

# Transnational Collaboration Within Higher Education in China: Context, Characteristics, and Challenges

ZHOU Yuerong<sup>[a]</sup>; HAN Xiaojie<sup>[b]</sup>,\*

<sup>[a]</sup> Associate Professor, School of Foreign Languages and Business, Shenzhen Polytechnic, Shenzhen China.

<sup>[b]</sup> Lecturer, School of Entrepreneurship and Innovation, Shenzhen Polytechnic, Shenzhen, China.

\*Corresponding author.

**Supported by** (a) The Study on System Construction of Digital Transformation of Foreign Language Majors in Vocational Education (No. GD22WZX02-10), Guangdong Province Philosophy and Social Sciences 2022 Foreign Language Special Project; (b) 2022 Guangdong University Industry-Education Integration Platform “Intelligent Translation Industry-Education Integration Innovation Platform” (No. 2022CJPT018); (c) 2023 Shenzhen Polytechnic Research Fund (No. 6023310004S); (d) 2022 Shenzhen Polytechnic Research Fund: Golden Course “Intercultural Communication”(No.173).

Received 21 December 2022; accepted 15 February 2023  
Published online 26 March 2023

## Abstract

This paper discusses the development of transnational collaboration in Chinese higher education (TNHE). TNHE refers to arrangements and institutional partnerships between Educational Institutions, in which the students are located in different countries from the one in which the awarding institution is based. Through analyzing the cases of TNHE in China, we found that the convergence/globalization model and the borrowing/localization model are two main TNHE prototypes. TNHE in China is guided by the Government, which is aiming to enhance China's international competitiveness, in a globalizing world. This paper discusses the consumers and the operation of TNHE in China. In addition to the context analysis, critical factors for the success of TNHE in China are addressed, consisting of the long-term strategic vision, governance, management, and strategy. TNHE in China faces several challenges, including duplication of similar projects, quality assurance and legal status. Based on the comprehensive analysis, a business model of TNHE of China is proposed.

**Key words:** TNHE; Development model; Governance; Strategy; Business model

Zhou, Y. R. (2023). Transnational Collaboration Within Higher Education in China: Context, Characteristics, and Challenges. *Higher Education of Social Science*, 24(1), 1-8. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/12971>  
DOI: <http://dx.doi.org/10.3968/12971>

## 1. INTRODUCTION

Twenty-first century higher education is being pushed forward to greater international involvement by the process of globalization (Altbach and Knight 2007). The creation of international networks of government and private organizations (including universities) leads to a situation in which cross-border cooperation is enhanced and appropriated supra-regional governance models are developed (Chen, 2011). According to the United Nations Education, Scientific and Cultural Organization and The Council of Europe (2001), transnational cooperative education (TNHE) refers to arrangements and institutional partnerships in which students located in different countries to the one where the awarding institution is based.

There are several types of collaboration: transnational branches, franchising (transnational partner institution), linking, training, intuitional projects, distance learning projects and study abroad (Chen, 2022; He, 2016). For instance, international branch campuses are the foreign branches and universities that award degrees of home intuitions.

Franchising and various forms of partnership and collaboration are arrangements whereby the home university provides the curricula, accredits the qualifications awarded, and takes responsibility for quality assurance but the students are registered with a local institution that deliver the program in the host country (UK HE International Unit, 2016; Wilkins& Juusola, 2018).

Numerous studies have listed the benefits of TNHE, including the impacts on students, the benefits to faculties, reputations of the institutions, and broader implication for state and local communities (Becker 2009, Council of Graduate Schools 2010). A variety of cases confirmed the benefits of TNHE bringing to the stakeholders, such as Royal Melbourne Institute of Technology’s campus in Vietnam (Wilmoth 2004), Monash University Sunway in Malaysia (Dyt 2007).

