



Perspectives of Higher Education Network in Asia

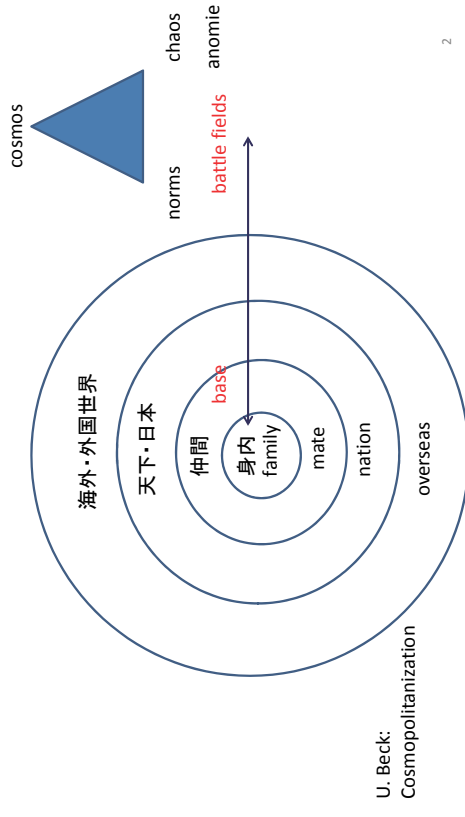
How to provide a learning space for our next generation?

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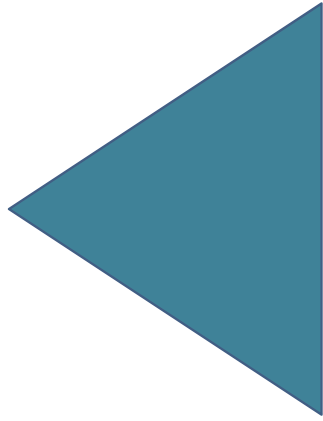
Peter L. Berger's Cosmos Model

applied by Junichi Kyogoku (1983)



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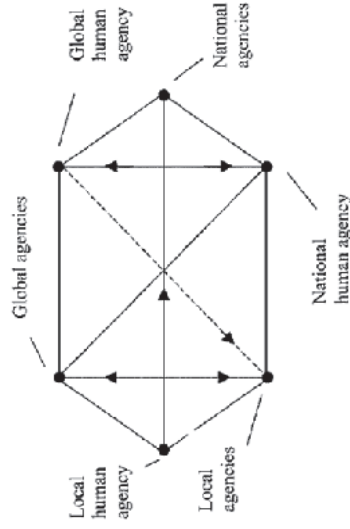
Academics/Universities



State/Government
 Market/Students
 Academics/Universities
 Barton Clark's Triangle

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Glomacal agency 'heuristic'



Marginson & Rhodes (2002)

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Institutions operate in three dimensions at the same time

- They combine *(in a second triangle to the first triangle of Bob Clark)*
- 1) inherited national traditions
 - 2) plus local character, and
 - 3) the Humboldt research university tradition now reworked as the **Global** Research University

$$GLO\text{CAL} = \text{global} + \text{national} + \text{local}$$



Slide by Marginson at Waseda University (2009)

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	Global	(Regional)	National	Local
International (Global) Organizations/Network	UNESCO, INQAAHE	UNESCO-Bankok		
Regional /Commonwealth/Or ganizations /Network		Colombo Plan, OECD, APEC, ASEAN+6, APQN		
Nation States		Bologna Process, CAMPUS Asia	Singapore, Australia, Japan	
Local/State governments				Kyoto City, Hong Kong, Victoria
Universities/ HE institutions	IAU, Universitas 21, AC21	AUN, APRU, OECD-IMHE	JANU, RU11, Go8, Russell Group	Consortium Kyoto
Academics	World/International academic networks	Region wide academic networks	National academic associations	Local academic associations
Students	International student union		National student union?	
Industry				

Education, Research, Social contribution....

