



Lingnan 嶺南大學
University

The Quest for Entrepreneurialism

Challenges and Implications for Higher Education Futures

Ka Ho Mok
Vice President & Chair Professor
Lingnan University



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Global and Regional Trends

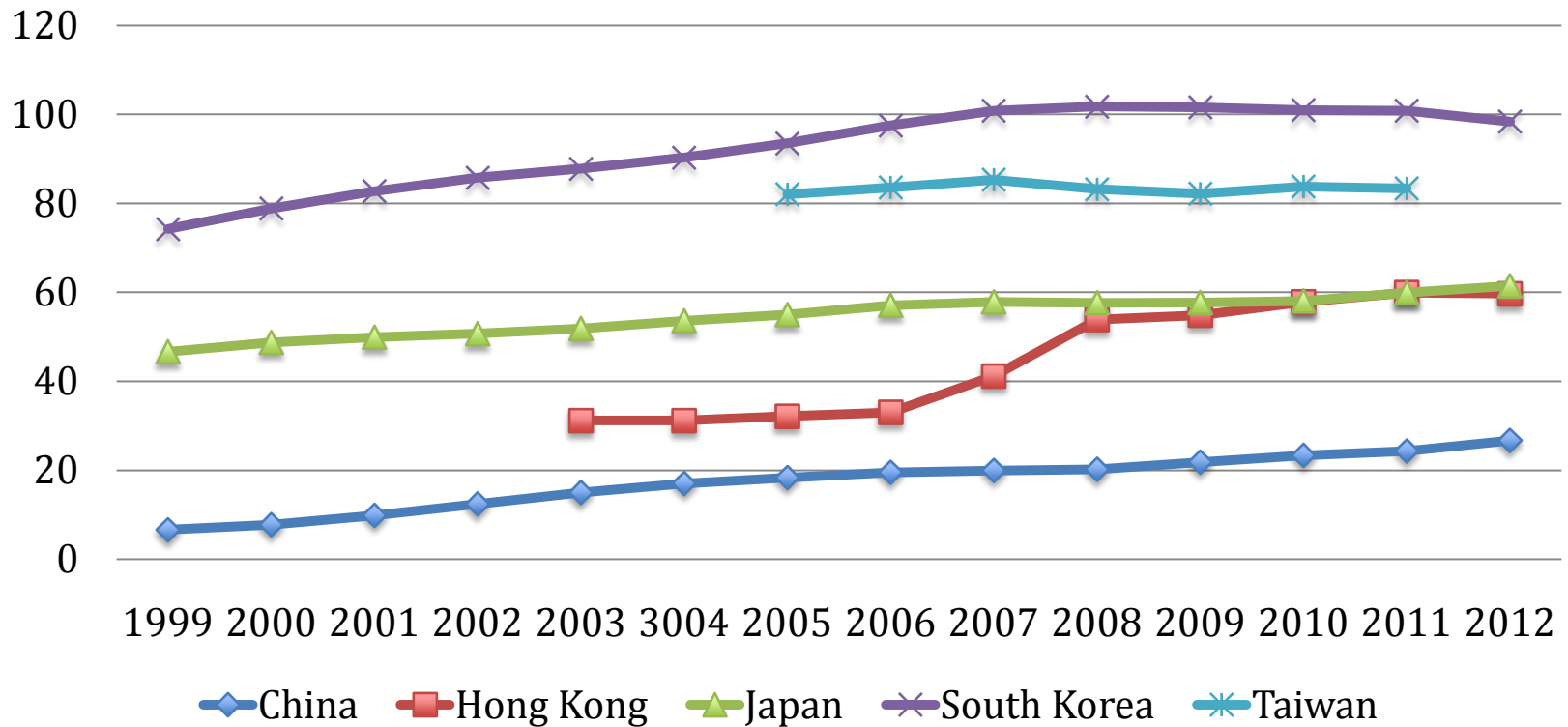
- The massification and privatization of higher education
- The quest for world-class university status
- The growing trend of international and transnational higher education in Asia
- The advancing technology and its impact on teaching & learning and university governance
- The challenge for quality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