At the national level, many governments are keen to encourage development of TNHE as an opportunity to expand national higher educational capacity as it can be lucrative in terms of public budgets. For TNHE importing countries, it can help by upgrading higher education which leads to reduced, “brain drain” and formation of partnerships with exporting countries (Chen, 2022; Wilkins, 2016).

At the institutional level, TNHE offers the participating institutions economic benefits and global brands through specialized programs (Hong etc. 2016). For example, such motives were expressed when New York University announced its decision to establish campuses in Abu Dhabi and Shanghai (Krieger, 2008). Institutions that participate in TNHE may benefit from enhanced rankings and perceived brand values. which may help attract students and funding (Wilkins & Juusola, 2018). From the student perspective, TNHE can provide students with a higher quality education, allowing local students access the global knowledge and practice in a relatively inexpensive way without leaving their home country. Additionally, studying foreign courses may lead to opportunities to study abroad.

China has a vast market for education. The country is opening it’s borders to enhance the higher education sector. As of 2015, the Chinese government had approved over a thousand transnational cooperative education projects with 64 foreign higher education intuitions participating. (Watanabe etc., 2018). Driven by the Chinese central government, cooperation and relationships with foreign institutions is strongly encouraged, particularly with world-leading institution (He, 2016).

However, the Chinese experience with TNHE in China has produced unequal development between regions and disciplines. This paper intends to illustrate the Chinese TNHE landscape, the key historical success factors and the future challenges. In China, TNHE is almost exclusively established in cities with higher economic and educational levels, while the western regions are practically neglected (Bejinaru & Prelipcean, 2017). Another Chinese region - Hong Kong now earns an important place in world education as part of trade, especially with strict legislation on higher education (Chen, 2022).

Another challenge rests on the graduates in many disciplines who face employment difficulties. This paper intends to offer the landscape of TNHE in China, the

key factors to success in the past and challenges China confronts for the future. The suggestions are included in the paper.

## 2. TNHE MODES

While the international mobility of students is well-established and is a growing feature of higher education, the transnational mobility of institutions themselves with courses on a large scale is a novel phenomenon (Yang, 2008). From the literature, we found TNHE can be categorized into four modes in terms of trade perspective:

**Table1**  
**Four modes**

Mode	International trade in education
Mode 1	Cross- border trade Distance education (e-learning), franchise courses.
Mode 2	Consumption abroad Students studying abroad.
Mode 3	Commercial presence Branch campus, joint venture with local institution
Mode 4	Presence of natural Professors and researchers providing educational Services in other countries (known as ‘flying faculty’)

Source: Yang (2014), Hou (2011), adapted from Altbach and Knight (2007), van der Wende (2003), WTO (2006).

Mode 2 was the most common form of cross-border education, in terms of student numbers engaged. However, Mode 3 international mobility of program has become the most common form, and it has been estimated to mark the beginning of a long-term in-depth transformation of higher education (Vincent-Lancrin, 2009, p.68).

China, has been documented as one of the world’s largest education-importing countries, using model 3. This model enables the source countries to recruit students and deliver their education programs in students’ host countries through setting up of branch campuses. China is accelerating its efforts to participate in TNHE through joint ventures with overseas universities. A recent example includes, “The Chinese University of Hong Kong” campus in Shenzhen operating in collaboration with University of Shenzhen. Currently, more than 4,000 undergraduate and postgraduate students are studying at The Chinese University of Hong Kong, Shenzhen. Its long-term goal is to recruit 11,000 domestic and international students, 7,500 of whom will be undergraduate students and 3,500 Masters, or PhD students.

Miller-Idriss and Hanauer (2011) summarized two theories in transnational higher education: the convergence/globalization model and the borrowing/localization model. The convergence /globalization model refers to conformity toward an international norm of education, while the borrowing/localization model applies to the cases in which the foreign model is adapted and localized to suit the needs of the host country.

The two most prominent examples in China are the University of Nottingham Ningbo China (UNNC) and Xi'an Jiaotong-Liverpool University (XJTLU), which confirmed the success of the two models.

