

# Japan's Higher Education Reform in Globalization Era

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- Basic Facts
- Functional Differentiation
- Systemized Education
- Quality Assurance
- Information Disclosure
- Internationalization
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- **Basic Facts**
- Functional Differentiation
- Systemized Education
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- Students Affairs

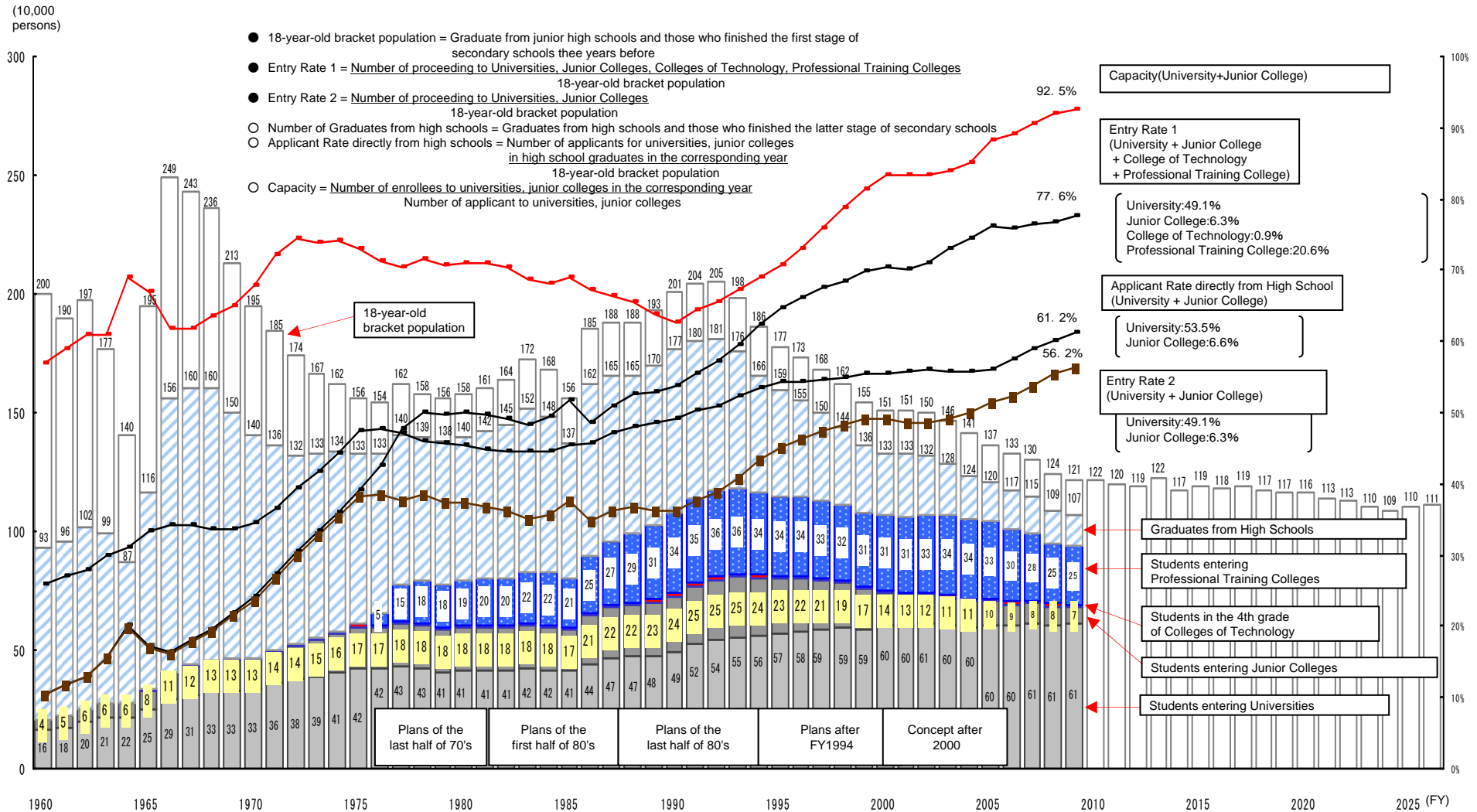
# Basic Facts 1

- How many students studying in how many univ's
  - Population 127million
  - 18yr old population 1.22million
  - Univ's entrants 0.61million → 50% entry rate
  - Students in univ's 2.53million
  - Number of univ's 737
- National, Public (Local gov't), Private
  - National: 0.45million students in 86 univ's
  - Public: 0.12million students in 75 univ's
  - Private: 1.96million students in 576 univ's → about 80%

# Declining 18yr old population; Entry rate exceeds 50%

In Japan, the percentage of the 18-year-old population that entry into universities and junior colleges has steadily increased since the Second World War, now exceeding 56%. If figures for enrolments in technical colleges and specialized schools are added, the total exceeds 77%.

## Change in entry rate in Japan





## Where do they study? : National, Public, Private Univ.

Entry rate enrolling into higher education institutions (including both 4-year university and 2-year junior college) has been increasing gradually.

### University (4 year)

	Number of 4-year university				Number of students (undergraduate course) (in 10 thousands)				Entry rate
	National	Public	Private	Total	National	Public	Private	total	
1999	99	66	454	619	47.6	8.8	188.5	244.9	38.2%
2009	86	75	576	737	45.2	11.8	195.7	252.7	50.2%
Change of number	-13	9	122	118	-2.4	3.0	7.2	7.8	+12.0%

### Junior college (2 year)

	Number of 2-year junior college				Number of students (in 10 thousands)				Entry rate
	National	Public	Private	Total	National	Public	Private	total	
1999	17	52	480	549	0.8	2.2	33.8	36.8	10.9%
2009	0	21	357	378	0	1.0	14.5	15.5	6.0%
Change of number	-17	-31	-123	-171	-0.8	-1.2	-19.3	-21.3	-4.9%

### Graduate school

	graduate school				Number of students (in 10 thousands)				Not including professional courses
	National	Public	Private	Total	National	Public	Private	total	
1999	99	45	319	463	12.1	0.8	6.2	19.1	
2009	85	68	433	586	14.6	1.5	7.9	24.0	
Change of number	-14	23	114	123	2.5	0.7	1.7	4.9	

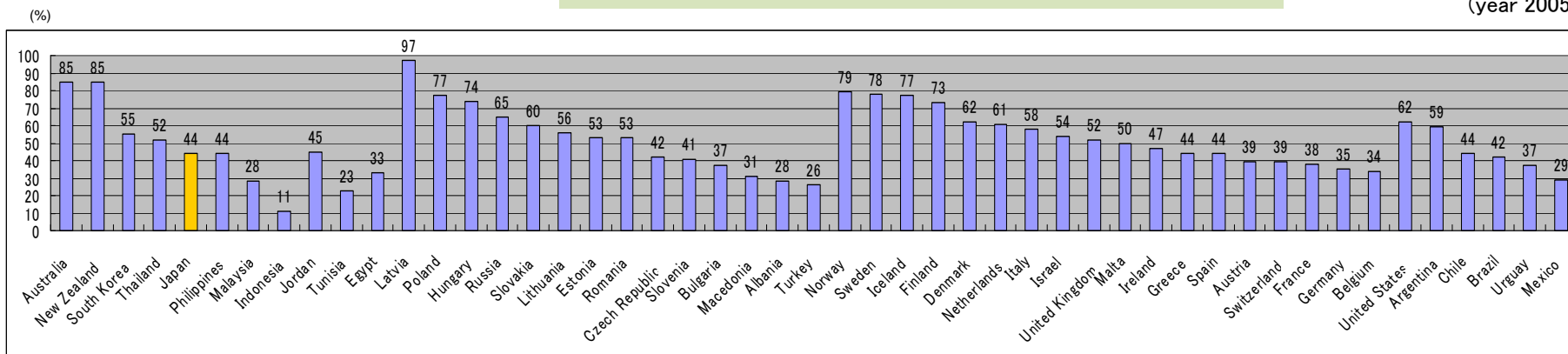


## Moderate Entry Rate; Low Entry of Age over 25yrs

The advancement rate enrolling in higher education in Japan is not so high, compared with other countries. The percentage of entrants in the age of more than 25 years is exceptionally lower than the OECD average 20.6%.

