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
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.
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 7th 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 20th 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
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 enrols 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
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**
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.
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
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.
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 3rd 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.
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 oblige 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
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.
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
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.