

## IV. Overseas Trends in University Internationalization

### 1. Background

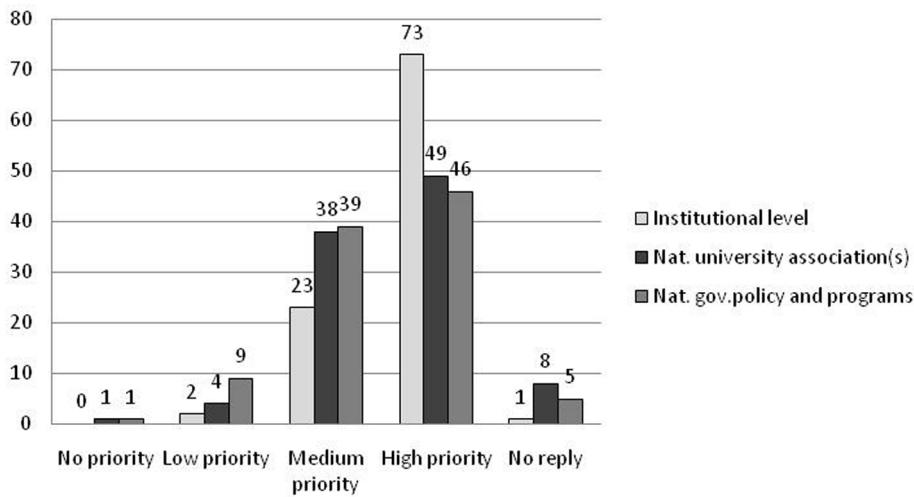
It is not only Japan in which “internationalization of universities” is recognized as an important political issue. Many other countries are also engaged in a variety of active efforts at governmental or institutional level.

In a survey of universities around the world conducted by the IAU (International Association of Universities) in 2005, 73% of respondents attached high priority to internationalization efforts. In contrast, national university association(s) (49%) and governments (46%) attached relatively low priority to internationalization (Figure IV-1-1).

By region, national university association(s) and governments attached higher priority to internationalization efforts in Europe (53%) and the Asia Pacific (54%) than other regions (Figure IV-1-2).

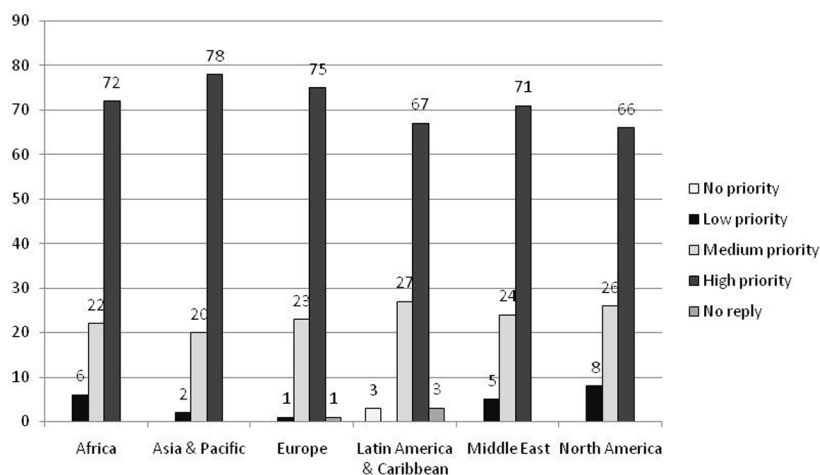
**Figure IV-1-1 Importance of internationalization for HEIs aggregate analysis**

Source: Knight, J. (2006). *Internationalization of Higher Education: New Directions, New Challenges*. 2005 IAU Global Survey Report, International Association of Universities (IAU).



**Figure IV-1-2 Importance of internationalization for HEIs aggregate analysis**

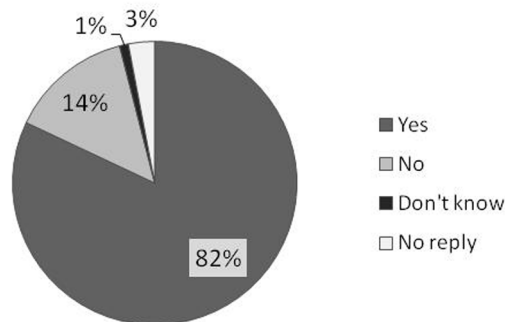
Source: Knight, J. (2006) *Internationalization of Higher Education: New Directions, New Challenges*. 2005 IAU Global Survey Report, International Association of Universities (IAU).



According to the IAU survey, the percentage of universities having an institution-level internationalization policy/strategy increased from 63% in 2003 to 82% in 2005 – a 19% increase in two years (Figure IV-1-3). A breakdown of regions showed that a larger percentage of universities in the Asia Pacific region (88%) and Europe (84%) had an internationalization policy/strategy (Figure IV-1-4).