Advancement rate enrolling in higher education institutions

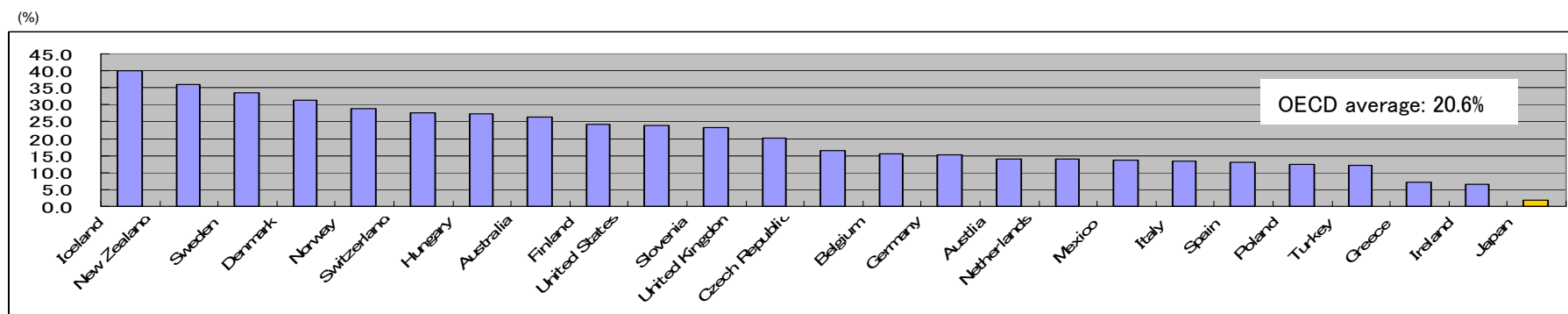
(year 2005)



SA score

Percentage of entrants in the age of more than 25 years

(year 2005)



OECD database (2005). For Japan, the Basic Survey on Schools and other survey by MEXT for Japan

# Basic Facts 2

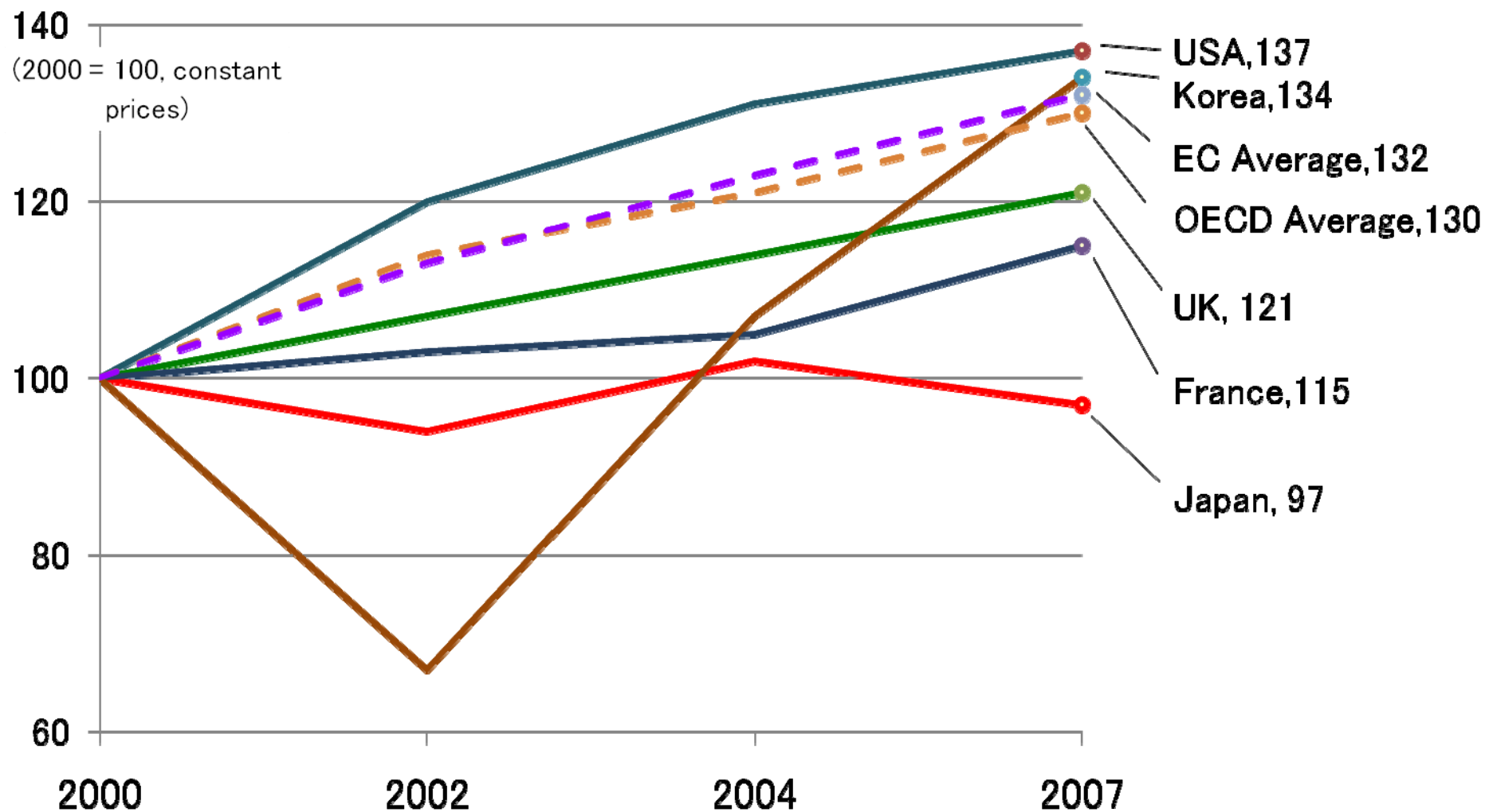
- Financing structure
  - Self revenue
    - Tuition and fees
    - Remuneration of attached hospital
    - donation
  - Public support
    - Subsidy for basic operating expenditure
    - Subsidy for national univ's facilities construction
    - Subsidy for organizational education & research reform
      - G-COE, Global-30, Education GP, etc.
    - Grant-in-aid for scientific research, etc.



