Nurturing Caring Leaders through Quality Higher Education: The Role of Liberal Arts University

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Global and Regional Trends

• The massification and privatization of higher education
• The quest for world-class university status
• The growing trend of international and transnational higher education in Asia
• The advancing technology and its impact on teaching & learning and university governance
• The challenge for quality assurance when higher education provision is increasingly proliferated
• The call for entrepreneurial university and vocationalizing higher education
• The intensifying competition for regional education hubs
Massification of Higher Education: A Growing Trend in East Asia

Expansion of Higher Education in Selected Asian Countries/Areas
Proportion of Graduates

- The percentage of 25-34 year-olds and 55-64 year-olds who have attained tertiary education

Source: Table A1.3a in *Education at a Glance* (OECD 2011).
Massification of Higher Education: Challenges for Youth Employment in East Asia

- The Asian financial crisis of 1996-97 and the global financial crisis of 2007-2008 have inevitably interrupted continued and rapid economic growth in East Asia as before the crises;

- Expansion of higher education and massified higher education systems have produced more graduates than the market needs;

- Similar to Europe, the crises have not spawned growing anti-capitalist movements amongst youth. It has also intensified inter-generational conflicts which have been rising for some time.
The Rise of the High-Skilled but Low-paid Job

• There is increasing cost competition for high skilled professional jobs due to:
  • Routinization of many graduate jobs (digital Taylorism)
  • The Global Auction and Out-sourcing of many high skilled jobs to lower wage countries. China is doing the same as others.
  • Increasing global supply of highly skilled graduates
• The rise of the high-skilled but low-paid job leads to dissatisfaction of pay and upward social mobility
In the USA, Richard Vedder and his associates reckon that about 52 per cent of four year college graduates are in jobs that match their skills while 48 per cent are overqualified. They also report that over 5 million college graduates are in jobs that require less than high school education. Many graduates are doing sub-graduate work. While the figures vary depending on how underemployment is measured, the best estimates suggest that between 40-50 per cent of young graduates are underemployed. In Britain, the figures are remarkably similar. The Office for National Statistics reports that underemployment amongst graduates has risen in the UK in recent years (Hugh Lauder, 2014). Similar challenges are emerging in Asia when China has produced more than 7 million of university graduates annually, while Japan and South Korea have found difficulty to find jobs matching graduates’ knowledge and skills (Mok and Wu, 2015; Lauder, 2014).
Under Employment: The Position in East Asia

• A similar story is unfolding in East Asia:
  ❑ In South Korea there are 3 million economically inactive graduates.
  ❑ In Japan, some 38 per cent of graduates in 2009 were unemployed 8 months after graduation, and that figure has not improved.
  ❑ In India one in three young graduates are unemployed.
  ❑ In China, although accurate data is hard to come by, it appears that in 2013 only 38 per cent of graduates were issued contracts: contracts being an indicator of quality jobs (Hugh Lauder, 2014).
## Youth Unemployment in East Asia in 2013 (selected countries)

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

**Source:**
Strategic and Proactive for managing changes

- Increasing pressure for managing changes under the globalization context
- Growing tensions between national development and individual needs
- Questing for global competitiveness and pressing demands for local needs
- Addressing changing expectations for higher education
- Managing rapid socio-economic changes and labour market needs
University Governance: 
Fit for Purposes

• Promoting positive changes
• Enhancing student learning
• Strengthening research capacity building
• Bringing positive impacts on society
• Making innovations and enhancing creativity
• Enabling global status
• Asserting soft power
• Enriching cultural development and human well-being
Quality Assurance in Hong Kong Universities

Major Quality Assurance Exercises in HK’s Higher Education

香港高等教育質素保證主要工作
• Teaching and Learning Quality Process Reviews (TLQPR) （教與學質素過程評估）

• Management Reviews （管理評估）

• Quality Assurance Council (QAC) Audit （質素保證局核證）

• Research Assessment Exercise (RAE) （研究評審工作）
Lingnan University

Top 10 Liberal Arts Colleges in Asia
(named by Forbes, 2015)
Liberal Arts Education at **Lingnan University** is recognized by QS University Rankings Asia 2016

Lingnan University’s ranking surged by 33 places, approaching to Top 100 among Asian universities.