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HEIs and their Networks

HEIs

- Value
 - Excellence
 - Diversity
 - Citizenship
- Functions
 - Research
 - Education/Training
 - High skilled professionals
 - Vocational/professionals
 - General /liberal arts education
 - Life long learning
 - Contribution to the Society

Networks

- Incentives/rationales
 - Resource Sharing
 - Benchmarking
 - Branding
 - Lobbying
- AS
 - Partnership
 - With similar characteristics
 - As complementary relationship
 - Academic space
 - Physical space
 - Virtual space

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Classification/Functional Diversification

- Classification
 - State-led: 211&985 (China), California Master Plan
 - Voluntary grouping: AAU (US), Russell Group (UK), Go8 (Australia), AUN (ASEAN), RU11 (Japan)???
- Diversification through autonomous choice and competitive funding (e.g. Japan)
 - Choice of seven functions from 'key base for world-class research and education' to 'contribution to a local community' (CCE 2005)
 - Centers of Excellence in the 21st Centuries <COE21> (2002-), Global COEs (2007-)
 - World Premier International Research Center Initiative (WPI, 2007-)
 - Funding Program for World-Leading R&D on Science and Technology (FIRST, 2009-)
 - Global 30 (2009-)
 -

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Forest 2015

(University of Tokyo 2010)

- to ensure academic diversity and pursue excellence
- to build a truly global campus
- to further develop collaboration with society — from “contributing knowledge to society” to “joint creation of knowledge with society”
- to develop Todai (University of Tokyo) students with intellectual toughness and personal resilience
- to enhance the faculty’s educational skills and sustain academic vigor
- to train administrative staff as professionals
- to build a close-knit network with alumni
- to enhance the agility of management and reinforce the university’s foundations
- to reinforce governance and compliance

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Visions of various Asian Universities

- **Nagoya University**: Transforming Nagoya University as a World Class Institution (名古屋大学からNagoya Universityへ)
- **Yonsei Vision 2020**: Yonsei, the First and the Best
- **National University of Singapore**: A leading global university centred in Asia, influencing the future
- **IIT Delhi**: To contribute to India and World through excellence in scientific and technical education and research; to serve as a valuable resource for industry and society; and remain a source of pride for all Indians
- **Chulalongkorn University**: The Pride of Chula is in Serving the Public
- **The Royal University of Phnom Penh**: further development as the leading university in Cambodia in the fields of science, social sciences and humanities
- **Shanghai Jiao Tong University**: “综合性、研究型、国际化” 的世界一流大学
- **Nagasaki Wesleyan University**: fostering the development of global citizens who will link local communities and the world.

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Multipolarization in Network/Partnership Initiatives

- **University networks**
 - Global University Consortiums: IARU, AC21, WUN, Universitas 21
 - Regional University Consortiums: APRU, AUN
- **University networks supported by national governments**
 - Networks for specific mission: AUN-SEED Network, M-I-T Student Mobility Program
- **Networks for Quality Assurance**
 - Networks by QA agencies: Asia Pacific Quality Network (APQN)
 - Networks by QAAs + National Governments: AQAN
 - Networks by QAAs + National Governments + Universities + Industries ??? : CAMPUS Asia

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ASEAN University Network (AUN)

- AUN-QA project
- AUN Scholarship
 - Japan Scholarship (to Japan and others)
 - ASEAN Scholarship (to ASEAN)
 - Korea Scholarship (to Korea)
 - China Scholarship (to China)
- Thematic Networks
 - AUN-SEED net
 - AGBEP (ASEAN Graduate Business and Economic Programme)
 - ACTS (ASEAN Credit Transfer System)
 - AUN-HREN (AUN Human Rights Education Network)
 - AUN ILO (AUN Inter-Library Online): ‘ASEAN Virtual University as an ultimate goal’
 - AUNIP (AUN Intellectual Property Network)

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CAMPUS Asia

(Collective Action for the Mobility Program of University Students; by Japan, Korea and China; from April 2010)

- *Universities in Japan, China and Korea will become places where students and professors from diverse cultural and regional backgrounds will be able to come together, and the merits of each university will be realized.*
- Stirred by the Committee representing the governments, universities, industries and quality assurance agencies of the three countries.
- Mutual understanding on exchange programs and quality assurance
 - Guidelines for exchange programs, including credit transfers and grading policies
 - Pilot program(s) and identifying necessary support systems
 - Achieving mutual understanding on university evaluation, publishing a common glossary of quality assurance, sharing information on university evaluation, visiting each other to observe evaluation activities
- Should be understood as one example of a multilateral initiative for developing an open, regional HE arena.
- Selection of the pilot projects for a good model for quality exchange with China & Korea, (as well as US, other Asia, and other developed countries).

