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## Programme


Timing	Session	
<b>Wednesday 17<sup>th</sup> November 2010 Pre-Event Reception</b>		
18:45  (Doors open: 18:30)	Reception	<p><b>Opening Buffet Reception</b> hosted by the <b>British Council</b> Reception will take place at the <b>Hotel Okura Fukuoka</b>, Hakata Riverain 3-2 Shimokawabata-machi Hakata-ku, Fukuoka 812-0027 Japan TEL: 81(92)262-1111 FAX: 81(92)262-7701 ( <a href="http://www.okura.com/hotels/fukuoka/index.html">http://www.okura.com/hotels/fukuoka/index.html</a> )</p> <p>Welcome by Jason James, Director of the British Council Japan</p>
20:30	Reception finishes	
<b>Day One – Thursday 18<sup>th</sup> November 2010</b>		
06:30	Breakfast	<ul style="list-style-type: none"> <li>You can choose to eat breakfast in either <b>Café Terrace Camelia</b> (06:30-23:00, 1<sup>st</sup> Floor) or Japanese restaurant <b>Yamazato</b> (07:00-10:00; 2<sup>nd</sup> Floor); at the restaurant, please show the breakfast voucher which will be provided when you check in.</li> </ul>
07:30 – 08:20	<p><b>[Chairs, Case Study Presenters and Rapporteurs ONLY]</b> <u>Pre-briefing</u> over breakfast on the parallel sessions with the chair, presenters and rapporteurs in each group</p>	<ul style="list-style-type: none"> <li>Seats for the three groups are reserved in <b>Cafe Terrace 'Camellia'</b>, 1st floor [= Ground floor], The Hotel Okura Fukuoka</li> </ul>
08:35	Please come to the reception desk area and move to the coaches.	<ul style="list-style-type: none"> <li>Coaches will be provided.</li> </ul>
08:40	Depart from the Hotel for the symposium venue by coach	<ul style="list-style-type: none"> <li>Venue: The Centennial Hall, in the Hospital Campus, Kyushu University [3-1-1 Maidashi, Higashi-ku, Fukuoka]</li> </ul>
08:55	Arrive at the venue	
<p><b>The Second Japan-UK Higher Education Symposium</b> <b>The Centennial Hall, Kyushu University (Fukuoka, Japan)</b></p> <p>Hospital Campus 3-1-1 Maidashi Higashi-ku Fukuoka 812-8582 JAPAN</p>		
09:00	<p><b>Registration of delegates</b></p> <p>The Centennial Hall, Kyushu University (Main Hall)</p>	<p>Japanese chair, Day 1: (09:30-11:30) <b>Professor Junichi Mori</b>, Vice President for International Relations, Kyoto University</p>
09:30-10:00 (plenary)	<b>Welcome</b>	<p>Introduction from Chair</p> <ol style="list-style-type: none"> <li><b>Dr. Setsuo Arikawa</b>, President, Kyushu University and Chairman, JACUIE</li> <li><b>Professor Motoyuki Ono</b>, President, Japan Society for the Promotion of Science (JSPS)</li> <li><b>Jason James</b>, Director of British Council Japan</li> </ol>

		4. <b>Shigeharu Kato</b> , Deputy Director-General, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)
10:00-10:30 (plenary 1)	<b>"Challenges for Internationalising Japanese Universities"</b> - Japanese Keynote	<b>Dr. Tsutomu Kimura</b> Advisor to Ministry of Education, Culture, Sports, Science and Technology (MEXT)
10:30-11:00 (plenary 2)	<b>"Innovation and Change in Higher Education: Observations and lessons from the UK"</b> - UK Keynote	<b>Professor Don Nutbeam</b> Vice Chancellor, University of Southampton
11:00-11:30	Coffee	*Coffee/tea will be served outside the Large Hall.
11:30 (plenary)	<b>Q &amp; A on key note speeches and discussion on issues arising</b>	UK chair, Day 1: (11:30-13:00) <b>Professor Michael Worton</b> Vice-Provost (Academic and International), University College London (UCL)
12:10 (plenary)	<b>Introductory presentations from leaders of 3 parallel strands</b>  <ul style="list-style-type: none"> <li>▪ <b>Parallel session 1</b> Staff and student mobility</li> <li>▪ <b>Parallel session 2</b> Transferable skills and career development of PhD (and research) students</li> <li>▪ <b>Parallel session 3</b> Developing a university-wide international ethos</li> </ul>	The maximum time for each introduction will be 15 minutes  Parallel session 1 Chair: <b>Dr. Michinari Hamaguchi</b> President, Nagoya University  Parallel session 2 Chair: <b>Professor Hidefumi Kobatake</b> President, Tokyo University of Agriculture and Technology  Parallel Session 3 Chair: <b>Professor Judith Lamie</b> , International Director, University of Leeds
<b>13:00-14:00</b>	<b>Lunch</b> Multipurpose room, Alumni House 2F (Building next door to the Centennial Hall)	
Afternoon	<b>Parallel working groups throughout</b>	
14:00-15:25 (parallel session)	Introduction and case studies (20 minutes each)  <b>1. Staff and student mobility</b>	<b>Group 1</b> venue: Hall 1 <b>Parallel session 1: Staff and student mobility</b>  Chair <b>Dr. Michinari Hamaguchi</b> President, Nagoya University  Presentation 1: <b>Professor Christine Ennew</b> Pro-Vice-Chancellor for Internationalisation, The University of Nottingham  Presentation 2: <b>Professor Masahiro Terasako</b> Vice President, Osaka Prefecture University

	<p><b>2. Transferable skills and career development of PhD (and research) students</b></p> <hr/> <p><b>3. Developing a university-wide international ethos</b></p>	<p>Presentation 3:  <b>Dr. Kotoku Kurachi</b>  Executive Vice President, Kyushu University</p> <p><b>Rapporteurs:</b></p> <p><b>Professor Motoi Wada</b>  Deputy Vice President for International Affairs, Director of International Center, Doshisha University</p> <p><b>Professor Michael Whitby</b>  Pro-Vice-Chancellor and Head of College of Arts and Law, University of Birmingham</p> <hr/> <p><b>Group 2</b> venue: Hall 2</p> <p><b>Parallel session 2:</b> Transferable skills and career development of PhD (and research) students</p> <p><b>Chair</b>  <b>Professor Hidefumi Kobatake</b>  President, Tokyo University of Agriculture and Technology</p> <p>Presentation 1:  <b>Dr. Iain Cameron</b>  Head of Research Careers and Diversity, Research Councils UK (RCUK)</p> <p>Presentation 2:  <b>Professor Andrea Nolan</b>  Deputy Vice Chancellor and Senior Vice-Principal, University of Glasgow</p> <p>Presentation 3:  <b>Tsuyoshi Enomoto</b>  Director, Higher Education Policy, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)</p> <p><b>Rapporteurs:</b>  <b>Professor Martin Griffin</b>  Pro-Vice-Chancellor for Research, Aston University</p> <p><b>Professor Akinori Nishihara</b>  Vice President for International Affairs, Tokyo Institute of Technology</p> <hr/> <p><b>Group 3</b> venue: Hall 3</p> <p><b>Parallel session 3:</b>  Developing a university-wide international ethos</p>
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		<p><b>Chair</b>  <b>Professor Judith Lamie</b>  International Director, University of Leeds</p> <p>Presentation 1:  <b>Professor John Vinney</b>  Vice Chancellor, Bournemouth University</p> <p>Presentation 2:  <b>Professor Atsushi Seike</b>  President, Keio University</p> <p>Presentation 3:  <b>Professor Elspeth Jones</b>  International Dean, Leeds Metropolitan University</p> <p><b>Rapporteurs:</b>  <b>Professor Chris Marlin</b>  Pro-Vice-Chancellor (International), University of Sussex</p> <p><b>Professor Yoshiaki Yamada</b>  Vice President, Niigata University</p>
15:25	<b>Q and A</b>	
15:45	<b>Coffee</b>	* Coffee/tea will be served in each room.
16:15 (parallel session)	<b>General discussion</b> Key themes and emerging themes for next day	
16:45 (parallel session)	<b>Observations from Day 1</b> Round-up including observations and key issues	Rapporteurs (5-10 minutes)
17:15	Close of Day 1	
<b>Day Two – Friday 19<sup>th</sup> November 2010 (all in plenary)</b>		
<b>The Centennial Hall, Kyushu University (Fukuoka, Japan)</b> The Second Japan-UK Higher Education Symposium		
09:30-9:45	<b>Scene Setting for Day Two</b> <ul style="list-style-type: none"> <li>• What we want to achieve</li> <li>• Our agenda for today</li> </ul>	Chair, Day 2: <b>Professor Kazuko Shiojiri</b> Vice President, University of Tsukuba
09:45-10:15	Feedback on key issues emerging from three parallel groups the previous day	3 rapporteurs* *feedback to be provided by either or both rapporteurs, depending on the group
10:15-10:45	Q & A, followed by plenary discussion on the three themes	

		
10:45-11:15	Coffee	*Coffee/tea will be served outside the Large Hall.
11:15-12:15 (discussion of how to take forward areas for collaboration)	<b>Taking things forward</b> <ul style="list-style-type: none"> <li>▪ What are the learning points from this event?</li> <li>▪ Where are the main opportunities for future collaboration</li> </ul> <b>Summary of next steps</b>	Chair: <b>Professor Kazuko Shiojiri</b> Vice President, University of Tsukuba
12:15-12:30 (plenary)	<b>Thank you and close</b>	From the Japanese delegation: <b>Dr. Kotoku Kurachi</b> , Executive Vice President, Kyushu University  From the UK delegation: <b>Professor Michael Worton</b> , Vice-Provost (Academic and International), UCL and IHE Advisor to the British Council
<b>12:30 – 13:30</b>	<b>Lunch (Optional)</b> Medium Hall, Hospital Campus, Kyushu University	
	<i>Transportation will be provided by Kyushu University</i>	
13:30	<b>Depart for study tour to Ito Campus (Optional)</b>	
14:20	Arrive at Ito Campus	
14:30	Study tour to "Hydrogen Campus" including HYDROGENIUS and hydrogen station, besides presentation/discussion/Q&A about the highly recognised research on hydrogen	
15:30	Research laboratories/facilities tour	
16:00	<b>(For those who indicated you would NOT take part in the campus tour but only in the buffet dinner)</b> Please be noted that you will be collected by a Kyushu University staff member from the Hotel Okura Fukuoka (reception area) and taken to the Ito Campus by university car.	
(16:45)	Arrive at the Ito Campus	
17:00	<b>(For those who need to leave Fukuoka after the campus tour)</b> Transportation will be provided by Kyushu University (university car). It will take 45-60 minutes from Ito Campus to JR Hakata Station/Fukuoka International Airport.	
(18:00)	Arrive at JR Hakata Station/Fukuoka International Airport	
17:00	<b>Buffet dinner reception hosted by Kyushu University at Ito Campus (Optional)</b> *Speech by Dr. Setsuo Arikawa, President, Kyushu University and Chairman, JACUIE	
18:30	End of reception and depart for the Hotel Okura Fukuoka/Fukuoka Airport	
19:30	Arrive at the Hotel Okura Fukuoka/Fukuoka Airport	





## List of Participants

### Participants from Japan

Professor Kenzo Nonami	Chiba University
Masani Gomita	Chiba University
Professor Motoi Wada	Doshisha University
Toru Nishioka	Doshisha University
Professor Masaki Sakakoshi	Hiroshima University
Hisaharu Okuda	Hiroshima University
Professor Takeo Hondoh	Hokkaido University
Professor Takashi Okoshi	J. F. Oberlin University
Professor Hiroaki Hatayama	J. F. Oberlin University
Professor Atsushi Seike	Keio University
Hideko Sumita	Keio University
Professor Chiharu Nakamura	Kobe University
Yasuo Kainai	Kobe University
Professor Junichi Mori	Kyoto University
Ainslie Kerr	Kyoto University
Dr. Takeshi Matsuda	Kyoto University of Foreign Studies
Dr. Setsuo Arikawa	Kyushu University
Dr. Kotoku Kurachi	Kyushu University
Professor Etsuko Katsu	Meiji University
Professor Shingo Ashizawa	Meiji University
Professor Hiroshi Ehara	Mie University
Professor Masayuki Kumamoto	Miyazaki International College
Professor Hajime Togari	Nagoya City University
Professor Hidetaka Umehara	Nagoya Institute of Technology
Associate Professor Sho Hagio	Nagoya Institute of Technology
Dr. Michinari Hamaguchi	Nagoya University
Hiroshi Katsuhira	Nagoya University
Professor Michael Calmano, S.V.D.	Nanzan University
Professor Fumitake Gejyo	Niigata University
Professor Yoshiaki Yamada	Niigata University
Professor Masahiro Terasako	Osaka Prefecture University
Wakako Matsuda	Osaka Prefecture University
Professor Kiichiro Tsuji	Osaka University
Yu Kameoka	Osaka University
Dr. Kiyofumi Kawaguchi	Ritsumeikan University
Makoto Sagane	Ritsumeikan University
Dr. Yoshiaki Nemoto	Tohoku University
Dr. Motoko Kotani	Tohoku University
Professor Akinori Nishihara	Tokyo Institute of Technology
Keiko Ito	Tokyo Institute of Technology
Professor Akihiko Tanaka	The University of Tokyo
Professor Jung-Kook Hong	The University of Tokyo
Professor Hidefumi Kobatake	Tokyo University of Agriculture and Technology
Kazunori Higuchi	Tokyo University of Agriculture and Technology
Professor Koji Miyazaki	Tokyo University of Foreign Studies
Professor Yasuhisa Kanaguchi	Tokyo University of Foreign Studies
Professor Ikuo Saiki	University of Toyama
Minoru Takeshita	University of Toyama
Professor Yoshiyuki Sakaki	Toyohashi University of Technology
Professor Kiyokatsu Jinno	Toyohashi University of Technology
Professor Kazuko Shiojiri	University of Tsukuba
Mari Yashiro	University of Tsukuba
Professor Nobuko Maeda	Tsurumi University
Dr. Satoshi Nagasaka	Tsurumi University
Professor Katsuichi Uchida	Waseda University
Professor Teruo Nishida	Yamaguchi University
Professor Hidetoshi Miike	Yamaguchi University
Professor Ichiro Araki	Yokohama National University

### Participants from UK

Professor Martin Griffin	Aston University
Professor Michael Whitby	University of Birmingham
Jon Inegbedion	University of Birmingham
Professor John Vinney	Bournemouth University
Chris Shiel	Bournemouth University
Professor Colin Monk	University of Brighton
Professor Ian Campbell	Brunel University
Dr. David Lees	Brunel University
Professor Jeremy Bradshaw	The University of Edinburgh
Professor Julian Jones	Heriot-Watt University
Professor Judith M. Lamie	University of Leeds
Professor Elspeth Jones	Leeds Metropolitan University
Professor Stephen Holloway	University of Liverpool
Robin Hoggard	London School of Economics and Political Science
Professor Christine Ennew	The University of Nottingham
Professor Mike Braddick	The University of Sheffield
Professor Don Nutbeam	University of Southampton
Professor Alistair Fitt	University of Southampton
Professor Chris Marlin	University of Sussex
Victoria Shaw	University of Sussex
Professor Michael Worton	University College London
Dr. Iain Cameron	Research Councils UK (RCUK)



## SUMMARY

### Welcoming Remarks

Professor Junichi Mori, Vice President for International Relations, Kyoto University, explained that he would serve as chair of the session and welcomed all participants to the first day of the Second Japan-UK Higher Education Symposium. He asked the organisers of the event to deliver their welcoming remarks.

