

# Trends of Internationalization in China's Higher Education: Opportunities and Challenges\*

Phylis Lan Lin

University of Indianapolis, Indianapolis, USA;  
Assumption University, Bangkok, Thailand

Quality of higher education is a key to national economic growth and social development. Internationalization of higher education has been one of the major national trends and governmental agendas in many emerging countries in the past few years. International education is transformative. With globalization and the development of the Internet of Things, internationalization of higher education has become an important national goal in China. The purpose of this paper is threefold: (a) to describe a brief history of internationalization of higher education in China; (b) to conceptualize the dualism of internationalization of higher education, the role of the government, and China's 13th Five Year Plan in China; and (c) to delineate the challenges and opportunities of international collaborations, especially in the dual-degree model under international partnership programs between China and the United States.

*Keywords:* internationalization, higher education, China, dual degree, one belt, one road, University of Indianapolis, international partnership, international education

## **Introduction: The Importance of Internationalization in Higher Education**

Quality of higher education is a key to national economic growth and social development. Internationalization of higher education has been one of the major national trends and governmental agendas in many emerging countries in the past few years. "Internationalization of education is the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institutions" (Knight, 1997, p. 8). International education is transformative; it literally changes lives. This is why people work so hard to become educated—and educated internationally—and this is especially true for Chinese society (Lin, 2016a; 2018). The following conversation with University of Indianapolis joint program students' parents illustrates one of the implicit goals of international education:

I have met many parents who came to UIndy for their children's graduation ceremony. When I met them, quite often, the very first thing they told me was how their children had grown and changed. "Professor Lan, my child has been transformed. Her *qizhi* (character) has been changed. She has a different way of looking at things; she is becoming more independent and self-confident". I smiled and replied gently, "That is what international education is all about". (Lin, 2016a)

China is the world's second largest economy. The development of the Chinese economy and globalization means that internationalization is becoming increasingly important to Chinese universities, especially for

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Phylis Lan Lin, Ph.D., Professor Emerita, Formerly Professor of Sociology, Associate VP for International Partnerships, University of Indianapolis, USA; Professor of Graduate School of Business, Ph.D., OD, and MBA Programs, Assumption University, Thailand.

research and teaching collaborations. The digital era makes the world ever more interconnected and interdependent. International education enables us to produce global citizens and is able to be more effectively engage people across borders. The era of the Internet of Things maximizes the process and the outcome for internationalization of higher education.

Higher education is becoming transnational in character. The internationalization process involves change, curriculum reform, knowledge delivery, university structure modification, strategic planning, development of cross-cultural management skills and competencies, implementation of national policies, and a new mindset. The process and outcome of internationalization will be shaped by the national higher education environment and the policy and funding frameworks within which it operates (Xue, 2015; Cheng, 2016, Ministry of Education [MOE] of the People's Republic of China, 2013; Chen, 2011; Fu, 2008; Jin, 2012; Li, 2010; Ma, 2003; Ma & Yue, 2015; International Association of Universities, 2016).

Former prime minister of Britain Tony Blair, who saw the importance of internationalization of higher education, pointed out in a speech that "in international education, we are not only bringing in a different type of person and culture, we also promote globalization. Globalization and international education go hand in hand. Education is the most important measure of a nation's prosperity." Furthermore, he said that, "If democracy is attitude of mind, internationalization of higher education is the incubator for the new mindset" (Blair, 2012).

Internationalization of higher education promotes diversity and inclusiveness on campus. Comprehensive internationalization affects not only all of campus life, but also the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, as well as the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it (Hudzik, 2011).

### **Defining Internationalization of Higher Education**

Jane Knight (1997) clearly defined internationalization of education as "the process of integrating an international/intercultural dimension into the teaching, research, and service functions or delivery of the institutions" (p. 8). Furthermore, internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of (postsecondary) education (Knight, 2003). It is evident that there are at least four international dimensions for education: the flow of students, the flow of staff, institutional collaboration, and the flow of ideas (Knight, 2003; 2004; 2006). The intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education is to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society (de Wit, 2002; 2009). In sum, the internationalization of higher education is important as: (a) part of national economic development; (b) an incubator for innovation and campus intellectual life; (c) a venue to promote interconnectedness and interdependence in education and research; (d) a tool to cultivate global citizenship; (e) a means for globalization; and (f) a mechanism to enhance cultural diversity and global competence.

