

6. Training and securing administrative personnel

(1) Trends and issues

As globalization in the fields of research and education continues to progress rapidly, universities seeking to expand and strengthen their international activities must now accord high priority to recruitment and development of administrative personnel to support their international efforts. All aspects of university activity – including research cooperation, educational affairs, business-academia collaboration, accounting/finance and personnel affairs – now encompass “international elements”. Personnel involved in management are increasingly required at least to have an international viewpoint and the ability to resolve problems containing such international elements.

This chapter will discuss how to secure and train personnel needed to support university-wide international deployment: not only those in charge of international exchange and foreign student affairs, but general administrative staff also.

Enhancement of the quality of university administrative personnel, not only those directly involved in international operations, is recognized as an important issue in university reform. Yamamoto (2006) discussed the type of personnel required by universities as follows:

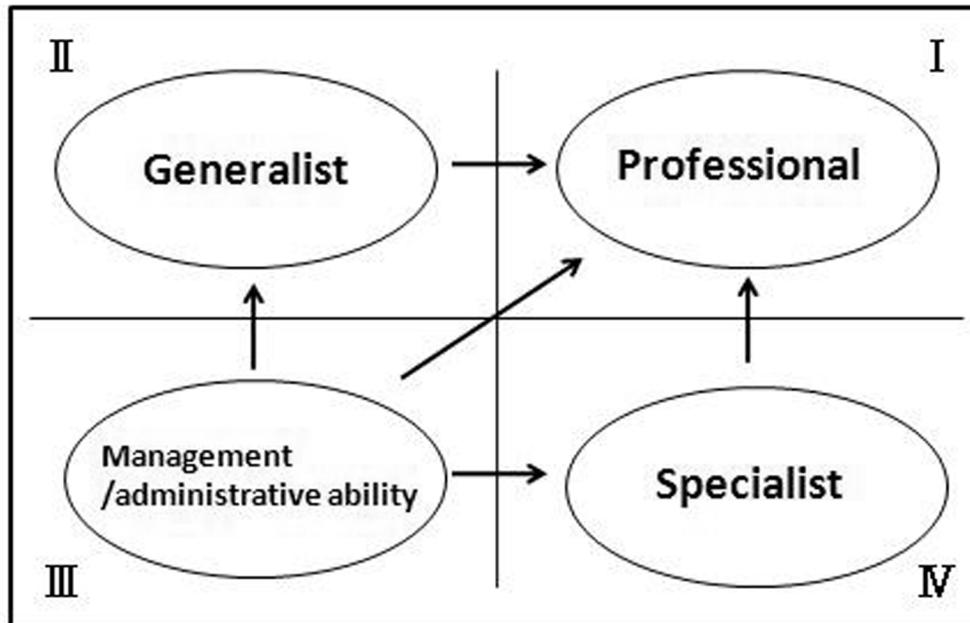
The recent trend to greater complexity and sophistication in university management conditions has brought growing demand for personnel who possess advanced specialist expertise and can utilize it practically, or who can exercise leadership based on these skills. They belong to quadrant I in the figure [Figure III-6-1] Universities need personnel who have “problem-solving ability”. This applies to both management staff with either academic or administrative backgrounds, and to non-managerial specialists. I call this class of personnel “Professionals”.¹⁾

As shown in Figure III-6-1 and based on Yamamoto’s diagram, the required types of personnel are:

- A. “Professionals” needed for strategic international deployment. It is envisaged that these will be individuals capable of advancing the university’s international strategy through channels including those listed below, while ensuring consistency with university-wide strategy for education and research.
- Planning and development of international strategy
 - Formulation, evaluation, and administration of action plans
 - Establishment of cooperative ties with overseas universities, etc.
 - Obtaining domestic/overseas external funds for international activity
 - Management of activity bases overseas

Figure III-6-1 Abilities required of university administrative staff and personnel corresponding to these requirements

Source: Yamamoto (2006).¹⁾



B. “Specialists” in international operations. These are individuals who have strong international orientation and advanced expertise in areas such as the following:

- International intellectual property management
- International laws and regulations (conclusion of partnership agreements, etc.)
- Risk management
- Provision of services to foreign researchers and students
- International accounting processing

It is expected that work requiring deployment of such specialists will increase in the future.

