

Higher Education Network in Japan: The Case of the University of Tokyo

Masayuki Kobayashi
Liu Wenjun

*Center for Research and Development
of Higher Education, The University of Tokyo
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What is the focus of the issue?

- Higher Education Network has been growing very rapidly according to the globalization.
- There are various kinds of multi layer Higher Education Networks. The University of Tokyo (UT, Todai) has been participating some of them.
- However, we do not have strong Higher Education Network like Bologna Process in Asia because each Asian country has different culture, language, and education system.
- On the other hand it is very difficult to participate interregional Higher Education Network such as ERASMUS-MUNDES.
- As one of the leading university UT has a mission to promote to build both domestic and international higher education network.
- In particular we are trying to attract more international students and to facilitate our students to study abroad.

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Higher Education Networks in East Asia

- Various level of Higher Education Networks in East Asia
- Eg. Campus Asia 2009
- Present situation and Problems
 - Individual higher education institutions has their own criteria of credits of the other HEIs.
 - Some governmental agencies have been discussing these issues.
 - There is no common quality assurance and credit transfer system at present.
 - The concept of “East Asia Joint Degree Program” is still a dream.

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Higher Education Networks in Japan

- Various kind of networks
- Governmental, Alliances of HEIs, By-two HEIs, Department or Center level, Individual faculty level
- Multi layered system
- Overlapped, duplicated, inefficient, and various purposes
- However it is not wise to build a unified higher education network system at present.

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Domestic Higher Education Network in Japan 1

- **Moderate between the Government and Universities or Lobbyist Organizations**
 - Japan Association of National Universities
 - Japan Association of Private University and Colleges
 - Association of Private Universities of Japan
- **University Evaluation Organizations**
 - National Institute for Academic Degrees and University Evaluation
 - Japan University Accreditation Association
 - Japan Institution for Higher Education Evaluation
 - Japan Association for College Accreditation

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Domestic Higher Education Network in Japan 2 Governmental Public Organizations

- Science Council of Japan
- National Institute for Educational Research
- National Institute for Academic Degrees and University Evaluation
- National Center for University Finance and Management
- National Center for University Entrance Examinations
- Japan Student Service Organization
- Japan Society for the Promotion of Science

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Centers for Higher Education attached to Universities

- Research Institute for Higher Education, Hiroshima University
- Research Center for University Education, Tsukuba University
- Center for Research and Development of Higher Education, The University of Tokyo

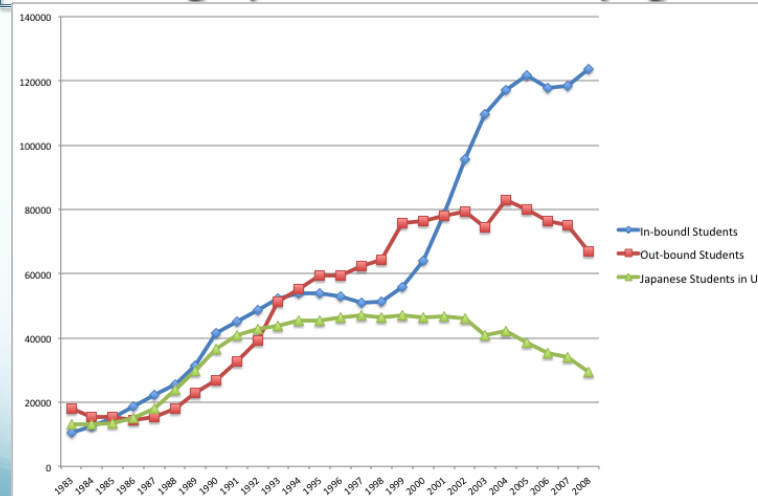
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Academic Societies

- Japan Society for Higher Education Research
- Japan Society for Educational Sociology
- Japan Comparative Education Society
- Liberal and General Education Society of Japan
- Japan Association of University Administrative Management