#### **Setsuo Arikawa**

#### **President, Kyushu University and Chairman, JACUIE**

Dr. Arikawa said what a great honour it was to host the Second Japan-UK Higher Education Symposium at Kyushu University. He expressed thanks to all the speakers and the organisers: the British Council, Japan Society for the Promotion of Science (JSPS), the Japanese Committee of Universities for International Exchange (JACUIE), and Kyushu University. He explained that JACUIE comprises three associations: the Japan Association of National Universities (JANU), The Japan Association of Municipal and Prefectural Colleges and Universities, and the Federation of Japanese Private Colleges and Universities.



Through conferences and symposiums, JACUIE has implemented bilateral exchanges with France, Germany, Vietnam, Australia, and the United Kingdom. The first Japan-UK Higher Education Symposium was held in the UK in 2009, and this second opportunity to meet together in Japan provides an excellent opportunity to strengthen the bilateral relationship. Japan is currently struggling with an economic downturn, which has caused a difficult financial situation for Japanese universities. This situation is seen to mirror that of the UK's, making this

symposium a timely venue to discuss internalisation within a difficult financial environment.

Dr. Arikawa concluded by noting that Kyushu University will celebrate its centennial anniversary in 2011, and it was pleased to host this symposium in advance of that milestone year.

### **Motoyuki Ono**

#### **President, Japan Society for the Promotion of Science (JSPS)**

Prof. Ono thanked the British Council, JACUIE and Kyushu University for organising the symposium and the visiting UK delegates who had taken time to attend it. The Japan Society for the Promotion of Science (JSPS) is Japan's leading funding agency, providing research funding to universities, fostering young researchers, and supporting university reform in Japan. Another of its important functions is to support the implementation of scientific exchange between Japanese and overseas universities. Its first MoU concluded in the UK was with the Royal Society in 1971, after which a close partnership has developed between the scientific communities of the two countries. JSPS operates an overseas office in London, which has since its establishment in 1994 sought to strengthen exchange with Britain's academic and governmental sectors, while establishing cooperative links between universities in Japan and the UK.



He told the delegates that over the symposium's two days they would engage in discussions on the issue of how universities can enhance research with a view to internationalisation. The British government recently announced that its higher education-related budget would be cut by 2014-15. Similarly, Japan is also suffering severe economic conditions. The new government administration in Japan has established a new growth strategy, under which green and life

innovation and science and technology are designated as strategic fields. Amidst the stringent financial situation, it will be essential to create collaborative relationships for enhancing university research and human-resource development. Japan has been encouraged and motivated by the selection of two new Japanese Nobel laureates, whose messages emphasise science and technology being the driving force behind economic growth and encourage young researchers to go abroad to develop themselves.

Prof. Ono concluded by noting that of late many young Japanese researchers are reluctant to go overseas, requiring further measures to both send and receive young researchers between the UK and Japan, which will exert a positive impact on both societies. JSPS is placing increasing emphasis on dispatching young researchers overseas through such initiatives as its Young Researcher Overseas Visits Program for Vitalising Brain Circulation, and on encouraging young researcher participation in the JSPS Bottom-Up International Joint Research Program, carried out in collaboration with the Research Councils of G8 countries.

**Jason James**  
**Director of British Council Japan**

Mr. James stated that the British Council is the UK's official organisation for promoting cultural relations. Its main areas are English language and the arts. The British Council has been strengthening its efforts in recent years, even in the face of recent funding cuts. Growth has been achieved by working with partners who share its agenda. The British Council has also become more efficient by interlinking the work of its offices. From January 2011, its East Asia branch will merge with its China branch. In Japan, the British Council works with the Society for Testing English Proficiency (STEP) in delivering the IELTS examination, which is now recognised worldwide as the major English proficiency examination. The British Council has been working increasingly with universities



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and schools to help advance their internationalisation agendas, providing training for students, researchers and teachers.

The cultural relations between Japan and the UK are firmly bonded, dating back to the Meiji period (approximately 140 years ago). Those first relations were founded on university exchange, starting with the “Meiji Five.” It is to be hoped that Japanese universities and students are not becoming *uchimuki* (inward looking). Rather, they should take inspiration from the precedents set in the Meiji era. Both the UK and Japan are relatively small island nations and share similarities in their higher education sectors. The UK government is committed to internationalisation in the higher education sector. On a visit to Japan in October 2010, Foreign Secretary William Hague announced a series of policy dialogues between the UK and Japan in order to share best practices and broker strategic partnerships.

Universities are vital for prosperity in both Japan and the UK. Their economies are currently in a difficult condition and universities are essential in order to regain economic vitality. The original idea of universities was to gather scholars together to make a contribution to knowledge. Technology now allows ease of communication and it is important to use this technology to create diverse but stronger links.

Although there are barriers to collaboration, including language and qualifications, it is important to work on how to dismantle such barriers. It is also to be hoped that partnerships can be started through discussions initiated at this symposium.

**Shigeharu Kato**

**Deputy Director-General, Higher Education Bureau,  
Ministry of Education, Culture, Sports, Science and Technology (MEXT)**

Mr. Kato noted that in today’s knowledge-based societies, public expectation on universities is growing, demanding the cultivation of exceptional people who are

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competent in a wide range of disciplines. This has increased the importance assigned to the international activities of universities, especially the establishment of inter-university networks. Over long histories of university education, both the UK and Japan have worked hard to deliver outstanding education and research. At the first Japan-UK Higher Education Symposium, representatives of universities in both countries discussed issues such as how education and research in universities can respond to societal needs.



With regard to the first of this symposium's three topics "staff and student mobility," he said that within the ever-rising international flow of students and teachers, Japan has established an exchange programme that set a target of 300,000 students, both inbound and outbound, by the year 2020. To overcome the inward-looking tendency of Japanese students, efforts are concurrently be made to foster international perspectives in Japanese youth.

Regarding the second topic of "transferable skills and career development of PhD (and research) students," several projects are being implemented to elevate the quality of graduate education in Japan. Furthermore, the University Council of Japan has compiled a draft report pertaining to the enhancement of graduate education, which is currently available for public comment.

Regarding the third topic of "developing a university-wide international ethos," MEXT launched the Global 30 Program last year to support and promote internationalisation efforts by universities. The program was originally designed to be implemented by 30 pilot universities over a 5-year period. However, severe budget cuts have reduced the number of participating universities to 13. That said, internationalisation is not just a matter of financing, but rather one of mindset and behavioural style among all members of a university. It is hoped that the

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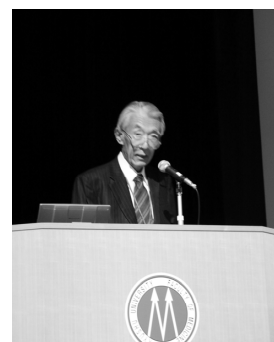
discussions at this symposium will further reinforce the cooperative relations between Japanese and UK universities.



**Japan Keynote**  
**Challenges for Internationalising Japanese Universities**

**Tsutomu Kimura**  
**Advisor to Ministry of Education, Culture, Sports, Science and Technology**  
**(MEXT)**

Dr. Kimura first explained the origin of and grounds for the internationalisation of Japanese universities. Japanese society, he said, tends to place importance on homogeneity, which worked for several decades during the post-war period. However, people are now realising that homogeneity does not necessarily lead to a dynamic society—that diversity is essential for both creating societal dynamism and elevating the standard of higher education. Japanese corporations are currently requiring “global talent” in their new recruits, in response to which universities have begun to take responsibility for educating students who can meet such demands.



The percentage of international faculty stands at only 5% in Japan, in stark contrast to universities in other countries, where international staff account for a far greater percentage of the total faculty. In terms of the percentage of international students, Australia takes the top position, with UK in third place. In contrast, international students in Japan account for only 4% of the total student population.

With regard to “global talents,” a consensus was reached in an industry-academia committee on the subject that they are people who can do the following: Think on their own; communicate effectively with colleagues and stakeholders of various backgrounds; mutually understand, putting themselves in the other person’s position; overcome differences in values and characteristics stemming from other

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cultural and historical backgrounds; take advantage of differences in building synergies; identifying the strong points of each party; and create new values.

In a questionnaire directed to major companies in Japan, 74.1% of the respondents indicated that they require personnel who can advance globalisation in establishing and operating their overseas offices. In another questionnaire, it was revealed that in recent years fewer new employees are expressing a wish to work abroad. These figures suggest that Japanese young people are becoming increasingly inward looking.

In order to boost the internationalisation of universities and broaden students' international perspectives, the Japanese government has proposed four strategies. First is to attach greater importance to attracting more students and faculty from overseas. The government has set a target to increase the number of them to 300,000 by 2020. Second is the launching of the Global 30 Program to support core universities for promoting internationalisation. (However, the number of core universities has been reduced due to the economic downturn.) Third, a target is set for increasing the number of Japanese students studying abroad from 75,000 in 2007 to 300,000 in 2020. (However, it will be necessary to arrange financial support for this number of students.) Fourth, a new two-way exchange program for 7,000 both out- and inbound students is proposed.

The number of science-major PhDs has remained flat in Japan over the last 15 years, while the number in the US has increased slightly, with China recording a significant increase. The majority of international students coming to Japan are from the Asian region, with students from Europe accounting for only 3.0% of total foreign students in Japan. In terms of Japanese students studying abroad, 47.3% choose to study in the United States. The UK is still a popular destination for Japanese students and researchers, although the number of them going to the UK far outpaces British students and researchers coming to Japan.

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The present government in Japan has introduced new policy initiatives, including a proposal to enhance university exchange within East Asia, with a special focus on quality assurance (QA). In addition, a Japan-China-Korea committee for university exchange was launched in April 2010, known as Collective Action for Mobility Program of University Students (CAMPUS) Asia. An international symposium on university exchanges in East Asia will be held in Tokyo in March 2011, organised jointly with China and Korea. The symposium will work to identify issues and possible measures for promoting university exchanges that incorporate QA schemes; deepen mutual understanding of each nation's QA framework and system; and attempt to build an East Asian Community from a perspective of university exchange.

The new government has hammered out a "New Growth Strategy" with seven strategies that have an impact on the higher education sector. Under this Strategy, the government proposes 21 new projects which include "fostering global talents and increasing the acceptance of highly-skilled personnel." On slate are also a strategic project to create "leading graduate schools" and other schemes to enhance the international competitiveness of Japanese universities and foster excellent human resources.

JSPS is implementing the program "Young Researcher Overseas Visits Program for Enhancing Brain Circulation," which aims to advance science by enhancing the international flow of talented people, especially by supporting the overseas visits of young researchers engaged in international joint research.

### **UK Keynote**

### **Innovation and Change in Higher Education: Observations and lessons from the UK**

**Don Nutbeam**

### **Vice Chancellor, University of Southampton**

Prof. Nutbeam said that internationalisation is a fundamental influence on innovation and change in UK higher education. The pace of internationalisation has accelerated over the past two decades, reflected in the mobility of staff and students; changing expectations of students and employers; international rankings and competitiveness; and collaborative education and research.

In the UK there has been a significant and continuing growth in the number of international students, notwithstanding the as yet unknown long-term effects of newly imposed restrictions on visas. At the University of Southampton, nearly one-third of academic faculty are born outside the UK and international student numbers continue to grow by 10% each year on average.

A related influence on innovation and change in universities is growing levels of participation in university education and the subsequent pressure this creates on public funding. There has been an unprecedented increase in the number of students attending university in worldwide including the UK. This has led to some significant differentiation in goals and aspirations between universities in the UK, but there is still no real “market.” To manage the growing pressure on public finances, many countries, especially the UK have progressively introduced “co-payment” through tuition fees.



The third and more immediate influence on innovation and change has been the significant economic recession and the advent of new government in the UK. In higher education, the tensions between the partners in the new coalition government are at their sharpest. The Conservative government is committed to deficit reduction through public spending cuts, including deep cuts to direct public support for higher education. However, the Liberal Democrats committed

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themselves to maintaining tuition fees at the current level and reducing them if feasible.

Funding for higher education has been determined by an Independent Review of Funding for Higher Education (Browne Review) and a comprehensive public spending review in the Autumn of 2010.