Instead of setting up joint programs with foreign universities like Global EMA program which most of Chinese universities have done, UNNC and XJTLU offer comprehensive education from bachelor degree to PhD program. These two universities assumed an independent legal entity and operate their own campus away from parent campuses. They are the offspring campus of their parent universities and are being seen as a “new university”. UNNC mainly replicates the governance and management structures from its parent university, University of Nottingham. As the prototypes discussed by Miller-Idiss and Hanauer (2011), UNNC falls into the convergence/globalization model, and adopts a British liberal arts education model. XJTLU leans towards the borrowing/localization model by creating its own identity through the joint strengths of the two parent universities.

Funding sources are another perspective to categorize TNHE prototypes. Verbk and Merkley (2006) discuss three types of TNHE based on funding sources: (1) those self-funded by the source university; (2) those funded by the host government or domestic private sources; (3) and those with facilities provided for by the home government or other domestic sources. In practices, it may exist that a combination of provisions of host capital and host facilities.

---

### 3. CHARACTERISTICS OF TNHE IN CHINA

---

#### 3.1 Nature of TNHE in China

According to Chinese Ministry of Education data (MoE 2013), China currently operates 1979 TNHE programs, which amount to total of 450,000 students enrolled in TNHE and 1.5 million student graduates from TNHE. The Chinese Government defines TNHE as ‘Chinese-Foreign Cooperation in Running Schools’, which refers to:

The cooperation between foreign education institutions and Chinese educational institutions in establishing educational institutions within the territory of China to provide education service mainly to Chinese citizens (State Council of the People’s Republic of China 2003, Article 2).

From the MoE document, the cooperation of institutions in Taiwan, Hong Kong and Macao with the institutions in Mainland China is also considered part of Chinese THEI (transnational higher education institutions). The two main formats employed by Chinese TNHE programs are setting up institutions or setting up programs (J.Hou et al., 2014). From the Chinese Government point of view, TNHE can be seen as ‘a

component of China’s education cause and a benefit to the public interest’. The fundamental aim of TNHE is to introduce high-quality education resources from other countries to enhance the international competitiveness of Chinese institutions (Zhou, 2006). The “National Plan for Medium and Long-term Education Reform and Development (2010-2020)” also indicates the Chinese Government will be encouraging schools and institutions to conduct international communication and cooperation in various ways and manage TNHE programs in order to explore how to make use of the excellent education resources generated by TNHE.

This program aims to enhance China’s international competitiveness in a globalizing world, especially after joining WTO in 2001. The Chinese Government became more open to importing good practices from foreign universities. China allows overseas universities, in collaboration with local institutions, to jointly develop academic programs in China to help quickly build up their own capacity, status and innovative abilities (Garrett, 2004).

#### 3.2 Social and Political Context

TNHE programs are determined both by the nature and feature of the source university and the constraints of the host country. China’s Ministry of Education set restrictive rules and regulations on the presence and operation of foreign higher educational institutions in China. For example, the 1995 Regulation for Chinese-Foreign Cooperation in Running Schools, are summarized as followed:

- Foreign institutions must partnership with Chinese institutions.
- Partnerships must not seek profit as their objective.
- No fewer than half the members of the governing body of the institution must be Chinese citizens and the post of president or the equivalent must be a Chinese citizen residing in China.
- The basic language of instruction should be Chinese.
- Tuition fees may not be raised without approval.

The regulation was reviewed in 2003, and some important features were mentioned:

- Extending governmental encouragement from vocational to higher education.
- Strongly encouraging Chinese universities to cooperate with renowned overseas higher education institutions to launch new academic programs to improve the quality of teaching and learning, and to import excellent overseas educational resources to local institutions.
- Relaxing the restriction on making a profit.