# Basic Facts 3

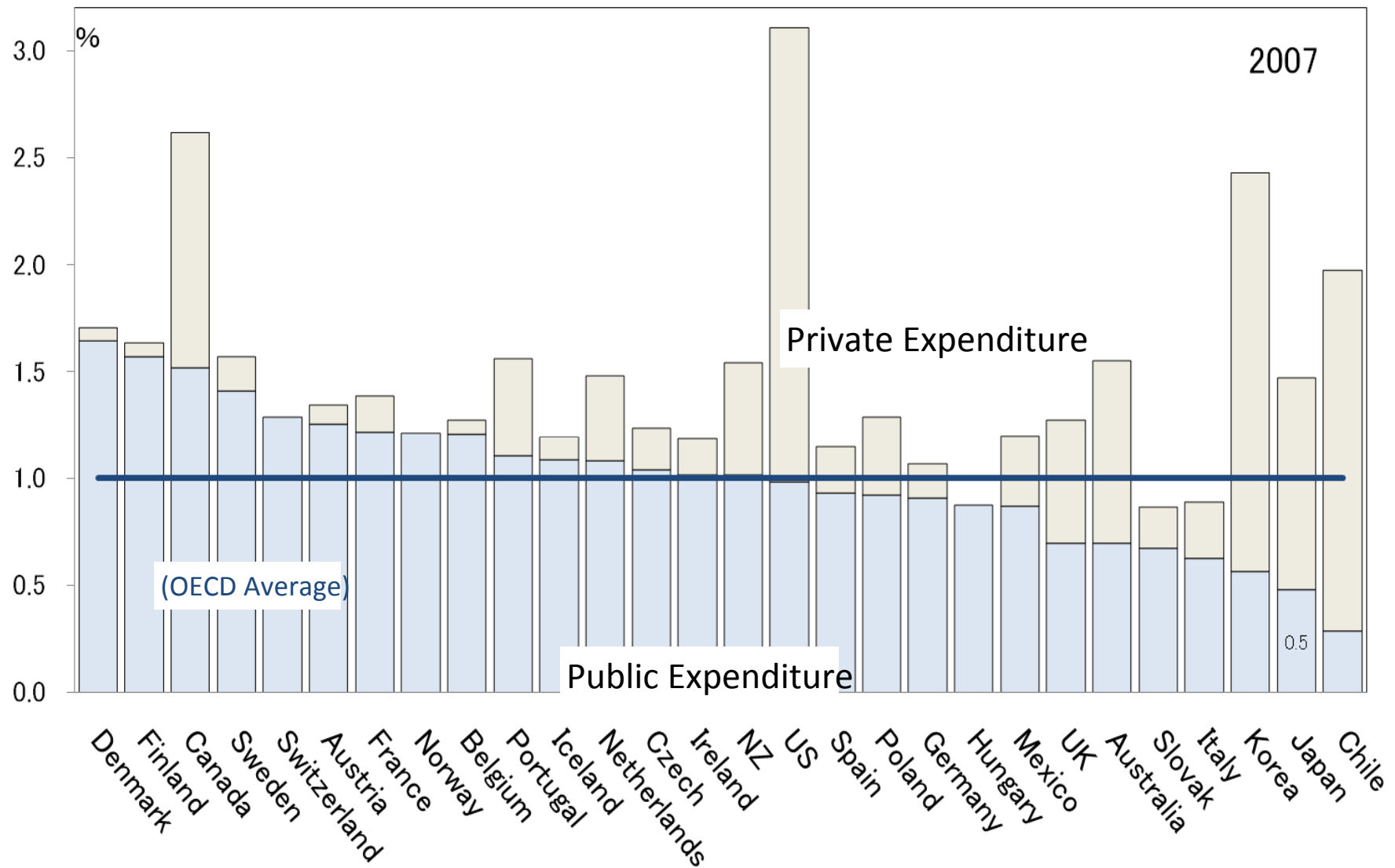
- Decline of government financial support
  - Basic operating expenditure subsidy
    - National 6.7% decline in 8yrs. (2004-2012)
      - 1.24 Trillion ¥ → 1.16 Trillion ¥
      - Covering 50% of revenue
    - Private 2.9% decline in 4yrs. (2006-2009)
      - 0.331 Trillion ¥ → 0.322 Trillion ¥
      - Covering 10% of revenue
- Background: Fiscal situation of Japan
  - Public debt / GDP = 200% worst of G7
  - General Account 9.23 trillion ¥ in FY2010
    - Revenue side: national bond issue > tax revenue
    - Expense side: 25% for payment & interest of national bond

# Index of Change Between 2000 and 2007 in Public Expenditure on Higher Educational Institutions



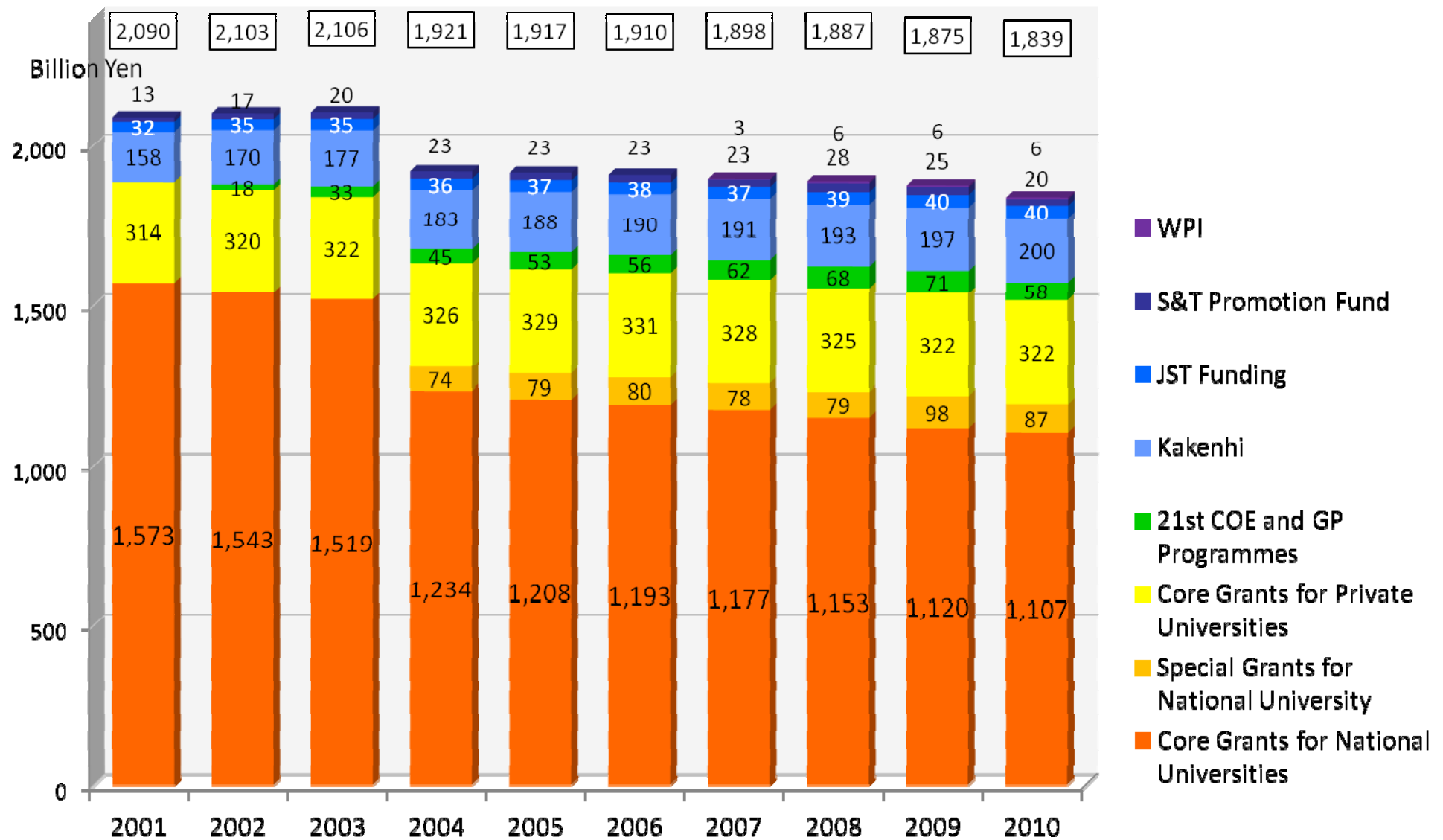
OECD "Education at a Glance 2010" Table B3.3