The Browne Review was more radical than expected, proposing significant changes to the funding of higher education. It recommended that direct governmental support for teaching will be largely withdrawn and that tuition fees be substantially de-regulated to create a genuine market for education. Additionally, it also recommended access to a graduate repayment loan system to cover for the full tuition charge, and extending the loan scheme to part-time students. Loan repayment by post-graduates would be linked to earnings, with a threshold of £21,000, at a 9% repayment rate. The review also recommended the creation of a single Higher Education Council (HEC) to oversee university funding and regulation.

The government Spending Review 2010 reflects many of the major elements of the Browne Review. Direct spending on higher education is to be cut from £7.2bn to £4.2bn by 2014-15, with cuts to be mainly achieved through reduction in teaching support. The science and research budget has been “frozen” (£4.6bn) with a net result of a 10% decrease in funds within the same period. Adaptations to the Browne Review recommendations relate to the tuition fee, with an unregulated £6,000 per year fee, up to £9,000 subject to conditions related to student access. There is a continuing emphasis on university-business relations.

This represents a radical change to higher education funding. In 1998, 100% of tuition costs were met directly by government; however, since 1999 the government contribution has gradually been decreased and by 2012 only 32% of

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tuition costs will be met, and these only for science related subjects. No financial support will be received by universities for Arts, Humanities and Social Sciences..

The consequences of the changes are hard to predict. The government is hoping to create a genuine market for higher education, where universities will charge different fees and may re-shape educational programmes. However, this could also lead to market “failures.” There is also likely to be further acceleration of change in the relationship between universities and students, with students becoming more like “consumers” who are looking for quality, customisation and value for money. The government will exert pressure for improvements in staff-student ratios and “contact hours,” and access to higher education for students from poorer backgrounds. There may be a temptation to expand international student intake to compensate for loss in income.

In Southampton University, we are facing these challenges in a range of ways. We are looking to position ourselves in this new “market” as a comprehensive, international research University with distinction in enterprise. The university will have to move towards creating greater student choice and flexibility through curriculum reform. Efforts are being made to identify routes for students to accelerate or extend the time it takes to complete their studies, and to pay greater attention to employability. There will also be further extension in the financial support programme to underpin “needs blind” admission and access routes for students from poorer families. The university is also working to re-shape its educational programmes in response to demand.

The government still focuses on the university contribution to the economy and relations with business, evidenced by the protection of the science and research budget. There is also an increased emphasis on research “impact” through government assessment of university research performance and research funding. There is an expectation that universities will continue to improve knowledge and technology transfer capability and delivery. There is additionally a hope that

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business will direct research and development funding more towards university partnerships.

University business innovation is a growing success in the UK. In 2009 there were 3,200 patent applications filed by universities, with direct licensing income totalling more than £154 million. 160 spin-out companies were launched with a market capitalisation of around £547 million. Spin-outs range from biomedical through to hi-tech engineering products generating a turnover of £700 million employing over 12,000 staff. Southampton University has enjoyed particular success in business spin-outs.

There is still the trend for universities to internationalise education and research. However, government will continue their progressive withdrawal from funding of higher education. Therefore, universities will need to adapt to market conditions (or perish). Whilst responding to the government's desire to see a greater contribution from universities to business development, universities should retain their commitment to basic research.

### **Question and Answer Session**

Q: Do you think global corporate enterprises will help to achieve Japan's very demanding target of 300,000 students travelling in each direction, in and out Japan by 2020?

Dr. Kimura: There is an expectation that Japanese private companies will increase their hiring of foreign students. At present about 30% of the foreign students are employed in a Japanese company upon completion of their studies. It would be ideal to boost this figure to 50 or 60% so as to attract more overseas students to Japan. This may be the key factor in achieving the target.

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Q: What about corporate engagement of foreign students prior to their graduation? Are there any opportunities for these students in Japanese universities to engage with the multinational corporations on campus?

Dr. Kimura: PhD students may have an opportunity to become engaged in such collaborations, but not masters or undergraduate students. We are encouraging Japanese corporations to get engaged with overseas students as much as possible. However, companies do provide donations to Japanese universities to support overseas students.

Prof. Nutbeam: Southampton University has been considering what it means to be an international university not just in terms of growing the number of international students, but also in terms of the experience we offer UK students. Efforts are being made to make it possible for students to spend time studying overseas, or to work as an intern overseas, or to work in a multinational organisation in the UK. The aim is to encourage students to think globally and get experiences that will give them a feel for what it means to live and work within an international environment. International experience can come from a variety of different roots. Could such a mechanism as used at Southampton work in Japan?

Dr. Kimura: At Tokyo Institute of Technology, (he is a former president) there are a large number of Thai students of high quality, who have found employment in senior positions in Japanese companies located in Thailand. This provides a good incentive for more and more Thai students to come to Japan

Prof. Worton: The British Council in Japan is working on developing a scheme to engage UK and Japanese universities and companies in business relationships, and it would be enormously helpful to have models/mechanisms that could overarch both countries.



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Q: Against various changes, confidence in quality will become even more important. At the moment, we in the UK have greatest confidence in individual institutions rather than in national systems. That's true across Europe. International confidence in East Asian quality and how robust or similar it is to Europe will be on an institution-to-institution rather than a nation-to-nation basis.

Dr. Kimura: An evaluation scheme for universities was introduced in Japan in 2004, based on the UK model. The scheme has been very successful in raising confidence on the institution-to-institution level. However, international confidence still needs to be developed.

Prof. Nutbeam: Specific discipline-to-discipline cooperation may be more reasonable to assess quality and confidence at the discipline level. There is always a delicate balancing act between the institutions as a whole and support and collaboration at the departmental level. Finding the right balance can be challenging at times.

Dr. Kimura: The Asia-Pacific Quality Network (APQN), which covers a number of Asia-Pacific countries and is making efforts to establish common criteria for quality assurance in higher education within the region. Japan, China and Korea are trying to devise common criteria for ensuring the quality of higher educational institutions.

Q: The UK government is in the process of making visa requirements more stringent. So, what are the visa requirements in each country?

Prof. Nutbeam: Japan and the UK are starting from different places with regard to student visas and the ability of students to stay on and work. The UK government is trying to strike a balance between economic and general security and the growth of a vibrant international higher education sector; however, its approach is probably misguided. We have to make the case and actively advocate it.

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Dr. Kimura remarked about the Japanese immigration policy: Previously, there were two types of visas available to overseas students, one was for the university students and the other for students studying in language schools. They provided very different status. The immigration policy enquiry committee decided that this difference should be eliminated, so we now have only one type of student visa. This has caused a sudden increase in the number of overseas students, especially Chinese students, coming to Japan.

Prof. Worton noted that the coalition government in the UK is committed to reducing annual immigration from 193,000 to 93,000. The government may well provide concessions in the near future to universities with regard to staff and research-intensive students. However, this will only apply to full-time student visas. On the other hand, universities are looking to conclude agreements for short-term exchanges.

Q: In Japan, do universities charge a different tuition fee for overseas and domestic students, as is done in the UK?

Dr. Kimura: There is a difference in student fees between the two countries, with the UK being able to “sell” higher education and Japan unable to do so. Therefore, the fee in Japan is exactly the same as for domestic students. The majority of overseas students in Japan come from developing countries, and Japanese universities tend to give them tuition waivers. There are also a number of private scholarship schemes that support overseas students.

Prof. Nutbeam: The overseas student market is a relatively mature one and competitive among English-speaking countries like the US, Canada and Australia. One of the biggest impacts on international students is fluctuation in exchange rates.

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Dr. Kimura: There are currently 130,000 overseas students in Japan, and 10,000 of them receive Japanese government scholarships. Under this scholarship scheme, the students receive a handsome stipend of approximately 200,000 yen a month (the amount has decreased lately). About 40% of overseas students, excluding these about 10,000 “elite” students, are receiving some kind of scholarship.

Q: In order to attract excellent students, it will be important to enhance the attractiveness of Japanese universities, and I think that the ranking of universities is a key index used by students in choosing where to go. Do you think that university rankings have an influence on the allure of UK universities?

Prof. Nutbeam: Domestic students in the UK pay some attention to the national ranking of universities by national newspapers, and there is no doubt that it has some influence on student choice. Similarly, there is no doubt that international rankings have an impact on student choice, particularly in East Asia.

Dr. Kimura: Japanese people tend to be hung up on rankings. The figures issued by the OECD Programme for International Student Assessment (PISA) are given particular prominence in Japan including the mass media.

Q. What is the relationship between the mass media and universities in each country?

Dr. Kimura: Japan’s mass media have been critical of our national universities. However, they are beginning to change their attitude and be more supportive, as they gradually come to realize the importance of the universities to Japanese society.

Prof. Nutbeam: It is important to influence the debate in the mass media, and universities need to be more proactive in media exposure and presenting a media message.

## **Introductory Presentations from Leaders of the Three Parallel Strands**

### **Parallel session 1: Staff and student mobility**

**Chair: Michinari Hamaguchi, President, Nagoya University**

Dr. Hamaguchi presented some charts showing differences between the higher education systems in Japan and the UK, stating that they are the significant factors that need to be understood in advance of the discussion. The differences are wide ranging from the higher-education period, entrants' age, and public expenditure.

In Japan and the UK, public expenditure on tertiary education is respectively 0.5% and 0.7% of GDP, placing a heavy burden on the families of students. This means that students in both countries rely more heavily on private than public funding. In Japan, students are expected to enter the university directly after finishing their secondary educations, making the average age of new entrants 18.9 years old. By contrast, in other OECD countries, many students work for a time after high school graduation and enter the university later. In the UK, 80% of new entrants are under 24.6 years old.

With regard to the employment system in Japan, there tends to be "batch employment" of new graduates, As a result, job hunting starts earlier and last longer, extending up to two years. In this context, studying abroad can be viewed as an obstacle to finding a job.

Diversity of international student is also very important. In Japan most overseas students come from Asian countries, while in the UK, there is greater diversity in the makeup of international students' nationalities. The US is the top destination for students from both Japan and the UK.

In Japan, the number of researchers going abroad for long periods has decreased gradually, especially to the North America and Europe, while the number of researchers coming to Japan has remained flat.

**Parallel session 2: Transferable skills and career development of PhD  
(and research) students**

**Chair: Hidefumi Kobatake, President, Tokyo University of Agriculture and  
Technology**

Prof. Kobatake first explained the background of Japanese postgraduate students. Since the 1990s, the Japanese government has implemented active policies to promote graduate student enrolment; at present, almost half of Japanese universities have their own PhD courses. However, a differing trend exists between the number of students in master's and doctoral courses. The former has grown significantly since 1990; in contrast, the number of doctoral students has remained flat.

According to a survey taken in Japan, 73.8% of postdoctoral fellows strongly want to be employed in academia, with only 23.3% strongly want a job in industry. However, only about one-third of postdoctoral fellows (PDs) obtain employment in universities or public research institutions, while more than 20% of them continue as PDs for five years or more after completing a PhD course. This means that the more effective utilisation of PDs could be a key factor in revitalising Japanese industrial and economic growth. That makes career development an important issue in human resource utilisation.

Despite “transferable,” as in “transferable skills” being a popular concept in Japan as well, there is no suitable translation for the word. However, it may be defined as skills obtained through various experiences including education, jobs, volunteering,

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or even hobbies. Nevertheless, most doctoral students and PDs cling to their ideal of working in the academia too rigidly to recognise their other potentials and possibilities. They fail to realise that they could play an important role in industry, not only in academia.

There is an interrelationship between career development, education and counselling. Universities need to exert efforts in addition to their regular activities to promote career development. One example would be to provide internships as an effective way for PDs to experience industry and various occupations. In Session 2, we would like to discuss other effective approaches to promoting career development.

### **Parallel Session 3: Developing a university-wide international ethos**

#### **Chair: Judith Lamie, International Director, University of Leeds**

Prof. Lamie said that a university's international outlook is about its cross-university mindset. The parallel session would cover a number of questions:

- What is an international university?
- What is internationalisation?
- How do we embed internationalisation in our institutions?
- What might an internationalisation strategy look like?
- What are the benefits of internationalisation?
- What are the challenges?
- How can we measure success?

The key challenge will be to define internationalisation, and discuss the tension between regionalisation and internationalisation. In addition, the session will consider how to measure internationalisation and how to communicate its benefits

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to all the university's staff and students, as well as how to embed it within the university's programme. The importance of partnership will also be discussed.

**Parallel session 1: Staff and student mobility**

**Chair: Michinari Hamaguchi, President, Nagoya University**

**Opening Remarks**

Dr. Hamaguchi welcomed participants to parallel session 1 and invited the speakers to make their presentations.

**Presentation 1**

**Christine Ennew**

**Pro-Vice-Chancellor for Internationalisation, The University of Nottingham**

In terms of changes in the flows of international students, Prof. Ennew said that there is a significant degree of inertia among the receiving countries. In terms of the sending countries, China and India are seeing a rise in market share.

The case of the University of Nottingham is similar to other large research-oriented universities in the UK, so is a good source of reference. Nottingham has approximately 32,000 students from around 150 countries. The university has two campuses overseas in China and Malaysia. In these campuses, there are more than 8,500 students from around 40 countries. 17% of UK students are on “study abroad”, which targets 25% by 2015. Between 2002 and 2008, Nottingham saw significant growth in international student numbers. Nottingham is one of the UK’s largest recruiters of international post-graduate and undergraduate students.

With regard to recruitment internationally, it is imperative to attract the best and most able students. There is also an aspect of increasing income and diversifying income streams. There are other less quantifiable benefits including socio-political benefits of “cultural melting pots.” Student exchanges often underpin technology



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transfer and research collaboration. In addition, this may relate to reputation and brand awareness.

Regarding outward mobility, from an institutional perspective it is a fundamental part of being “international.” However, there is also a competitive angle, which means that sending students abroad helps to build international reputation and broader community. In addition, international experiences gained by outward mobility contribute to boosting employability.

