



A Comparative Study of Hong Kong branch campuses in UIC and CUHK SZ: Motivations, Challenges, Impacts on Higher Education Regionalization in the Greater Bay Area

Presenter: Christopher Hongyi Tao

Affiliation: Lingnan University & National Chengchi University

Content

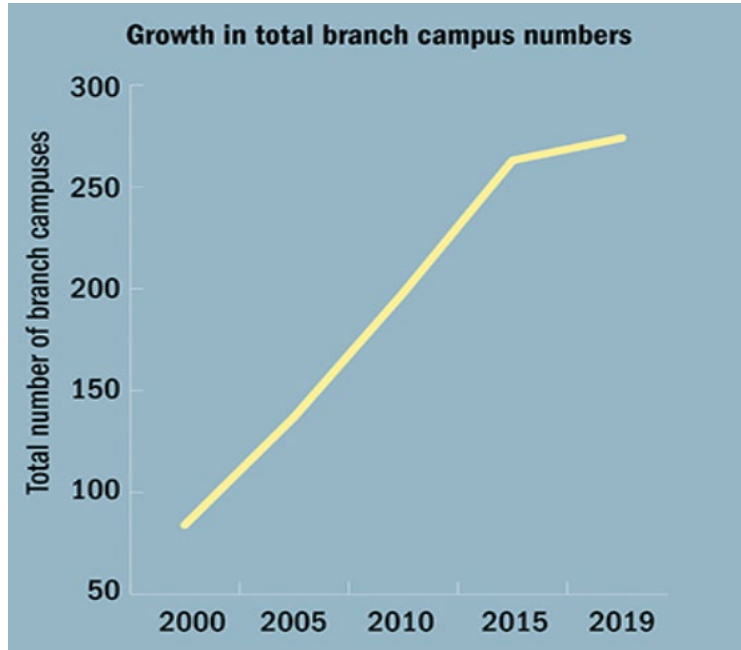
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Background



Global

Driven by globalization, the number of IBCs increased rapidly worldwide, from **72** in 2000 to **263** in 2017 (Garrett et al., 2017).

The origins of ten International Branch Campuses in China

The United States (3)	The United Kingdom (2)	Kong Kong SAR (3)	Russia (1)	Israel (1)
New York University Shanghai	Xi'an Jiaotong-Liverpool University	Beijing Normal University - Hong Kong Baptist University United International College	Shenzhen MSU- BIT University.	Guangdong Technion-Israel Institute of Technology
Wenzhou-Kean University	University of Nottingham Ningbo China	The Chinese University of Hong Kong, Shenzhen		
Duke Kunshan University		The Hong Kong University of Science and Technology (Guangzhou),		

Motivations

Challenges



- Hong Kong's IBCs are mainly located in the Pearl River Delta, which is also known as the **Greater Bay Area (GBA)**,
- The IBCs of the United Kingdom and the United States are mainly located in the **Yangtze River Delta region** with Shanghai as the core.

Impacts

Research aim:

This study aims to compare the International Branch Campuses (IBCs) of Hong Kong SAR located in mainland China, including their **initial establishment motivations**, subsequent **challenges** and **impacts on IBCs regionalization**.

Research Questions:

1. What were the motivations of home universities, Guangdong government and Chinese government for the establishment of two branch campuses in the GBA ?
2. What were the challenges two Hong Kong branch campuses encountered in the GBA?
3. What were the impacts of two Hong Kong branch campuses brought on higher education regionalization in the GBA?

