

# Network for Research into Chinese Education Mobilities

## 中国教育流动研究网络

### Newsletter

Issue 11 July 2019

<https://chineseedmobilities.wordpress.com/>

Dear Network for Research into Chinese Ed Mobilities colleagues,

Greetings. In this July 2019 issue we have brought to you our two latest research highlights, capacity building and job vacancy information as follows.

### Research Highlights

1. Dr [Shanshan Guan](#) (East China Normal University, Shanghai) discusses her research into [mature students' experiences in China's Adult Higher Education](#) by employing Guanxi (vs social capital) and Mianzi (vs cultural capital) as analytical tools. This is based on her two latest co-authored articles in [British Journal of Education Studies](#) and [Compare](#).
2. Drs [Mengwei Tu](#) and [Daniel Nehring](#) (East China University of Science and Technology, Shanghai) examine [post-study transnational mobility among Chinese graduates with degrees from British universities](#), by drawing on their newly published [article](#) in International Migration.

To consult all our Research Highlights entries, please click [here](#).

### Capacity Building

1. A Call for Papers on 'China and Higher Education: Knowledge diplomacy and the role of higher education in Chinese international relations' at University of Manchester is available [here](#). Abstract submission deadline: 31 July 2019 to [ChinaHE@manchester.ac.uk](mailto:ChinaHE@manchester.ac.uk). Register [here](#).
2. A Call for Submissions for [The Cambridge Researcher](#) blog is available [here](#). This is particularly relevant to Network members who are postgraduate students at Cambridge University.

To consult all our Capacity Building entries, please click [here](#).

### Job Opportunities

1. A [Full Professorship in China Studies](#) is available at Aarhus University Denmark. Application Deadline: 15 August 2019. Refer [here](#) for the detailed information.

## Communication

Are you looking for research collaborators? Are you looking for hosting institutions in China to conduct your fieldwork? Get in touch with us ([chineseedmobilities@outlook.com](mailto:chineseedmobilities@outlook.com)) and we will advertise your requests.

For updates on our events, please click [here](#).

Follow us on our [Twitter](#) and [Facebook](#).

Yours sincerely,

Network for Research into Chinese Education Mobilities  
中国教育流动研究网络

If you do not wish to receive updates from the NRCM, please reply to this email and you will be removed from the mailing list.

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## Research Highlights

### Guanxi and Social Capital, Mianzi and Cultural Capital: Mature students' experiences in Chinese Adult Higher Education

Guan, S & James, F. (2019) *Staying afloat via guanxi: student networks, social capital and inequality in Chinese adult higher education*. British Journal of Educational Studies (<https://doi.org/10.1080/00071005.2019.1618788>)

Guan, S & Ploner, J. (2019) *The influence of cultural capital and mianzi (face) on mature students' orientation towards higher education in China*. Compare: A Journal of Comparative and International Education (<https://doi.org/10.1080/03057925.2018.1490999>)



[Dr Shanshan Guan](#), East China Normal University

In Guan and James ([2019](#)), our study illuminates students' purposive cultivation of guanxi, or social networks based on continuous exchange of resources, in the context of China's Adult Higher Education (HE) system. Interviews with 30 students reveal the motivations underpinning their creation of informal ties amongst peers, which they consider to procure

beneficial resources for the present and long-term. They deem guanxi with peers to compensate for the isolation they experience. Such experiences, taken in the context of a competitive HE and graduate employment landscape, are then related to social capital. The marriage of the concepts guanxi and social capital is also discussed in light of our analysis.