### **Statistics on the Internationalization of Higher Education in China**

Statistics show that China imports and exports students as a means of promoting internationalization of education. As of July 9th 2014, China had 2,542 colleges and universities (not including independent colleges). To be specific, there were 2,246 regular colleges and universities (including 444 non-public ones) and 296

colleges and universities for adults (including 1 non-public one) (MOE, 2014). In 2010, China had 121,500 scientific publications listed by the Science Citation Index, of which only 2.41% were in social sciences. From 1978 to 2014, 459,800 Chinese students have studied overseas, which ranks China above all other countries in the world. America is the most popular destination (MOE, 2014). Data show that the highest numbers of international students in the US are from China. Chinese students constitute 31.2% of the total international students in America in 2015, and the number continues to grow (Institute of International Education, Open Door Report, 2015). Meanwhile, 356,499 international students from 200 countries studied in Chinese institutions of higher education in 2013. Most recently, the Chinese government announced its goal of increasing the number of international students studying in China to be tripled within the next five years.

### **Brief History of Internationalization of Higher Education in China**

Education has been one of the most important national agendas in China since Confucius's time. Education has been the key factor for social mobility and for the promotion of social equality in Chinese society. In modern Chinese history, with the impact of the western world, China began to absorb western culture, including western-style education. The first modern university was founded by Americans in 1879 in Shanghai. Shanghai Saint John's University (1879-1952) is an example of an early attempt at internationalization. Before 1949, church-funded universities were most evident in transplanting the western educational system to China. Chinese national and private universities were reformed according to the model of western universities, but also included strong localized features, with the teaching of Chinese classics retained in the curriculum and the practice of the traditional instructional method (i.e., relatively authoritative and indoctrinated).

Immediately after the founding of the People's Republic of China in 1949, China had good relations with the Soviet Union. China sent students to the Soviet Union for "western" education, and many educators visited China as teachers and consultants. During this period, Chinese university management structures adopted Russian models. More than 10,000 Chinese students in medicine, engineering, and related fields studied abroad in the Soviet Union and Eastern Europe. The period of 1950-1965 marked a strong impact by the Soviet Union, and Russian was one of the most popular foreign languages, next to English. Russian-Chinese higher education collaborations continue to the present, and the fields of study have expanded, for example, to music and art.

China's Cultural Revolution from 1966 to 1976 interrupted many aspects of social order, including the educational system. From the late 1970s onward, China struggled to align higher education with other dramatic changes in society. These efforts were very much motivated by the desire to realize Deng Xiaoping's "Four Modernizations"—industry, agriculture, science, and technology—through economic reform. Deng, a great statesman, promoted and designed China's economic reform. He proclaimed that China should remain as a socialist country while promoting internationalization with Chinese characteristics (i.e., learn modernization from the west yet maintain Chinese characteristics, meaning the planned economy). The process of internationalization took off after the Chinese government implemented the Open Door Policy in 1978. Deng urged Chinese universities to learn from the west, but to keep China's socialist socio-political system. Governmental intervention in various forms, tangible and intangible, can be found in many aspects of the daily operation of Chinese institutions, including higher education institutions. Some courses were reformed according to the practices of universities in the US, the UK, and other developed countries.

The UK established Open University in 1969, and the Open University of China was established in Beijing in 1979. Its old name was China Central Radio and TV University (this is still the Chinese name), which reflects

its heritage of providing a system of higher education through radio and television. The Open University can also be considered the forerunner of the concept and operation of distance learning.

As Li (2016) pointed out, during the 1980s and 1990s, the government tightly controlled teacher exchanges, foreign student enrollments, and all types of collaboration with foreign institutions; governmental approval was a requirement. Since 2000, socio-economic development in China has prompted the Chinese government to begin to allow institutions to have more autonomy as well as to speed up the process of internationalization (Li, 2016). Now, Chinese universities are launching full-fledged internationalization, including implementing exchange programs, admitting foreign students, offering courses taught in English, and developing joint research programs and joint degree programs. For example, the University of Indianapolis started a dual-degree joint program with Ningbo Institute of Technology, Zhejiang University in 2004 and also jointly established the International College with Zhejiang Yuexiu Foreign Languages in 2011. The international collaborations have also been focused on R&D in recent years. For example, Shanghai Science and Technology, Beijing Institute of Technology, and a number of technology institutes have established joint projects or China-based joint campuses to further promote the internationalization of higher education in China. Currently, more than 2,600 universities in China have, in one form or another, collaborations with foreign universities. One major force behind the drive for full-fledged and speedy internationalization of higher education is attributable to the role of the Chinese government.