Diversification of Transnational Student Mobility

- Student mobility patterns
 - International student flow within Southern countries
 - Return to homeland from the US
 - New flows of international students within Asia
 - International students passing through a transit point
- Student mobility programs
 - institutional based programs
 - regional organization programs: AUN
 - Governments cooperation programs: CAMPUS Asia (Sugimura 2011)
- Approaches
 - Enclosure to the curriculum of a sending institution
 - Acceptance of the transfer students by a hosting institution
 - Provision by modules by a hosting institution
 - Inclusion: summer programs, short term studies
 - Co-design of joint/dual/double degree program
 - Provision of a learning space based on individual/systemic supervision (virtual university model)

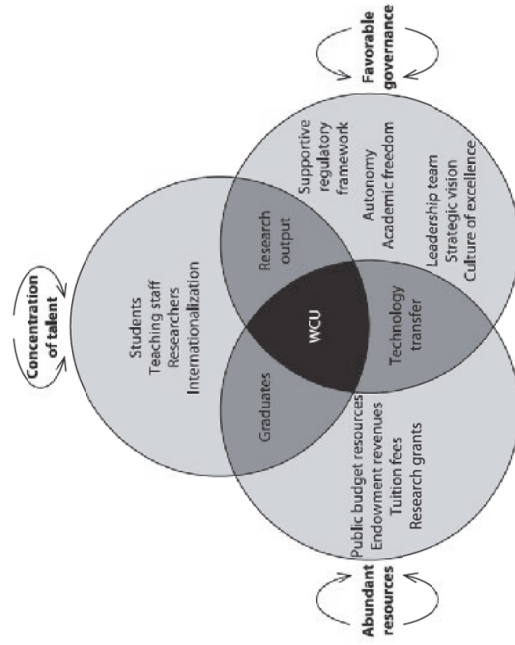
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Relationship with the nation state

- University (as Media): 自由への意思 will to liberal (Yoshimi 2011)
 - based on the arguments of universities' direction towards excellence under the decline of the nation states (Readings)
- Rise of new nationalism (Sugimura 2011)
- World Class University/Global Research University policies by (Neo-) Confucian Countries (Marginson 2011)
 - Experiencing rapid development both in socio-economic development and upgrade in academic positions (exception: Japan)
 - Close relationship between universities and the state governments in terms of finance and regulation (vs. New Public Management approach in the Western World)
 - How to interpret the meaning of incorporation and the existence of private sector?
 - Singapore
 - Korea
 - China
 - Japan
 - (possibly: Malaysia, Indonesia...)

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Figure 2. Characteristics of a World-Class University (WCU): Alignment of Key Factors



Source: Created by Jamil Salmi.

Spellbind of WCU policies in Asia

- Concentration of the talents and public resources to national flagship universities
- Classification tends to be borderless, while national hierarchical order tends to be maintained
 - Not always be concentrated into one: e.g. Korea: SNU, Kaist, Postech, Yonsei, Korea
- Development of operational capacity
 - Among top universities
 - Among nation states
- Language space matters; domination of English as a lingua franca, while the (es. Undergraduate) talents pool tends to be based on its own language space or territory. (e.g. English language program at the University of Chulalongkorn, undergraduate programs in UCS, MIT is not always strongly international...)
- Multipolarized initiatives towards the horizontal relationship: Region-wide concentration of the talents may not happen (exception: Singapore, but again HK gives a different model)
- Strategic approach towards academic networks
 - By individual academics
 - By HEIs
 - By the government

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How to establish an WCU HE systems in Asia?