Major Challenges

- Tension and policy dilemma between individual choice for fulfilling one's passion and the need to meet the national needs for development through education
- Dialectic tension between stability and change
- The growing global and local tension when pushing further educational reforms
- Faculty responses to advancing technology and its impact on teaching & learning

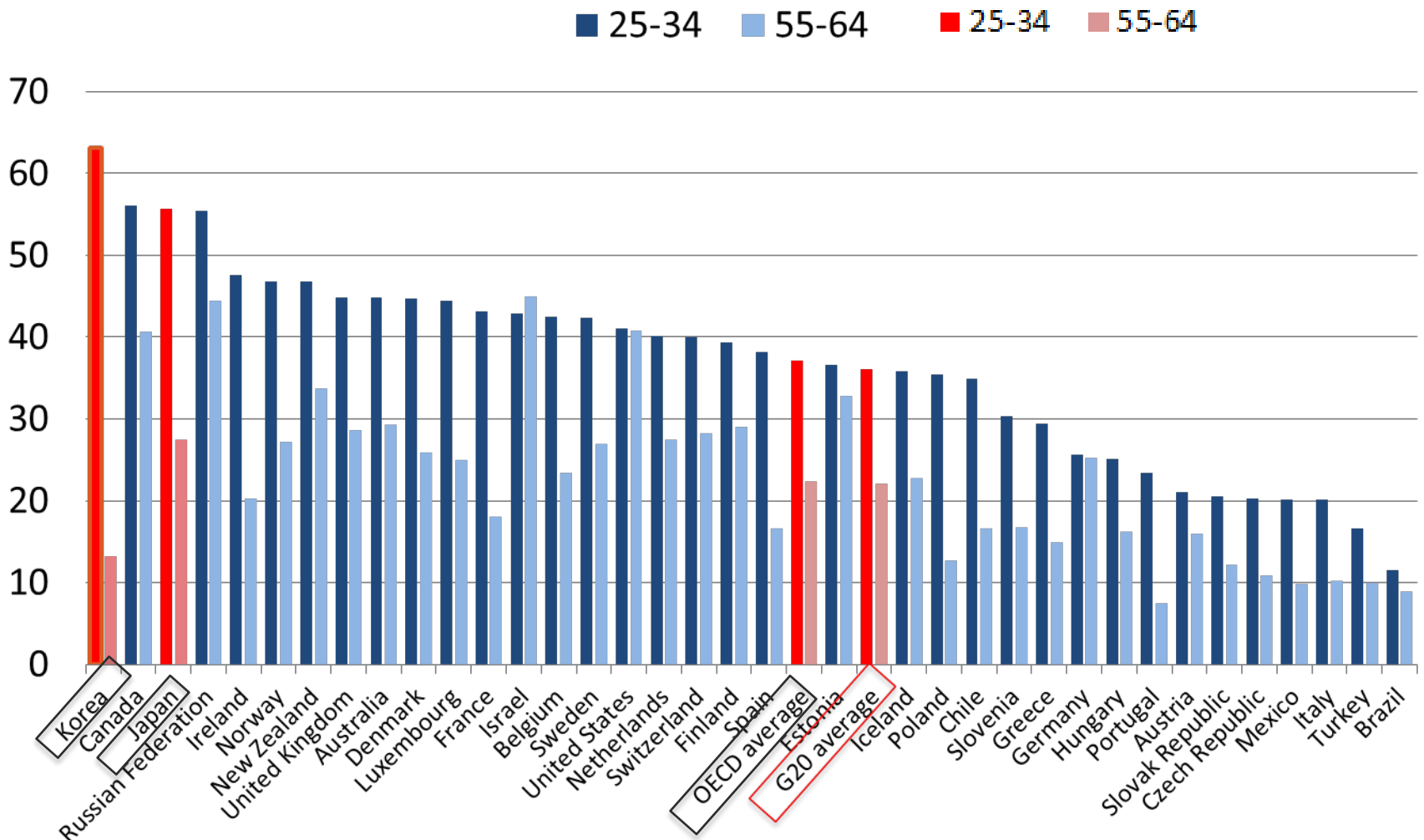
Massification of Higher Education: A Growing Trend in East Asia

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: Tale A1.3a in *Education at a Glance* (OECD 2011).