There is yet a special way for the Chinese government to introduce Chinese culture to foreign countries. This is the so-called exporting of internationalization. Chinese Confucius Institute (CCI) was established in 2004, and by 2014, there were 851 CCIs in 126 countries. It was estimated that about 3.5 million people had registered in CCI's Chinese-language and cultural programs. As reported in the *Wall Street Journal* and elsewhere, Painter (2014) pointed out that "while many view the growth of CCIs as a bridge to internationalization and as a contribution to the enhancement of mutual understanding and friendship among all ... people, they have also recently served as a source of negative critique focused on what is viewed as the possible hegemonic character of their instruction." The effects of the exporting of internationalization are yet to be fully evaluated. Nevertheless, there is no sign that the Chinese government will not continue to establish CCIs around the world (Yang, 2010). It is one of the ways to introducing Chinese culture to the world and is, hence, a "special" means of internationalizing higher education.

## **Conceptualization of Internationalization of Higher Education in China: Dualism in Internationalization, the Role of the Government, and China's 13th Five-Year Plan**

### **Dualism in Internationalization**

In some regards, China's formal efforts to promote internationalization in higher education may be regarded as dualism. Dualism may refer to a two-way process and may sometimes be paradoxical. Here are some of the characteristics of dualism in the internationalization of higher education in China:

1. Study abroad for Chinese students and study abroad for international students in China (import and export students);
2. Curriculum transformation (adapting western curricula and retaining Chinese educational characteristics);
3. Internationalization of faculty (import international faculty and export Chinese faculty as visiting scholars);

4. Studying in China and transferring to partner universities abroad for the dual-degree program (having both a Chinese and an American education);

5. Chinese government pouring money into higher education to try to make its system globally competitive and also tightening the reins on international programs (government's dual roles: support and control);

6. Difference between China and western countries (the US) (A critical distinction is that the Chinese institutions are both academic entities and government institutions that implement government policies and goals [Li, 2015]) (dual roles of the Chinese higher education institution);

7. Internationalization of higher education as a national agenda: The Chinese government welcomes international collaboration but regulates the collaboration (dual-roles of the Chinese government). While, on the one hand, China welcomes the provision of higher education institutions from foreign countries (especially from highly reputable institutions), on the other hand, governmental regulations insist on a direct measure of control that is normally absent in such arrangements in other countries (Lin, 2015, 2016b; Neubauer & Zhang, 2013).

### **The Role of the Government in Higher Education**

The globalization of the Chinese economy has a positive impact on the government's role to internationalize higher education. The Chinese government spent heavily on around 100 elite schools, leaving other schools underfunded. Colleges and universities in China are ranked in three tiers. More and more, the government prefers Chinese universities and research institutes to collaborate with world-ranked counterparts in the west. It is unfortunate that the "ranking" has been placed as the priority preference for the partnership choice. Many smaller universities that provide not only quality education, but also added value for international students are often not on the partnership choice list or are not encouraged by MOE, because they are not so-called "nationally or internationally ranked universities."

The 211 and 985 so-called "world-class" universities identified by the MOE have received significant additional funding intended largely to enhance their international standing. These universities have, overall, a much higher international reputation than those that must operate outside these programs (Holsinger & Jacob, 2008). These universities prefer to collaborate with "world-class" universities in the US, including Harvard University, Stanford University, MIT, and the others. The Chinese government is determined to bring "world-class" higher education to China and make China's higher education one of the best in the world. The internationalization of higher education in China, perhaps, is one of the best means for China's modernization and globalization.

From the above brief discussion of the history of the internationalization of higher education in China, we may summarize the three major roles that the Chinese government plays in internationalizing higher education: (a) national strategy designer and program planner; (b) major funding provider; and (c) regulator and supervisor. In other words, common practice in China is for the government to provide direction and guidelines for teaching and research and for the higher education institutions to implement the government's policies, plans, and national goals. Recently, China's education ministry told the *Wall Street Journal* (WSJ) that "it supports students going abroad and is working to increase the international competitiveness of its schools." It also said that it was "actively encouraging study-abroad students to return home and serve the nation." Regarding employment challenges, it said that it is encouraging more students to pursue entrepreneurship (WSJ, 2016).

### **China's 13th Five-Year Plan**

The official commitment to and support for the internationalization of higher education by the government

are further reinforced by the most recent national blueprint. The ruling Communist Party of China (CPC) adopted the blueprint for the 13th Five-Year Plan (13th FYP), on national economic and social development, for 2016-2020, at its Fifth Plenary Session of the 18th CPC Central Committee, which ended in Beijing on October 29, 2015.