The critical success factors for outward mobility are strong leadership and senior management support; academic support; having core elements to internationalisation strategy; the setting of targets; the active promotion before and during degree study; and a focus not just on undergraduates but also on masters and PhD students. There is also a need for flexibility concerning short-term mobility and virtual mobility. It is also important to tackle barriers to mobility.



However, there are some barriers that act to prevent internationalisation. First, many students stay in their own country to be safe. In this case, group activities such as summer programmes are a useful action. Language skills are one of the issues for outward students. In this regard, overseas campuses and parallel courses taught in English makes it easier for students to visit non-English countries. There is also an element of apathy towards study abroad, and to overcome it efforts are being implemented to emphasise the benefits of overseas study. Travel awards (needs- and market-based) are also provided to encourage students to travel overseas. At times, with the University of Nottingham, institutional bureaucracy has been a barrier to mobility, so senior leadership is essential and valuable.

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In terms of staff mobility, outward mobility options at the University of Nottingham include long-term and short-term secondments, both academic and administrative. The challenges for staff mobility are secondments that manage packages, reintegration, family and personal commitments, institutional resistance, and funding.

With regard to inward staff mobility, options include long-term direct recruitment and long-term initiatives at overseas campuses. Short-term mobility is relatively straight-forward and is flourishing. Long-term mobility requires greater efforts, but measures to facilitate long-term secondments are being implemented.

### **Presentation 2**

**Masahiro Terasako**

**Vice President, Osaka Prefecture University**

Prof. Terasako explained that the issue of staff and student mobility is topical theme, as Japanese students are tending to become increasingly inward-looking. That said, in Japan from ancient times people have travelled abroad to learn and acquire knowledge. At the beginning of the 7<sup>th</sup> century, more than 100 Japanese men travelled to China, which was one of the most advanced and civilised countries at that time, to learn Buddhist culture and politics. In the following century, Japanese delegates were also sent to China to learn astronomy, philosophy, music, religion and politics. In the Edo period, Japan took in the new culture and knowledge via its exclusive international port in Nagasaki. Then, the Japanese people turned their eyes to the West in the Meiji period. The government sent an outflow of students including girls to the US and Europe.

From the beginning of the 20<sup>th</sup> century, Japan started to receive a large number of foreign students, the number of which reached 130,000 in 2008. In 1983, the “100,000 International Student Plan” was launched by then-Prime Minister

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Yasuhiro Nakasone with a view to strengthening international relationships while advancing education and research. The main thrust of the programme was to make contributions to improving the technical capacities of developing countries by receiving their students and instilling them with knowledge to utilise in their home countries.

We now live in a diverse and globalised society, which makes it essential to interact with students from all over the world. However, the number of Japanese students who study abroad has decreased from 82,945 in 2004 to 75,155 in 2007. The most significant decline was in the number studying in the US. Japanese students perceive little incentive to study abroad, thus the number doing so has stagnated or been decreasing in recent years. The only area in which the numbers have increased is sports-related fields, whereby Japanese athletes travel abroad for training and study.

Osaka Prefecture University (OPU) seeks globally for students with academic excellence and who can do cutting-edge research. However, there are currently only 200 overseas students from 19 countries among approximately 8,000 students in total. Although MoUs have been concluded with more than 80 overseas universities for short- and long-term study, the number of students taking advantage of these programmes remains small.

So OPU made its mobility policy including the following components:

- Set good conditions for receiving foreign students
- Diversify systems for sending Japanese students abroad
- Coordinate with alumni associations
- Conduct frequent exchanges between Japanese and international students
- Collaborate with the JASSO (Japan Student Services Organization) programme
- Reinforce the scholarship systems
- Make the guest professor system more active

Now the number of students going abroad is, thanks to the policy, increasing a little bit at a time.

### **Presentation 3**

**Kotoku Kurachi**

**Executive Vice President, Kyushu University**

Dr. Kurachi introduced Kyushu University, saying that it was founded in 1911 as the fourth imperial university. It has six campuses: five in Fukuoka and one in Oita. It also has 11 undergraduate schools, 18 graduate schools, five research institutes, one hospital, and six libraries. The university employs over 7,000 staffs and enrolls approximately 19,000 students, approximately 1,700, or 9% of them, being international students, mostly coming from China and Korea.

A number of internationalisation efforts have been implemented since 1994, which entered a third phase in 2009. In 1983, a national goal of 100,000 foreign students by the year 2000 was set by government and a number of related programmes were launched. Kyushu University launched its “Japan in Today’s World” (JTW) in 1994 as a 10-month academic programme in English for foreign undergraduate students. Forty to 60 students are enrolled each year under this programme. In 1995, the phase-I exchange programmes were introduced for Kyushu University students. The university currently has 109 overseas partner institutions, including seven universities in the UK.

Kyushu University has been instrumental in hosting the Conference of Asia University Presidents (CAPs), starting from 2000. Its aim is to enhance Asia’s visibility and reputation in the world by promoting global collaboration.

In the second phase of the university’s internationalisation programme, the Asia Student Exchange Program (ASEP) was established. In 2001 the “Asia in Today’s World” (ATW) programme was launched as a tuition-based programme, which

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runs for six weeks during the summer. A total of 394 students from 71 overseas universities have taken the course as of 2010.

In the third phase of internationalisation (2009 onwards), the “ASEAN in Today’s World” (AsTW) was launched, which is a two-week joint offshore fee-based programme on Asian languages and cultures and ASEAN studies taught in English. Another course offering is the International Platform for Asia Agricultural Education, a joint master’s course carried out in collaboration among university faculties in Japan, Germany and Thailand.

The Global 30 Program was established by the government in 2009, and Kyushu University is one of 13 universities selected to participate in the programme, which aims to increase the number of foreign students studying at the university from 1,793 in 2009 to 3,900 by 2020. Kyushu University is also engaged in a FY2010 Erasmus Mundus Joint Doctorate for “Joint European Doctoral Programme in Advanced Materials Science and Engineering.” The EU Institute in Japan-Kyushu (EUIJ-Kyushu) is scheduled to be established on 1 April 2011, comprising Kyushu University, Seinan Gakuin University, and Fukuoka Women’s University.

One of the major barriers to internationalisation is language. An English training programme for administrative staff has been put in place at Kyushu University. However, the number of researchers going abroad has dropped significantly from 262 in 2000 to 50 in 2009. One of the factors contributing to this drop in outward mobility may be a downturn in the number of researchers heading to the United States. Japanese researchers are disinclined to go abroad for financial reasons, job security and personnel shortages at the university, differences in the research environment between Japan and other advanced countries, and an enfeebled challenge spirit.

## **Question and Answer Session**

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Q: In the presentations, there was mention that the UK promotes outward mobility, but destinations tend to be English-speaking countries. Japan has just launched its Global 30 Programme, which encourages greater internationalisation within Japanese universities. Do you think that this initiative will be influential in attracting more UK students to Japan?

In addition, there is a trend among UK universities to establish overseas campuses. Is this a strategy that they are taking from a business perspective?

Prof. Ennew: Japan is a definite destination for the UK students, though majority UK students do go to English-speaking countries. There is a preference for English and a similar culture as destination countries. It's a kind of risk aversion among students to be in familiar territory; however, Nottingham University is keen to encourage more students to study in non-English-speaking countries and acquire experience in different cultures such as Japan, Russia, India, China and Africa. There are great opportunities and ways to get around the language barrier.

With regard to international campuses, Australian universities have also been very active, and other UK universities have started moving towards the establishment of overseas campuses. Although this policy is very beneficial, Prof. Ennew said he finds a significant imbalance between the UK students and students in overseas campuses. The domestic students are surprisingly reluctant to spend time in overseas campus, but Chinese and Malaysian students are very keen to go to the UK campus for a semester or a year.

Prof. Worton: Mobility is certainly not a modern phenomenon, and "The Choshu Five" were an excellent example of this. The role of risk takers is important to emphasise to UK students, as is the importance of having the moral courage to rise to a challenge and take a risk.

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Q: Could you tell us about the tuition structure in overseas campuses and the number of exchange students between the main UK campus and overseas campuses.

Prof. Ennew: There are approximately 250 students from China travelling to the UK per semester, and 50 from Malaysia. From the UK, there are 50 students heading to China and 25 students heading to Malaysia each year. In terms of tuition fees, Chinese students pay approximately 60,000 Yuan and in Malaysia approximately 30,000 Ringgit\*. Given the changes in the UK funding environment, the university is also looking at promoting full degree programmes for UK students in China and Malaysia. Two UK students have travelled to China this year to take full degree programmes in China.

(\* 1 Yuan = 0.1 GBP/12.5 JPY, 1 Ringgit = 0.21 GBP/ 26.8 JPY)

Q: Are you satisfied with the quality of students in the overseas campuses and feel that the campuses are cost-effective?

Prof. Ennew: Students in both our overseas campuses are extremely well qualified, and significant investments were made to establish both campuses. Although there are financial commitments, the non-financial benefits are really quite significant.

Q: Could you tell us your plan for boosting the number of foreign students by 3,900 in 2020 at Kyushu University? Does this number include regular students and students studying short-term?

Dr. Kurachi: It includes all foreign students including short-term and regular long-term students as well as undergraduate and graduate students.

Q: There are issues related to barriers for overseas study caused by risk aversion and personal circumstances. However, particularly in Japan, there is a unique employment system that poses a structural barrier. It makes students reluctant to

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leave Japan because they feel that an absence will risk losing an opportunity within the job market. Could you comment on the prospects for changing this system?

A: The Japanese system is very rigid right now; however, we believe that we can change it over time. Without a significant infrastructural transformation, Japanese higher education may never be really competitive like the UK system. In addition, under the prolonged recession and economic downturn in Japan, young people are putting their first priority on job security—finding a job rather than taking advantage of opportunities to study abroad. Lifelong employment is another critical barrier to studying overseas. Since, however, this system was at the root of Japan's development and progress, whether or not to change it is a very difficult and sensitive issue for us. As others have commented, some major companies have begun to change their season for issuing job-recruitment calls.

Prof. Whitby: With regard to the establishment of overseas campuses, one UK university decided not to construct an overseas campus in Singapore because it couldn't guarantee support for research within a specified environment and with the same quality and style of education as at its home campus. Regarding a change of culture, it is important for employers to emphasise the importance of overseas study and experience. Furthermore, student unions can also be encouraged to highlight the benefits of study abroad.

Dr. Kurachi: He introduced the "E-JUST Centre" which had just been established in Cairo by the Egyptian government and Japan, including Waseda and Kyushu Universities. He believes that this centre can attract the best students from Egypt and the wider Middle East.

Prof. Worton: It is true that the government and companies do want people with global skills. However, in the university, it is still necessary to persuade colleagues and students that the internationalisation is extremely important.



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Ms. Shiel: In Bournemouth University, while students may be reluctant to study abroad, a high percentage of the students go out on international work placement. Many of Bournemouth University's course require students to spend their 3<sup>rd</sup> year in industry. Research on students has shown that they want to go abroad but the ideal length of an overseas placement, for them, is four weeks. The students demonstrate greater moral courage when they are engaged in volunteer activities. It is also important not to underestimate the institutional barriers to study abroad, including such practical issues as letting university accommodations. What is also important is to ensure that study abroad is matched to study requirements in the home university, which requires coordination between departments at partner universities.

Q: Could you tell us about Kyushu University's tactics in persuading professors to accept additional obligations accompanying the establishment of English-only programmes for undergraduates in the Global 30 Project?

Dr. Kurachi: Kyushu University doesn't think that it can persuade all the members of its faculty; however, it has already hired over 20 foreign teachers, allowing them to conduct research at the same time. When the Global 30 Project is completed, some of these staffs will be incorporated into the university's regular tenure track.

### **General Discussion**

#### **Key themes and emerging themes for the next day**

The UK and US have higher percentages of international staff than Japanese universities. One reason for this is that there have been insufficient numbers of UK graduates who are experienced enough to be appointed as university staff members.

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Decisions on the admissions of international students are made on the basis of A-levels or the International Baccalaureate. Admissions teams are experienced in assessing examination results of other countries, but the most important requirement is English language proficiency. Recruitment and admissions bodies in UK institutions have a great deal of experience in assessing letters of recommendation and their cultural context. It is essential that administrative staff have the same level of confidence and expertise as academic staff.

On measures to create a multi-cultural campus, at the University of Nottingham, there is a tendency for people to congregate in national groups that they feel more comfortable and familiar with. Coursework that requires input from various nationalities encourages an integrated campus; however, it is important that university authorities are not seen to be too controlling of the university environment.

At the University of Warwick, the president of the student union organised a commission on how to integrate international students effectively. Its efforts to achieve “social mingling” at the student level have proven to be beneficial.

The UK has various laws that obligate universities to treat students of different religions equally. Although these laws were initially created for the UK community, they have been useful for universities as a means of catering to international students. The provision of food has been a challenge, but as the private sector is generally more sensitive to needs, there has been an emergence of restaurants that meet the dietary needs international student in the vicinity of campuses.



One of the critical points of international study is helping students to relate to others and support global peace. Mobility is very important as it helps to

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encourage joint solutions. She added that the United Nations has created a Global Compact relating to human rights and the contribution universities can make to global solutions.

In the UK, the timing of job hunting is very different from that of Japan and is perhaps more international in competitive terms. The job market in the UK can therefore be used as an incentive to persuade students of the benefits of an international experience.

In the UK, personal development planning has been incorporated into university curricula. Students are now accustomed to debt so many elect to defer job hunting activities, indicating that perhaps they are not as worried as Japanese students about employment.

The Japanese employment market is shrinking, as is income in real terms, so it is essential to adopt a more global outlook. Accordingly, it would behove Japanese companies to focus more on globally oriented students.