Literature review structure

1. Terminology

1.1 Cross-border higher education

1.2 International branch campuses

Quality assurance

1. Motivations for International Branch Campuses

2.1 Home institutions' motivations

2.2 Host country's motivations

1. Challenges for International Branch Campuses

3.1 IBCs Adapbility

3.2 Academic staff recruitment

3.3 Neocolonialism

Key terminology

Cross-border higher education

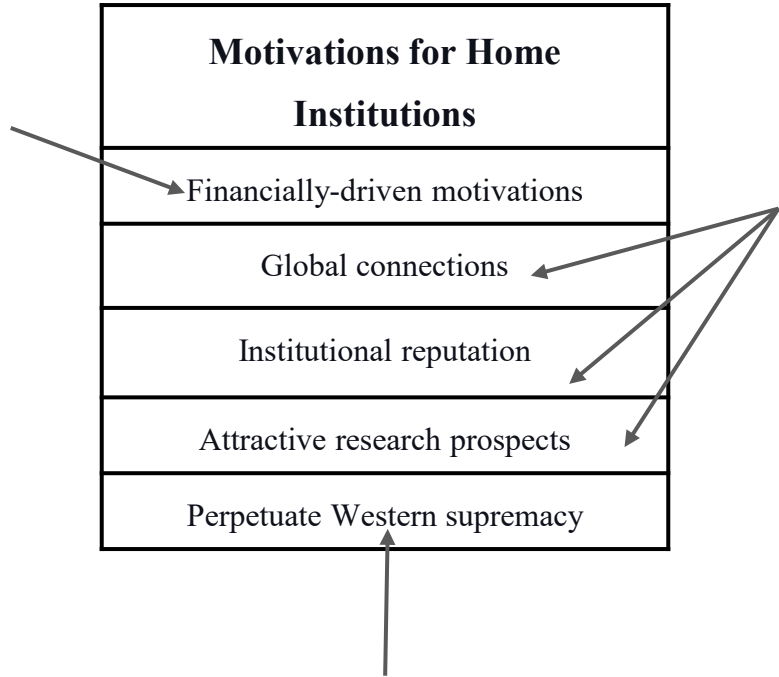
The delivery of educational services across international borders includes both **physical and virtual mobility** of students, faculty, programs, and institutions, including **distance learning, satellite campuses, international branch campuses** or partnerships with foreign institutions (Deardorff, 2011).

International branch campuses (IBCs)

IBCs are **established by foreign universities in a different country**, where they provide a complete range of degree programs within a physical and educational facility (Hudzik, 2011).

1. Motivations for International Branch Campuses

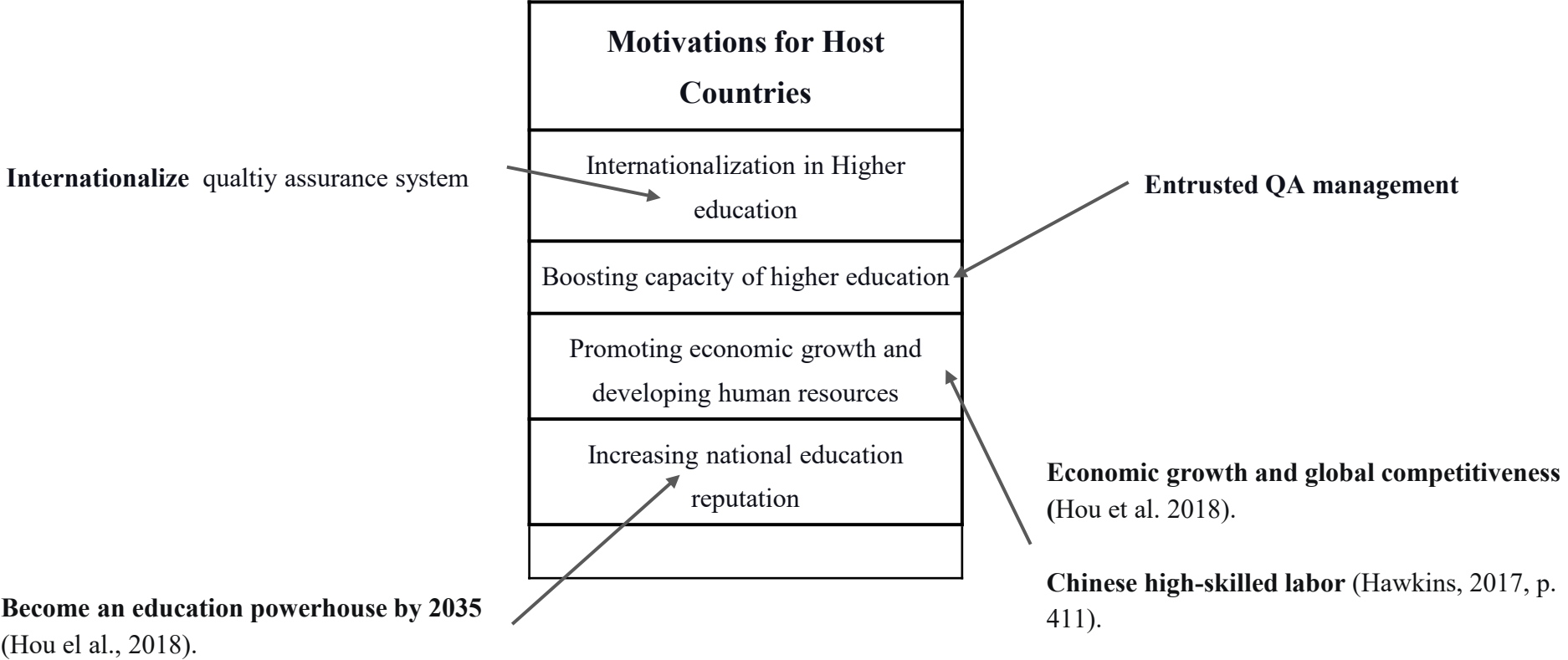
Economically **developed provincial capitals** (Jiang, et al., 2020).