# Expenditure on Higher Education Institutions as a percentage of GDP



OECD "Education at a Glance 2010" Table B2.4

# Public Funding for Universities in Japan



# Basic Facts 4-1

- National Univ. Corporation System
  - 2004.04 Incorporated
    - Mid-term Objectives / Plan for 7 yrs.
  - 2011.03 End of the 1<sup>st</sup> Mid-term
  - Verification of the 1<sup>st</sup> term
    - Effect of Incorporation, Challeges
    - Public comment, hearing from university management & stakeholders, site visit
    - Report compiled July 2010

# Basic Facts 4-2

- National Univ. Corporation System
  - Verification Report (July 2012)
    - Effect
      - Education reform and students service in progress
      - Collaborative research, research grant increased
      - Contribution to society increased
      - Concern on burden of educational duties on faculty
      - Exhausted with planning and evaluation
      - Research time and academic papers decreased
      - Decrease in young faculty and full-time employee
    - Challenges
      - More powerful educational and research activity
      - Enhanced governance
      - Robust financial base

# Features of National University Corporation System

## ◆ Organizations of National University Corporations

Establish a decision-making system which can effectively utilize the expanded discretion of universities

- The presidential selection committee shall select well-qualified candidates for president, with the participation of external experts
- More than one of trustees shall be appointed from outside the university
- Important matters shall go through Executive Board deliberations
- Managerial matters shall be deliberated on by the Administrative Council, which is composed of both external experts and internal representatives
- Educational and research affairs shall be deliberated on by the Education and Research Council, which is composed of internal representatives

## ◆ Mid-term Goals and Plans

Set up and publicize mid-term (6-year) goals to clarify basic philosophy and priority areas at each university

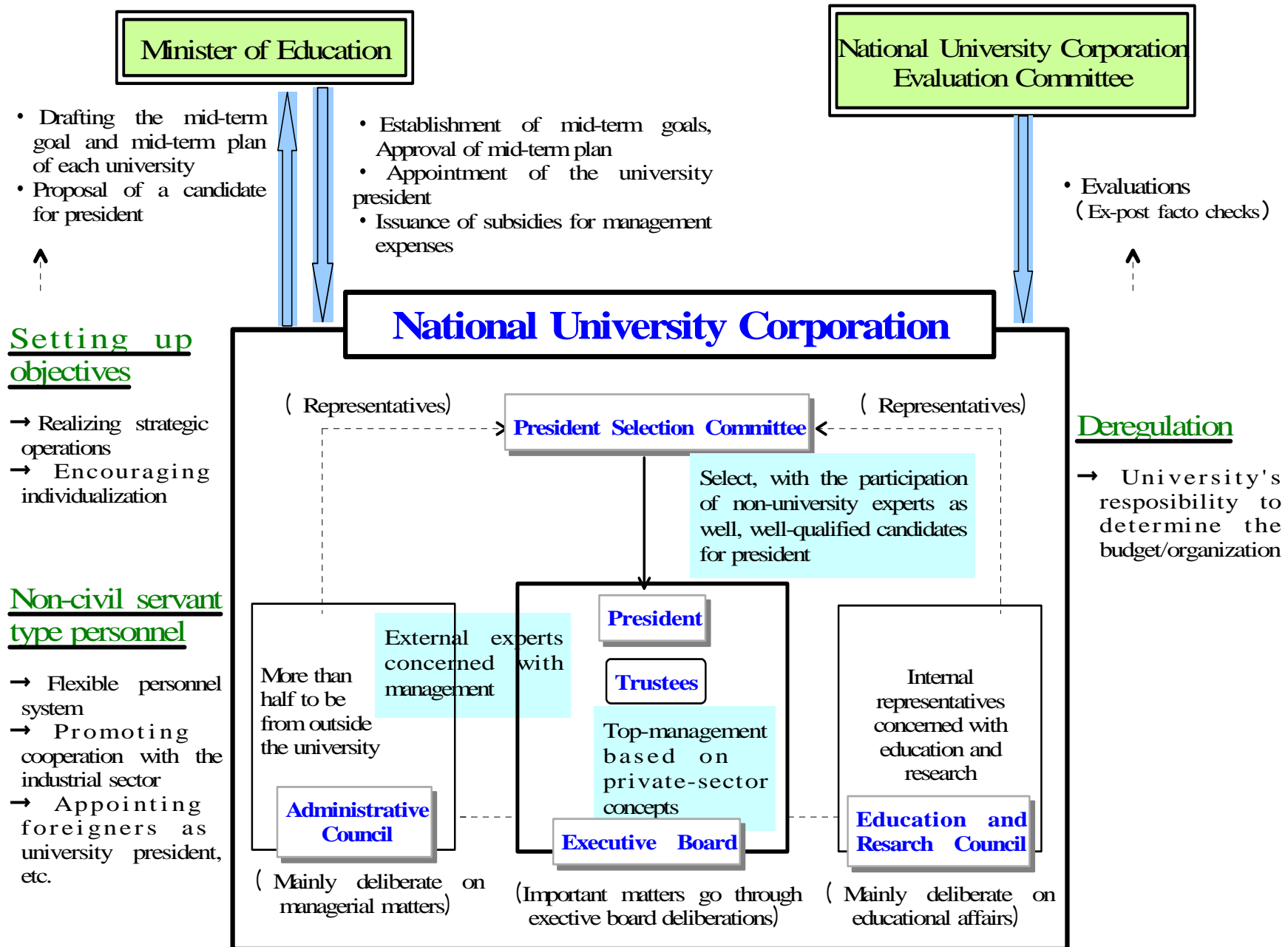
- Each university shall submit a draft of its mid-term goals for 6 years to the Minister of Education, and the Minister shall determine them with respect given to the draft
- Each university shall draft mid-term plans and forward them for the Minister's approval
- With regard to mid-term goals and plans, the Minister shall listen beforehand to the opinions of the National University Corporation Evaluation Committee