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Increasing International Students in Japan and Decreasing Japanese Student Studying Abroad



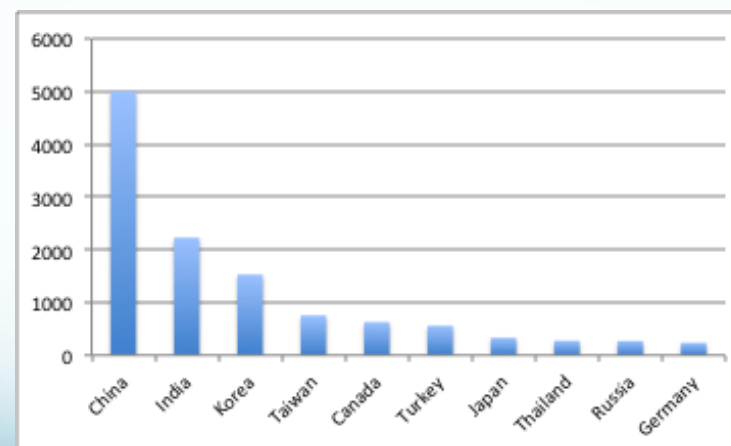
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Japanese Students studying in US Universities dropped by 15%

- Japanese students studying in US universities and colleges dropped by 15% in the 2009-10 academic year to 24,800, with Japan falling to sixth place as a sending country behind China, India and South Korea.
- Kobayashi said a key reason was growing anxiety over the tight employment market in Japan once students return.
- Fewer than 60% of university graduates managed to secure jobs after graduation in spring 2011, an all-time low figure that also affects students studying abroad. A government survey released this month showed that the employment rate of science and engineering graduates dropped 10.2% this year - well below the 3.8% decline reported for the liberal arts.
- Data: *University World News*, November 28, 2010.

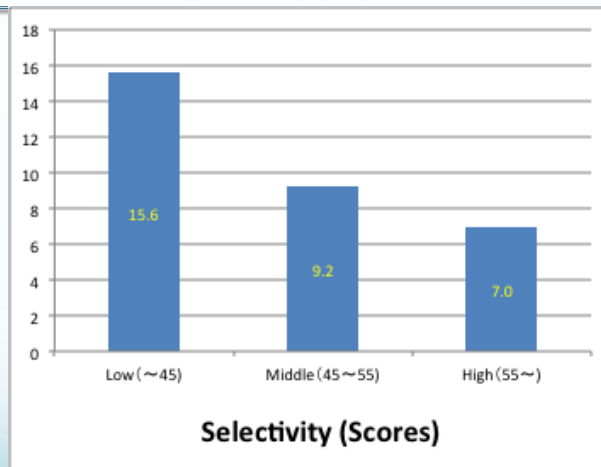
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Foreign Students Who Get Degrees in American Universities 2007



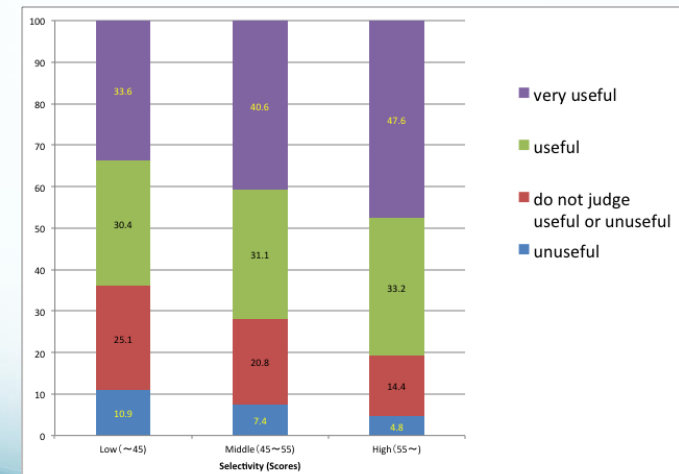
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Experience of Studying Abroad of Undergraduates by Selectivity Level of Universities



