan. As Lynne Parmenter (2014) notes, there is a "tension between national and global, which is still evident in politics and curricula, although it may be less true in the minds of young people themselves" (p. 212-213). More research is needed on student motivations and impacts of international engagement when considering the efficacy of government-initiated internationalization efforts.

Conclusion

Given this background, what may be increasingly important is to listen to the often-absent voices of students and teachers at the height of such *kokusaika* efforts today. By doing so, it helps us to not only better understand the current *kokusaika* state of Japanese HEIs, but also to re-envision what *kokusaika* can look like for the higher education sector and Japan at large.

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Regional Update: Latin America

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Conferences

9th Ibero-American Congress on Education and Society, 14-17 March 2017, Mendoza, Argentina. Website: http://www.cieduc.org/2017/index.html

2017 Brazilian Association for International Education Annual Conference, 8-12 April 2017, Porto Alegre, Brazil. Theme: Social engagement and innovation in the internationalization of Higher Education. Website: http://faubai.org.br/conf/2017/

35th International Congress of the Latin American Studies Association (LASA), 29 April – 1 May 2017, Lima, Peru. Theme: Dialogues of Knowledge. Website: https://lasa.international.pitt.edu/eng/congress/

8th University as a Research Object Congress, 3-5 May, 2017, Santa Fe, Argentina. Theme: The university reform in between two centuries. Website: http://www.unl.edu.ar/u17/

2nd Ibero-American Comparative Education Congress, 24-27 May 2017, Joao Pessoa, Brazil. Theme: Internationalization and Comparative Education: Processes and Effects on Education Policies, Methodologies and Practices. Website: http://www.educacaocomparada.com.br/

4th Interdisciplinary Congress on Education Research. 9-11 August 2017, Santiago, Chile. Theme: Questioning the Reform. Challenges and accomplishments for Chilean Education. Website: http://www.achie.cl/ciie/?page=home

1st Regional Meeting on Higher Education Research, 25-27 October 2017, Montevideo, Uruguay. Website: http://jies.cse.udelar.edu.uy/

Conference of the Americas on International Education, 11-13 October 2017, Montreal, Canada. Website: https://www.caie-caei.org/

1st Regional Meeting on Higher Education Research, 25-27 October 2017, Montevideo, Uruguay. Website: http://jies.cse.udelar.edu.uy/

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Regional Update: Europe

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Dear Reader,

Most of us are global citizens navigating through various contexts for work, family matters, or pleasure, but among the most rewarding experiences is challenging one's knowledge and worldviews against other people's knowledge and worldviews. Indeed, the role of conferences has changed over the years from strict academic presentations of research results into places for testing one's ideas, socializing, finding partners and collaborators, learning about the latest news in technology, and much more. If you reside in the U.S., I highly recommend an overseas experience. Participating in a conference is a good choice because the organizers take care of most of your needs and give you a package that includes hotel, food, local excursions, etc.

Last year, I participated in the International Conference on Education, Research and Innovation that took place in Seville, Spain. My submission "The Nuts and Bolts of a Global Classroom in Higher Education: An Educator's Perspective" was received enthusiastically. My objective was to discuss a higher education global classroom project and the technology-enhanced learning platform that originate at a private research university on the U.S. east coast. The global classroom is succinctly defined as distance education courses from any discipline that incorporate a global dimension into their content and delivery so that students from different world locations complete a project or find solutions to problems by working together and building on each other's ideas. However, for me, the most important goal was to find partners and collaborators for my project. Although those hopes did not materialize, I gained valuable teaching tips and ideas that I will use in my global classroom project.

Upcoming Conferences in Europe

EDULEARN is one of the largest international education conferences for lecturers, researchers, technologists and professionals from the educational sector. After 9 years, it has become a reference event where more than 700 experts from 80 countries will get together to present their projects and share their knowledge on teaching and learning methodologies and educational innovations. The 2017 edition of EDULEARN is sure to be among the most successful education conferences in Europe.

EDULEARN17, the 9th annual International Conference on Education and New Learning Technologies, 3-5 July 2017, Barcelona, Spain. Website: https://iated.org/edulearn/?utm_source=mailingFEB2&utm_medium=email&utm_campaign=EDULEARN17

European Society for Research (ESREA) promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications. Active members come from most parts of Europe. Forthcoming conferences and seminars: http://www.esrea.org/conferences_and_seminars?l=en

9th ESREA Conference of the Network Between Global and Local: Adult Learning and Communities (BGL-ALC), 25-27 May 2017, Wroclaw, Poland. Website: www.BGL2017.dsw.edu.pl

3rd ESREA Conference of the Network on Policy Studies in Adult Education, 8-10 June 2017, Verona, Italy. Website: http://profs.formazione.univr.it/esreapsae2017

2017 ESREA Conference of the Network on Gender and Adult Learning, 12-14 October 2017, Koblenz, Germany. Theme: Gender – Diversity – Intersectionality. (New) Theories and Policies in Adult Education.

5th Biennal ESREA Research Network for Adult Educators, Trainers and Professional Development (ReNAdET), 18-20 October 2017, Tallinn, Estonia.

Theme: Learning Journey. Adult Educators and Social Changes. Website: https://ec.europa.eu/epale/en/node/31788

8th Conference of the ESREA Network Identity, Voice, Creativity, Action!, 9-11 November 2017, Leeds, UK.

International Conference of Education, Research and Innovation (ICERI) aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of Education, Research and Innovation, and discuss the practical challenges encountered and the solutions adopted. The conference will be held every year to make it an ideal platform for people to share views and experiences in Education, Research and Innovation and related areas.

7th International Conference on Education, Research and Innovation, 6-8 August 2017, Taipei, Taiwan. Website: http://www.iceri.org/