## ◆ Evaluations

Improve the quality of activities and ensure accountability through third-party evaluations

- **The National University Corporation Evaluation Committee** shall evaluate the degree of achievement of mid-term goals each year and at the conclusion of the term for the goals
- Evaluations concerning education and research shall be carried out by the National Institution for University Evaluation and Academic Degrees, an independent administrative corporation
- Universities will have an opportunity to state their opinions before the evaluations are finalized

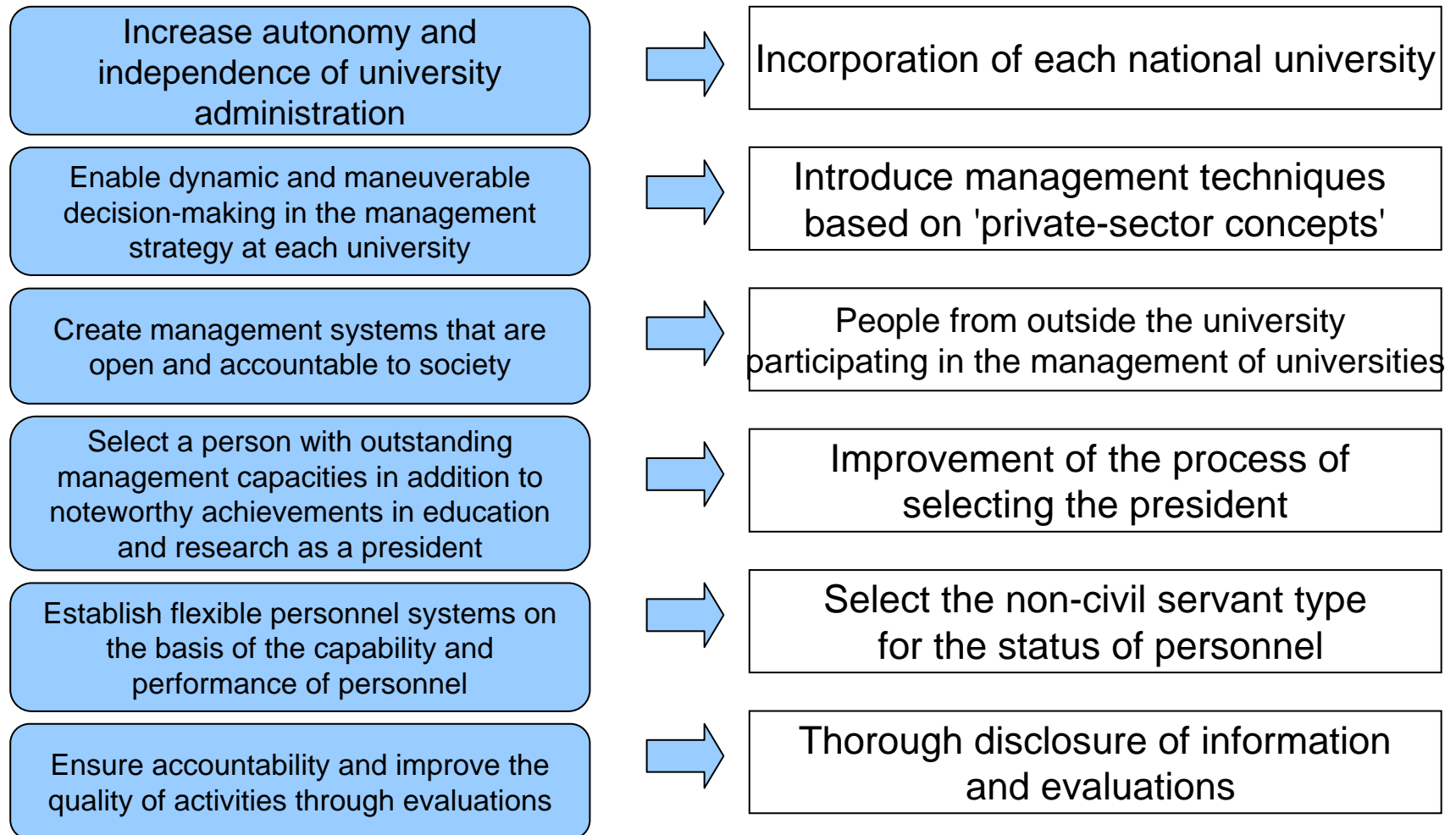
# Schematic Diagram of National University Corporation System





# Goals of the National Universities Incorporation

Energetic and distinctive universities in a competitive environment



# History of Incorporation of National Universities

- ◆ National universities existed as a type of national organizations based on the “Law on the Establishment of National Schools”
- ◆ Several reports proposed that the foundation form of national universities should be reviewed to increase autonomy and responsible independent in university administration
  - Report of the Central Education Council (1971)
  - Third Report of the Ad Hoc Council on Education (1987)

- ◆ April, 1999 Cabinet meeting decision
  - “Transformation of national universities into independent administrative institutions will be considered as one of the reforms of universities with respect to university autonomy, with a conclusion by 2003.”
- ◆ March, 2002 The Concerned Study Team in MEXT
  - The Final Report of ‘ A New Image of National University Corporations ’
- ◆ June, 2002 Cabinet meeting decision
  - “Incorporation of national universities (abbrev.) will be basically implemented from FY2004.”
- ◆ July, 2003 The National University Corporation
  - Law was legislated
- ◆ April, 2004 National University Corporation
  - system launched