Data: CRUMP (2008) National Student Survey, Kaneko (2011)

Student Evaluation of Experience of Study Abroad by Selectivity Level of Universities



Data: CRUMP (2008) National Student Survey, Kaneko (2011)

How to facilitate Student Mobility

- We have a very hierarchical higher education system. The educational levels of universities and colleges are very different. Thus it is not easy to create a credit transfer system.
- The student exchange systems between Japanese universities exist, but are not very popular.
- We have a transfer system from two-year college to four-year university, but the number of transfers has not increased.
- The establishment of international credit transfer system is more difficult even in East Asia area.
- How to create the parity of credits among universities is crucial matter. We expect establishing more strong quality assurance scheme will improve this situation.

The Case of the University of Tokyo (UT, Todai at a Glance)

- Established in 1877 as the first university in Japan
- About 28,000 students, about half of them are undergraduates and the other half are graduate students
- Ten faculties (13 graduate schools), 11 institutes, and 17 university-wide centers
- About 5,800 faculty members
- Three campuses (Hongo, Komaba, Kashiwa)
- Facilities all over Japan

The Case of the University of Tokyo: International Networks

International networks of universities

The University of Tokyo has joined the International Alliance of Research Universities (IARU)*, the Association of East Asian Research Universities (AEARU), the Association of Pacific Rim Universities (APRU), and other international inter-university networks in order to promote exchange and collaboration with the world's leading universities and research institutes, build up networks for interaction among scholars and researchers, and enhance our international presence. Our membership in these networks also creates an opportunity for active student exchange, including extensive inbound and outbound exchange under the IARU Global Summer Program, which was launched in 2008.

*IARU is a collaboration between ten of the world's top research-intensive universities; The Australian National University (ANU), National University of Singapore (NUS), Peking University, ETH Zürich, University of California, Berkeley; University of Cambridge, University of Copenhagen, University of Oxford, The University of Tokyo, and Yale University.



Data: *The University of Tokyo Guidebook 2011.*

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Overseas Liaison Offices

- Today-Yale Initiative
- The University of Tokyo London Office
- The University of Tokyo Beijing Office
- U.S.-Japan Research Institute
 - At Washington DC, established by UT, Waseda, Keio, Kyoto and Ritsumeikan

Data: *Division of International Affairs, The University of Tokyo HP.*

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44 Overseas Offices of UT



Data: *Division of International Affairs, The University of Tokyo HP.*

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Academic Exchange Agreements

Academic exchange agreements spanning the globe with 355 universities and institutions

In order to promote constant exchanges of students and researchers, the University of Tokyo has international academic exchange agreements with universities and institutions between numerous countries. Some agreements are made among universities as a whole, and some are among particular faculties (undergraduate) or graduate schools. As of May 1, 2011 we held 355 agreements with partners in 51 countries and regions.

Agreements with Australian Universities
University of Adelaide
University of Sydney
The Australia National University
South Australia University
New South Wales University
University of Melbourne
Monash University
Queensland University
Royal Melbourne Institute of Technology

Data: *The University of Tokyo Guidebook 2011.*

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International University Associations

The University of Tokyo is a member of the following International Research University Networks.

- ◇ [IARU \(International Alliance of Research Universities\)](#)
- ◇ [APRU \(Association of Pacific Rim Universities\)](#)
- ◇ [AEARU \(Association of East Asian Research Universities\)](#)
- ◇ [BESETOHA \(Beijing-Seoul-Tokyo-Hanoi - a forum of four research universities for sharing academic and research achievements\)](#)

University-wide International Research Networks

The University of Tokyo is a member of the following International Research Networks at the university level.