#### 3.3 Consumers of TNHE

Chinese students are the main consumers of TNHE in China. The MoE document “Transnational Higher Education” has offered a way for Chinese students to

receive foreign education without going abroad. The average annual tuition fee of TNHE for study in PRC is approximately RMB 25,000, while studying in the UK, USA, Canada and Australia is expected to cost RMB 90,000 or more per year. Financial motivation is one of crucial considering factor for choosing TNHE.

Social force is another driver of TNHE in Chinese market. Due to the high value attached to education in Chinese culture, Chinese families have high expectation of making sacrifices to provide the best possible educational opportunities for their children (Wetch, 2009). "One – Child Family Policy" has strengthened Chinese families desire in this area.

The generation of a larger middle class in the last 30 years while China experienced fast economic development, intend to secure a generational reproduction of their class status and mobility (Tsang, 2013). Therefore, acquisition of Western higher education becomes the imagined gateway to upward social mobility in an increasing unequal global system (Doberty and Singh, 2005).

TNHE offers affluent parents an optimal option of providing their children with a Western education. Unlike sending children abroad when children were perceived as being too young to study abroad immediately after high school, TNHE offers these children a foundation in Chinese universities with a period at a Chinese institution. Limited supply of the desirable Chinese universities is another problem for students and their families. Even though the gross enrollment rate for higher education reached 57.8% in 2021, places in top tier universities remains very competitive. Students need to compete in the selective National Higher Education Entrance Examination and gain excellent scores to get into the preferred universities. In this case, TNHE becomes an alternative option for students who are willing to receive excellent higher education.

### 3.4 The Operation of TNHE

TNHE involves at least two parties, source universities and imported universities. For instance, Shenzhen Polytechnic established collaboration program with Australia TAFE, Northern Sydney Institute in 2006, with a fee paid by the student RMB16,500 per year approved by the Chinese government.

The contract stipulates that Shenzhen Polytechnic is responsible for recruiting students, providing students with facilities and 2/3 of the core module delivery while Australia institute provides 1/3 core module delivery and shares its teaching package (the teaching resource for the program). However, Shenzhen Polytechnic suffered

financial loss since the program establishment in 2006 due to two reasons:

Firstly, Shenzhen Polytechnic only took 30% profit from this offshore program while Australia Northern Sydney Institute collected 70% of the profit. Since it was the first TNHE program for Shenzhen Polytechnic, Shenzhen Polytechnic made major compromises when negotiating the collaboration contract.

Secondly, the number of students seeking this tuition was relatively low, while the expenditure of the program was relatively high, not to mention inflation or other economic factors. Thus, Shenzhen Polytechnic negotiated a new tuition budget with the Chinese government and from 2012, with increased the tuition from RMB16,500 to RMB19,000. But, this collaboration program ended up in 2021 after two parties agreed not to continue the contract.

The University of Nottingham Ningbo China, (UNNC) had a different financial model. While the data is not public, the revenue at UNNC was apportioned between Zhejiang Wanli Education (University of Nottingham's partnership in China) and University and Nottingham (Yi, 2012). Zhejiang Wanli Education Group built the campus infrastructure, managed the facilities, and collected rent revenues from services. In UNNC, the key faculty members were reassigned from Nottingham to Ningbo with housing subsidies and a three-year tax exemption. These key faculties would return to Nottingham after several years at Ningbo. The disadvantage of this model is the key faculty may not have a high organizational commitment to UNNC.

Xi'an Jiaotong-Liverpool University (XJTLU) has adopted a different model. The two parties, Xi'an Jiaotong University and University of Liverpool agreed that any surpluses generated by the operation of XJTLU stays at XJTLU, rather than being allocated to Xi'an Jiaotong University or the University of Liverpool. The advantage of this model lies in offering the incentive for the offspring campus to manage its own finances and resources to strengthen XJTLU'S academic standards. Thanks to this financial model, XJTLU is has capacity of to manage global recruitment, with no need to reassign the faculty from the parent campuses. This model helps XJTLU cultivate faculty's loyalty to XJTLU and develop the core competence in THEL market.