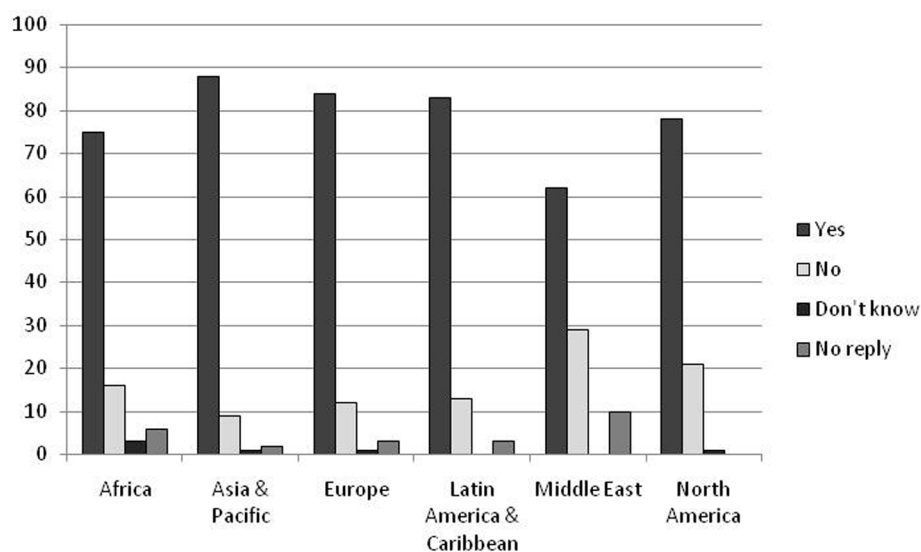
**Figure IV-1-3 Aggregate HEI analysis existence of internationalization policy/strategy**

Source: Knight, J. *Internationalization of Higher Education: New Directions, New Challenges*. 2005 IAU Global Survey Report, International Association of Universities, IAU, 2006



**Figure IV-1-4 Regional level HEI analysis existence of a internationalization policy/strategy**

Source: Knight, J. (2006) *Internationalization of Higher Education: New Directions, New Challenges*. 2005 IAU Global Survey Report, International Association of Universities (IAU).



The greatest impediment to the university internationalization is viewed as “lack of faculty interest and involvement” rather than “absence of financial and material resources and support at institutional level” (Table IV-1-1).

**Table IV-1-1 Obstacles to implementing internationalization**

Obstacles	Ordinate ranking
1	Lack of faculty interest and involvement
2	Administrative inertia or bureaucratic difficulties
2	Limited experience and expertise of staff to implement Internationalization plan
3	Lack of policy/strategy to guide the process
3	International work is not recognized for promotion or tenure
4	Little recognition or interest in internationalization by senior leaders
4	Absence of financial and material resources and support at institutional level
5	Competing priorities for time and resources in the institution
6	Lack of financial support from the national level

Source: Knight, J. *Internationalization of Higher Education: New Directions, New Challenges*. 2005 IAU Global Survey Report, International Association of Universities, IAU, 2006

The top three elements advocated in policy/strategy for university internationalization are (1) international institutional agreements/networks, (2) outgoing mobility opportunities for students, and (3) international research collaboration (Table IV-1-2).

**Table IV-1-2 Most common elements of internationalization policy/strategy**

Ordinate ranking	Element of Internationalization Policy/Strategy
1	International institutional agreements/networks
2	Outgoing mobility opportunities for students
3	International research collaboration
4	Outgoing mobility opportunities for faculty/staff
5	Visiting international scholars
6	International dimension of curriculum
7	Area studies, foreign language, internationally focused courses
8	International development projects
9	Recruitment of fee-paying foreign students
10	Joint/double/dual degrees
11	Recruitment of foreign faculty/researchers
12	International/inter-cultural extra curricular activities
13	Recruitment of non-fee paying foreign students
14	Liaison with community based cultural and international groups
15	Distance education
16	Delivery of education programs abroad
17	Establishment of branch campuses abroad

Source: Knight, J. *Internationalization of Higher Education: New Directions, New Challenges*. 2005 IAU Global Survey Report, International Association of Universities, IAU, 2006

In respect to the benefits and risks of internationalization, universities responded as follows:

**Table IV-1-3 List of benefits and risks associated with internationalization**

Benefit	Risk
More internationally oriented students and staff(22%) Improved academic quality (21%)	Commodification and commercialization of education programs (23%)
Strengthen research and knowledge production (15%)	Increase in number of foreign 'degree mills' and/or low quality providers (17%)
Innovations in curriculum, teaching and research (14%)	Threat of brain drain (15%)
Grater international understanding and solidarity (12%)	Glowing elitism in access to international education opportunities (12%)
	Overuse of English as a medium of instruction (9%)
	Loss of cultural or national identity (9%)

Source: Knight, J. (2006) *Internationalization of Higher Education: New Directions, New Challenges*. 2005 IAU Global Survey Report, International Association of Universities (IAU).

In light of the macro-level trend to university internationalization around the world, JSPS decided to conduct a survey of efforts for university internationalization recognized as an important part of the national agenda in foreign countries. The methods employed in this survey are described later. The survey addressed both government-level initiatives and efforts made by individual institutions, in the hope that results will stimulate greater efforts towards internationalization of Japanese universities, serve as a reference for universities engaged in such efforts, and furnish suggestions for initiatives at the governmental level.

In implementing this survey, JSPS aimed not simply to gather data but also to disseminate information on the SIH Project and conditions in Japanese universities.

## 2. Overseas survey

Based on the opinion of the University International Strategy Council, JSPS used the following three methods to gather data on overseas trends in university internationalization.

- A. Field survey at overseas universities, etc.
- B. Participation in the "Workshop on the International Mobility of Researchers" held by the Steering and Funding of Research Institutions (SFRI), OECD Committee for Scientific and Technological Policy (CSTP)
- C. Utilizing JSPS overseas offices to collect information relevant to provision of support for university internationalization.

### (1) Field survey of overseas universities, etc.

JSPS decided to start with a survey of European universities pursuing internationalization initiatives as part of the rapid development of "Europeanization" in both education and research. The survey targeted universities in non-English speaking countries in particular, as they face many of the same challenges as Japan. As stated in "1. Background", university internationalization is considered a priority not only by the institutions themselves, but by governments throughout Europe. For this reason, JSPS included government agencies in the survey.