<http://www.oecd.org/education/skills-beyond-school/48631582.pdf>.

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

Un/Under Employment

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 2012 (selected countries)

Country/ Area	Age	Unemployment rate (%)
Mainland China	21–25	9.8
	26–30	8.5
Hong Kong	20–29	5.3
Taiwan	20–24	13.2
	25–29	7.1
Singapore	below 30	5.1
South Korea	20–24	9
	25–29	6.6

Data source: China Household Finance Survey (<http://chfs.swufe.edu.cn/>), National Statistics of Republic of China (Taiwan) (<http://eng.stat.gov.tw/mp.asp?mp=5>), Census and Statistics Department of Hong Kong (<http://www.censtatd.gov.hk>); Ministry of Manpower of Singapore (<http://stats.mom.gov.sg/>); Ministry of Employment and Labor of South Korea (<http://www.moel.go.kr/>).

Marketization and Privatization

Financial Squeeze on Higher Education

- Economic recession and cut in Higher Education funding
- Shifting costs to students and parents by raising tuition fees
- Forcing HE institutions to raise more research money from non-government sources
- Differentiation of funding levels for teaching by type of institution
- Concentrating research funding on elite institutions
- Intensifying inequality in education when HE has become increasingly privatized

Questing for
Entrepreneurialism:
Major Responses

UGC's Promotion of Knowledge Transfer

- In face of the improvements in R&D activities, the government has in recent years recognized the need of knowledge transfer, which aims to extend the benefits of the research outputs to the community.
- In November 2007, the UGC co-organized the “Knowledge Transfer in a Knowledge-Based Economy Symposium” with the City University of Hong Kong and the Hong Kong University of Science and Technology.
- Setting a new policy bureau in promoting and coordinating “Technology Transfer”, “Research & Development” and “Knowledge Transfer”

- In 2009, UGC set up a HK\$50 million annual funding to support public universities to promote knowledge transfer activities.
- UGC has incorporated “knowledge transfer” (capacity building, front-line knowledge transfer activities, and knowledge generation) into its mission statement and the institutions’ role statements of its funded public universities
- UGC defines “knowledge transfer” as “the systems and processes by which knowledge, including technology, know-how, expertise and skills are transferred between higher education institutions and society, leading to innovative, profitable or economic or social improvements”.
- That means, knowledge transfer includes but is not limited to the commercialization of R&D products in the S&T fields.

Government's Efforts to Strengthen R&D ties with Mainland China

- In the 1990s, it was commonly envisaged that Hong Kong's innovation system would be increasingly integrated with Mainland China's after handover
- Hong Kong's proximity to mainland China has always been an attraction for overseas companies based in Hong Kong
- Since the 2000s, aiming to develop Hong Kong's innovation capacity, the government has tried to position Hong Kong as a regional service hub for the Pearl River Delta, e.g. Shenzhen and Hong Kong signed the "Shenzhen-Hong Kong Innovation Circle cooperation agreement" in 2007
- More recently, more cooperation and collaboration is initiated between Hong Kong and the Pearl River Delta, especially deepening Shenzhen and Hong Kong cooperation in advancing KT, R & D and other entrepreneurial activities