---

## 4. CRITICAL FACTORS FOR THE SUCCESS OF TNHE IN CHINA

---

### 4.1 Long-Term Strategic Vision

Establishing offshore programs or comprehensive and full scale campuses in Chinese market is a very complex process, specially the latter model which can be seen as the creation of "new university" which requires a

---

<sup>1</sup> [http://english.scio.gov.cn/m/whitepapers/2022-04/22/content\\_78181299.htm](http://english.scio.gov.cn/m/whitepapers/2022-04/22/content_78181299.htm)

higher degree of support from the local government, better coordination of governance and management. This concept entails long term investment and strategic planning. *The key to success lies in coordination between various stakeholders with a joint long-term strategic vision for the new institution.* The parties may have divergent goals and motivations. For example, the UK's higher education export has been identified as a promising economic activity and an important source of additional income (van der Wende 2003). In 2016-2017, over 700,000 students were studying for a UK degree overseas, with an estimated value of £550 million to the UK economy (Universities UK International, 2018).

British universities have been encouraged to generate international ventures by extending their market programs and partnerships with local institutions. Consequently, economic benefit has become a key motive driving the development of UK TNHE (Altbach and Knight, 2007). As the University of Manchester's policy statement says: *An underlying principle of our TNHE activities is that they must not risk the University's potential to maximize international student fee income.* Based on this statement, University of Manchester took aggressive steps in the Chinese TNHE market by setting DBA program in collaboration with Shanghai Jiao Tong University in Shanghai, charging student tuition fees of more than RMB 500,000. as well as the economic benefits, the perceived political and cultural benefits of TNHE (Fernandes, 2006) is another issue persuade by source universities, meaning universities can maintain an influential position on the world stage and reap the benefits of special links with international alumni. Research also showed that the alumni generally hold positive attitudes towards their study in the UK, and not only would recommend others to undertake a similar experience but also are loyal to UK brands which may benefit the UK's economy (Mellors-Bourne et al., 2003).

#### **4.2 Governance, Management, and Strategy**

The fundamental aim of TNHE for the Chinese Government, is to introduce high-quality education resources from other countries to enhance the international competitiveness of Chinese institutions (Zhou, 2006). Thus, TNHE in China should support the public interest, which is contrasted to the overseas institutions' intentions. Yi Feng collected data through interviews with Chancellor of UNNC and president of XJTU and argues there are three predominant issues in transnational education: governance, management, and mission strategy. He also claims that TNHE is determined by not only the nature and feature of the source university, but also the constraints of the host country.

The source universities should be aware that MoE is a powerful player and a fundamental decision-maker in China's education. The experience of UNNC to XJTU

in China, indicates that MoE is becoming a dominant driver. The proportion of representation by the source and cooperating institutions on the governing board also shows Chinese institutions have more and more bargaining power in playing this game. Interestingly, the remarkable feature of Chinese institution- Secretary of the Communist Party of China was also introduced to TNHE programs, which offered several advantages, such as ensuring compliance objectives are met, coordinating with local governments and helping resolve conflicts on the campus (Yi, 2012).

## **5. CHALLENGES OF TNHE IN CHINA**

### **5.1 Duplication of similar projects**

Based on the MoE data (2010), we learn that the most prominent cooperative subjects are Economics, Business Administration, Electrical Engineering and Computing Science, and Foreign Language Studies. We also find that duplication of similar projects focusing on the same disciplines, which has caused severe competition within some areas. For example, some UK universities have duplicated courses in different universities. The consequence of this is that many UK classes with a high proportion of Chinese students require Chinese students to continue with two more years study in the UK, after finishing the cooperative program in China. Hou and McDowell (2013) criticized this method as it not only destroys the Chinese student's expectations, but also has negative impacts on the home students' learning experience.