Social, human, economic, symbolic and cultural forms of capital are regularly paired with HE in the Anglophone literature, though social capital remains the most opaque concept. This, according to Adler and Kwon (2002), is due to the intangibility of its embedded notions such as trust that are not amenable to direct measurement, and the potential quality of social capital in the sense that it is stored in anticipation of reciprocated future exchange of resources. Those deploying social capital in empirical studies (for example, Jensen and Jetten, 2015) attest to its mutability, contending it is not the 'static property of the individual' (Field, 2015, p. 16). It remains unclear, however, how its processual elements might be captured empirically. Social capital is a purely analytic construct so unlikely to be referred to directly by research participants. Conversely, the social practice of guanxi would be a term adopted since it is firmly embedded in every day parlance. Our study sheds light upon AHE student interviewees' purposeful cultivation of guanxi in direct relation to the struggles they articulate at university. The article begins by outlining the political and socio-economic context of Chinese HE and its dual nature. The concepts social capital and guanxi are expounded before research literature connecting them to HE contexts is reviewed. An analysis of interview data follows, elucidating interviewees' deliberate use of guanxi. The marriage of social capital and guanxi to enhance understanding of inequality in HE is then discussed in light of our qualitative findings.

This study elucidates the self-initiated, processual nature of guanxi in the context of China's AHE and helps articulate the shortest conceptual bridges between guanxi and social capital. Interview data are limited to students' perceptions, in terms of their expressed motivations for augmenting guanxi with peers. Therefore, it is not possible to discern the longevity of such ties, or realisation of the benefit students anticipate. Nevertheless, pursuing the relational components, subsumed within social capital distinctively, illuminates how the processes of inaugurating social capital fuse with the norms of a culturally embedded social practice, namely guanxi. Further investigation across national contexts, attuned to both structural and micro-social elements, could confirm social capital's utility and flexibility as a concept integral to investigating HE inequality internationally.

In Guan and Ploner ([2019](#)), we write in the wider context of national growth and investment in higher education in China where more mature students seek to gain access to university education. Considering the far-reaching socioeconomic and political shifts in contemporary China and its higher education sector in particular, this study explores the experience of mature university students in this country and poses the seemingly simple question as to why these students did not pursue higher education when they were school-leavers, but chose to study at a mature age. Drawing on biographical interviews with 20 Chinese mature university students, the paper explores their aspirations, motivations and tribulations behind embarking on higher education. Revisiting Bourdieu's ideas on 'inherited' and 'acquired' cultural capital and examining the related Chinese cultural notion of mianzi

(‘face’), it is argued that family and social networks are decisive factors in mature students’ orientation towards higher education.

From a theoretical perspective, this small yet revealing study highlights both the strengths and limitations of ‘inherited’ and ‘acquired’ cultural capital as flexible concepts, well-suited and applicable to a wide range of social and cultural settings. However, as it is predominantly applied to Western educational milieus, ‘cultural capital’, in Bourdieusian diction, cannot always do justice to the historical, cultural, political and societal complexities that permeate notions of class, kinship and equality of opportunity in non-Western contexts. To this end, the notion of *mianzi* or ‘face’ has provided a useful conceptual complement in making sense of mature students’ educational experiences in contemporary China. Whilst considering the pitfalls of cultural universalism when comparing and translating different cultural expressions, future research should not shy away from seemingly unfamiliar philosophical concepts and critical cross-cultural dialogue that may help to shed light on educational inequalities worldwide.

Through biographical interviews with mature students in China, this study has produced some insightful findings as to how these individuals negotiate their access to, and participation in, higher education. Students’ narratives clearly show that they tread a fine line between family expectations, social stigmatisation, educational segregation and their personal aspirations as ‘future selves’. Although the biographical method is not without flaws in terms of generalisability, it has generated valid findings that allow for a close reading of individual motivations whilst highlighting a particular set of experiences shared by a wider group of participants. The limitation of the biographical approach, at least in this study, relates to the limited number of participants in two universities in a major city in East China. However, it is hoped that the rich evidence gathered in this study, will stimulate further research into the hitherto much-overlooked area of AHE in China. For example, future studies could envisage how increasing socioeconomic disparities between east and west, urban and rural affect (adult) higher education in the country today, or further explore the role that gender, ethnicity and, indeed, age play in forging educational and career-related aspirations among mature students.

### ***Author Bio***

[Dr. Shanshan Guan](#) now is working at East China Normal University as a postdoctoral researcher since October 2018. Her current research focuses on Chinese adult students’ study experience in higher education and how the stratification between adult higher education system and regular higher education generates inequality to adult students in China. She was awarded her PhD degree from University of Hull in August 2018. Her doctoral research focused on mature students’ study experience in higher education in both England and China and investigated how different higher education systems affect mature students’ study experience.