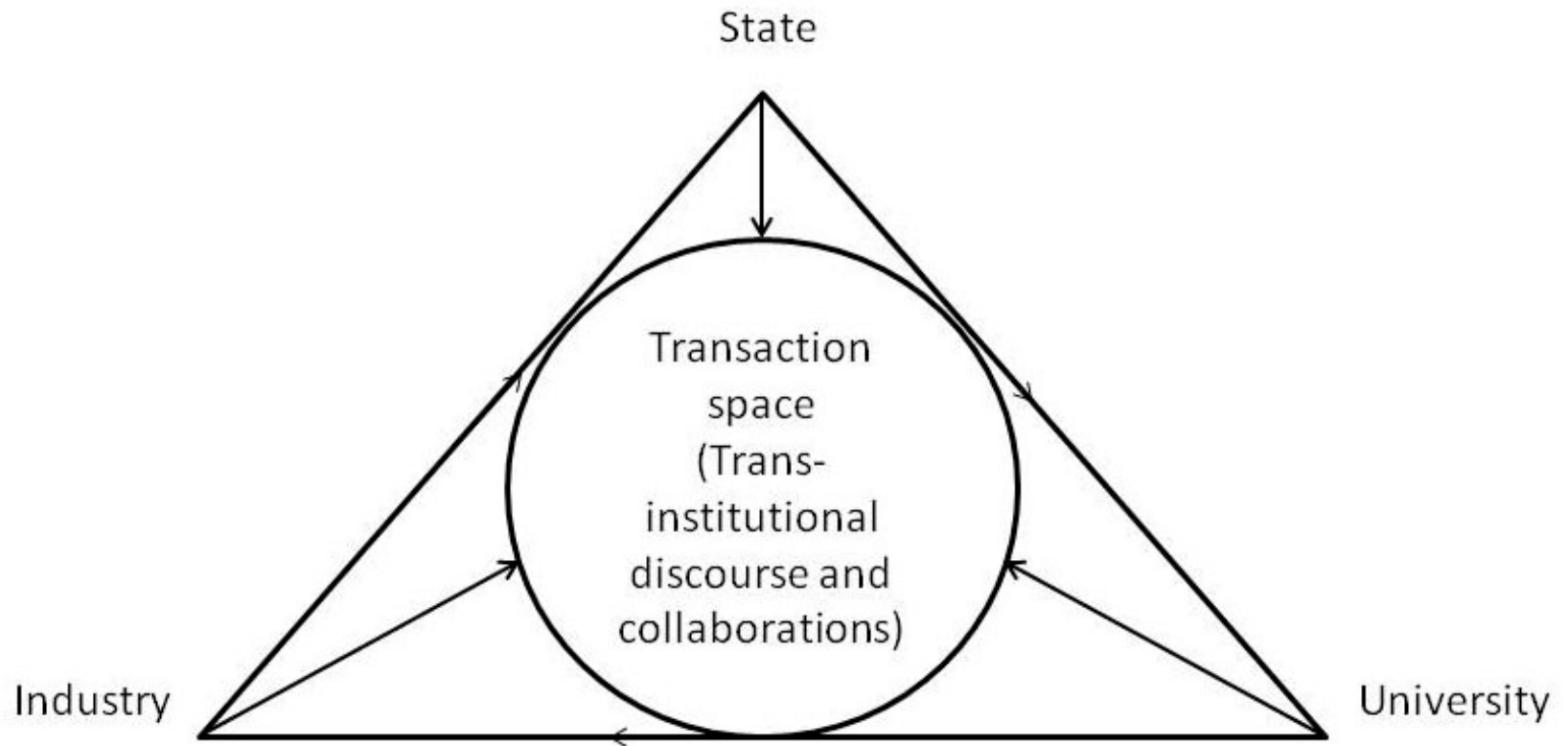
Beyond Business Entrepreneurs: Promoting Social Entrepreneurs