Needless to say, the distinction between A. “professionals” and B. “specialists” is not a clear-cut one. Duties of an intermediate nature, and personnel to engage in such duties, will also become necessary.

On the other hand, demand for personnel in quadrant II of the diagram, “generalists who are not involved in international operations at all”, will most certainly decline into the future.

The 20 institutions selected for this project are engaged in a variety of efforts to deploy “professionals” and “specialists”. In addition to efforts in staff development (training) and utilization of external human resources, some universities have begun to reform their systems to establish specialist career paths for employees. The following section introduces notable efforts in this area.

(2) Notable efforts

Kobe University: Establishment of a specialist career path

Kobe University is planning to establish a specialist career path for personnel in charge of international planning. Currently, the university is preparing to implement an internal

personnel recruitment system for the position of exchange coordinator from FY 2008. In addition, realizing that there is a limit to how much mobility can be achieved in-house, the university has also started to consider possibilities for personnel exchange among universities in the Kansai area.

University of Tokyo: Comprehensive enhancement of personnel quality

The University of Tokyo aims to establish a new university management model founded on a “decentralized, autonomous, coordinated system”. As one of the core components of this model, it formulated an initiative for “development of administrative personnel to support education and research”, aimed at enabling administrative personnel to develop of a broad range of experience and expertise. The university places importance on the enhancement of comprehensive ability levels of personnel including the ability to handle international operations. From this perspective, the University of Tokyo uses a unique method of recruiting and selecting employees. We should pay attention to this university as a model for future directions in staff development.

Tokyo University of Foreign Studies: Active use of current students

Taking advantage of its status as a foreign language university, Tokyo University of Foreign Studies places student interns in charge of selected areas of international exchange operations. As well as providing the interns with work experience before graduation, this system offers a means for expanding students’ horizons in regards to career choices.

The university began to recruit interns in May 2006. A total of four students were assigned to international exchange operations as of March 2007.

Nagasaki University: Utilizing external human resources with advanced expertise

The Center for International Collaborative Research, established in April 2005, recruits administrative personnel with experience at international organizations, etc. and appoints them as project coordinators in accordance with their respective experience and abilities. These personnel engage in internal and external coordination and facilitate a swift and integrated approach to the project process from planning through implementation.

Nagoya University: Utilizing a consortium in initiatives for staff development

Nagoya University, which proposed the establishment of Academic Consortium 21 (AC21) and serves as its Secretariat, uses AC21 as a venue for its administrative personnel to gain wider experience. Personnel are posted for a period of around a week at a time to symposiums and other activities organized by AC21 both at home and abroad.

Kyoto University: Utilizing a consortium in initiatives for staff development

Kyoto University holds the “University Administrators’ Workshop” to provide opportunities for exchange of opinions among personnel in charge of international exchange, chiefly from AEARU and APRU member universities. The 1st and 2nd workshops were held in March 2006 and February 2007, respectively.

The 2nd workshop was attended by personnel from Kyoto University, 14 universities in Asia and 10 other Japanese universities, most of which were selected as pilot institutions under the SIH Project. Attendees made presentations and exchanged opinions on the current state of international exchange and future issues. The common language for the workshops is English.

Tottori University: Staff development utilizing overseas bases

In consideration of the location of its overseas bases, Tottori University started “trilingual” training in June 2005 to train personnel to communicate in three languages: Japanese,

English, and one of Spanish, Korean or Chinese. Spanish and Chinese trainees are sent to the university's bases in Mexico and China respectively, to allow them to accumulate on-ground experience. Korean language trainees are sent to Kangwon National University in South Korea.