- Singapore: knowledge hub (regional to global?)
 - Global schoolhouse: attraction and partnership with global top universities
 - Integration of HE policy into global business hub policies
 - Risks and opportunities: Size, Geo-political balance
- Korea: Brain Drain to Brain Gain/Brain Circulation
 - Enhancing research environment through the Excellence initiatives: WCU project funds and endowments towards old and new WCUs
 - Provision of education in English language inside Korea
 - Attracting international students through ODA scholarship
 - Guidance to mergers and withdrawals among private HEIs
 - Accreditation for accepting international students
 - Risks and opportunities: Size, Geo-political balance, overspending of education (both domestic/abroad) by Korean families

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- China: Pathways to a WCU system
 - Combination in governmental regulation and HEIs' initiatives
 - Brain drains to 'Brain choice' among returnees
 - Autonomous choice in international partnerships
 - Acceptance of foreign branches, partnership programs
 - Acceptance of international students through various reasons
 - Global attention to China and its society (market based)
 - Soft power policy
 - Linage with ODA type international collaboration
 - Quality enhancement vs Expansion of learning opportunities
 - Risks and opportunities: Basic self-contained characteristics in academic labor market, strong national and linguistic identity, size...
- Taiwan
 - Active engagement in WCU policies and QA activities
 - 'internationalization' through opening its HE system to mainland China
 - Risks and opportunities: diplomatic instability, relationship with mainland China
- Malaysia
 - Return to education in English language
 - Attract international students as a transit point
 - Hub and linkage with Islamic academic network
 - Highest public investment in HE
 - Risks and opportunities: Singapore, ethnic diversity
- Australia: systemic approach in HE as quality exporting industry
 - Risks and opportunities: development of Asian HE systems

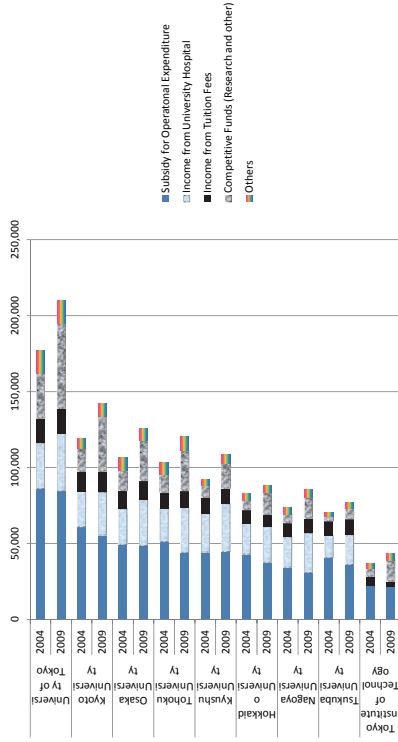
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Japan's WCU policy

- Policy arrangements to strengthen world status of top universities and research activities for adapting global knowledge economy in 1990s
 - Organizational reforms to strengthen graduate education
 - Shift from operational budget to project based funds for research
 - Enactment of Science and Technology Basic Act (1995)
 - Stimulated by the WCU policies in Korea (BK21) and China (211 & 985)
- Toyama Plan (2001)
 - Foster around 30 world class universities
 - Incorporation of national universities from 2004
 - Quality assessment linked with finance among national universities (first round finished in 2010)
 - Linked with the structural adjustment budgetary policy by Koizumi Cabinet

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Diversification of financial resources among top national universities



- Incorporation of all National Universities (2004-)
 - Financial incentive based on the assessment result of medium-term goals and plans (6 year cycle)
 - 1% cut every year in the government's subsidy of the operational budget (2005-2009)
- Diversification through autonomous choice and competitive funding
 - Choice of seven function from 'key base for world-class research and education' to 'contribution to a local community'
 - Centers of Excellence in the 21st Centuries <COE21> (2002-)
 - Global COEs (2007-)
 - World Premier International Research Center Initiative (WPI, 2007-)
 - Funding Program for World-Leading R&D on Science and Technology (FIRST, 2009-)
- Internationalization
 - Global 30 (2009-) (7 national: Hokkaido, Tohoku, Tsukuba, U. of Tokyo, Nagoya, Kyoto, Osaka, Kyushu, 6 private: Meiji, Sophia, Keio, Waseda, Doshisha, Ritsumeikan).
- Proposal for privatization of the University of Tokyo by Heizo Takenaka (& Liberal Democratic Party)