- [ASNET \(Asian Studies Network - a research network focusing on Japan-Asia studies\)](#)
- [AGS \(Alliance for Global Sustainability - an association of universities collaborating on research towards creating a sustainable global human society\)](#)

Data: *The University of Tokyo Guidebook 2011.*

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International Alliance of Research Universities (IARU)

International Alliance of Research Universities (IARU)

IARU is a collaboration between 10 of the world's leading research-intensive universities who share similar visions for higher education, in particular the education of future leaders. IARU is jointly addressing grand challenges facing humanity. The Alliance has identified sustainable solutions on climate change as one of its key initiatives. IARU has also successfully organized an International Scientific Congress on Climate Change in 2009. Some of its members have also cooperated on major research projects pertaining to aging, longevity and health, global security and sustainable cities. A set of global education initiatives aimed at cultivating a sense of global citizenship and leadership amongst students was also jointly developed under IARU. The Global Summer Program, the Sustainability Fellowships, and internships offer opportunities for students at the IARU member universities to engage critically as global citizens in an increasingly interconnected world. Besides enriching students, the Alliance also brings considerable diversity in the promotion of institutional joint working among its members, inter-university networking and staff development. Projects include Women and Men in Globalizing Universities, HR Benchmarking, Value of Research Intensive Universities, Alumni Association and Leadership Best Practice.

Established: late 2005

Members: Australian National University (ANU), National University of Singapore (NUS), Peking University, ETH Zürich, University of California, Berkeley; University of Cambridge, University of Copenhagen, University of Oxford, The University of Tokyo, and Yale University

<http://www.iaruni.org/>



IARU Global Summer Program

Data: *The University of Tokyo Guidebook 2011.*

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Association of Pacific Rim Universities (APRU) Association of East Asian Research Universities (AEARU)

Association of Pacific Rim Universities (APRU)

Established in 1997, APRU is a consortium of 42 leading research universities in the Pacific Rim. The consortium aims to foster cooperation in education, research and enterprise, thereby contributing to the economic, scientific and cultural advancement of the Pacific Rim. In this regard, APRU seeks to promote dialogue and collaboration between academic institutions in Pacific Rim economies so that they can become effective players in the global knowledge economy.

Established: 1997

Members: 42 universities from 16 countries and regions

<http://www.apru.org/>

Association of East Asian Research Universities (AEARU)

AEARU is a regional organization with the goals of forming a forum for the presidents of leading research-oriented universities in East Asia and of carrying out mutual exchanges between the major universities in the region. Expectations are that this regional union, on the basis of common academic and cultural backgrounds among the member universities, will contribute not only to the development of higher education and research but also to the opening up of a new era leading to cultural, economic and social progress in the East Asian region. AEARU's activities include workshops, student summer camps, student physical competitions, and various types of international symposia. These activities are held throughout the year to promote mutual exchanges of ideas and information and to develop close bonds between the member universities.

Established: 1996

Members: 17 universities and institutes

<http://www.aearu.org/>

Data: *The University of Tokyo Guidebook 2011.*

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Alliance for Global Sustainability (AGS) Four Universities Forum (BESETOHA)

Alliance for Global Sustainability (AGS)

Created in 1997, the AGS today brings together hundreds of university scientists, engineers, and social scientists to address the complex issues that lie at the intersection of environmental, economic, and social goals. Together, the AGS seeks to meet these challenges through improving scientific understanding of global environmental challenges; developing technology and policy tools to help societies reconcile ecological and economic concerns; and educating a new generation of leaders committed to meeting the challenges of sustainable development. Since the first set of AGS-sponsored research projects was launched in 1997, the AGS has worked with farsighted leaders from global businesses and industries, governments, and NGOs worldwide to provide innovative and practical solutions to real and urgent environmental problems around the world.