Other Universities

Selection under the SIH Project has provided a stimulus for other institutions to strengthen the practical aspects of their language training initiatives. There is a tendency to conduct not only English language instruction, but multilingual (Chinese, Korean, Spanish, etc.) training in accordance with particular strategic priorities. There are also some institutions which have initiated or strengthened overseas training systems. Many of them send personnel to partner universities under exchange agreements. It is increasingly common to engage in thorough discussion on training details in advance, exploring possibilities for training in practical operations as well as pure language instruction.

(3) Analysis and proposals

As stated in (1), it is ideal if an institution can assign the type of “professionals” envisaged by Yamamoto to support international activity.

The following paragraphs will discuss efforts to convert personnel in quadrant III of Fig. III-6-2 to quadrant I. Efforts are classified into: A. Staff development (Training); B. Utilization of external human resources; and C. Improvement of career paths.

A. Staff development (Training)

In order to enhance the expertise of administrative personnel – that is, to promote a left-right vector movement in Figure III-6-2 – well-developed training programs and OJT can be effective.

Training to enhance specific expertise will be necessary for the promotion of movement from quadrant III to IV (“specialist”), while more comprehensive training programs need to be considered for promotion of movement from the quadrant III to I (“professional”). For “generalist” staff in quadrant II, it is important to provide both specialist and general awareness-based training programs, ensuring that these programs allow personnel to utilize their accumulated management experience.

From the perspective of ensuring that training is effective and efficient, reference can be made to training programs conducted in cooperation with partner universities in international consortiums and those conducted jointly by a multiple number of universities, not only a single university. Cases where universities have utilized overseas bases effectively for staff development are also of considerable interest.

B. Mobilizing external human resources

A large number of institutions enlist personnel from outside as a means to achieve more immediate effects. Individuals with expertise and rich experience in international operations are being recruited from private enterprises, international organizations, etc. and placed in positions where they can not only contribute to enhancement of the institution's international activity, but also provide a kind of “shot in the arm” for internal personnel, exerting a positive influence particularly on younger employees. The SIH Project has been utilized by pilot institutions to recruit approximately 30 personnel, more than half of whom were sourced through open recruitment.

Another useful reference is provided by some institutions' efforts to mobilize their graduate student and foreign student bodies as a source of human resources. This approach is notable in that it enables the latent potential of these students to be plowed back into the university, yielding education benefits for the students at the same time.

C. Development of career paths

A further notable example is an ambitious effort aimed to develop well-balanced personnel by providing an incentive of promotion, especially to administrative personnel with skills as international “specialists”. This scheme is interesting in that it envisages not only in-house development, but includes a plan to allow staff to accumulate experience through postings to other institutions.

As stated above, unique initiatives are being pursued in each university. In regards to A. Staff development (Training), however, the need to provide more specialized training programs has intensified in recent years, and it is likely that small-scale universities in particular will have difficulty conducting structured, effective training on their own.

This issue has been addressed in some cases overseas. Nuffic (the Netherlands Organization for International Cooperation in Higher Education), a government NPO, operates a training system for administrative personnel at universities, while EAIE (European Association for International Education) offers various training courses across multiple countries and tailored to different levels.

JSPS operates an “international academic exchange training” initiative through JSPS Overseas Offices and Tokyo Head Office for administrative personnel at national university corporations and inter-university research institutes. The training offers opportunities to study practical operations in the field of international academic exchange, as well as foreign language training and overseas on-site training, to cultivate personnel who have advanced expertise and are capable of assuming active roles at the front lines of international exchange, thus making major contributions to university internationalization.⁸ In addition, MEXT holds the “Long-term Educational Administrators Program for International Exchange: LEAP”⁹ to enhance the international orientation of administrative personnel at universities.