### **5.2 Quality Assurance**

The nature of the TNHE business model for parent universities is profit driven and increased market opportunities. Increasingly evidence shows compromises in quality. Quality assurance has become a major issue for the joint venture programs. For example, Australia has started to re-examine their quality assurance systems to maintain similar academic standards between the home and overseas academic programs (Meek, 2006). MoE China also noticed the problem of quality assurance and forced 64 joint programs in Shanghai to close (Qin & Jiao, 2007). The Chinese government takes legal responsibility for approving or chartering the establishment of TNHE with existing legal frameworks and guidelines. However, the reality is the government may have managed the procedure of approval but have no consistent intervention after approval which leaves the quality assurance without regulatory monitoring.

From the students' point of view, one of the major problems is the linguistic challenge. Theoretically, if studying at an institute that has adopted English as its official language, the students should be able to use

English language proficiently in their social and learning activities. Unfortunately, many new students who finished their studies in TNHE program have difficulty using the English language. Sun and his colleagues (2022) illustrated this problem with a addressing the case study of XJTLU (Xi'an Jiaotong-Liverpool University).

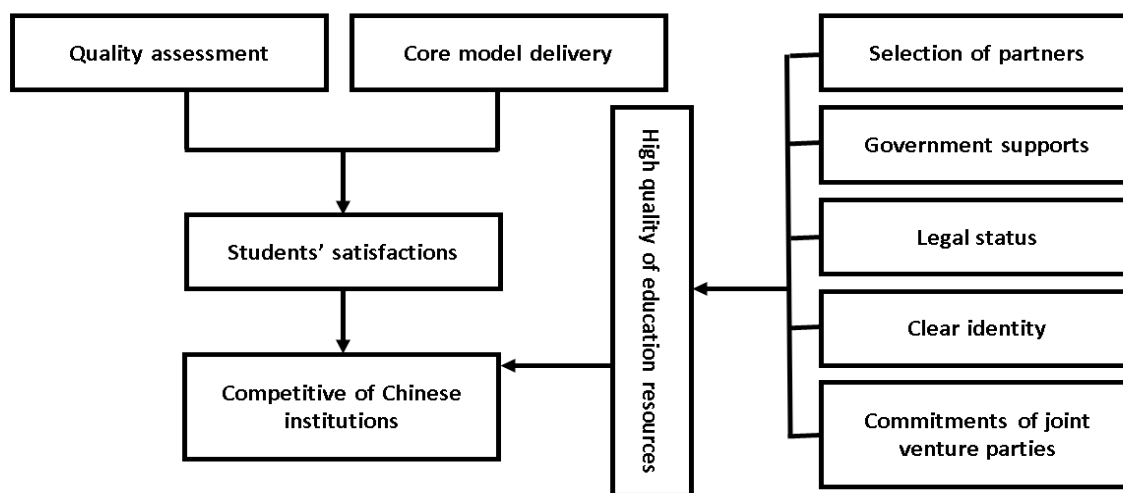
### 5.3 Legal Status

Chinese Government regulations clearly state that TNHE is only a supplementary part of China's higher education sector. TNHE activity in China has not been regarded as an integral part of the Chinese higher education system. Joint programs set up by public universities are encouraged by the MoE, but in the practice they run privately without Government interference. A good example is Xi'an Jiaotong-Liverpool University. Defining them legally remains a challenge for the Chinese Government. But it is also a question for the staff working in these joint programs. Wang and Xue (2004) explained the fundamental reason for China's ambiguity regarding the legal status of TNHE as the China Government's concern about its possible loss of educational sovereignty. The

Chinese Government is clear that the essence of TNHE should be for the Chinese institutions to introduce and absorb high-quality educational resources through so its own education system can be improved (MoE, 2007, 2013a). Under such circumstances, Hong Kong represents impressive higher education achievements in Asia. Hong Kong currently has no independent legal entity as a TNHE, and there are 11 government-recognized universities with authority to grant higher education degrees, all of which are public universities. As a local TNHE, Hong Kong has a prevailing advantage in content which is more focused on supporting professional education that is closely related to the contemporary market to meet the manpower needs of the industry, such as marketing, nursing, business (Chen, 2022).