### **Observations from Day 1**

**Motoi Wada**

**Deputy Vice President for International Affairs,  
Director of International Center, Doshisha University**

Prof. Wada summarised the discussions of parallel Session 1, noting that Prof. Ennew had raised the issue of “barriers” and “risk aversion” on the part of students. In terms of countermeasures, he said that the discussions had focused on incentives and encouragements for undertaking international studies, including the establishment of overseas campuses.

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He said that Prof. Terasako had highlighted the extended job-hunting activities of Japanese students and how such job-hunting schedules serve to deter overseas study. Very often from the second semester of the third year, students disappear entirely from university class rooms to engage in recruitment activities. At the moment there is no adequate countermeasure to the job-hunting system, short of making far-reaching social changes. However, alumni societies could be used as a source of social mobility.

Dr. Kurachi introduced the many international activities being implemented by Kyushu University, but reported that the mobility of long-term researchers to overseas posts has shrunk dramatically, while short-term overseas visits have increased. One of the probable reasons given for the decrease in long-term secondments is personnel shortages at Japanese universities. Another reason is differences in the academic calendars.

Prof. Wada said that the group discussion covered “risk aversion” by students and the importance of getting private enterprises to promote the benefits of overseas study and mobility. There is also a need to boost international work placements, as a means of providing students with insights into living overseas.

Prof. Wada noted that the discussion had raised the need for more information and communication on the legal procedures, academic comparability and social structures in each country. Like study-abroad programmes, information collection and communication requires short- and long-term efforts, including mechanisms to collect and exchange information more efficiently and to lobby industry to introduce better social systems (including more in-tune job-hunting timing).

**Michael Whitby**  
**Pro-Vice-Chancellor and Head of College of Arts and Law,**  
**University of Birmingham**

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Prof. Whitby said that he wished to recommend changes in student mobility and related staffing levels. Confidence, he said, is crucial to understanding each other on both the individual and institutional levels. The following should be done to enhance mobility:

- Develop confidence
- Leaders exercise leadership in engaging students and staff
- Exploit top-down leadership
- As different countries have different learning styles/approaches, need to be sensitive to them and develop student awareness
- Provide financial support and accommodations

It will be important to use a top-down approach in promoting mobility efforts, but bottom-up support systems will also be needed, with teachers utilising their own networks and student unions being engaged and called upon to promote the benefits of study or work-placement abroad. If student unions are asked to support student mobility, it is important for students themselves to be enthusiastic about studying abroad. Additionally, it is important to ensure that administrative staffs are also supportive, including career services and accommodations for international students. In terms of employment, in the UK it is important to work with key employment contacts.

Prof. Ennew agreed that it is important to provide the possibility to study in online communities, like the Global Partnership Programme through Universitas 21. Prof. Whitby noted that in the future it may be the case that virtual mobility will become the preferred method of mobility, from an environmental and sustainability perspective.

**Parallel session 2: Transferable skills and  
career development of PhD (and research) students**

**Chair**

**Hidefumi Kobatake**

**President, Tokyo University of Agriculture and Technology**

**Opening Remarks**

Prof. Kobatake welcomed participants to parallel session 2 and invited the speakers to make their presentations.

**Presentation 1**

**Iain Cameron**

**Head of Research Careers and Diversity, Research Councils UK (RCUK)**

Research Councils UK (RCUK) is an association of separate legal entities which are allocated £3.4 billion a year of the £8.6 billion UK R&D budget. The RCUK works to increase the collective visibility, leadership and policy influence of the Research Councils, providing a single focus for collective dialogue with stakeholders and ensuring greater harmonisation of operational and administrative functions across the Councils.

There are a total of 42,000 research staff in the UK, most of them (79%) are working on short-term contracts. There are a total of 50,925 fulltime postgraduate researchers and 20,630 part-time. A total of approximately 17,400 PhDs are produced each year in the UK. Many UK students go directly into PhD courses from universities in the UK, but 42% of all PhD students are from other countries.

In the UK there has never been a list of transferable skills, although there is a long history of developing career skills. Skills can be acquired through specific training

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or the course of research. From 1997 to 2002 the Research Careers Initiative (RCI) was carried out to implement the 1996 Concordat and change the culture for contract research staff. Other aims of the RCI were to provide a viable career structure for graduate students and adjust funding systems to enable change. In 2002 a report by the UK government entitled “SET for Success” was issued, which gave a strong recommendation that government should provide funding for extra training for PhD students, including for transferable skills and career development. Structures that have been used to support transferable skills have been “UKGRAD,” the “Vitae Programme,” and the New Concordat to support the Career Development of Researchers” and its implementation.

The “SET for Success” report perceived that training of PhD students was insufficient in meeting the requirements of employers and academic institutions. The report recommended that two weeks of training a year be provided, particularly in transferable skills and that clear career development and training be provided for post-doctoral students. The government subsequently provided funding, amounting to £20 million per annum, approximately £850 per head. The Research Councils were allocated funding for the single consolidated payments. As a result, the UKGRAD programme launched in January 2003 sought to focus on research degree programmes and provide drive and momentum for institutions to share strategies, resources and practices.

In addition, the report inaugurated a virtuous circle for researcher training from 2002 to 2010, starting with the additional £22 million funding provided through various frameworks and a code of practice set out by the Quality Assurance Agency. This led to capacity building under the Vitae Programme and sharing of practices among institutions through policy forums and regional hubs.

The successes of the 2002-2010 periods in the UK include the compilation of the RCUK Joint Skills Statement, which was developed into the Researcher Development Framework and is used as a source of reference by many universities.

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The Quality Assurance Agency Code of Practice has also been a significant success. RCUK has helped universities to develop means of evaluating skills training measures. The Vitae Programme is supported by RCUK and was set up to play a major role in the drive for high-level skills and innovation and in the UK's goal to produce world-class researchers. The ultimate objective is always to achieve better research through better training. The aims of Vitae are to help universities to build their own capacity through conferences and workshops. In the UK there are eight regional hubs around the country, which are coordinated by universities. Vitae also organises an annual conference for staff engaged in delivering skills to students at universities. Vitae aims for the UK to produce world-class researchers and to share practices among institutions. Since 2008 it has built on the UKGRAD Programme and expanded efforts to include research staff. The key point is that it provides knowledge and information about research in one location, provided through a comprehensive web-site. Vitae also compiles documents on what researchers do, including career destinations and briefings by employers, as well as career experiences by individual researchers. The surveys on what researchers do have shown that the PhD qualification is important or is a requirement in the jobs that PhD graduates enter. Unemployment rates for PhD graduates are also very low.

The new Concordat was launched at the same time as the Vitae Programme. It consists of three characteristics.

- a set of principles for the future support and management of research careers and, under each principle, an explanation of how it may best be embedded into institutional practice
- a clear statement of the signatories' collective expectations for the support and management of researchers
- a section emphasising the responsibility of researchers to take control of their career and to develop it through informed decisions

The principles are as follows: Recruitment and Selection; Recognition and Value; Support and Career Development; Researchers Responsibilities; Diversity and Equality; and Implementation and Review.



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Particular emphasis is placed on the second principle, recognition and value, because researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research. Additionally, support and career development are emphasised, to ensure that researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Six benchmarking projects are also being implemented, aimed at: Understanding the research staff cohort; exploring the experiences through Careers in Research Online Survey (CROS); establishing HEI approaches to embedding career development for researchers in HEI strategies; reviewing the use of fixed term contracts; and listening to the views and perceptions of principal investigators. Under a European programme ten UK universities have acquired the 'HR excellence in research' badge from the European Commission. It is expected that by the end of 2010 there will be 12 more UK universities that have gained this badge.

In the future it will be important to implement an independent review of skills and career development in research staff and explore how to embed these practices in universities. Ultimately, the government is keen to know how much value these skills development programmes are generating.

### **Presentation 2**

**Andrea Nolan**

**Deputy Vice Chancellor and Senior Vice-Principal, University of Glasgow**

**(Presented by Iain Cameron)**

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Dr. Cameron explained that Prof. Nolan was unfortunately unable to attend the conference and that he would be delivering the presentation on her behalf. He presented a background to how researcher-development strategy has been developed at the University of Glasgow. The key message is that the university seeks to create a community of researchers and a culture of professional development. The policy drivers at the university are the Quality Assurance Agency, the Roberts Report, the Research Concordat as well as the expectations from funders. The key thing for the university is to recruit the best and right post-graduate researchers and help in their career progression.

The university uses various surveys that are available nationally, including the Postgraduate Research Experience Survey (PRES) and the Careers in Research Online Survey (CROS), to inform itself about how research staff and students are reacting to training. The Researcher Development Committee also includes representatives from the student body. The outcomes of these mechanisms are aimed at building the research community and a culture of professional development, including researcher-led initiatives, public engagement, knowledge transfer from academia into industry, and working across disciplines.

The Postgraduate Research Experience Survey (PRES) was run for three years up to 2009. The responses to the survey show that there is satisfaction with the university's integration into the research environment and the opportunities provided for social interaction with other researchers. The areas that the university would like to improve on are increasing awareness and understanding of the career options for post-PhDs and improving the opportunities and support available to help researchers reflect upon their professional development needs. Through PRES it was shown that satisfaction with integration into the research environment is 58.7% compared to the Russell Group average of 51.8%.

Glasgow University fully endorses the Research Concordat for the career development of researchers, and the Concordat is at the heart of the career

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development programme for researchers at the university. The university believes that by enabling our researchers to develop skills through practical/real-life experiences and reflecting them in a structured and supported way is essential to ensuring that researchers will go on to become leaders in their chosen fields.

Researcher development activity is overseen at the university level by the Researcher Development Committee, which looks at the career development of all researchers from PhD student to senior professorial faculty. Many different parts of the university are brought together through the Researcher Development Committee. Glasgow also benefits from close links to other organisations, including the SRC, SUPA, Stem Ambassadors, etc. Another partner is Scottish Crucible, which is a very high profile programme for high-flying early-career researchers.

The Researcher Development Framework has been developed across the UK and has four important domains, which are: knowledge and intellectual abilities; personal effectiveness; research governance and organisation; and engagement, influence and impact. In Glasgow students have a wide range of skills when they start as PhDs, and the Researcher Development Framework aims to help students understand the skills that they possess. This framework has been endorsed by RCUK and was launched nationally in September this year after broad consultation with Vitae. It replaces the Joint Skills Statement.

Many courses, events, opportunities and networks are available for researchers at all career stages and in all subject areas. These are all very important and accredited leadership and project management courses give students something tangible to put on their CV as evidence of these skills. There is a progression during the training of a researcher as different skills and training are added. However, the university seeks to give students 'step beyond' formal training, providing a supported environment in which to gain practical experience and evidence of their skills by giving opportunities to post-graduate researchers to mentor master's students in taught courses and to engage in the public activities.

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The “Making an Impact with Your PhD” events were organised by the university, to which former PhD students were invited to talk about how they are using the skills, knowledge and expertise gained from their PhD studies and how to make an impact in particular fields. The events were open to final year undergraduates, research staff, post-graduate-taught students as well as post-graduate researchers in an attempt to build and cement a research community and share ideas. Active efforts to share career stories are also implemented, with research and teaching staff sharing advice on academic career progression, on working with industry, and on how to get one’s message across to the public.

The university makes £10k a year available for researcher-led initiatives and issues calls for proposals three times a year. Student researchers get experience of making funding applications and also planning and managing their own budgets and working in teams. Recipients of



funding in the past academic year have put together a guide for students on organising their own events. For example, the “e-sharp” online journal is an award winning, student-led journal for arts, humanities and social sciences. It gives students real-world experience in writing, editing, online publishing, marketing, raising finance, and training up successors. The editorial team also runs peer-review training workshops and social events in the graduate schools. The university also aims to help researchers build a professional identity. With the availability of social networking tools, researchers in Glasgow are given their own web pages and encouraged to showcase the research they are engaged in.

In terms of issues, challenges and opportunities, it is important for the university to embed the expectations for training in the researcher community. There is an increasing level of support for on-the-job training, with students given responsibility for their own budgets. Professional development is seen as an

integral part of the research degree. Support for researcher-led activities and initiatives like mentoring, volunteering, and post-graduate research representation are all sustainable ways of ensuring that this type of activity continues. Scottish universities are viewed with envy from other parts of the UK for the collaborative work that is being done to support researcher training. It is essential to make best use of partnerships to ensure that post-graduate researchers have access to development opportunities that allow them to gain practical experience and tangible evidence for their CVs.

### **Presentation 3**

**Tsuyoshi Enomoto**

**Director, Higher Education Policy, Higher Education Bureau,  
Ministry of Education, Culture, Sports, Science and Technology (MEXT)**

Five years ago, the University Council, an advisory body to the Minister of Education and Science (MEXT), drew up a report titled “Graduate School Education in the New Era” to provide a focus on improving educational quality in graduate schools. Based on the report, MEXT announced a five year strategy, called the “Policy Outline,” which strongly encouraged reform initiatives through budget allocations and system reforms.

The Policy Outline includes a component for “Teaching and Learning Functions of Graduate Schools.” It has been said that graduate schools in Japan have not focused sufficient attention on educational functions, but that their programmes overly rely upon research carried out by academics. Working with the universities, the Ministry has been taking a number of initiatives. For example, every school is now requested to prepare a clearly articulated “education and research statement.” The government also provides extra support for schools with “good practices.”

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The second issue is one of quality assurance in graduate schools. Seven years ago, the government established a quality-assurance framework, under which all universities are to be evaluated at least every seven years with an aim of improving their educational quality and evaluation systems.

The third initiative is to provide support for globally competitive centres of excellence, upon which the “Global COE Programme” was launched in 2007. In addition, focus is placed on good cooperation by universities with industry and regional communities.

The government plans to revise the Policy Outline for 2011 and beyond. The Graduate School Committee has reviewed 430 graduate school courses to analyse their achievements and outstanding issues. Through this review process, success has been forged in the advancement of teaching and learning in graduate schools through enhanced coursework. Also achieved have been smoother and more effective cooperation with industry and regional communities and somewhat better financial support for students.