## Remain, return, or re-migration? The (im)mobility trajectory of mainland Chinese students after completing their education in the UK

Tu, M., & Nehring, D. (2019). [Remain, Return, or Re-migrate? The \(Im\)mobility Trajectory of Mainland Chinese Students after Completing Their Education in the UK](#). *International Migration*, 1-15. doi: 10.1111/imig.12589



[Dr Mengwei Tu](#), East China University of Science and Technology



[Dr Daniel Nehring](#), East China University of Science and Technology

This article examines post-study transnational mobility among Chinese graduates with degrees from British universities, against the backdrop of recent developments in global higher education, in international labour markets and in international migration policy. British universities host the second largest overseas Chinese student population, one third of non-EU students in the UK are from China, and China is the only country showing a significant increase in student numbers between 2012-2017. Recent articles in The Times in May 2019 repeatedly highlight the record-high Chinese students to the UK in the latest statistics and that the on-going China-US trade war is likely to channel more Chinese students away from the US to the UK.

While Chinese international student mobility and participation in overseas higher education have been extensively discussed, much less attention has been devoted to the transnational mobility of Chinese students following the conclusion of their degrees, in the context of their study-to-employment transition. However, with ‘credential inflation’ in China in recent years, the direct short-term benefit of a Western degree on individual’s socioeconomic mobility has undergone doubt and re-interpretation. While capital accumulation and

transnational mobility still feature as a main drive behind students' motivation, their expectations increasingly point to the potential of gaining overseas professional work experience and a wider transnational social network. Such an expectation necessarily prolongs the "study abroad" period. Young graduates are thus exposed to a constantly changing local and transnational socioeconomic environment during a particularly unstable stage of their lives. As a result, Chinese graduates in the 21st Century are faced with a more complex process in terms of capital accumulation and conversion at a transnational level, which in turn shape the outcome of their migration decisions and their socioeconomic status.

How do we understand the relationship between overseas education and transnational mobility (including spatial and social mobility) of these Chinese graduates? Recent data in The Times in 2019 show that non-EU students who stayed to work in the UK after their graduation earn more than their British counterparts in almost every subject. While the UK benefits from the tax paid from these earnings and the much-demanded skills contributed by post-study migrants, its current migration policy does not facilitate, but rather limits, overseas graduates' employment opportunities. In China, overseas-educated returnees' have an average salary higher than that of their China-educated peers. Nevertheless, according to a survey conducted by the Center for China & Globalisation, among the Chinese students who had returned and worked in China in 2017, 68.9% expressed great disappointment in their salary, and nearly half of the respondents felt that overseas education did not help their career. Clearly, in both China and the UK it is difficult to assess the impact of overseas education on graduates' mobility trajectory.

Our objective is to bring out the *changes* in graduates' perception of education, migration and mobility in the context of both micro-level personal life stage development (e.g. significant life event transitions) and macro-level socioeconomic changes in host/home countries (e.g. global redistribution of employment opportunities). On the basis of our observation of various outcomes of study-to-employment transitions, we compare the understandings of mobility between those graduates who remained in the UK and those who returned to China, as well as different understandings of mobility perceived by the same individual at different stages of their study and migration journey. Finally, we discuss how the fluidity and nuance of subjective perception on mobility shape individuals' spatial mobility (and immobility) against the static, narrowing migration policy in the UK.

These findings have significant implication for debates surrounding British migration policy. Uncertainty about the future of British education in the context of Brexit, ongoing debates about the inclusion of international students in net migration figures, and growing calls for the government to provide an "expanded post-study work offer for overseas students" highlight significant tensions in British migration policy as to the current and future status of international students. Our article contributes to the resolution of these policy tensions in three ways.