Established: 1997

Members: The University of Tokyo, Massachusetts Institute of Technology, ETH Zürich, and Chalmers University of Technology

<http://www.theags.org/>

Four Universities Forum (BESETOHA)

BESETOHA (Beijing, Seoul, Tokyo, Hanoi) is a forum held each autumn in which the four member East Asian universities present their recent research activities and achievements, and the university presidents meet to discuss common problems and issues faced by their institutions. The forum maintains a focus on the promotion of liberal arts education. Each forum takes place with the participation of undergraduates, graduate students and faculty of each of the member universities, and features a program of both academic and cultural activities.

Established: 1999

Members: Peking University, Seoul National University, Vietnam National University, and The University of Tokyo



Four Universities Forum

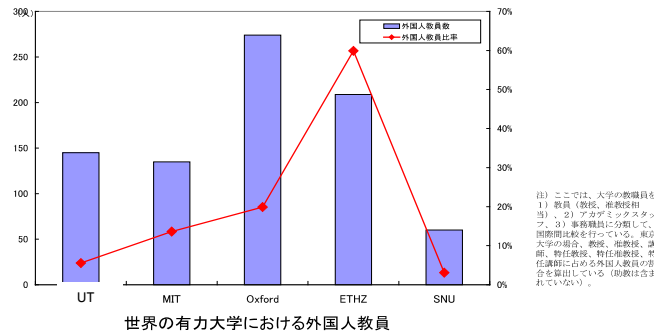
Data: *The University of Tokyo Guidebook 2011.*

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Low Foreign Faculty Ratio

○ 東京大学の外国教員比率は6%と世界の有力大学に比べて低い水準
(MIT 14%、オックスフォード大学20%、スイス連邦工科大学チューリッヒ校60%)

※ 外国教員の絶対数で比較すると、東京大学における外国教員数は145名であり、MIT (135名)より多い。



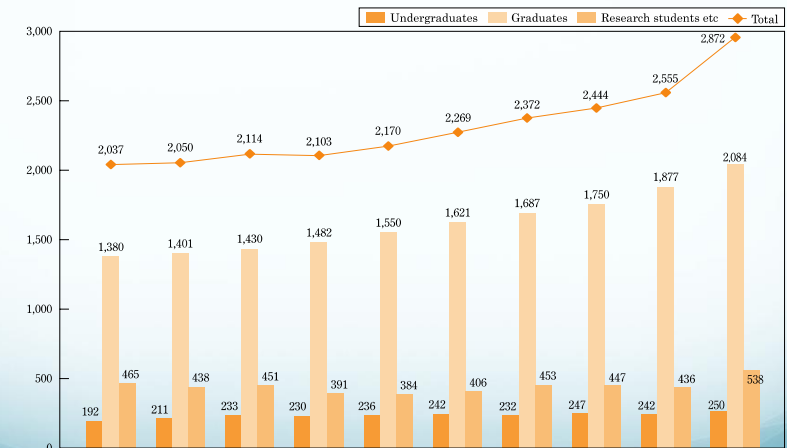
Revitalize the faculty organization by attracting more young researchers

Data: Forest 2015, The University of Tokyo 2010.

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Increasing Number of International Students

NUMBER OF INTERNATIONAL STUDENTS BY STATUS

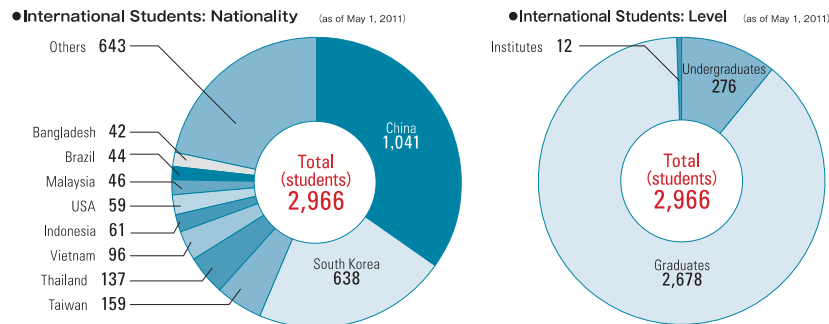


Notes: This chart is based on data included in the table on pages 19 and 20.