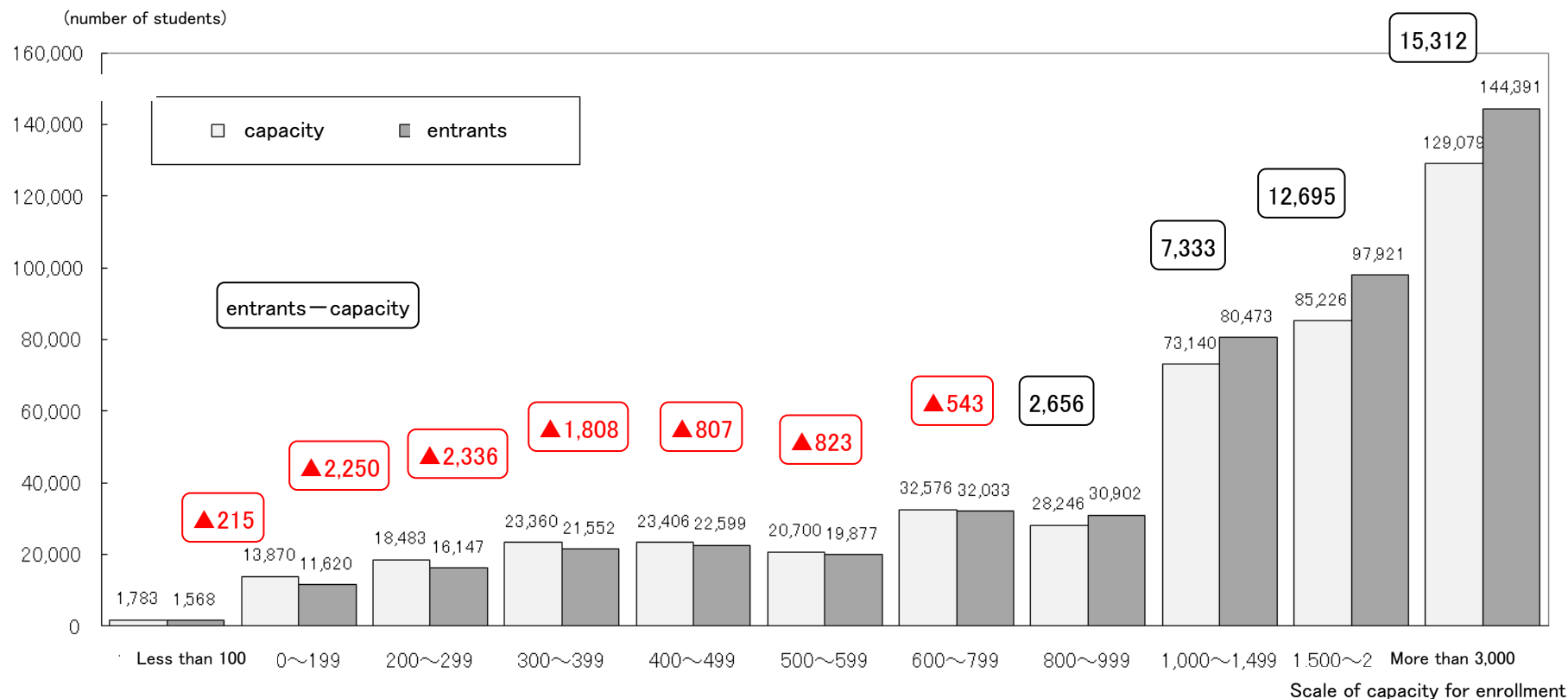
# Basic Facts 5

- Managerial challenge of private univ.
  - 75% of revenue: tuition and fees
    - Public support: 10% of revenue
  - 445 of private univ's: capacity less than 1000 a class
    - scale merit unlikely
  - 413 with entrants less than their capacity
    - Most of them located in less-populated area
  - The smaller the size, more likely deficit
    - More than 60% of univ's with less than 1000 students are in deficit
  - Peer-review of fiscal situation and Peer-guidance of management, including possible merger and close



## Smaller private universities get less-than-capacity students

(FY 2009)



Number of university	25	99	79	69	53	39	49	32	60	42	23	total: 570
Percentage of fulfilling the number of students to capacity	87.9%	83.8%	87.4%	92.3%	96.6%	96.0%	98.3%	109.4%	110.0%	114.9%	111.9%	106.5%
(previous year)	(89.6%)	(81.9%)	(86.9%)	(91.4%)	(97.1%)	(94.2%)	(94.2%)	(110.3%)	(109.6%)	(115.5%)	(114.0%)	(106.6%)
Percentage of applicants	0.1%	1.5%	1.7%	2.2%	2.1%	2.1%	3.5%	4.6%	12.2%	21.1%	48.8%	100.0%
(previous year)	(0.1%)	(1.6%)	(1.5%)	(2.4%)	(2.1%)	(2.2%)	(3.6%)	(4.9%)	(11.6%)	(20.5%)	(49.4%)	(100.0%)
Percentage of entrants	0.3%	2.4%	3.4%	4.5%	4.7%	4.1%	6.7%	6.5%	16.8%	20.4%	30.1%	100.0%
(previous year)	(0.3%)	(2.4%)	(3.1%)	(4.6%)	(4.6%)	(4.0%)	(7.2%)	(6.9%)	(16.0%)	(20.4%)	(30.4%)	(100.0%)