According to QS, Lingnan University is ranked in:

- **TOP 50**: The top 50 (48) in Asia in terms of **number of terminally qualified faculty** (i.e. with PhD) as a percentage of total faculty numbers.

- **TOP 20**: The top 20 (15) in Asia in terms of **international faculty** as a proportion of the total.

- **TOP 30**: The top 30 (29) in Asia in terms of an **international student body**.

- **TOP 10**: The top 10 in Asia in terms of **numbers of inbound exchange (7) and outbound exchange (5) students** as a percentage of total student body.
Quality Audit for Quality Enhancement

• **Quality Audit 2016** of Lingnan University
  - The QAC findings confirm that Lingnan University is committed to providing quality whole-person education informed by the best of Chinese and Western liberal arts traditions;
  - Nurturing all-round excellence in students;
  - Encouraging faculty and students to contribute to society through original research and knowledge transfer.
  - Commending Lingnan University’s efforts to increase interdisciplinary learning opportunities;
  - Commending LU for developing a science component within the undergraduate core curriculum;
  - Commending LU for the rebalancing of teaching and research in order to sustain its mission as a liberal arts university;
  - Noting the value added to the University’s student body, which is realised through substantial financial and human investment in small classes and broad exposure of students to international and service-learning experiences

• **QS Asian University Ranking 2016**: LU is **TOP 10** in terms of number of inbound exchange (7) and outbound exchange (5) students as a percentage of total student body
Key Elements of LU Liberal Arts Education

- Broad-based curriculum
- Close staff-student relationship
- Fully residential campus
- Rich out-of-class learning experiences
- Active community service
- Multi-faceted workplace experience
- Strong alumni and community support
- Global learning opportunities
Internationalisation in 6 Dimensions

I. Students
overseas students

II. Staff
a richly diverse staff community

III. Curriculum
Internationally recognized courses; emphasis on other cultures, languages and ways of understanding

IV. Medium of Instruction
over 75% classes in English

V. Infrastructure
100% on-campus residence

VI. Co-curricular experiences
an array of internationalisation activities
Over 180 partners across 40 countries / regions
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 Centre led by

Partners:
Promoting Inter-University Cooperation

Working with leading professors from:

- University of Sydney
- University of York
- Institute of Education UCL
- University of Bristol
- University of Leeds
- University of Toronto
- University of Sheffield
Building Strategic Partnerships for Institutional Advancement
A Top 10 Liberal Arts College in Asia (Forbes, 2015)

Master of Arts in International Higher Education and Management (IHEM)

國際高等教育
與管理文學碩士

International Learning Experience

Division of Graduate Studies (DGS)
International Postgraduate Summer School, 2017

Co-host
International Postgraduate Summer School
25 June - 15 July 2017
One Week @ Lingnan University, Hong Kong
Two Weeks @ Hertford College, Oxford University, United Kingdom

Co-organizers

Enquiries: dgs@LN.edu.hk / (852) 2616 8720
(Deadline: 30 April 2017)
Liberal Arts Education in an Asian Context: Achievements, Challenges and Perspectives

Dates: November 20-21, 2017 (Monday-Tuesday)
Venue: Hotel ICON, Tsim Sha Tsui East, Kowloon, Hong Kong
Website: http://www.ln.edu.hk/asian-liberal-arts-conference
Email: oge@LN.edu.hk
Tel: (852) 2616 8990

The Launch Conference for Alliance of Asian Liberal Arts Universities
Launching **Alliance of Asian Liberal Arts Universities 2017**

- Theme: Liberal Arts Education in an Asian Context: Achievements, Challenges and Perspectives
- Promoting Liberal Arts Education and Whole Person Development in Asia and beyond
- Offering alternative learning pathways for students preparing for uncertain futures
- Nurturing Caring Leaders with Global Vision
- Questing for Excellence with a Soul
- Collaboration matters in a globalizing world
Excellence with a Soul

• 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
Thank you!