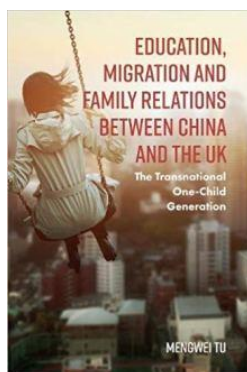
First, British universities frequently use the term "student experience" as a marketing slogan. However, beyond the commercialised language of contemporary higher education,

our findings articulate Chinese international students' perception of "student experience": the opportunity to study abroad becomes tied to the potential for multiple forms of academic, personal, and professional development. Post-education mobility in the host country is greatly valued among the more recent (potential) students. There is an urgent need for immigration policy to recognise the factors that may render Britain a desirable destination for highly-skilled young migrants, particularly given the likely loss of highly-skilled migration from Europe post Brexit.

Second, our study has shown Chinese graduates' decision-making processes when it comes to remaining in the UK after the conclusion of their studies. Recourse to the British public welfare system was not mentioned at all by our participants. This calls into question the narrative of immigrants' troubling overreliance on the welfare system that has long informed a trend towards restrictive immigration policies in the UK.

Third, our findings contribute to calling into question the policy package that has sought to turn the UK into a hostile environment for immigrants. This policy package has extended border controls inwards, requiring extensive policing of all migrants' activities on the part of landlords, health care providers, banks, and other institutions. As has been widely reported, many highly-skilled immigrants find themselves targeted and even singled out for deportation in the context of the hostile environment framework. In contrast, our study highlights how highly-skilled young Chinese people consciously choose to make Britain a home for their professional and personal development, thus contributing in important ways to British society. The hostile environment arguably risks undermining these contributions by destabilising the social position of immigrants such as the women and men who participated in our study.

### ***Authors' bio***

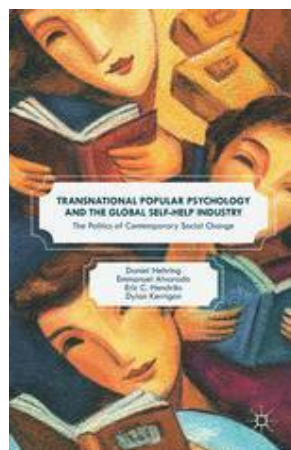
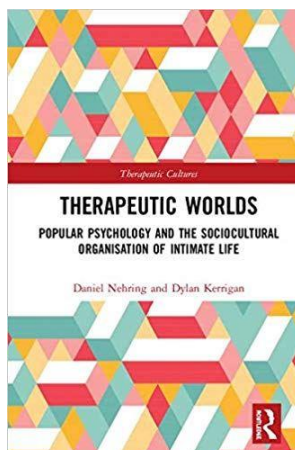


[Dr Mengwei Tu](#) is Lecturer in Sociology at East China University of Science and Technology, Shanghai. Her research is about international migration with a focus on education-related migration from and to China. She explores China's role as a migrant-sending and migrant-receiving country as well as how individuals navigate education, career and family relations across borders. She is the author of book [Education, Migration and Family Relations between China and the UK: The Transnational One-Child Generation](#) (Emerald, 2018) and several articles in international journals such as *Children's Geographies* and *International Migration*. Currently she is leading a project



“Students/graduates from Belt-and-Road countries in China: migration network and career trajectory” funded by the National Social Science Fund in China.

[Dr Daniel Nehring](#) is Associate Professor of Sociology at East China University of Science and Technology in Shanghai. His research concerns transformations of personal life under conditions of globalisation and rapid social change. In this context, he pursues two lines of research. One is concerned with experiences of transnationalism among the highly mobile highly skilled. In this context, he has conducted research on Chinese-Western transnational families in China and in the UK, and he is currently in the very early stages of a new project on Western academics of migration and career formation in China. Second, his work is concerned with the transnational production, circulation and consumption of psychotherapeutically informed discourses and practices of personal life. He has is a founder and convenor of the international academic network [Popular Psychology, Self-Help Culture and the Happiness Industry](#), and he is currently working on the *Handbook of Global Therapeutic Cultures* (Routledge, 2020) and a research project on the commodification of mindfulness medication. He is the author of five books, including [Therapeutic Worlds](#) (Routledge, 2019) and [Transnational Popular Psychology and the Global Self-Help Industry](#) (Palgrave Macmillan, 2016), and his work has been published in international journals such as *Consumption Markets & Culture*, *Modern China*, and *Sexualities*.