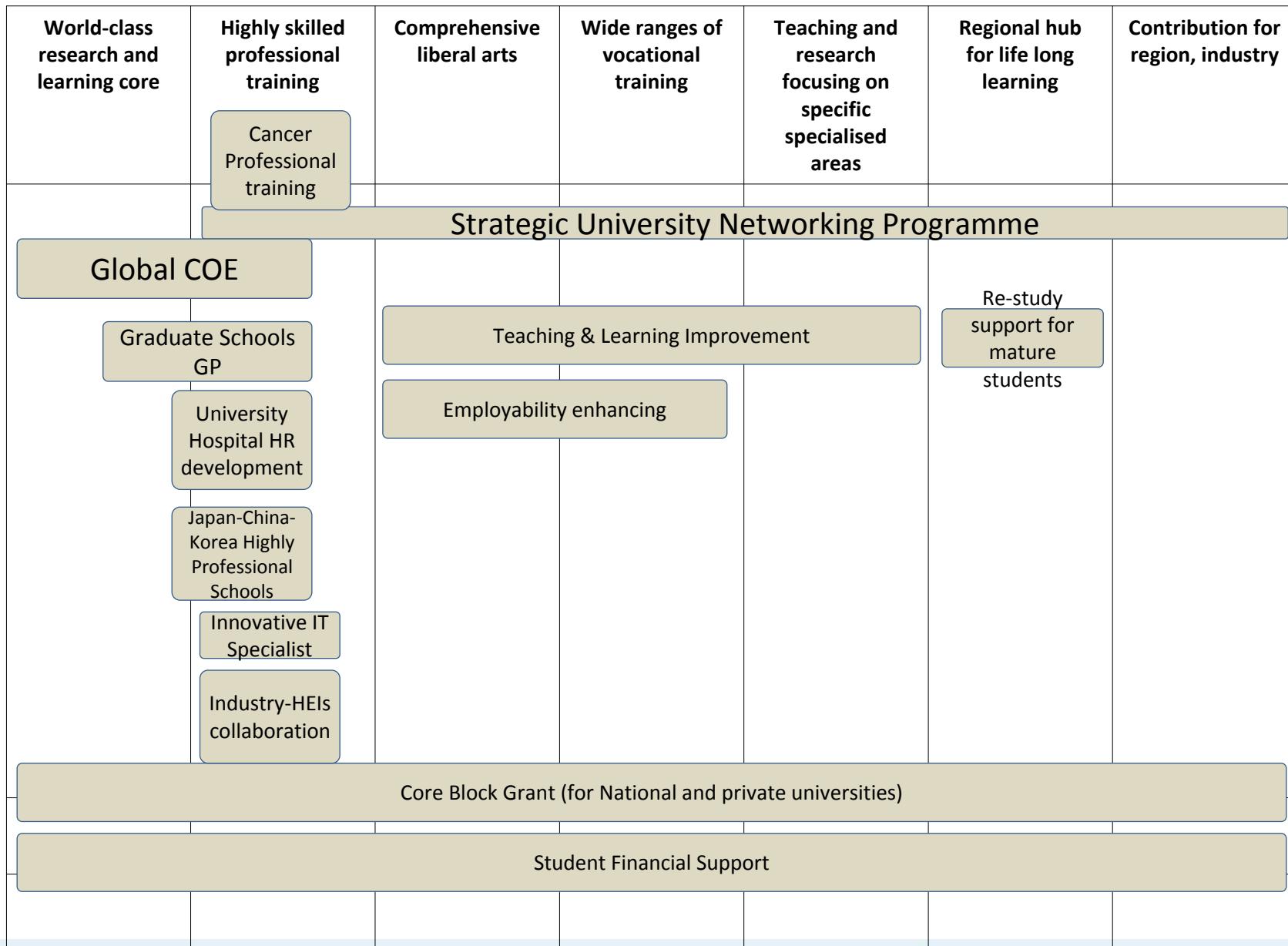
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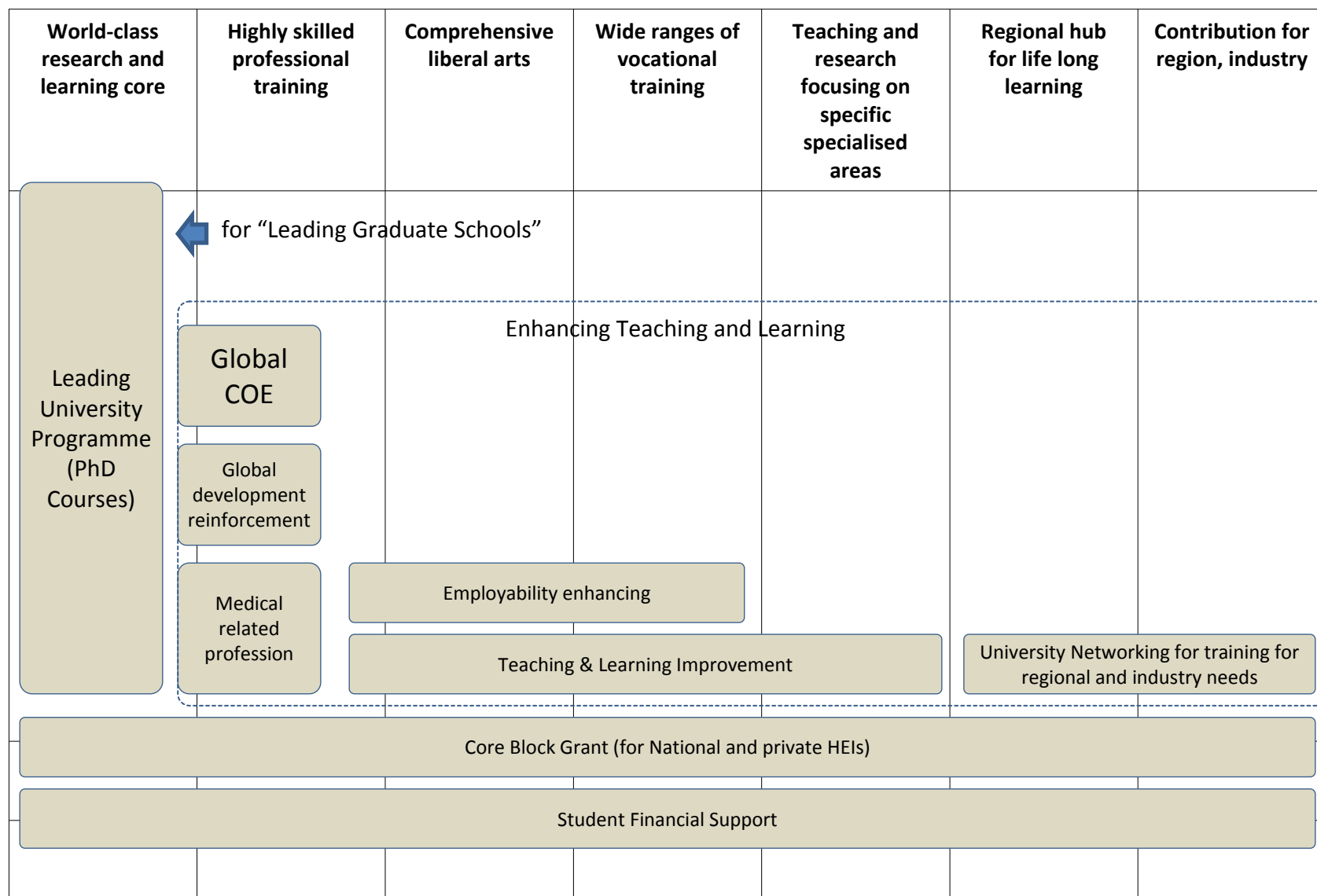
# Functional Differentiation

- Why functional differentiation
  - Probable future decline in number of university students
  - Bleak outlook of public financial support
  - Large number of small-sized universities in less-populated area
- Illustration of differing functions (University Council 2005)
  1. World-class research and learning core
  2. Highly skilled professional training
  3. Wide-range of vocational training
  4. Comprehensive liberal arts
  5. Teaching and research focusing on specialized areas
  6. Regional hub for life-long learning
  7. Contribution for region, industry
- How to promote
  - Educational reform subsidy
  - National Universities' 2nd Mid-term Objectives/Plan

# MEXT Funding for enhancing teaching and learning (2010)



# MEXT Funding for enhancing teaching and learning (2011 plan)





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# Systemized Education

- Educational objectives for each course, department, school
  - Knowledge, skill and attitude to be equipped with through the study there
- Admission, Curriculum and Diploma Policies
  - Admission method and criteria
  - Systemized curriculum, specific faculty to undertake, syllabus as a contract between faculty and students
  - Criteria and judging process for conferring degree
- Degree program as the axis of educational activities

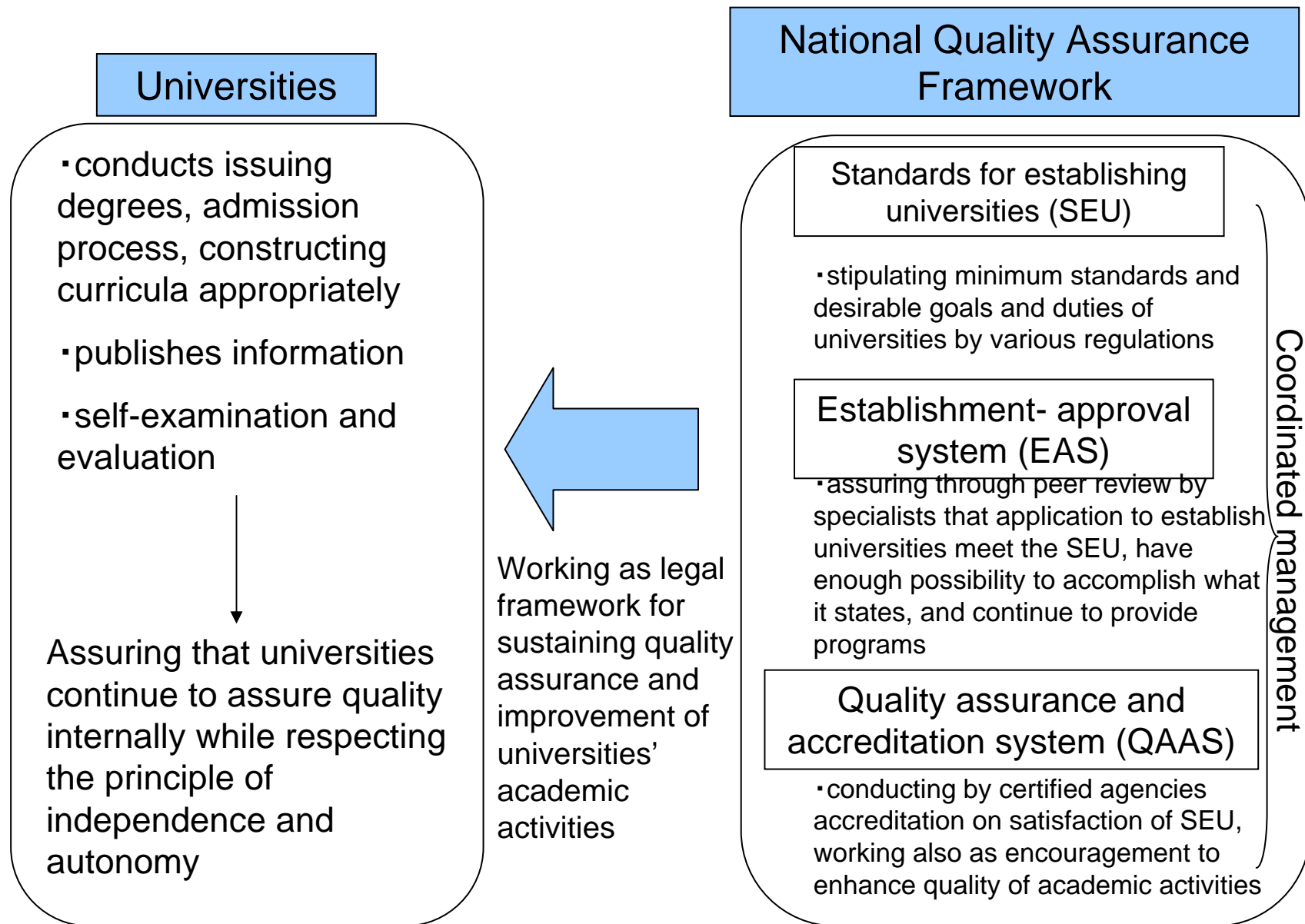
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# Quality Assurance 1