As an example of good practices, the School of Medicine at Kyoto University is implementing Integrated Research Training on the graduate level, which encompasses basic, clinical and social medicine. Students are assigned to one academic field to carry out their own research. At the same time, they participate in the classes of other fields related to their research themes so as to hone practical skills. They also take intensive lectures in international communication skills, research and medical ethics, and intellectual property.

Another case is the School of International Health Development at Nagasaki University. It employs a multi-disciplined approach in which the humanities and social science are included in addition to the student’s major studies, such as tropical medicine and public health. They also cultivate practical and applicable skills through short-term field training and long-term internships. Through the

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programme, students attain a high level of knowledge and skills that prepares them to work in the international community.

We are seeing good practices like these being implemented, but still need to move forward in improving the quality of graduate schools. Last month, the University Council published an interim report, titled “Further Steps: Graduate Schools in Japan.” The Committee concluded that improvement of teaching and learning functions, recommended in its previous report, is still urgently needed. Recommendations in the interim report included the following:

- Enhance the systematic development of curricula
- Improve the transparency of educational information
- Establish expanded partnerships with industry for training high-calibre professionals in various fields
- Launch a new initiative, “Leading Graduate Schools” for creating world-leading universities
- Encourage cross-border activities

Public comment on the report is currently being solicited, and it will be finalised by January 2011. Based on it, MEXT will produce its new Policy Outline by next March.

Under the current plan, MEXT is enhancing funding for teaching and learning. More carefully-arranged funding categories are scheduled to be introduced from next year. Recently, the Ministry has amended its regulations to encourage universities to focus more on “employability” and what’s called “social and professional independence after graduation,” which also takes effect from next year. Universities are expected to cultivate within students the ability to improve their capabilities and achieve independence after graduation.

Over the last decade, public funding for universities gradually decreased from 2.1 to 1.8 trillion yen, due mainly to the government’s budget streamlining policy. Japanese public expenditure for higher education as a percentage of GDP is the second lowest among OECD countries.

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If we look at the relationship between tuition fees and student financial support, there are significant differences among countries. Scandinavian countries have the most ideal ratio: small fees and well-provided support. Many other European countries have relatively low fees but less student support, which might be a rational solution. The United States, Australia and New Zealand have high fees but better government support offsets these fees. Only Japan is isolated among the developed countries, with high fees and little support. The Ministry is trying to tackle this crucial issue by increasing the university funding from next year.

Student support and university grants are extremely important issues for both national and private universities. We hope to see a better funding posture by the end of December, when MEXT's budget plan will be finalised by the Ministry of Finance, though the situation will still be tight due to overall budget reductions.

### **Question and Answer Session**

Q: Three presentations pointed to a need for PhD graduates and postdoctoral researchers to consider careers outside academia. Furthermore, there is an expectation in both countries that these highly-skilled individuals will exert a direct economic impact on the country. However, the current reality is that a relatively small percentage of them are motivated to seek careers outside of their universities. So, the question is how to better motivate students to move into the private sector?

Dr. Sakaki: In Japan, most graduates with a master's degree go into industry and are trained by their company. Japanese companies claim that university PhD courses tend to be too narrow academically, making it hard for PhD graduates to adapt a corporate working style. Nevertheless, industry actually needs talented PhD graduates. To promote the employment of PhD graduates, universities are



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initiating training programmes. Toyohashi University of Technology launched “Tailor-made Baton-zone Education Programme” supported by MEXT, meaning that a graduate school is perceived as a “baton zone” between academia and industry. This programme seeks to provide specialised skills and nurture future leaders of industry by inviting current business executives to deliver lectures and hold discussions. Consultations with students are held to identify their ideal future career path, and opportunities for internships are also provided.

Q: Do overseas PhD students in the UK pay tuition fees?

A: Yes and there is a substantial differential between the fees charged to EU students (around £3,500) and non-EU students (from £11,000 to over £15,000 depending on discipline). An interesting area of policy transition is the recognition that it is not only the students who



benefit when fees are paid, but the national research output also benefits. As a consequence, there are some limited schemes that allow for fees to be paid by non-EU students through an external agency. Such schemes are welcomed by UK universities and may be expanded.

In the United States many students receive salary support from industry, whereas students in Japan and the UK do not, resulting in different motivations for doing research.

Patterns of study also differ depending on the academic field. In the UK, for example, the engineering doctorate is different from other PhD course structures, as students spend a great deal of time working on projects with industry, which sometimes sponsor their doctoral studies.

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There are data showing that only about 30% of UK students are funded by the Research Council, a relatively small percentage. Actually, however, there are two schemes in the UK with direct links to industry. One allows PhD students to have their bursaries topped up by industry. Another is the “Knowledge transfer partnership,” under which students work a majority of the time in a company that collaborates with their university. Concurrently, they can be enrolled in a PhD course and paid through the university.

Dr. Nemoto: In Japan there is a severe problem for PhD graduates in that universities have a very limited number of positions. To address this problem, Tohoku University provides courses on transferable skills for career development. Career support and internship opportunities are also provided in order to help PhD graduates find employment in industry.

Q: On one hand, schemes for developing transferable skills are excellent for widening student’s skills and building their careers, but, on the other hand, the concept of such schemes is complicated and overly broad because industry requires a wide range of people with different skill sets. How should such multifaceted demands by society on PhD students be treated?

Dr. Cameron: It is important for universities to accommodate individual student preferences and wishes when providing transferable skills. There tends to be a feeling that transferable skills are generic, but there are ways to tailor skills to various disciplines and needs.

### **General Discussion**

#### **Key themes and emerging themes for the next day**

Q: Reading the printed material of the Concordat and Vitae Programme, there appears to be many things with regard to career development that can be shared

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between our two countries. Could you tell us why the UK government has established these programmes?

Dr. Cameron: The Vitae Programme and the Concordat were implemented with a view to sharing good practices among universities and to ensure that students get good advice about careers and access to skills training. The Vitae Programme aims to provide support for student training. As one of the consequences (not an intention) of the Vitae Programme, various departments of universities have started working more closely together. The Concordat was established to ensure that the way research staff, rather than students, are managed and developed is continued even if they move around within the higher education sector.

Q: Would it be possible for Japan to adopt a structure like the Concordat?

Mr. Enomoto: The role of the Japanese government is to provide funding and a quality-assurance framework. Over the last couple of years, MEXT has been keen to provide funding for good practices with a view to improving university education. Programmes implemented by universities are entirely at the discretion of each university. The issue at the moment is that good practices implemented at one university have yet to be transmitted to other universities.

Dr. Cameron: The Concordat in the UK is an agreement between funding agencies and universities. The important thing is that the aim of this programme is to share good practices and help universities, and it is each university's decision whether they apply it to themselves. The underlying factor behind the Concordat is a recognition that many PhD graduates and research staff do not go into academia after graduation and that there is a need to provide them with skills that will be usable in the private sector.

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Many universities are advertising their transferable skills courses to overseas students as well as to UK students. It may in fact be the case that they take greater advantage of these courses than the UK students.

The initial recommendation was for universities to implement a two-week course on transferable skills. Now, each university has its own way of implementing these courses.

Q: What's your view as to whether PhDs in fact add value to industry?

Prof. Jones: Universities should be viewed as part of a solution to economic problems and not as part of the economic problems themselves. This is only true when expensive PhDs are able to put more back into society than their initial cost. When devising PhD course, it is essential to consult with industry on their needs and requirements.

Although Japanese industrial leaders have very little experience in PhD studies themselves, they recognise the value of the specialised skills that PhD graduates can bring to a company that requires highly qualified researchers. At the same time, transferable skills must be broad based.

Regarding programmes for humanities and social science students, these students have a different set of skills that can be equally valuable to industry. They should be encouraged to consider how the skills they possess can be effectively applied in a working environment.

### **Observations from Day 1**

**Akinori Nishihara**

**Vice President for International Affairs, Tokyo Institute of Technology**

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Prof. Nishihara offered a briefing on the discussion in parallel Session 2. He noted that Dr. Cameron had explained how the government in the UK provides funding for transferable skills training and career development support, including the Vitae Programme and the Concordat. Prof. Nolan (whose presentation was given by Dr. Cameron) reported on the efforts by Glasgow University to provide transferable skills and promote understanding about career options for postgraduates. It was noted that there are both formal and informal training programmes, aiming to ensure that training is sustainable and embedded. The final presentation by Mr. Enomoto outlined the Japanese government policy for promoting graduate school education. The government's policy now places some focus on employability after graduation, although there is still a lack of adequate funding. In the discussion following the presentations, participants addressed the various roles of universities, government and industry, noting that it is important for them to cooperate to ensure that maximum value to society can be derived from PhD graduates.

### **Martin Griffin**

#### **Pro-Vice-Chancellor for Research, Aston University**

Prof. Griffin referred to how the higher education authorities in both countries define the development of transferable skills. In the UK the definition is given as “enabling subject and research-related skills learned in one context to be applied in another,” while the Japanese definition is, “transferable skills gathered through education, life experiences, etc.” In the UK the teaching of these skills appears to be more formalised than in Japan. In the past, in the UK student guidance was dependent on the individual student's supervisor; the move towards formalised skills training was initiated to ensure that students could access useful skills for a non-academic career path. These generic skills can be carried through to a variety of careers. In Japan, the difference is that PhD students engage in a two-year

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master's course prior to entering a PhD programme, and some transferable skills are acquired during the master's course. In the UK, the Quality Assurance Agency sets the regulatory framework for research degrees, whereas the University Council in Japan sets a similar framework. It is also important to ensure that students complete their PhD courses, as research funding can be penalised if universities have a low completion rate. It was noted that transferable skills courses are recognised as being attractive to overseas students and a driver for choosing a particular university. Prof. Griffin said that in the UK students have a significant voice in university management committees and that feedback from students is taken into account. Students are also required to enter into an agreement with the university concerning their responsibilities and what is expected of them. Universities review student needs regularly and provide career development plans.

**Parallel session 3: Developing a university-wide international ethos**

**Chair**

**Professor Judith Lamie**

**International Director, University of Leeds**

**Opening Remarks**

Prof. Lamie welcomed participants to parallel session 3 and invited the speakers to make their presentations.

**Presentation 1**

**John Vinney**

**Vice Chancellor, Bournemouth University**

Prof. Vinney began by posing the question “What do we mean by a ‘truly internationalised university’ and a ‘global competitive university?’” In the case of Bournemouth University a key driver is to provide support to the local economy. In terms of developing its international vision, Bournemouth University has a clear strategic plan stating that “We are committed to fostering a global outlook. We will encourage internationally significant research, the recruitment of students and staff with experience of a wide range of countries and cultures, the development of opportunities for international engagement by students and staff, the delivery of a curriculum which prepares for global employability, the establishment of strategically significant international partnerships, and active engagement with appropriate networks and initiatives within Europe and beyond.”

The university is committed to internationalisation through reforms. Employers are increasingly demanding global skills from students, and yet universities still focus international efforts on student recruitment. At Bournemouth University, the

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focus is now on embedding international skills in the curriculum. The Centre for Global Perspectives is now part of the university's executive structure. There is also a focus on research, and through staff changes the aim is now to maximise the potential to engage in international policy research.

In terms of the measures of success and assessing progress in internationalisation, these can be understood through incoming student numbers, increased mobility, partnerships and collaborative research, and employer feedback. In terms of satisfaction, students are generally highly satisfied with student exchanges and student mobility efforts. Equally, employers are satisfied with student performance on their international placements and on internships. Approximately 15 to 20% of internships are overseas. The university is moving to enhance international partnerships, including with CIDA City Campus in South Africa and with Ritsumeikan University in Japan.

In terms of involving staff in internationalisation activities, it is important to have senior level leadership concentrating on global perspectives. It is also important to challenge ingrained perspectives and euro-centric views. The university has worked to develop units that focus specifically on global perspectives and international issues. Staff development workshops are also implemented.

One of the challenges for internationalisation is the need to provide an enabling framework in terms of strategy, structure and resources. It is also important to ensure that internationalisation permeates all aspects of university life, which is often very difficult to achieve. Efforts to increase mobility are also essential as is work to ensure that credits attained at universities overseas are transferable.



## Question and Answer

Q: What measures can be taken on campus for students who are unable to travel abroad?

Prof. Vinney: It is important to explore the use of technology, including online conferencing, to provide some of the excitement that travel would avail. One of the greatest problems with mobility is student apprehension and confidence about travelling abroad, particularly for extended periods. These include financial problems and also a risk to advancing their education.

Q: How should learning outcomes from international programmes be assessed?

Prof. Vinney: Understanding the importance of outcomes assessment, Bournemouth University is establishing joint badging programmes while seeking long-term strategic partnerships able to offer a dual degree programme.

Q: Is there any problem between the natural science and social science faculties in implementing the process of university internationalisation?

Prof. Vinney: There are differences but also commonalities in motivating and engaging staff in the natural sciences and social sciences. Even if it involves different challenges, we have to go forward with internationalisation.

Q: There was a national study carried out on internationalisation in the UK about three years ago. One of its conclusions was that international students in the UK do not like to be called “international students.” Has Bournemouth University faced the same situation?

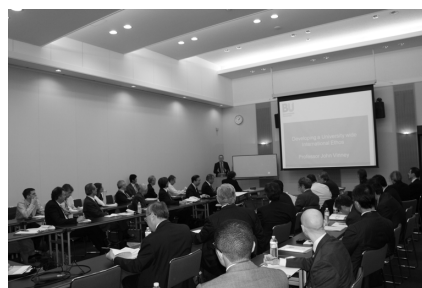
Prof. Vinney: After a special orientation period for international students to meet domestic and other international students, they are really integrated into the

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mainstream of the student body. Bournemouth has approximately 2,000 international students (10% of all students) from 130 countries. This diversity may help with integration.