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## **Capacity Building**

**CfP: China and Higher Education: Knowledge diplomacy and the role of higher education in Chinese international relations**

**Date:** 9-10 December 2019

**Venue:** University of Manchester

Abstract submission deadline: 31 July 2019 to [ChinaHE@manchester.ac.uk](mailto:ChinaHE@manchester.ac.uk)



The Call for Papers below provides details about the conference theme and guidelines for abstract submissions. Abstracts are due on July 31 to [ChinaHE@manchester.ac.uk](mailto:ChinaHE@manchester.ac.uk). The conference is free to attend and we can offer a limited number of travel bursaries for speakers who are students or early career researchers (up to £150).

Please [register here](#) to attend the conference.

We look forward to seeing some of you there!

Jenna Mittelmeier, Miguel Lim, Heather Cockayne, and Choen Yin Chan

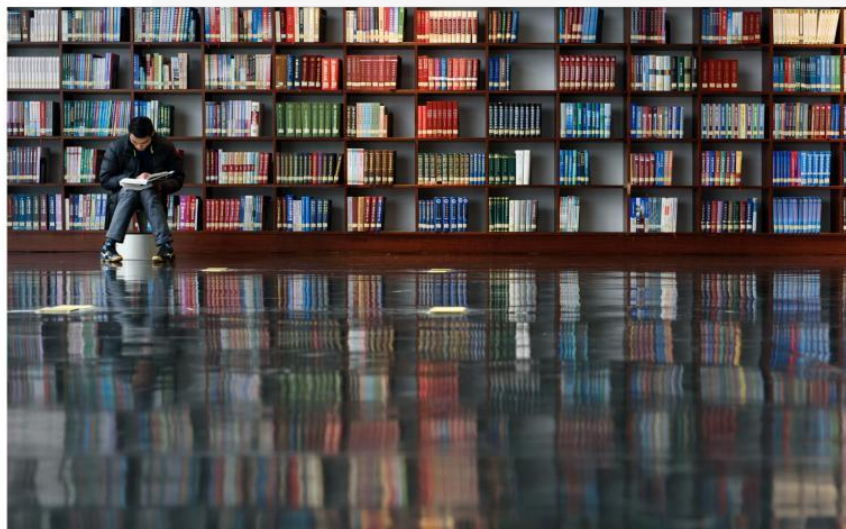


## China and Higher Education Network

### CALL FOR PAPERS

# China and Higher Education:

Knowledge Diplomacy and the role of higher education in Chinese international relations



**9-10 DECEMBER 2019**  
**THE UNIVERSITY OF MANCHESTER**  
**#CHINAHE19**

REGISTER AT EVENTBRITE: [HTTP://BIT.LY/2W6VKJW](http://bit.ly/2W6VKJW)  
FREE TO ATTEND

THIS CONFERENCE RECEIVED FUNDING FROM THE HALLSWORTH  
CONFERENCE FUND AT THE UNIVERSITY OF MANCHESTER.



## CONFERENCE THEME

Higher education has long been theorised as a form of 'knowledge diplomacy' due to its potential to strengthen relationships between countries (Knight, 2015), often through the international mobility of students, staff, and knowledge (Choudaha, 2017; Shin & Kehm, 2013). There is a growing awareness of the impact of knowledge diplomacy on international relations through the higher education sector (Kehm, 2011), particularly in regards to enhanced 'soft power' and global reputation management via cultural exchange (Han & Zweig, 2010).

One important example is China, which has developed strong efforts to manage its global reputation through person-to-person diplomacy by encouraging individual understandings of 'Chinese viewpoints and interest, with knowledge of the Chinese language, society, culture, history, and politics' (Zhang, 2009, p. 25). A key actor within these efforts is the Chinese higher education sector, which is increasingly viewed as a tool to 'enhance its international, political, and diplomatic relations' (Pan, 2013, p. 253). After all, China is the world's leading source country of international students (OECD, 2018) and has recently become the world's leading producer of scientific papers (National Science Foundation, 2018). Similarly, China's recent Belt and Road Initiative policy prominently outlines the expansion of educational exchanges as a key source of diplomacy.