For its goal of economic development (e.g., double its 2010 GDP by 2020), the government spelled out five guiding principles—innovation, coordination, green development, opening up, and sharing—and the promotion of internationalization of education is listed as one of the 11 sector-specific development plans. These sectors are promotion of innovation and technological advancement, enhancement of environmental protection and green growth, energy revolution, reform of state-owned enterprises, urbanization and infrastructure investment, promotion of the development of culture, improvement of people's health, education and livelihood, foreign trade and investment, financial reform and RMB (Chinese currency) internationalization, and promotion of global collaboration. More precisely, the government has set forth development plans for education:

1. To improve the quality of education by bridging the urban-rural quality gap, subsidizing education for the poor and enforcing nine-year compulsory education;
2. To improve the quality of higher education by looking up to and like the top-ranking global universities;
3. To encourage the private sector to invest in and provide diversified education service (Higher Education Development in China Research Report, 2015).

It is clear that there are two national agendas for education: equity and quality. These two goals are similar to the goals of higher education in the US (Lin, 2014; 2018).

Furthermore, the most recent “Belt and Road” initiative, which refers to the Silk Road Economic Belt and the 21st century, in an indirect way, shall be seen as an additional venue for the government to promote internationalization in economics as well as in education. The Maritime Silk Road, proposed by President Xi Jinping in 2013, aims to revitalize trade and investment links between Asia and Europe. The network passes through more than 60 countries and regions with a total population of 4.4 billion (PWC, 2015; Li, Lin, & Zhen, 2015). The “Belt and Road” will enhance opportunities for international collaborations in education, science and technology, culture, and many other areas. Cultural diffusion will happen with people of countries and regions along the route.

### **Challenges of Internationalizing Higher Education in China**

I have been engaged in Sino-US joint programs for more than 15 years. During these years, I have witnessed the fulfillment of the importance and goals of international collaborations as described in the previous sections. (Lin, 2011; 2016b)

The accomplishments of these programs did not come without challenges, crisis, and frustrations. However, this section describes the major challenges we have encountered in the operation of the joint program. The major challenges are in three major areas: language skills, policy implementations based on the requirements from the Higher Learning Committee in the US and the MOE in China regarding the quality of education and communication issues between the partnerships because of cultural and personality differences.

#### **Language and Cultural Challenge**

The number-one challenge for the dual-degree joint program is language proficiency. Chinese universities have tried effective approaches to improving international students' Chinese language skills. US colleges

welcome Chinese students (and other international students), but language and cultural barriers make assimilation a struggle and lead to what is known as voluntary-segregation phenomenon or the integration challenge. It is difficult to improve on-campus interactions between international and native students (Lin, 2015).

Closely related to the language issue is intercultural competence. With the rapid development of Sino-US cooperation in higher education, intercultural competence is becoming a necessary skill of talented people in the 21st century, in addition to language proficiency.

Intercultural competence and cultural awareness courses or workshops must, therefore, be a component in language classes. With the concern for students' language skills, a big challenge for courses offered in China by US universities is how to maintain quality of education while offering joint programs in China. English-only teaching is not always successful in efforts to internationalize Chinese students. Adapting English textbooks, team-teaching faculty from the partner school in China, and bilingual teaching may assist students' comprehension of the course material, class participation, and performance. The University of Indianapolis and its partner schools in China have recommended and implemented a number of language-enhancement programs in the past (Lin, 2016b). These programs' outcome will need to be systematically assessed.

### **The Government Challenge**

The issues of "educational sovereignty" and "quality assurance" are at the core of program assessment (Moore, 2011). Different governmental roles (political context) and accreditation systems make curriculum alignment and, hence, meeting the dual-degree requirements difficult. The overlapping issue of political context and cultural differences has often become a stumbling block in international collaboration. Effective communication and mutual respect is the key to the success of the program. In addition, it is a real challenge for American universities who are in the joint programs to cope with the Chinese MOE's policies for international collaboration (as with the so-called 4 1/3 policy). It is almost impossible for American universities to send 6-8 faculties annually to China to offer direct-credit courses. It is not only financially infeasible but also extremely difficult for US universities to have pools of qualified faculty to be dispatched to China. A team-teaching approach may be a desirable alternative instructional approach to meet the MOE's requirement.