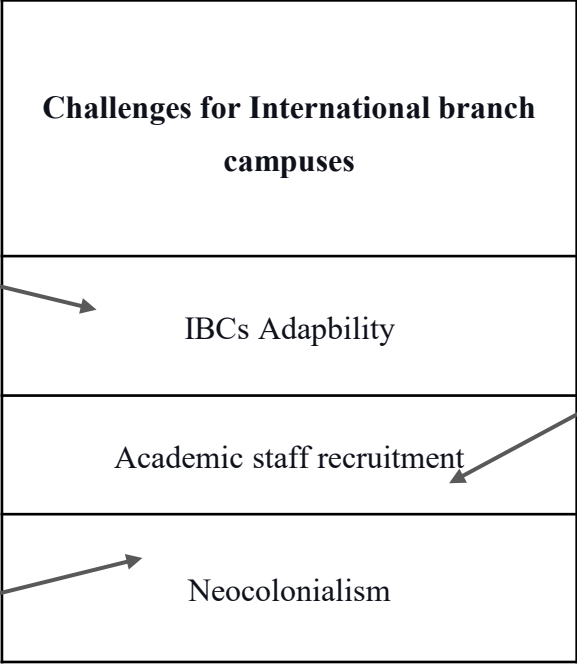


(Mok and Marginson's research in 2022).

Xu (2022) : **Western supremacy and Neo colonialism** in Quality assurance

1. Motivations for International Branch Campuses





transfer home campus experiences successfully into the IBCs (curriculum design, learning outcomes assessment)

The differences, difficulties, and disjunctions that staff from international and home universities are likely to encounter at their work (Cai & Hall, 2015).

How to avoid neocolonialism (Nguyen et al., 2009)

China & Hong Kong SAR

Given that **higher education cooperation in the Greater Bay Area** (GBA) was encouraged by the Chinese government, the **top eight universities in Hong Kong** have successively established branch campuses in GBA.

Motivation?

Host country & Home university

IBCs

Implications?

Challenges?

