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-MUNDUS.
- As one of the leading universities, 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
- Higher Education Networks in Japan
- Higher Education Networks of the University of Tokyo (UT, Todai)
- How to facilitate student mobility
- Perspectives and Conclusions

Higher Education Networks in East Asia

- Various levels of Higher Education Networks in East Asia
- Eg. Campus Asia 2009
- Present situation and Problems
  - Individual higher education institutions have 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.
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.

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

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

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
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.
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.

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 IAARU 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.

Overseas Liaison Offices
- Todai-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.

44 Overseas Offices of UT

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.
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.
Revitalize the faculty organization by attracting more young researchers.

Data: Forest 2015, The University of Tokyo 2010.

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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.
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.

Stagnating Number of Students Studying Abroad

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

Problems of UT: Lower Ratio of Students Studying Abroad


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

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.

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

Data: UT Graduate Survey, 2010

The weak point of our students is Communicating in Foreign Language

Data: UT Graduate Survey, 2010

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

Data: UT Graduate Survey 2011.
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.).

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.

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.
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

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!

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