- *Lingnan University*
- Field experience and internship as core elements in curriculum;
- Promoting social progress and human welling in the region, UNESCO, Asian Development Bank projects;
- Capstone projects to provide a platform for students to engage in various forms of entrepreneurial activities
- Social entrepreneurs promoting social change and human well-being
- Civic engagement and change agent in society
- Promoting service-learning in Asia

Entrepreneurial University and Entrepreneurial Education

- State directed or university and society driven?
- Hong Kong's governing philosophy: "Big market and Small government"
- Academic freedom to university to engage with industrial / business sectors for promoting entrepreneurship
- Education is to create a conducive environment for making students becoming entrepreneurial
- Curriculum and instruction contributes partially to entrepreneurial culture

Triple Helix Network



Hong Kong's Model to Entrepreneurship

- Small but efficient government
- Dynamic and free market
- Emphasis on internationalism
- Entrepreneurship: not only BUSINESS but social, cultural, green and diverse perspectives
- Making Universities Entrepreneurial
- Vitalizing the Business Sector in promoting entrepreneurship
- Promoting **Community (civil society) initiatives** in cultivating entrepreneurial spirit

Critical Reflections

Promoting Entrepreneurship for What?

- Changing State-University-Market relation but not at the expense of ACADEMIC FREEDOM
- University Autonomy is KEY for innovation and creativity
- Globally Aware Entrepreneurs
- Socially Responsible Entrepreneurs
- Culturally Sensitive Entrepreneurs
- Being Entrepreneurial for promoting *economic justice, social change, cultural enrichment, environmental awareness and human well-being*

Nurturing Thought Leaders or Preparing Workers for the Market

- Nurturing critical minds and global citizens
- Preparing citizens for the changing labour market needs
- The tension between broad-based education and vocational-driven education
- What sort of skills should we prepare for the young generation?
- Transferable skills: generic skills or specialized skills (UK Study by Prof Nick Lieven, Bristol)

The Role of Liberal Education

- Global City needs talents with international and regional perspectives, broad-based education, caring minds and professional skills to handle increasingly complex problems / issues (21st Century skills)
- Nurturing **Caring Leaders with Global Vision**
- Questing for **Multidisciplinary and Interdisciplinary learning, research and scholarship**
- Beyond “economic imperative” but engaging students to **serve**

The Role of Liberal Education

- To nurture various qualities such as communication skills, respect for others, acceptance of different views,
- To enhance an understanding of accountability for what you say and do,
- To understand the idea of shared responsibilities and an understanding of the responsibilities that come with leadership and influence.

The Role of Liberal Education

- These qualities are essential to a pluralistic and innovative environment — in our social life, in the workplace or in the civic and political world of the community and nation and beyond.
- And these qualities can only be acquired by doing and seeing and living. You cannot learn them, on your own, from a textbook.

The Role of Liberal Education

- At a recent Hong Kong General Chamber of Commerce event, David Oxtoby, President of Pomona College in California, made an interesting point.
- He said educators today are preparing young people to work in jobs and industries that may no longer exist in another 10 or 15 years.
- As with the students doing horticulture and landscape management, many Liberal arts graduates will be going into cutting-edge fields essential for future success.



Lingnan 嶺南大學
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Vision

- To excel as an internationally recognised liberal arts university distinguished by outstanding teaching, learning, scholarship and community engagement.

Motto

- Education for service

Lingnan University: one of the “Top 10 Liberal Arts Colleges in Asia” (Forbes, 2015)



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Mission

- providing quality whole-person education informed by the best of Chinese and Western liberal arts traditions;
- nurturing all-round excellence in students, including such attributes as critical thinking, broad vision, versatile skills, socially responsible values, and leadership in a changing world; and
- encouraging faculty and students to contribute to society through original research and knowledge transfer.