Data: The University of Tokyo Guidebook 2011.

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International Students by Nationality and Student Level



Data: The University of Tokyo Guidebook 2011.

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Diversifying students and faculty to build a global campus

- Broaden student horizons by building a truly global campus with a diverse community of faculty and students from around the world. Expand the scope of student international experience, turning the whole world into their classroom. (Example: by 2020, increase the number of international students to at least 12 percent of the student body, the number of foreign faculty members to 10 percent or more, and the number of courses taught in English three-fold. (Forest 2015))

Data: The University of Tokyo Guidebook 2011.

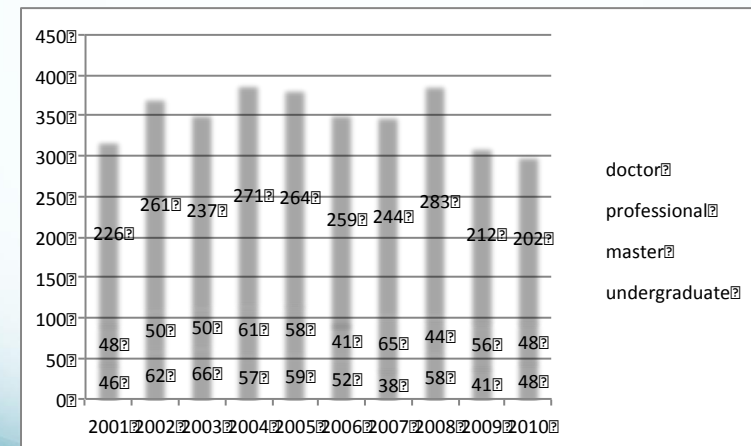
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How to Attract International Students?

- Student Financial Aid
 - Very generous SFA in some American Universities
 - We try to provide scholarship and grants to all doctoral students, but the student financial aids to undergraduates and master students are not enough to attract students
 - Substantial prospective students do not choose UT
 - UT needs more generous SFA
 - However SFA is not necessarily Panacea to attract students.
- University Rankings
 - We must admit world university rankings affect students' decision to choose a university.
 - We are very doubtful quality and reliability of the "world university rankings," but it is not wise to ignore them because they have a substantial influence for prospective students.
- Evaluation by Quality Assurance Agencies
 - May be important factor in the future
- Public Relations
 - We have not provided enough information of our university to prospective students because it considered self-evident for Japanese students. However we need to disclose our information and to provide more useful information to the public.

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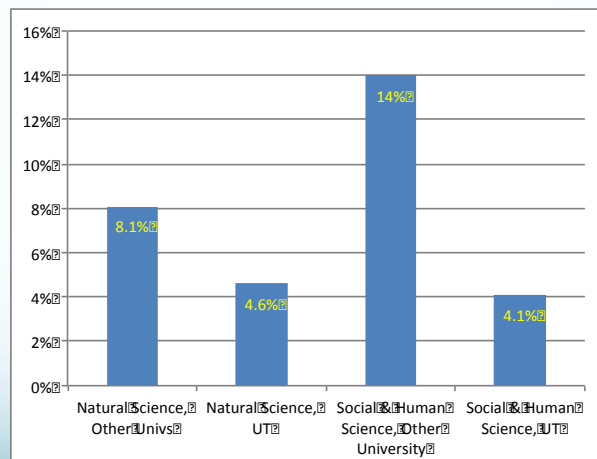
Stagnating Number of Students Studying Abroad



Data: Tokyo Daigaku no Gaiyo, The University of Tokyo 2010.