## 6. BUSINESS MODEL OF TNHE IN CHINA

This paper intends to offer a business model of TNHE in China as followed:



**Figure 1**  
**Business model of TNHE in China**

The primary goal of TNHE in China lies in improving the competitiveness of Chinese institutions. Accomplishing the goal can also improve students' satisfactions and enhance the quality of education resources. As students are the customers of Chinese institutions and all TNHE partners, their satisfaction is the key to the success of the education business model. To increase the students' satisfaction, Chinese institutions, and the source universities both need to emphasize the quality assurance and governance. By addressing the quality assurance issue, the Chinese Government slowed

down licensing for TNHE, with a department devoted to checking the quality of TNHE in China to ensure that TNHE programs meet the rigorous quality standards. The quality audit system was set up in 2012 which MoE conducted an experimental audit on TNHE programs and institutions in three provinces.

Core course delivery is another prominent issue concerning students' satisfactions. According to the Chinese regulation, the teaching standard, the standard of the curriculum and degrees awarded should be demonstrated as equivalent to those at the partner

universities. For the joint programs, foreign university staff should deliver at least one-third of the core modules and teaching hours. However, since it involved the financial and managerial issue it is very hard to implement this requirement for some programs.

The competitiveness of Chinese institutions through TNHE also includes enhancing the quality of education resources. To achieve this goal, one of the core strategies is determined by the selection of partners. For the academically weak Chinese institution, they may try to search a source university with prominent reputation in teaching. For example, Shenzhen Polytechnic had a joint venture with Federation University Australia and TAFE North Sydney Institute. In this case, the foreign universities controlled the curriculum. The equal academic strength with the source universities and partner universities results in somewhat shared control of the curriculum.

Observation of the TNHE practices in China indicates that the MoE and local government are very powerful players. MoE is the fundamental decision-maker in China's education. TNHE approval and the quality audit system are controlled by MoE. Local government's support is crucial to the development of TNHE in China, for instance, the campus of Xi'an Jiaotong-Liverpool University was built up by municipal government. XJTLU has not been charged rent since it opened in 2006, which speaks volumes about government support. Compared to just setting joint venture teaching programs in Chinese institutions, a "new university" has more difficulties earning legal status in China. Since the Chinese Government stated TNHE works as the supplementary part of China's higher education, and this regulation left TNHE struggling to get legal status in China. TNHE is a very competitive business and encountered many failures. Lacking a clear identity is one of the important reasons for these failures.

XJTLU offered a good example in setting up a clear identity for the "new university", and its identity presents neither simply a clone of the University of Liverpool, nor just another typical Chinese university. XJTLU decided its goal is to combine the best practice of Chinese universities with the best practice of a Western University to create their own unique pedagogical and management model. THEL is a joint venture business, thus the continued commitments from involved parties are crucial to TNHE success in China.

---

## 6. CONCLUSION

The transnational education sphere will become increasingly congested and competitive. Intra-region student mobility will increase, and inter-region student mobility will decrease, particularly in Pacific Asian region. This means that increasing numbers of Asian students will stay in the region to pursue higher education, instead of

going to the other continents. It is estimated that Chinese Universities will increasingly attract international students from the regions, considering the rise of China's economic status and the improvement of Chinese institutions.

TNHE business in China aims to improve the competitiveness of Chinese institutions, which can be accomplished by meeting students' satisfaction and enhancing the high quality of education resources. quality assessment and core module delivery are the key to reaching high students' satisfactions. To enhance the high quality of education resources, there are a few issues worth considering, including selection of partner legal status, government support, clear identity, and continued commitment from involved parties.