Replacement of the Ruling Parties

- Policy revision by the Democratic Party of Japan (2009-)
 - Budgetary Spending Review
 - WCU policy became invisible, while investment to the human resources and green/life innovation were stressed
 - Cancel of annual 1% cut of subsidies for the expenditure of national universities: -0.94% (2010)
 - 10% cut + policy contest=+3% (2011)
 - Budgetary priority for recovery from disasters in March 2011
- Universities feel necessity to appeal directly to the general public
- CAMPUS Asia Project with China and Korea
 - Student exchange, Linkage with industry, Quality Assurance
- Other government budget for promoting exchange with US universities, (and then, with ASEAN universities??)
 - Strategic & Systemic Approach towards international exchange by gathering the initiatives from government, university and industry

Research University 11 (RU11)



- Tokyo, Kyoto, Tohoku, Hokkaido, Kyushu, Osaka, Nagoya, Tsukuba, Tokyo Institute of Technology, Waseda & Keio
- Collaborative Proclaims to the government for promoting public investment to universities as a key platform of knowledge (Nov 2009-)
- The first RU11 symposium: "Toward the creative reconstruction and the future of Japan by using the power of 'wisdom' -get over now, aim for tomorrow" (June 2011, at Sendai)
- Assembly negotiation with Thompson Reuters/ THE on ranking methodology (Aug 2011)

www.ru11.jp

RU11 Initiatives for the Recovery

- The number of events organized by each member university due to the March 11th earthquake and tsunami is as follows (as of 27 September):

Hokkaido university: 13	Tokyo Tech.: 25
Tohoku University: 33	Nagoya University: 14
University of Tsukuba: 15	Kyoto University: 31
The University of Tokyo: 35	Osaka University: 4
Waseda University: 30	Kyushu University: 9
Keio University: 24	

Total: 233

Statement by the RU11 University Association

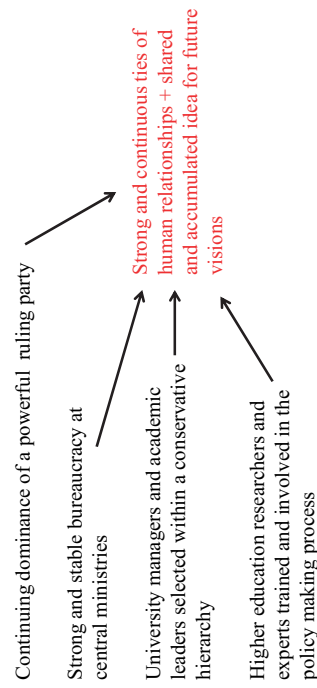
Request for a revision of the assessment methods used by Thomson Reuters for the Times Higher Education (THE) World University Rankings

July 31, 2011

- The ranking of citations based on either citations per author (or faculty) or citations per paper represent two fundamentally different ways of thinking with regards to academic institutions: are the institutions to be viewed as an aggregation of their researchers, or as an aggregation of the papers they have produced? We believe that the correct approach is to base the citations ranking on citations per faculty, as has been the practice in the past.
- We request a revision of the method used for regional modification.
- We request the disclosure of the raw numerical data used to calculate the citation impact score for the various research fields at each university.

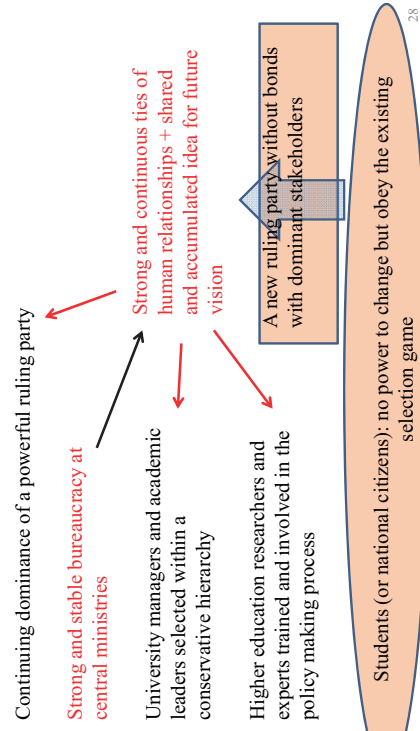
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'cozy relationships' under the old regime