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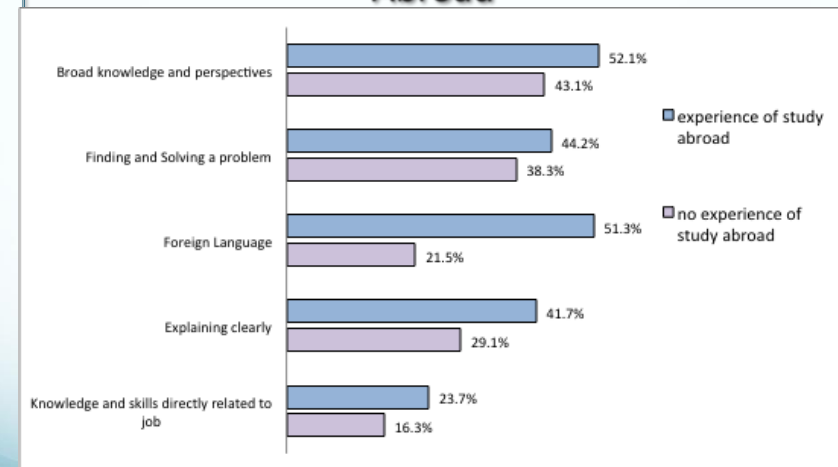
Problems of UT: Lower Ratio of Students Studying Abroad



Data: CRUMP (2008) National Student Survey, Kaneko (2011)

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Student Self Evaluation of Skills acquired in college are strongly correlated with Studying Abroad



Data: CRUMP (2008) National Student Survey, UT students only.

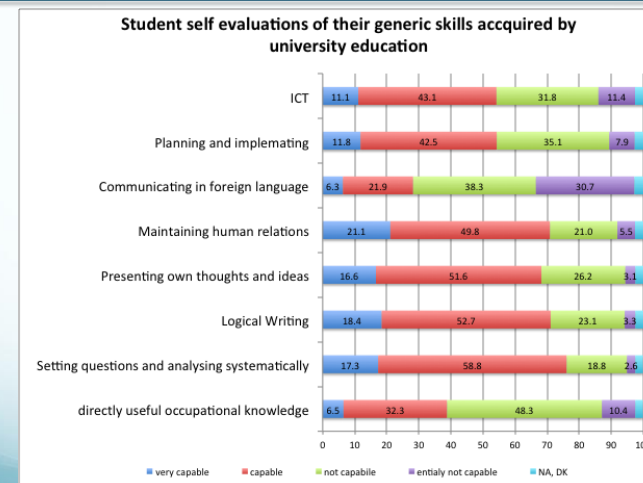
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How to facilitate our students to study abroad?

- We have several student surveys. As we mentioned we found very positive effects of studying abroad among Japanese students.
- We find very positive effects of study abroad for our students, too.
- Some of the results suggest the reason why our students hesitate to study abroad.

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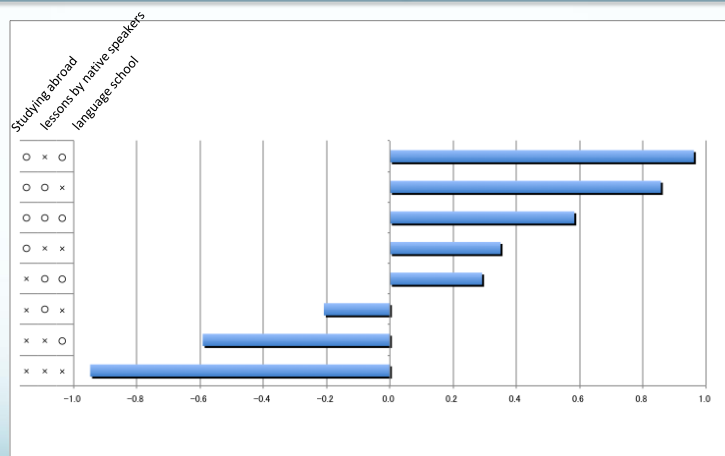
The weak point of our students is Communicating in Foreign Language