In international higher education discourse, China has been traditionally portrayed as a sending country. There has been an exponential increase in Chinese international students over the last two decades, with over 600,000 estimated to be studying worldwide today (OECD, 2018), making it the largest source country for international students. Yet, there is an emerging narrative of China as a hub for receiving international students (Wen, Hu, & Hao, 2018), poised to meet targets of hosting over 500,000 international students by 2020 (Kennedy, 2018). This growing prominence of China as a provider of international education impacts the assumed 'status quo' roles of North America and Europe in knowledge diplomacy.



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These shifting dynamics give way to macro-level questions related to international relations such as:

- **How does knowledge diplomacy contribute to China's international relations and soft power development?**
- **What is the local and global impact of China's emerging role as a receiver of international students and provider of international higher education?**
- **What is the local and global impact of universities' growing reliance on Chinese international students worldwide?**

Further, considering China's increased focus on person-to-person diplomacy to support the country's developing global image through cultural exchange, important micro-level questions related to teaching and learning experiences have also arisen:

- **To what extent do the experiences of international students studying at Chinese higher education institutions develop or inhibit international relations with China?**
- **How do relationships between Chinese international students abroad and students from other countries develop or inhibit China's global cultural image?**
- **What factors impact intercultural experiences and international relations both within Chinese higher education institutions and for Chinese international students abroad?**

In light of the increasing role of higher education in China's international relations and global soft power, this conference brings together international experts and policymakers to unpack the complex and growing significance of China in the international higher education sector. The conference will approach this topic from the perspective of both China as a provider of international higher education and as a sender of Chinese international students worldwide. Similarly, discussions will focus both on the macro-level, global influence of China as a higher education stakeholder and on the micro-level experiences of students, teachers, and institutions who are impacted by China's growing knowledge diplomacy.



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## SUBMISSION GUIDANCE



You are invited to contribute to this conference in two formats (outlined below). Successful abstracts will be considered for inclusion in an edited book that will be developed after the conference. There are also limited travel bursaries (support of up to £ 150) available for presenters (PhD students and early career researchers).

- **Research paper:** Authors may submit an abstract for an empirical or theoretical paper related to the themes outlined on Page 3. Research papers should be in advanced stages and outline completed (or nearly completed) work from those at any career level.
- **Work in Progress (WiP) submission:** Authors may alternatively submit empirical or theoretical work in progress related to the themes outlined on Page 3. WiP submissions are intended for work in earlier stages that have not yet reached completion and can be from those at any career level. Abstracts for WiP submissions should clearly outline 1-2 specific areas in which the author(s) would like to receive feedback from session attendees for further developing their work.

**Abstracts should be no more than 300 words and are due by 31 July 2019.**

Abstracts should be sent to: [ChinaHE@manchester.ac.uk](mailto:ChinaHE@manchester.ac.uk)

## **Call for Submissions: The Cambridge Researcher**

This following call may be relevant to Network members who are postgraduate researchers at Cambridge University, UK.

### **Write for The Cambridge Researcher!**

The Cambridge Researcher is a new blog about postgraduate life in the humanities and social sciences. We are run by a team of Cambridge postgraduate students and aspire to a global interdisciplinary audience. We are currently looking for submissions from current postgraduate students. The blog editors are committed to publishing articles on a broad range of topics by a diverse group of writers over the coming months.

Our website is: [www.cambridgeresearcher.com](http://www.cambridgeresearcher.com)

Submission Guidelines: The editorial team invites blog length submissions of 500-1000 words from post-graduate students in the School of Humanities and Social Sciences. Posts may be about all aspects of post-graduate life: research, life in the city of Cambridge, current events and their impact on students and their research, and anything else that might appeal to the current graduate student community here in Cambridge or around the world. Submissions should be emailed to: [thecambridgeresearcher@gmail.com](mailto:thecambridgeresearcher@gmail.com).

#### **Blog Launch:**

Come to our official launch on June 10th to celebrate the blog going live. We're keen to discuss blog proposals and ideas with as many students as possible over refreshments and cupcakes.