Q: What is the reason for receiving more and more international students over recent years? Are there any scholarships or grants for them? In contrast, are there any shifts in outgoing students, not only to the EU, but other regions including Asia? Additionally, will you set a limit on the number of international students to maintain a balance with domestic students?

Prof. Vinney: Bournemouth University is focusing on strategic partnerships abroad, which has resulted in increases in student numbers and enhanced staff exchanges. There is a relatively low percentage of international students at



Bournemouth in comparison to other UK universities. In terms of promoting the number of outgoing students, Bournemouth University is looking at options to reduce the financial burden of overseas study through a short mobility option and UK-based internships. Rather than striking a balance with UK students, constraints on accommodations and facilities limit the number of international students we can receive. However, the university is seeking to gradually widen the diversity of its students.

It was commented that a fundamental difference exists between the two countries with regard to recruiting international students. For the UK and the US, such students are a source of income, whereas in Japan, international students tend to be a financial burden.

Q: Could you tell us more about feedback from employers who provide international placements?

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Prof. Vinney: Students are monitored and supported during their internships and feedback from that period is very valuable. Feedback is also provided on the types of skills that are embedded in university programmes, which is also very important. Alumni are also a source of feedback. When students are on placement, regular feedback is provided by employers, which provides a good evidence base for global employability.

Q: Could you give us more information about your top-down approach, particularly in terms of research? I doubt the effectiveness of this approach in driving research. My university has concluded that only a bottom-up approach is effective for the research area.

Prof. Vinney: Regarding the top-down approach for research at BU, it was a framework put in place to initially encourage staff and engage them in research. Over previous years, the transformation of the university has been led with a focus on research, one which includes a lot of international collaborations while receiving various kinds of funding. In addition, increasing diversity of our staff base in recent years has also contributed to the university's development. International research has therefore grown naturally from the bottom-up, but with top-down support.

Q: It is widely stated that Japanese universities are still struggling to create an international university-wide ethos, especially in changing the perceptions of their teaching staffs and faculties. What is a situation in the UK?

Prof. Vinney: There is always a degree of reluctance to change. Although it takes a long time, the university has been attempting to focus on the positive aspects of internationalisation.

**Presentation 2**  
**Atsushi Seike**  
**President, Keio University**

Prof. Seike noted that in any given country the definition of internationalisation will rely on the historical background of that country. In the case of Japan, internationalisation began approximately 150 years ago, when universities were created by the government to enhance the research strength of the country. Many academics gained knowledge by staying abroad for extended periods and translating texts into Japanese. Japanese universities pursued European models of university education up until the Second World War. However, in the post-war period universities switched to a US model. In addition, there is a strong tradition of private higher education in Japan. One example is Keio University, which was established by Yukichi Fukuzawa.

Japan currently has more than 700 universities and colleges accredited by the government and almost half of 18 year-olds enter university or college, 75% of whom are educated in private institutions.

In the past, Japanese students have travelled abroad to receive the best international knowledge. Now, the internationalisation of universities has become an issue as international mobility has increased. More than a century and a half has passed since Japan began its pursuit of Western knowledge; now Japan is a destination for students of other countries seeking knowledge. The number of students seeking enrolment in Japanese universities has increased. In recent years, the thrust of the discussion on internationalisation has shifted to global competition.

Currently, there are 130,000 international students studying in Japan. A requirement by Japanese universities for foreign students to have a high degree of Japanese language proficiency may be dissuading the brightest students of other

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countries from coming to Japan. One current initiative in response to this problem is the Japanese government's G30 Program being implemented in 13 Japanese universities. One of its aims is to increase English-taught courses required to earn degrees.

Keio's main aims under the G30 Program are establishing new programmes delivered in English; strengthening and broadening its international student intake; and improving administrative support to meet global standards. The initiatives and activities implemented in line with these aims are exerting a positive effect on Keio's university-wide international ethos.

Whether English-taught programmes will add competitive advantages to Japanese universities is not yet known. One positive aspect of this initiative is that it shows Japanese universities to be entering the global market of higher education competition, though a question remains as to whether Japan is ready to compete with universities where English is the first language.

A two-level approach may be effective for addressing this issue: At a general level across the university, to increase the number of individual courses taught in English within degree and graduate programmes; at a specific level, to increase the number of programmes that target topics related to Japan, such as the Japanese language, Japanese cultural studies, and the ageing of Japanese society. This could help create a university environment that is more attractive to international students in general, while creating a specific education and research environment that attracts students with an interest in areas particular to Japan.

It is important for universities to create optimal environments so as to attract overseas students and researchers. They will need to foster human resources who have an awareness of the dramatic changes taking place in today's society along with issues of sustainability; a scientific way of thinking that can solve problems in today's changing society; an ability to live in a diversified world; and intellectual

toughness.

The best way to acquire a scientific way of thinking is through the traditional practice of writing research papers. Therefore, the traditional practices of a university should be maintained while tackling new imperatives. Therefore, being a globally competitive university is not just about recruiting international students or marketing English-taught programmes. Universities need to create education and research environments that nurture human resources with the above-noted abilities/prerequisites and that allow students and researchers to engage in research aimed at solving global issues that they themselves identify.

### **Question and Answer**

Q: I'm curious about student employability at Keio University. Is studying abroad during a degree course thought to be an advantage for students and future employers?

Prof. Seike: Increasingly fewer Japanese students are seeking to study abroad, which may be due to a fear of missing job recruitment activities in Japan. Students consider the cost of losing opportunities to meet people from prospective employers to outweigh the benefit of studying abroad. However, a growing number of companies are seeking to recruit international students as they expand their international operations. In response, a Japanese trading company has recently announced that it will start its recruitment activities in the students' final year at the university, which is a change from the previous practice of starting them in the students' third year. If this movement gains momentum, it may provide students with more opportunities and incentive to study abroad.

Q: Some academic societies make financial support schemes available for Japanese students to study abroad; however, this fiscal year they have received fewer

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applications than expected. In what ways do you think student motivation to go abroad can be maintained?

Prof. Seike: Without giving incentives, it is difficult to change people's attitudes. Once incentives are provided, students will better see the benefits of studying abroad.

Q: Is it true that the international faculty members in Japanese universities feel that they are not fully integrated into the institution? If so, do you think such a perception would be a disincentive to becoming an international staff?

Prof. Seike: Currently, less than 10% of the faculty are foreign nationals at Keio University. However, the number of international staff has been increasing over recent years, particularly as language teachers and specialists. Without the help of these international staffs, it would not be possible to run the university; therefore, the international staffs are increasingly being integrated into the general operation of the university. Although the situation is gradually improving in this way, the problem of integration still exists and is a barrier to the recruitment of international staffs.

Prof. Nutbeam: In the presentations, there was mention that Japan should be able to attract more international students by offering unique and attractive programmes taught in English. It seems that there are discrete areas of strong interests to international students, including international relations, law and media studies within an Asian context. Although these courses are offered in English, overseas students may learn a lot about Japanese culture, life and work in the process of their studies.

Prof. Seike: To increase the number of high-quality international students, it is essential to maintain good partnerships with good universities abroad.

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Q: Do you think it is better to separate classes for international students from those of domestic Japanese students, so they can get a higher level of education by taking classes in their mother tongue?

Prof. Seike: It may be viewed as inefficient to provide English classes when a very low percentage of students are foreign students. However, it may be effective for the university to start at such a stage in integrating international and domestic students. It seems that Japanese students are overly concerned about using “perfect” English, which impedes their ability to communicate. However, if they become more relaxed in using the language, especially in speaking, they can be more integrated with the foreign students.

Q: How many JET Program teachers have been intercepted and provided opportunities to engage in postgraduate education in Japan? How about the possibility of creating a university-based JET Program, in which teachers provide tutoring in English at Japanese universities as a part of a degree course?

Prof. Lamie: She said that she was once dispatched to Japan as a teacher in the JET Program and agreed that this was an excellent idea for boosting internationalisation in Japanese universities, as the pool of JET Program teachers provides a ready source of talent.

Prof. Ago: Japanese universities face difficulties in creating English language-based programmes. Kyushu University was one of the first universities to establish an English language programme in its Faculty of Law, but had hurdle a number of issues in the process. After ten years, the programme has finally been integrated into the mainstream of the university’s programme, and a bilingual programme has now been introduced, which attracts both Japanese and international students.



### **Presentation 3**

**Elsbeth Jones**

**International Dean, Leeds Metropolitan University**

Prof. Jones began by noting that internationalisation has become recognised as a research discipline in itself and is a very important subject. Leeds Metropolitan University (LMU) is attempting to see internationalisation as one dimension of a broader approach to multiculturalism. A truly internationalised university has an effective and comprehensive internationalisation strategy shared with and understood by all staff; it has incorporated international and intercultural dimensions into its research, teaching and service; it offers international and intercultural development opportunities for all staff; it has internationalised both the formal and informal curriculum; it works with international partners to benchmark performance and provide global opportunities for staff and student engagement in a range of activities; and it evaluates the progress and outcomes of its strategy and enhances its own performance as a result. The process of internationalisation is a never-ending one, and it is very important to continue evaluating university performance.

A globally competitive university can be viewed in terms of league tables, or research standing, or in terms of its income from international student fees and consultancy. Globalisation tends to be much more market driven, whereas internationalisation is education based.

With regard to sharing internationalisation strategy with university staff it is important to ensure that the strategy matches the vision and values of the university. It is also important to engage groups of all kinds of staff in drafting and enabling every member of staff to review the draft and make a contribution. Constant reinforcement is crucial to internationalisation. Practical measures must also be established to implement the internationalisation strategy and milestones for evaluation. LMU is now working to embed its internationalisation strategy

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within the concept of multiculturalism. In the UK it is the case that domestic students do not always gain the benefit of having international students around them because multicultural opportunities have not been developed. Internationalisation efforts depend on each discipline and this will be a future challenge to tailor internationalisation efforts in various disciplines.

Key factors for success in internationalisation include staff and students seeing positive benefits and evaluation measures including quantitative as well as qualitative measures. One example of communication at LMU is the “International Reflections” daily news letter, which provides a 200-word thought for the day on an international theme. The themes of these reflections have been very broad and increasingly reflective as time goes by, rather than just being reports of specific events. Support staffs have also been encouraged to provide texts for this “International Reflections” exercise, and it has been very successful in focusing attention on international issues. The European Association of International Education has a movement called “Internationalisation at Home,” which provides further ideas for boosting internationalisation.

An example of quantitative measuring of internationalisation efforts can be found at the University of South Australia, which introduced a mentoring scheme in the Division of Business. This proved to be very successful by pairing domestic and international students. Many universities attract domestic students from different ethnic and cultural backgrounds, and an internationalised university is welcoming and accessible to all students.

### **Question and Answer**

Q: Who is engaged in the institutional review process at LMU and what type of methodology is used as a benchmark?

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Prof. Jones: It is easier to use existing evaluation measures and adapt them to measuring internationalisation efforts, which also makes the process of embedding internationalisation easier to achieve. LMU uses course evaluation and existing review processes to assess internationalisation, and staff are requested to report on how they have internationalised their courses.

Prof. Hondoh: The majority of Japanese students are not interested in studying abroad; their motivation to do so has gradually been declining in Japan. There is an “internationalisation divide” in Japan, and the challenge will be how to bridge it and encourage larger numbers of students to embark on overseas study.

Prof. Jones: There will always be a problem in encouraging students to travel. Only 3% of UK students do part of their studies overseas. Placing a focus on the internationalisation of domestic students is one way to transform their mindsets and open them up to international opportunities.



One of the keys is to provide intercultural experiences on the domestic campus. It is possible to have transformational experiences at home. One example at LMU is a program run with a drug rehabilitation centre in Leeds, where students have volunteered and found their work at the centre has opened their minds to different sets of experiences.

Q: Where do you stand on people saying that internationalisation is a Western construct?

Prof. Jones: Internationalisation should differ for all people with different interpretations. In the case of LMU, internationalisation activities will be very different from those at other universities. Internationalisation is not necessarily a Western construct because there is no single defining concept.

**Observations from Day 1**

**Yoshiaki Yamada**

**Vice President, Niigata University**

Prof. Yamada noted that many subjects have been raised by the participants. He stated a strong interest in the fact that people of different disciplines may perceive internationalisation differently. In order to develop university-wide internationalisation, there are three major points to consider: business, survival of universities, and world peace. At the same time, it is important to bear in mind who it is that benefits from internationalisation: students, staff, the economy, or the country. When engaging in internationalisation efforts, there are three key issues to consider: curriculum, evaluation and language. The curriculum needs to be attractive and effective, supported by a good research environment. Evaluation is essential as internationalisation measures need to be understood by all people concerned at the university, including support and academic staff, as well as students. Language may present some difficulties for daily education, particularly where English is not the first language. As China is increasing its global presence, it may be the case in the future that Chinese will become more important in internationalisation initiatives.

**Chris Marlin**

**Pro-Vice-Chancellor (International), University of Sussex**

Prof. Marlin noted that much was discussed regarding a strategic view of internationalisation. Internationalisation's contribution to regional development can be significant. Universities have various strategies for embedding internationalisation. In such efforts, the quality of student experience is very important. Much was said about the international mobility of staff and students. For both, mobility may be real or virtual. Another issue is the impact of

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internationalisation. For students, it will be important to ensure that international experiences meet their expectations. It is also important to ensure that international students are well integrated with and interact with domestic students. Language issues were also discussed at length, as they can be a limiting factor on internationalisation.

## **Scene Setting for Day Two**

**Kazuko Shiojiri**  
**Vice President, University of Tsukuba**

Prof Shiojiri welcomed the delegates to the second day of the symposium and explained the agenda proceedings. She invited the rapporteurs from each session to make their report.