香港各大學進駐粵港澳大灣區城市

香港各大學分校名稱	位處城市/區域
北京師範大學-香港浸會大學聯合國際學院	珠海市唐家灣
香港中文大學 (深圳)	深圳市龍崗區
香港科技大學 (廣州)	廣州市南沙區
香港城市大學 (東莞)	東莞市松山湖區
香港都會大學 (肇慶)	肇慶市新區
香港理工大學 (佛山)	佛山市三龍灣高端創新集聚區
香港大學 (深圳)	深圳市南山區

Methodology

Two casesc selection criteria: (*The Chinese University of Hong Kong, Shenzhen (CUHK-SZ); Beijing Normal University - Hong Kong Baptist University United International College (UIC)*)

1. The U.S., the UK, and Hong Kong SAR (**Hong Kong**'s IBCs in mainland China)
2. **Enrollment is necessary**
3. IBCs have operated for **10 years at least**

Data collection methods

1. ***Documentary approach (13 documents):*** 1. Home country policies, 2. Home University policies and Reports, 3. Branch Campuses reports, 4. Receiving country policy, 5. News and Interviews of stakeholders
(Purposive)

Analysis mehod:

This study will use the software **NVivo** to adopt **a content analysis** method.

Results

Table 1 : Overview of CUHK-Shenzhen and UIC

	UIC	CUHK (SZ)
Establishment	2005	2013
Location	Zhuhai, Guangdong province, China	Shenzhen, Guangdong province, China
Founding Institutions	Beijing Normal University & Hong Kong Baptist University	Chinese University of Hong Kong
Programs Offered	Undergraduate (29 Programs) Graduate (14 programs)	Undergraduate (25 programs) Graduate (28 programs)
Number of Students	Over 8,000	Over 7,500
Number of Faculty Members	Over 600	Over 1,000
Student-to-Faculty Ratio	13:1	7:1
Percentage of International Students	20%	Over 10%
Accreditation	Accredited by the Ministry of Education of China, and accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Accredited by the Ministry of Education of China, and accredited by the University Grants Committee of Hong Kong
Notable Features	Bilingual education in English and Mandarin, emphasis on liberal arts and interdisciplinary education	Strong focus on research, internationalization, and innovation in teaching and learning

Table 2: University progressive motivation

University	Institutional	Economic	Political
HKBU	<ol style="list-style-type: none"> 1. to have Patriotic feelings of the president 2. to develop a liberal arts university in mainland 	<ol style="list-style-type: none"> 1. to attract higher-quality students 2. To seek land resource 	<ol style="list-style-type: none"> 1. local government support
CUHK	<ol style="list-style-type: none"> 1. to copy successful experience of CUHK 2. to nurture innovative talents 	<ol style="list-style-type: none"> 1. to attract higher-quality students 2. To seek land resource 	<ol style="list-style-type: none"> 1. local government support

Table 3: Motivation of Central and local governments

Branch campus	Central government	Local government
UIC	<ol style="list-style-type: none">1. to learn from the achievements of world civilization for China's education2. to break the unified school-running pattern in the planned economy era3. to provide learning opportunities with Chinese students to study “at home”..	<p>Zhuhai government</p> <ol style="list-style-type: none">1. Lack of higher education resources
CUHK-SZ	<ol style="list-style-type: none">1. to learn from the achievements of world civilization for China's education2. to break the unified school-running pattern in the planned economy era3. to provide learning opportunities with Chinese students to study “at home”.4. to compete two Bay area in US	<p>Shenzhen government</p> <ol style="list-style-type: none">1. Lack of higher education resources2. Establish world-class university

Implications: Integration in Higher education Alliance

1. "Engineering Union of Guangdong, Hong Kong, and Macao Universities,"
1. "Guangdong-Hong Kong-Macao Greater Bay Area University Open Online Course Alliance,"
1. "Smart Campus Alliance of Guangdong, Hong Kong, and Macao Universities,"
1. "Guangdong-Hong Kong-Macao Greater Bay Area West Coast Science and Technology Innovation and Talent Training Cooperation Alliance,"

Members: UIC

Purposes: to promote scientific and educational cooperation between universities on the west coast of the GBA (Cui, 2019).