Venue: Seminar Room B, 17 Mill Lane

Time: 17.00-19.00

Date: June 10th, 2019

# EAT, DRINK AND **WRITE FOR US!**

JOIN US FOR THE LAUNCH OF



**The Cambridge  
Researcher**

A NEW BLOG ABOUT POSTGRADUATE LIFE IN THE  
HUMANITIES AND SOCIAL SCIENCES

MONDAY, JUNE 10  
5:00 PM TO 6:00 PM  
17 MILL LANE  
SEMINAR ROOM B  
FIRST FLOOR

[WWW.CAMBRIDGERESEARCHER.COM](http://WWW.CAMBRIDGERESEARCHER.COM)  
[THECAMBRIDGERESEARCHER@GMAIL.COM](mailto:THECAMBRIDGERESEARCHER@GMAIL.COM)



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## ***Job Opportunities***

### **Job Vacancy: Full Professorship in China Studies at Aarhus University, Denmark**

#### **Professor of China Studies in a Global Perspective**

The School of Culture and Society, Department of Global Studies, at Aarhus University invites applications for a permanent position as a full professor of China studies in a global perspective with a focus on modern or contemporary China. The position is available to start as soon as possible after 1 January 2020.

The University wishes our staff to reflect the diversity of society and thus welcomes applications from all qualified candidates regardless of personal background.

#### **Position**

The professorship is being offered with a view to attracting talented applicants with an extensive and documented track record in innovative and internationally recognised research in the area of China studies, combined with specialist expertise in the humanities or social sciences as well as fluency in Chinese. The successful applicant will be expected to contribute to core activities at the School of Culture and Society and Aarhus University in general, and to strengthen the research activities and output of the Department of Global Studies in particular.

Apart from research, the successful applicant will also be expected to contribute to the following areas: education, talent development and knowledge exchange within modern or contemporary China studies at Aarhus University located within the field of global studies. The professor will be expected to undertake responsibility for and leadership of the academic evolution and profile of China studies at Aarhus University both nationally and internationally.

#### ***Research***

The successful applicant will also be expected to provide academic leadership in the development of research programmes in the field of China studies, to develop new research projects with internal and external partners, to raise external research funding, and to take part in the daily activities of the department. Moreover, it will be expected that s/he has a strong engagement with interdisciplinary research cooperation within the Department of Global Studies and its global studies research programme, in the School of Culture and Society, at the Faculty of Arts and beyond.

Research activities will be evaluated in relation to actual research time. Thus, we encourage applicants to specify periods of leave without research activities, in order to be able to



subtract these periods from the span of the scientific career during the evaluation of scientific productivity.

### *Education*

The successful applicant will be required to teach and supervise in China studies at all levels of the department's degree programmes (BA, MA and PhD), and will be expected to have extensive teaching experience at university level. Furthermore, s/he will be expected to take a leading role in the teaching and further development of multidisciplinary area studies programmes, especially in a recently launched global and area studies programme and in collaboration with representatives of other existing area study programmes.

### *Talent development and knowledge exchange*

The successful applicant will be expected to be able to identify the development potential of junior researchers, to contribute to mentoring, talent development and supervision of PhD students, and to design and teach PhD courses. Moreover, it will be expected that the successful applicant will engage in knowledge exchange as mentioned in the strategy for the Faculty of Arts, for instance in research cooperation with private companies, government consultancy, cooperation with civil society actors or the public dissemination of knowledge.

### **Qualifications**

Applicants must be able to document

- An original and relevant academic production at the highest international level
- Significant scholarly contributions to theoretical and thematic developments within the study of modern or contemporary China.
- A solid track record in research leadership as well as in international research funding and international research cooperation including service to the profession
- Fluency in Chinese
- Experience in teaching, supervision competences as well as an active involvement in the education and study environment
- Competences with regard to mentoring and a commitment to researcher talent development as well as the development and teaching of PhD courses

Applicants will be asked to present their vision for future developments in this field and in research on China in a global context.