Data: UT Graduate Survey, 2010

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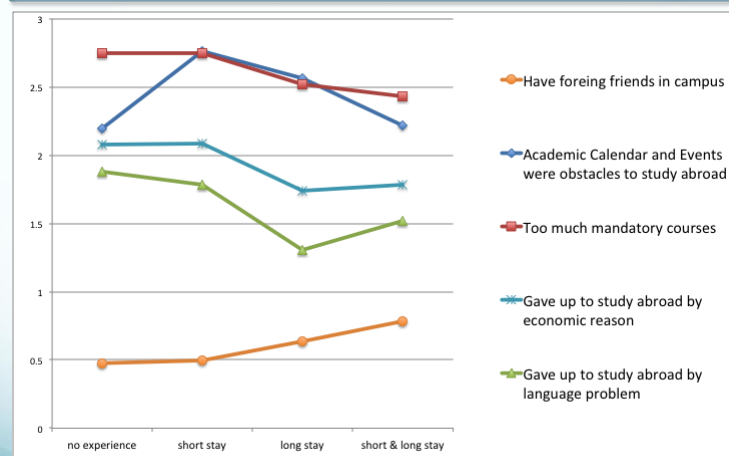
Student Self Evaluation of Communicating in Foreign Language is strongly correlated with student learning methods



Data: UT Graduate Survey, 2010

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Students' Experiences in Campus and Obstacles to Study Abroad by the Experience of Studying Abroad



Data: UT Graduate Survey 2011.

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Our Challenge to increase students studying abroad

- UT will provide opportunity that every student has some kinds of experience of studying abroad by 2015 (Jun'ichi Hamada, President, UT)
- Increase short-term study abroad programs many-fold.
- Create a scholarship program supporting students overseas education.
- Positively promote study-abroad programs and offer extensive study--abroad information (including enrichment of scholarship programs, expansion of student dispatch based on exchange agreements, provision of effective information via the internet and study-abroad seminars).
- Institutionalize and expand a variety of short-term overseas programs including summer programs, international internships, and volunteer activities. Extend more assistance to student-led international initiatives (student forums, etc.).

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Reinforce ties with other Asian countries

- Strengthen bilateral relations and regional networks with other Asian universities.
- Promote multilateral frameworks for cooperation among Japan, China, South Korea, and other countries.
- ● Enhance cooperation with other Asian countries, including China and India, in education and recruitment.
- Encourage education and research focusing on Asia (Asian language studies, area studies, etc).

Data: Forest 2015 revised 2011, UT.

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Build infrastructure for advancing internationalization at Todai (UT)

- Set up International Centers to offer international students and foreign researchers one-stop services including registration procedures and information on daily life in Japan.
- Offer more Japanese language courses to international students and foreign researchers on the three campuses of Hongo, Komaba, and Kashiwa.
- Issue internal documents and notices in both Japanese and English.
- Provide administrative staff with foreign language training and workshops to improve their capacity to handle international tasks.

Data: Forest 2015 revised 2011, UT.

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Perspectives

- The number of international students in UT has been gradually increasing.
- On the other hand we have very small numbers of Japanese student studying abroad, though we have many international student exchange agreements.
- We find very strong positive effects of studying abroad in our Japanese undergraduate students.
- One of the emergent task of UT is to facilitate Japanese students to study abroad, as well as to attract more international students and faculty.

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Policy Implications

- Three tasks remain.
 - How to build Qualification Framework and quality assurance both among domestic universities and colleges and international higher education institutions
 - Facilitate mobility of students and researchers
 - Financing of higher education network: Cost sharing and student financial aids

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How will we challenge these tasks?

We think we need more active Higher Education Networks in various levels.

Our invisible college will help to make our networks and collaboration stronger and closer.

Thank you for listening!

masadayo@he.u-tokyo.ac.jp
wenjun@he.u-tokyo.ac.jp

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