### **Higher Education Institutional Challenge (Social-Cultural-Financial Challenge)**

In addition to the above-mentioned issues are additional social-cultural-financial challenges that partner universities must cope with. Following are some of these challenges from both Chinese and American perspectives:

#### **The Chinese perspective.**

1. The Chinese government focuses on funding elite universities, ranking has become the priority selection of partners, and tuition is fixed by the government;
2. There is a lower degree of academic freedom in China;
3. The tuition of world-class foreign universities is relatively high compared to Chinese standards. It has become a deterrent for some Chinese students wanting to study abroad;
4. It is difficult to find the same educational standards between partners;
5. Increasing numbers of Chinese students who have studied abroad and want to stay abroad have difficulties securing jobs in America;
6. Many good students cannot study abroad because of various obstacles (e.g., high tuition fees).

**The American perspective.**

1. Very few foreign teachers are willing to stay for more than one year in China;
2. The US overemphasizes the revenue-driven partnership; American universities emphasize a business model for any kind of international collaboration;
3. An ethnocentric mentality affects cross-cultural communication;
4. Possible political and financial risks (macro and micro) with international partners may include the freezing of assets out of the partnership site, currency devaluation, limits placed on the remittance of profits or capital, industrial piracy, unforeseeable social or political turmoil, stiff government policies and regulations, and tax issues;
5. Some government (MOE) policies discourage exporting students (sending students to study abroad) for more than one year in the US (for example, move from 2+2 to 3+1 joint-program model to 4+0 model);
6. The teach-out commitment creates additional financial burden for American partners;
7. Most faculty and administrators in joint-program teams do not speak Chinese.

General cross-cultural and communication issues remain as the core challenge for any international collaboration. It is imperative that partners include cultural and global competency programs, including Chinese language classes, and international cultural events for students and the team (various academic and nonacademic units on campus) to enhance mutual understanding and effective communication.

**Opportunities and Trends of Internationalization**

Although there are many challenges in international collaboration, with the support of the Chinese government and American higher education institutions, internationalization of higher education in China will continue to develop and expand. There are ample opportunities for the internationalization trend. A few factors point to this:

1. Chinese students are eager to study abroad. As mentioned in the opening of this paper, the number of Chinese students studying in America has been increasing drastically in the past 20 years, and the trend will continue. There are a number of reasons for Chinese students being eager to study abroad. As the *Wall Street Journal* pointed out, “They’re eager to escape flawed education systems back home, where low standards are leaving many ill-prepared for a global economy” (WSJ, 2016). Some students said that “most Chinese universities are uninspiring”. There is fierce competition for the “Gaokao” entrance examination. There is a general belief that western universities provide higher quality of education; many Chinese students and their parents are not satisfied with the quality of education in China; individual students and their parents are increasingly discontent with the education system and its underlying philosophy and quality. There is also a hidden agenda among the Chinese students who are eager to study abroad: Students are longing for “academic and social freedom” in the US, and government support (i.e., funding of studying abroad) has provided a strong incentive for students to look for advanced study abroad. Additionally, American and other western countries continue to welcome talented international students to be enrolled in graduate studies. For China’s international partners, the influx of Chinese students means tuition revenue as well as a venue for campus social and cultural diversification.

2. The Chinese government wants to make Chinese universities world-class. The 211 project is a government initiative to strengthen about 100 higher education institutions and major discipline areas. Government funding promotes available resources for the “elite” universities in China to become world-ranked

universities. This represents the “dualism” of internationalization, i.e., exporting students and importing western educational resources to China. We should applaud the Chinese government’s goals and support for the internationalization of its higher education. The quality and good educational system is the best means to modernize China and for China to continue its economic and, hence, national development.

3. The size of the Chinese market has attracted many foreign universities to China. Entering the Chinese education market is benefiting overseas universities and schools in three ways: generating revenue, recruiting academic talent, and enhancing campus diversity.

4. The Chinese government recognizes the importance of the English language as part of its internationalization strategy. English language is required in higher education, and in many universities, the required hours of English classes have been increased. The Chinese government provides funding for the language programs, including the English as a second language (ESL) program.

5. The Chinese government wants to increase diversity programs in higher education, including curriculum reform and sponsoring of international research projects. There are quite a number of government programs to fund the internationalization of higher education. For example, the Chinese Scholarship Council, established in 1996 under the MOE, has been administering various types of scholarships to fund staff/faculty (i.e., visiting scholar program) and students from Chinese public institutions to study abroad and to provide support to foreigners to study in Chinese public institutions. In the CPC’s FYP, the government “encourages Chinese research institutions to conduct cutting-edge research and places significant value on subversive technological breakthroughs.” The government policy also aims to “implement the Internet+ Action Plan to develop application technologies for the Internet of Things.” Most encouraging is to “give universities and research institutes the liberty to become innovation leaders with greater powers in making decisions on research funding.”