## **Feedback from Rapporteurs**

**Parallel Session 1**  
**Staff and student mobility**

Prof. Whitby noted that during Parallel Session 1 Prof. Ennew reported on the activities of the University of Nottingham, including the establishment of its overseas campuses. Prof. Terasako provided a historical background to Japanese study overseas from the Meiji era. And, Dr. Kurachi spoken about Kyushu University's efforts to internationalise and promote student mobility, including its participation in the Global 30 Program.

The participants in the session stressed the need to improve student and staff mobility, including building confidence through shared knowledge between countries, universities, departments and individuals. It is also important to communicate effectively about key issues, including on the grassroots level—between departments and individual involved in programmes. A cultural transformation needs to be achieved, whereby it will provide a standard for implementing international study and overseas placements. It should be of a nature that is both popular and competitive. It's essential to have highly committed university leadership, including efforts to convince students and faculty of the benefits of international mobility. It is also important for university leaders to

emphasise the benefits of knowledge creation and dissemination. Ideally, financial support for student mobility should be provided. Student engagement is essential, as student unions can ensure that international students are welcome. They can also be involved in arranging student accommodations and help to propagate the attractiveness of student mobility.

Mobility support needs to be provided to students, including language, international competencies, and learning styles. Employer and private-sector involvement is essential in student mobility, including the need in Japan to change job-hunting periods. Employers need to be encouraged to make it clear that students with international experience are employable and may have a competitive edge. Universities need to create a diverse portfolio of opportunities for placements of varying lengths. Administrative departments of universities also need to be involved in student mobility—In providing careers services and working to overcome institutional issues such as accommodations (e.g., rental periods). In addition, consideration should be given to virtual mobility so that students and staff can gain the benefits of international engagement without having to go to other places in the world. This can be done with an eye to carbon neutrality and environmental sustainability, thus giving a global perspective to those students unable or unwilling to travel abroad.

### **Parallel Session 2**

#### **Transferable skills and career development of PhD (and research) students**

Prof. Nishihara reported on the discussions in Session 2. He noted that the first presentation from Dr. Cameron addressed support for the career development of researchers in the UK, where “transferable skills” are defined as skills learned in one context that is useful in another context. The second presentation by Dr. Cameron (on behalf of Prof. Nolan) reported on the University of Glasgow’s approach to researcher development, where efforts to build the research community have increased awareness and understanding of the career options for

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post-PhDs. Mr. Enomoto gave a presentation on further steps being taken to enhance graduate schools in Japan. He reported on the Policy Outline for the Promotion of Graduate School Education, which focuses on employability and “social and professional independence after graduation.”

The discussion revealed that some Japanese universities provide university-level career development programmes, but that there are no nationwide programmes as in the UK. It was also noted that in the UK international postgraduate students are treated in the same way as local students. It was suggested that the governments should provide the framework and funding while universities should provide training for PhD students. The role of industry should be to act as a partner with universities.

In the UK, it is already generally perceived that persons with PhDs no longer go exclusively into academia. Around 50% of PhD graduates acquire employment outside of their subject area and outside academia. In Japan, on the other hand, PhD students still mainly want to find employment in academia. They have no strong desire to go into industry.

In terms of drivers for introducing transferable skills, in the UK the Quality Assurance Agency sets the regulatory framework. The graduate system is attractive to overseas student, and it has high retention and completion rates. In Japan, PhD students are increasingly having to find job opportunities outside academia.

In the UK, there are more formalised arrangements for transferable skills, which mean that students are less dependent on good supervisors. Training is also required for prospective supervisors in the UK. Students sit on most committees and most universities have learning agreements.



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The group's recommendations were that a transferable skills element be introduced into PhD programmes in Japan in a way that is more consistent than at present, with pump priming from the government. The transferable skills element should meet the needs of both the students and employers. In the UK, given the radical changes that could occur after the government spending review, it should be made possible for students to acquire some research method/transferable skills training before they enter a PhD programme. Such an arrangement would also bring the UK more in line with Europe and the rest of the world.

### **Parallel Session 3**

#### **Developing a university-wide international ethos**

Prof. Marlin reported that in Parallel Session 3, there were two overarching issues. Firstly, universities have different strategic views of internationalisation. They may view internationalisation differently, depending on how they perceive their mission. Also, different strategies are used for embedding internationalisation. There are limits to the growth of internationalisation. The second overarching issue discussed was the quality of student experience and the challenge of meeting the expectations of student's international experience, including integration of students and ensuring class diversity.

One of the major issues to be tackled is mobility for both staff and students, including real mobility and virtual mobility. The second major issue is the pervasiveness of internationalisation. It is important that all staff, including administrative staff, engage in internationalisation. It should permeate the university's programme in a way that applies to all students. The third major issue raised was language. Language skills are an issue for both staff and students, with levels of proficiency for different purposes: for study, placement and living in a country. The issues of mobility, pervasiveness and language may apply to staff and students in different ways, though there are similarities in measures that can taken.

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Prof. Yamada reported that many issues were raised by the three speakers. As to what internationalisation is for, the group noted that it is for business, university survival and world peace. From a wide angle, it became apparent that internationalisation may be viewed differently in the UK and Japan. People in the natural sciences and humanities may also have differing interests in internationalisation.

One issue judged very important is curriculum content. It should be attractive, effective and reasonable, and can be supported by the research environment. In the case of Japan, the government is requiring universities to begin offering special courses in English, but students coming to Japan still want to learn about the Japanese language and culture. A second important issue is evaluation. A third issue is language for daily education, whereby universities in English-speaking countries and other countries (like Japan) may experience different problems.

### **Questions and Answers**

Q: There was mention of student unions, with which I feel there should be cooperation. Could you give us more details about the activities of student unions in such areas as accommodations in the UK?

A: The president of the student union at the University of Warwick chose internationalisation as a key issue and published a good report that includes several recommendations to the university. As these recommendations were coming from the students, they had considerable impact on the university leadership, who understand the importance of collaborating with students.

Q: Do you think virtual mobility can really provide students and staffs with international experience?

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A: We need to be realistic, but we need not necessarily see virtual reality as a second best, as differences between countries can still be amply understood in the virtual sphere. Nevertheless, we still don't sufficiently understand the importance of methodological differences in internationalisation, though we talk all the time about cultural differences. However, it is possible to enhance our understanding of attitudinal differences among students and staffs in a virtual environment.

A: Virtual mobility can, to some extent, move students outside their comforts. As a tool, it can be a good pedagogical supplement.

A: In the discussion of mobility in Session 3, it was noted that only 3% of UK students currently study overseas. That leaves 97% of the students who could be given overseas study opportunities, either real or virtual. That 3% of students who do travel may be comfortable with the challenge of going overseas, but the remaining 97% may need further help to move out of their comfort zones. Within this context, virtual mobility may be a good supplement to international interaction.

A: Now, the world is becoming standardised and looks the same in various country. The term "internationalisation" is in a sense controversial because it will probably be less important in a couple of decades.

A: At present, only 29% of the worldwide web is in English, which reflects a backlash against the "hegemony" of English. We have seen an increasing westernisation of the world, but the Middle East and East Asia are gaining in political power. In the future, there could be a different kind of globalisation.

A: It will be imperative to develop a curriculum for internationalisation. Before creating common curricula between Japanese and UK universities, Japan will first need to advance the development of its English-language-based education, and then, establish systems that bridge other countries in carrying out collaborations.

To develop common content, we must first enhance trust and understanding between institutions.

**Taking things forward**

**What are the learning points from this event?**

**Where are the main opportunities for future collaboration?**

**Kazuko Shiojiri**

**Vice President, University of Tsukuba**

Prof. Shiojiri outlined her suggestions of how to move the agenda forward from this second symposium:

1. Establish a board of directors for this Japan-UK Higher Education Symposium,
2. Hold a workshop for young researchers in many fields, including biotechnology, environmental studies, and the humanities
3. Plan a summer school for undergraduate and graduate students to get to know each other better and to give students an opportunity to study abroad.

She asked the seven small-group tables to discuss issues relating to collaboration between universities in Japan and the UK and to consider what methods or measures could be employed for future collaboration. Following the small group discussions, the conclusions derived by each were reported as follows:



**Table 1**

Important points gained from the symposium were the significance of learning by listening and of engaging in dialogue. The UK and Japan share similar problems, particularly in terms of financing and in the relationship between universities and the government. The symposium provided a lot of information about the meaningfulness of mobility and how to promote the mobility of students. The challenges of mobility were recognised, including its financing. Another issue was

how to balance flows of mobility, and summer schools could contribute to the answer. One exciting possibility for the future would be to have a dual-degree programme, with students studying both in Japan and the UK, although implementing it would be a significant challenge. Future dialogue should not be limited to teams of senior administrators but needs to be cascaded down.

### **Table 2**

The group discussed how to promote multiculturalism. It also discussed industrial-academic links and employability. In the UK, there used to be lifelong employment but now there is a tendency for portmanteau careers, working at a number of companies. Conversely, in Japan lifelong employment is still the norm. It is essential to equip students with the ability to be global citizens. If a forum could be organised governmentally that brings academics together with people from the commercial sector to share ideas, it would be a beneficial exercise. The group agreed that the nature of undergraduate degrees has changed over the last 20 years. The Wellcome Trust is a privately funded charity in the UK; there is no such case in Japan. The final topic discussed was a comparison of similar research institutions in the two countries.

### **Table 3**

The group talked about what to do next, particularly in light of resource constraints. It is important to build on what already exists. The discussion moved to an integrated summer programme, which would be good idea as it would allow different nationalities to work together. Perhaps three universities in the UK and Japan could offer such a summer school. In terms of incentives and reducing costs it was noted that existing accommodations could be used and funding sought. It was also noted, however, that it would be difficult to offer degree credits in such a summer programme. Bringing some young faculty members into the programme

would help to develop links among faculties. There may be a place for establishing a Japan-UK Higher Education symposium partnership to carry things forward.

### **Table 4**

Most Japanese universities have approximately 5 to 10% foreign students. In terms of future collaboration, the group discussed the possibility of a joint degree programme for master's students, staying six months in one country and six months in the other and receiving two certificates. The possibility of a dual master's degree is promising as MEXT would support such a programme. As it would be possible on the UK side too, an effort should be carried forward with a view to launching such a dual-degree programme.

### **Table 5**

In terms of learning from the event, the group discussed the difficulties surrounding student exchange. When student exchanges have been successful, it was very often predicated upon a strong underlying relationship between the two universities, often rooted in research collaboration. Focus was also placed on how to build and grow person-to-person collaborations through the kind of research collaboration that provides a foundation for further activities. There are a number of research funding programmes that support bilateral research between the two countries, but are limited to a small number of areas. From a practical point of view, it would be useful for the British Council to explore the current range of opportunities for seeking and securing funding for research between Japan and the UK. It was recommended to deepen and broaden research collaboration and to develop support mechanisms for that purpose. A discussion was advanced on creating a system for international credit exchange. It's fair to say that the British representatives were sceptical about such a system, noting that it would be difficult even for the UK to do. Person-to-person exchanges were identified as the best way forward. The group discussed the university systems in both countries,

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particularly the scrutiny they are under by the government to contribute to economic development. In terms of future possible collaboration, it was felt that a meeting focused on innovation and technology transfer, which differ between the two countries, could be very useful if it included universities and companies from both countries. This, it was decided, is an area that could be explored further.

### **Table 6**

The group discussed problems of incentivising students and employer expectations, and how these factors differ between disciplines and between undergraduate and graduate programmes. The group concluded that the best way for these issues to be addressed is through bilateral collaboration, with support from the British Council. In terms of the next step, the British Council could help by introducing input from employers and governments that would inform university programmes. In this respect, it would be beneficial to define roles and hold strategic meetings.



### **Table 7**

There is the issue of increasing mobility and how to engage those students who are hesitant to go abroad. They concluded that it is important to make clear to students that basic language proficiency is enough to begin an exchange; that Japan needs to create English language programmes for use in student exchanges (though full-fledged English language curricula and programmes may not be necessary); and that importance should be placed on the bilateral relationships. Moreover, efforts could be made to standardise student exchange agreements in order to overcome legal issues and other obstacles.

Prof. Shiojiri thanked the participants, whose groups confirmed the importance of the relationship between Japan and the UK.

**Thank you and Closing**

**Kotoku Kurachi**  
**Executive Vice President, Kyushu University**

Dr. Kurachi said that the symposium was very stimulating and fruitful. On behalf of Kyushu University, he expressed his appreciation to all participants for their frank and productive discussions. The symposium provided an excellent opportunity to share experiences and confront challenges related to internationalisation. The dialogue advanced among the participants was inspirational, and forum provided a great opportunity to make and renew acquaintances. Its success owes to the enthusiastic participation of all the delegates.

**Michael Worton**  
**Vice-Provost (Academic and International), UCL and Advisor to the British Council**

Prof. Worton said that the symposium had provided two days of opportunities for delegates to learn about each other's situations. It is important to note that the members of the symposium form a self-selecting body, and the way forward should be framed within that context. Also, that there are several levels upon which the dialogue can be advanced. University-to-university collaboration was reported and discussed. We need to think about how this group can work together in a way that leads to national initiatives. The British Council and JSPS could be prevailed upon to enhance exchange possibilities between Japan and the UK. The credit transfer issue was discussed, and the UK has experience in addressing the matter that it would be happy to share. Employability issues require creating



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working relationships between business and universities. The symposium members could take a lead at their respective universities in setting targets for joint publications. I would like to thank the sponsors, the BC, JSPS, JACUIE and Kyushu University. It is important that all the sponsors be engaged in carrying this dialogue forward. We will need to share the knowledge we've gained here with our colleagues at our respective institutions.

Prof. Worton said that universities should be resistant to the idea that there is a single way forward. As Michael Radcliffe commented, universities should be places where we learn to speak with strangers. All of us here were once stranger, and have become friends.

Prof. Shiojiri thanked all delegates and closed the Second Japan-UK Higher Education Symposium.