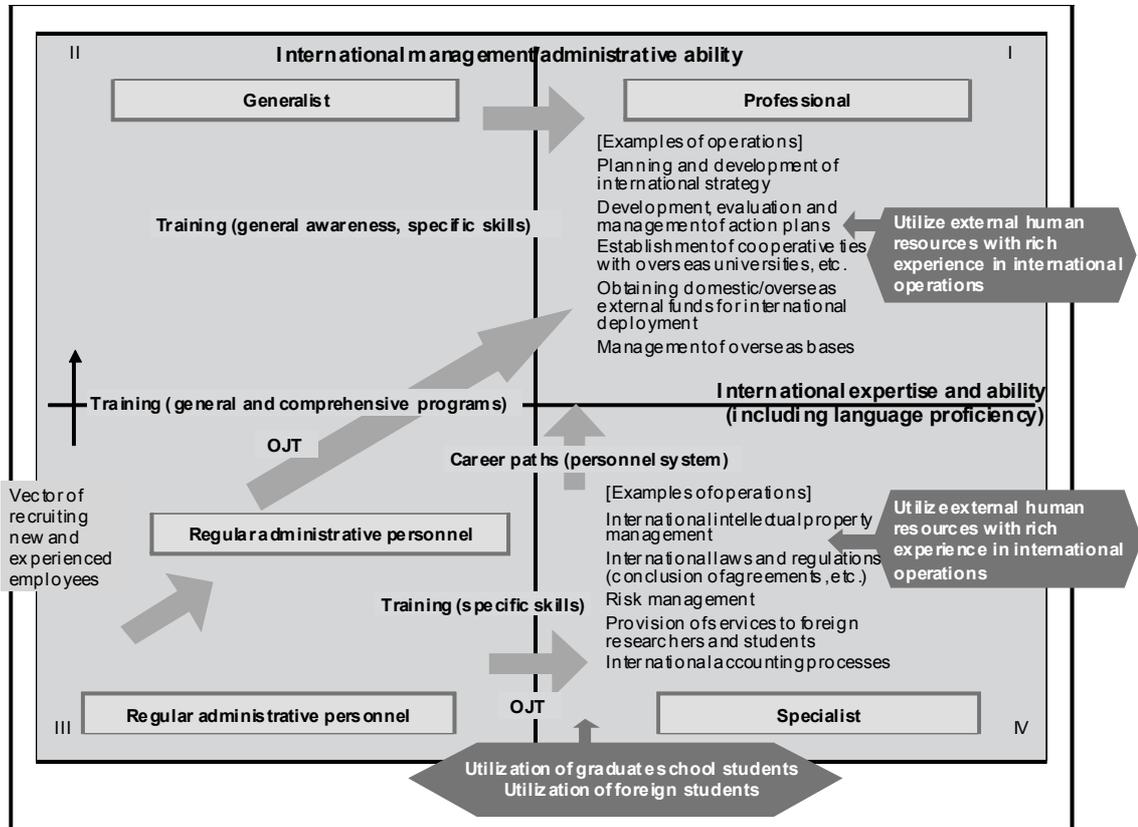
There is high demand for provision of further programs for integrated training transcending divisions between national, public, and private institutions. It would be meaningful for the parties concerned to consider how public organizations could best support such training in the future.

⁸ JSPS established the “JSPS Project Team for Supporting University Internationalization” (headed by the President) in April 2006 to provide comprehensive support for the internationalization of Japanese universities through training related to international operations for personnel from national universities, etc. and activities to support university internationalization provided by JSPS Overseas Offices.

⁹ The LEAP offers one-year language and international operation training in the U.S. to personnel from national universities, etc. who are in charge of duties for accepting foreign students and researchers. This program is designed to provide these personnel with an opportunity to enhance their abilities and deepen understanding of education in the U.S.

Figure III-6-2 Abilities required of university administrative staff involved in international operations and types of personnel corresponding to those requirements

Source: Prepared by JSPS based on “Abilities required of university administrative staff and personnel corresponding to these requirements” (Yamamoto 2006).



Reference:

- 1) Yamamoto Shinichi (2006) “Ichitenkanki no kôto kyôiku dai23kai daigaku shokuinron saikô [Higher Education in a Period of Transition, 23. Review of University Administrative Personnel (unofficial translation of title)”. *Monbukagakushô kyôiku tsûshin [Education Newsletter of the Ministry of Education, Culture, Sports, Science and Technology (unofficial translation of title)]* 161: 38-39.