6. The Internet of Things (Internet+) has transformed and will continue to transform higher education in China and the world. The Chinese government will lead the Internet+ to bring education reform (a new sense of new knowledge). The new technology makes distance learning and the Open University possible. World universities and educational systems will move from connectivity to hyper-connectivity and from independent to interdependent.

7. Perhaps, the most prominent and direct change in the effort to develop internationalization in recent years is a shift in how China views and affects student populations, moving from an initial and continued emphasis on exporting students for international education to actively recruiting incoming foreign students. The Chinese government wants to send Chinese students to study abroad and also sees the importance of importing international students. A strategic plan has been made to promote international students’ mobility (500,000 international students to China by 2020) (State Department News Bureau, 2012).

8. Many Massive Open Online Courses (MOOCs) have been available in China since 2012; the offerings of online MOOCs are closely related to the adaptation and application of the Cloud and of data-analytics technologies.

9. The UIndy-ZYUFL (University of Indianapolis—Zhejiang Yuexiao University of Foreign Languages and UIndy-ZJNIT (University of Indianapolis—Zhejiang University Ningbo Institute of Technology) joint programs use four benchmarks to measure the success of the programs: graduation rate, graduate school application acceptance rate, employment rate, and dean’s list and honor roll.

10. The joint programs have designed several programs and events to enhance students’ learning experience on the UIndy campus. For example, the English Corner and the Center for Business Partnership to assist students

with internship placements, Orientation Week for joint-program students at the UIndy campus, monthly meetings and an ongoing informal conversation group with joint-program students, expanded food selections in the dining services on campus for joint-program students, private tutorial sessions, making ZYUFL and ZJNIT key study-abroad sites for UIndy's American students, programs to enhance interaction between American and Chinese students, the visiting scholar program, the Joint-Program Center on ZYUFL and ZJNIT campuses, and the annual UIndy Day at ZYUFL and ZJNIT. These activities and events are meant to enhance students' language skills, interactions between American and Chinese students, and UIndy's visibility at the joint-program sites among other things (Lin, 2016b).

### Conclusions

The internationalization of higher education in China is one of the China's national goals, and the process is still developing. The government guides the strategic planning and the priority of internationalization of higher education to meet its national goals, for Chinese universities to be world-class. The role of exchange and collaboration (research, teaching, and dual-degree programs) with other countries is likely to continue. Those students who return to China will have a profound impact on China's modernization and globalization. There is an increasing emphasis on developing a distinctly Chinese approach to internationalization. The focus will be on both the quality of individual institutions and the overall quality of the higher education system. The Chinese government is eager to bring (import) western resources (“引进”) to China. A case in point is that the new policy requests western partner universities to send more faculties to China.

Our experience has shown us that for successful international collaboration in higher education, the program must focus on efforts including, among other efforts:

1. emphasis on careful planning and going through the process (for example, the Life Cycle of International Partnerships proposed by Lin, 2013; 2018), including planning for the scope, depth, duration, and type of the collaboration;
2. setup of the International Sites Academic Oversight Committee, a Faculty Senate subcommittee to oversee the process and operation of the international partnership;
3. deliberate action regarding team efforts (engage all relevant units, including academic and student life);
4. attention to quality, depth, and sustainability;
5. best practices with cross-cultural understanding and mutual respect. It takes a concerted effort (teamwork) to plan, implement, and assess an international project.

Open communication between partners is crucial for the success of the collaboration. In conclusion, we may want to quote former British Prime Minister Tony Blair at an international conference about the internationalization of higher education: “How are we educating people? Education is absolutely central. There are challenges within the educational system itself. Making change is tough. In education, we really have many difficulties: new structure (new types of schools), new ways of working, new skill set, and new ways of funding, etc. But challenges will also bring new sets of solutions” (Blair, 2012). The following reflection from one of our graduates in the Sino-US dual-degree program epitomizes the essence of internationalization of higher education:

I got to know myself better in a totally different environment. It had inspired my potential. Interestingly, I got to know more about China after I came to America. I had learned to be more objective in judging different behaviors. I am in China now. UIndy taught me more (than) just finance theories; it has taught me a new way of looking at things. (Lin, 2016a)

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