1. "Guangdong-Hong Kong-Macau University Alliance"

Members: CUHK-SZ

Purposes: *scientific research cooperation and exchanges, and mutual visits (Huang, 2016).*

Implications: Integration in Higher education University

The "**Guangdong-Hong Kong-Macao Greater Bay Area Development Plan**" issued by the Central Committee of the Communist Party of China and the State Council On February 2019,

1. Universities in the GBA were encouraged to explore mutual recognition of specific course credits,
1. Implement more flexible exchange programs
1. To share scientific research results cooperation

Implications: Integration with local governments by Joint agreements

UIC and Zhuhai

On June 30, 2020, UIC and Zhuhai signed "**Co-promoting the innovation and development of colleges and universities**" to participate in the construction of the GBA actively (UIC, 2020).

Enhance Zhuhai's human resources, promote scientific research and culture, help Zhuhai "start its second business," and create a charming city in the GBA (UIC, 2020).

CUHK-SZ and Shenzhen

"**14th Five-Year Plan for the development of education in Shenzhen**", the Chinese University of Hong Kong (Shenzhen)

Build a high-level university ranked top 50 in China (Shenzhen Municipal People's Government, 2022).

The Business School of CUHK-SZ signed a "**Memorandum of Cooperation on the promotion of Luohu District landing in Hong Kong high-end school project**" (Dong, 2021).

Assist CUHK-SZ in connecting with various enterprises in Luohu and promote cooperation between the university and enterprises (Dong, 2021).

Challenges

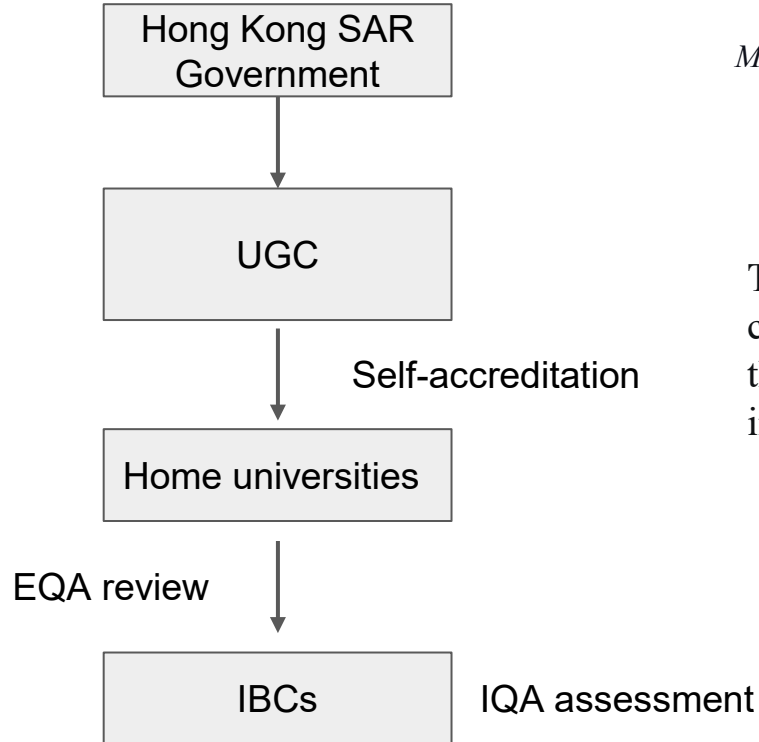
Collaborative programs: UIC and CUHK-SZ did not establish collaborative programs with their home universities, HKBU and CUHK.

Over the past nine years, UIC engaged more than 300 students and scholars from its partner schools in 20 short-term exchange projects, but none from the home campus (UIC, 2021).

Involve in the GBA: UIC and CUHK (SZ) did not establish a well-structured administration system to involve in the GBA smoothly.

Currently, the two branch campuses only participated in two alliances, and they need actively to participate in regionalizations.

Challenges



Made by author (CHEA 2001; NEASC and CIHE 2003)

The quality assurance mechanism: Although both branch campuses claimed that they had been reviewed externally by their home campuses, they were not examined by an independent accrediting body.

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Thanks for listening