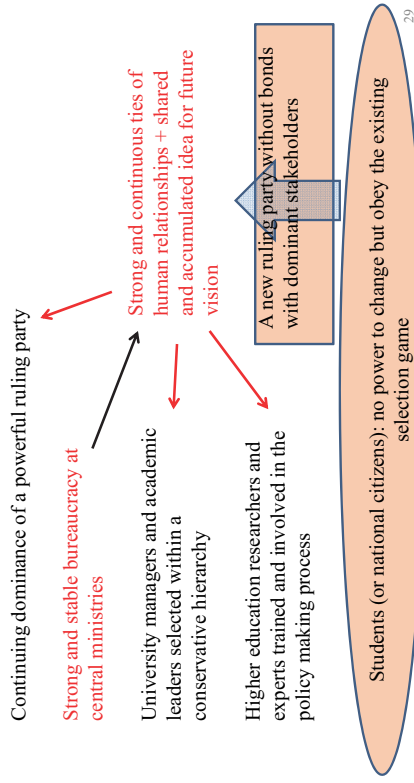
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Other types of 'agencies' or 'cozy relationships' to be changed (original concept)



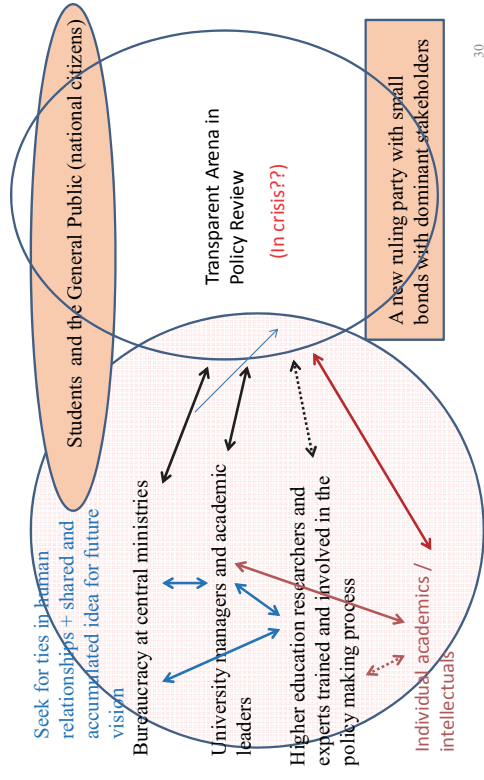
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Other types of 'agencies' or 'cozy relationships' to be changed (original concept)



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Current condition



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Towards an autonomous development of Asian open learning space

- Provision of high quality education, training and research opportunities with global employability
- Promotion of academic/student exchange among top Asian universities
 - Through policy incentives as well as institutional arrangements
- Efforts for internationalizing the talent pool
 - Internationalization at secondary education level
 - Strengthen the national curriculum
 - Provision of various international education opportunities inside the country (deregulation & promotion)
 - Global recruiting
 - Academics
 - Graduate students
 - Undergraduate: twinning, recruitment to secondary schools
- Active usage of short-visit/short-stay both in academic and student exchange
 - Based on school to school partnership (vs through agents)
 - Global placement (both in job and upper education programs)
- Brain drain, brain circulation, or enclosure (??): by setting a region-wide open learning space
- Systemic & strategic approach to the curriculum construction and de-construction
- Enhancing the global citizenship as regional HE systems

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Dynamics among diversified stakeholders in the formation process of Learning Space

- Matured/developed economies
 - Japan
 - Australia
 - US
 - UK
 - Europe
 - Russia
 - New industrial economies
 - Korea
 - Taiwan
 - Singapore
 - Hong Kong
 - BRICs: China & India
 - ASEAN
 - Senior ASEAN
 - Junior ASEAN
 - Other regions
- Universities
 - University managers/leaders
 - Academics
 - National governments
 - Education policy
 - Science and Technology policy
 - Industrial policy
 - Diplomatic policy
 - Financial policy
 - Local policy
 - Market
 - Students
 - Parents
 - Industries and other stakeholders

Different patterns of interactive dynamics among various countries/economies

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