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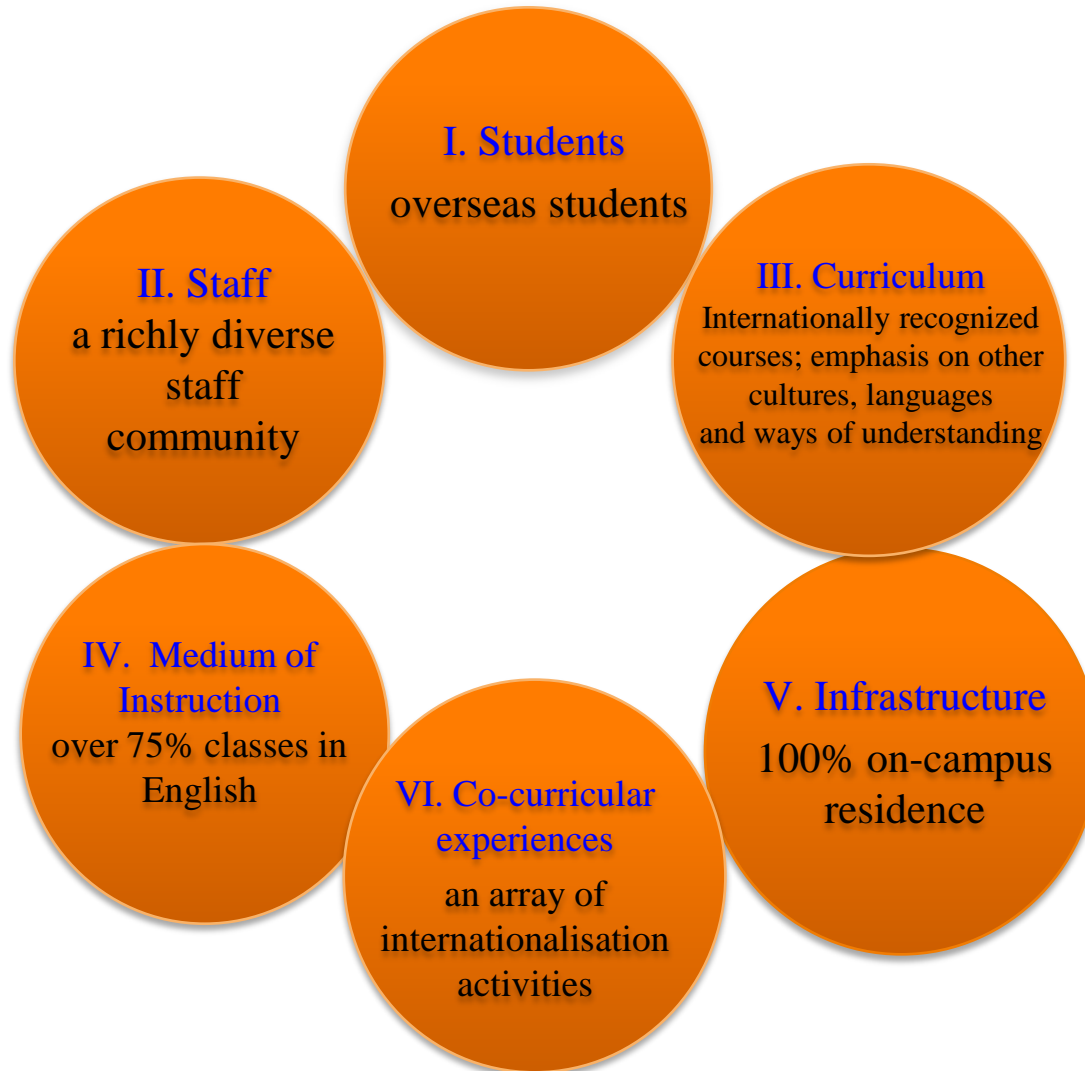
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Liberal arts education is achieved through our:

- deliberately small enrolment,
- broad-based curriculum,
- close staff-student relationship,
- rich residential life and extra-curricular activities,
- active community service and multi-faceted workplace experience,
- strong alumni and community support, &
- global learning opportunities.

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Nurturing Global Citizens



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