Only submitted publications will be assessed; a list of publications is not sufficient. As a result, applications without submitted publications will not be assessed.

Professional references or recommendations should not be included in applications. Applicants who are selected for a job interview may be asked to state professional references.

Non-Danish-speaking applicants should be aware that the acquisition of sufficient Danish to participate in the daily administrative and academic business of the department within two years of taking up the position is a condition for their employment.

The application must be submitted in English.

For further information about the position and the department, please contact Head of School Bjarke Paarup, tel. +45 8716 2158 (head.cas@au.dk).

For more information about the application, please contact HR Supporter Marianne Birn, e-mail mbb@au.dk.

### **Global studies at Aarhus University**

As an area studies programme, China studies at Aarhus University constitutes an integral part of the Department of Global Studies, which consists of language-based, regional study programmes, comprising China, Japan, India/South Asia, Russia, Brazil, and European and international studies. The department focuses on a broad spectrum of research into and the teaching of history, culture and society – all based on sources in the original/regional language. The approaches used have roots in the humanities as well as the social sciences, and aim to introduce creative teaching methods based firmly on research.

For a more detailed description of the programme and department, please refer to this [website: http://cas.au.dk/en/about-the-school/departments/global-studies/](http://cas.au.dk/en/about-the-school/departments/global-studies/)

The Department of Global Studies belongs to the School of Culture and Society, where the object of research and teaching is the interplay between culture and society in time and space:

- From the traditional disciplines of the humanities and theology to applied social research
- From antiquity to the issues facing contemporary societies
- From familiar Danish cultural forms to other – and very different – life worlds and world views
- From local questions to global challenges.

### **Qualification requirements**

Applicants should hold a PhD or equivalent academic qualifications. **Formalities**

- Faculty of Arts refers to the Ministerial Order on the Appointment of Academic Staff at Danish Universities ([the Appointment Order](#)).
- Appointment shall be in accordance with the [collective labour agreement between the Danish Ministry of Finance and the Danish Confederation of Professional Associations](#).
- Further information on qualification requirements and job content may be found in the [Memorandum on Job Structure for Academic Staff at Danish Universities](#).

- Further information on the application and supplementary materials may be found in [Application Guidelines](#).
- The application must outline the applicant's motivation for applying for the position, attaching a curriculum vitae, a teaching portfolio, a complete list of published works, copies of degree certificates and no more than eight examples of academic production (mandatory). Please upload this material electronically along with your application.

If nothing else is noted, applications must be submitted in English. Application deadline is at 11.59 pm Danish time (same as Central European Time) on the deadline day.

All interested candidates are encouraged to apply, regardless of their personal background. Shortlists may be prepared with the candidates that have been selected for a detailed academic assessment. A committee set up by the head of school is responsible for selecting the most qualified candidates. See this link for further information about shortlisting at the Faculty of

Arts: [http://medarbejdere.au.dk/fileadmin/user\\_upload/Proces\\_for\\_shortlisting\\_december\\_2017.pdf](http://medarbejdere.au.dk/fileadmin/user_upload/Proces_for_shortlisting_december_2017.pdf)

Aarhus University offers a broad variety of services for international researchers and accompanying families, including relocation service and career counselling to expat partners: <http://ias.au.dk/au-relocation-service/>. Please find more information about entering and working in Denmark here: <http://international.au.dk/research/>

### **Faculty of Arts**

The Faculty of Arts is one of four main academic areas at Aarhus University.

The faculty contributes to Aarhus University's research, talent development, knowledge exchange and degree programmes.

With its 500 academic staff members, 260 PhD students, 10,500 BA and MA students, and 1,500 students following continuing/further education programmes, the faculty constitutes a strong and diverse research and teaching environment.

The Faculty of Arts consists of the School of Communication and Culture, the School of Culture and Society, the Danish School of Education, and the Centre for Teaching Development and Digital Media. Each of these units has strong academic environments and forms the basis for interdisciplinary research and education.

The faculty's academic environments and degree programmes engage in international collaboration and share the common goal of contributing to the development of knowledge, welfare and culture in interaction with society.

Read more at [arts.au.dk/en](https://arts.au.dk/en)