---

## REFERENCES

- Altbach, P. G., & Knight, J. (2007). The international of higher education: Motivations and restraints. *Journal of Studies in International Education*, 11(3-4), 290-305.
- Chen, M. Y. (2022). Development and quality of higher education in transnational co-operation: some cases from China, Japan, Malaysia. *Review of Education Theory*, 05(04).
- Doherty, C., & Singh, P. (2005). How the west is done: Simulating western pedagogy in a curriculum for Asian international students. *Internationalizing Higher Education*.
- Dyt, K. (2007). Monash University Sunway: Building on a vision. Clayton: Monash University.
- Garrett, R. (2004). Foreign higher education activity in China. *International Higher Education*, (Winter), 21-23.
- Hou, J., Montgomery, C., & McDowell, L. (2011). Transition in Chinese-British higher education articulation programmes: Closing the gap between east and west?. In *China's Higher Education: Reform and Internationalization*, edited by Janette Ryan (pp.104-119). London: Routledge.
- Junxia, H., Catherine, M., & Liz, M. (2014). Exploring the diverse motivations of transnational higher education in China: complex and contradictions. *Journal of Education for Teaching: International Research and Pedagogy*.
- Lan, H. (2016). Transnational higher education institutions in China: A comparison of policy orientation and reality. *Journal of Studies in International Education*, 20(1), 79-95.
- McBurnie, G., & Ziguras, C. (2007). *Transnational education: Current issue and future trends in offshore higher education*. London: Routledge.
- McBurnie, G., & Ziguras, C. (2009). Trends and future scenarios in programme and institution mobility across border higher education to 2030. In *Globalization* (Vol.2, pp.89-108). Paris: Organization for Economic Cooperation and Development.
- Meek, L. (2006, 9 May). *The role of evaluation in Australia universities*. Paper represented at the 1st Session of the International Academic Advisory Committee for University Evaluation, Hangzhou, China.

- Mellors-Bourne, R., Humfrey, C., Kemp, N., & Woodfields, S. (2013). *The Wider Benefits of UK international education*. BIS Research Paper Number 128. London: Department for Business, Innovation and Skills.
- Miller-Idriss, C., & Hanauer, E. (2011). Transnational higher education: Offshore campuses in the middle east. *Comparative Education, 47*(2), 181-207.
- MoE (Ministry of Education of the People's Republic of China). 1998,2003,2009,2010,2013.
- Qian, Y., & Jiao, W. (2007). MOE set limits on the HEI's claims of foreign kinships. *Shanghai Xinmin Evening New*, p. 2. (In Chinese)
- Spring, J. (2009). *Globalization of education: An introduction*. New York: Routledge.
- Sun, Y., Li, N., Hao, J. L., Di, L. & Sarno, G. (2022). Post-Covid-19 Development of Transnational Education in China: Challenges and Opportunities. *Education Science, 12*, 416.
- Tsang, E. Y. (2013). The quest for higher education by the Chinese middle class: Retrenching social mobility? *Higher Education, 66*(6), 653-668.
- Van der Wende, M. C. (2003). Globalization and Access to Higher Education. *Journal of Studies in International Education, 7*(2), 193-206
- Verbik, L., & Merkley, C. (2006). *The international branch campus: Models and trends*. London: Observatory on Borderless Higher Education.
- Vincent-Lancrin, S. (2009). Cross-border higher education: Trends and perspectives. *Higher Education to 2030* (Vol. 2). Globalization.
- Wilmoth, D. (2004). RMIT Vietnam and Vietnam's development: Risk and responsibility. *Journal of Studies in International Education, 8*(2), 186-206.
- WTO (World Trade Organization). (1995). General agreement on trade in services: An introduction.
- Yang, F. (2008). *University management*. Ningbo: The University of Nottingham.
- Yang, R. (2008). Transnational higher education in China: Context, characteristics, and concerns. *Australia Journal of Education, 52*(3), 272-286.
- Yi, F. (2013). University of Nottingham Ningbo China and Xi'an Jiaotong-Liverpool University: globalization of Higher education in China. *Higher Education, 65*, 471-485.
- Zhou, J. (2006). *Higher education in China*. Singapore: Thomson Learning.