- On establishment of a university/school/department
  - Education Minister's approval based on peer-examination
    - Notification to the Minister, in case of establishment of school/department w/o change in the discipline of degree
  - Statutory standards: minimum requirement
- Ex-Post Evaluation
  - Internal self-evaluation
  - External accreditation once in 7yrs.
    - Accreditation body certified by Education Minister
    - The body's standards endorsed by Education Minister in the certification process

# Illustrative Scheme of Quality Assurance Framework in Japan



# Quality Assurance 2

- Brief History
  - Up to 2003
    - Relatively rigid requirements for establishment
      - Substantive peer-review of proposal for establishment
  - 2004 onwards
    - Deregulation of establishment
      - Pro-forma review of proposal for establishment
    - Introduction of statutory obligation of ex-post, third-party evaluation (accreditation)
  - As a result of deregulation,
    - more private universities have appeared
    - Teaching/Learning quality has become big issue

# Quality Assurance 3

- Standards for Establishing Universities (SEU)
  - Minimum requirements
  - Univ's obligation: meet them and improve itself
  - Standards of
    - Basic organizational structure for education and research
    - Faculty structure, including **quantitative requirements**
    - Qualification for faculty
    - Student capacity
    - Curriculum
    - Completion requirement
    - Facilities and equipment, including **quant' requirements**
    - Administrative organization

# Quality Assurance 4

- Accreditation
  - Legal obligation 2004 onwards
  - Certified Accreditation bodies for Univ's
    - National Institute for Academic Degree and University Evaluation (NIAD-UE)
    - Japan University Accreditation Association
    - Japan Institute for Higher Education Evaluation
  - 1<sup>st</sup> 7yrs cycle finishing



# Quality Assurance 5

- Challenge
  - Viewpoint of accreditation
    - Minimum requirements (SEU) met?
    - Standards of certified body met?
    - Continuous improvement in quality of education?
  - Linkage between functional differentiation
  - Degree program
    - So far, QA system look at a university as a whole
    - Trial QA on degree program in progress in ASEAN univ's
  - International validity, acceptability

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# Information disclosure

- So far: piece-meal, step-by-step approach
  - 1999
    - SEU: Information disclosure in general term
    - Obligatory disclosure of self evaluation result
  - 2005
    - SEU provided for:
      - disclosure of educational program's objectives
      - To set forth syllabus, standards for grading
- Comprehensive information disclosure, April 2011 onwards
  - Accountability to society
  - To improve educational activity
  - To show quality of its activity relative to global standards



# Promotion of Active Information Disclosure

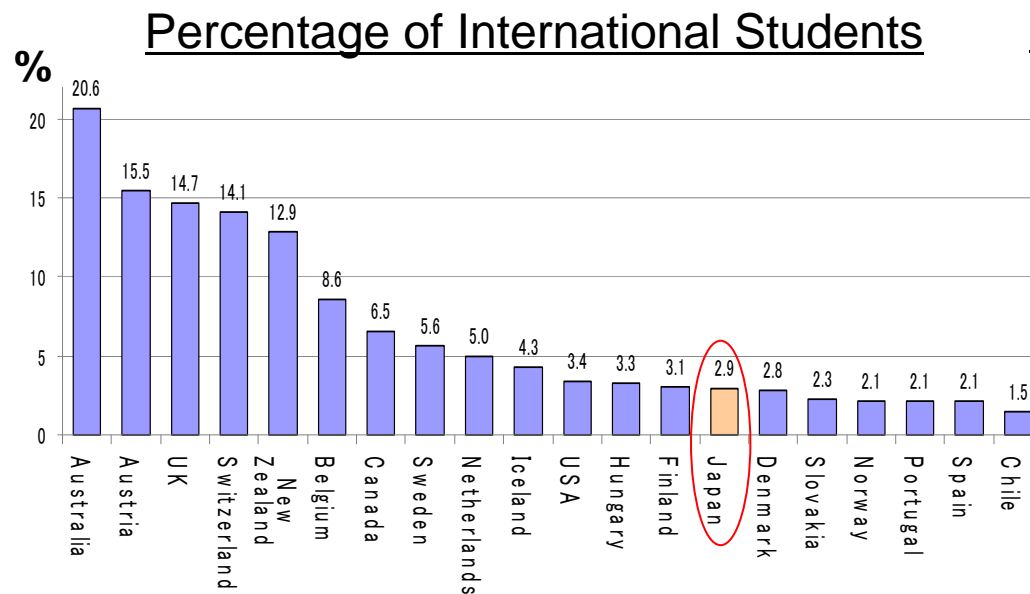
<p>Set of information on all universities (A relevant regulation takes effect on 1 April 2011)</p>	<p>Set of information on universities placing special emphasis on international activities (Published by the University Council)</p>
<p>1. Any university must provide information on:</p> <ol style="list-style-type: none"> <li>1) Mission statement of education and research,</li> <li>2) List of departments, academic courses and programs,</li> <li>3) Faculty structure, No. of academic staff (m/f), highest qualification held, and lists of works,</li> <li>4) Admission policy, No. of first year students and quota, No. of all students and graduates, and destinations of leavers (further study rates, employment rates with major industrial classifications) ,</li> <li>5) List of modules and any other curriculum information,</li> <li>6) Criteria of assessment and achievement,</li> <li>7) Estate, physical infrastructure and any other information on learning and research environments on campus,</li> <li>8) Tuition fees, accommodation costs and any other relevant costs, and</li> <li>9) Students supports for academic work, career advice and spiritual support as well as support for international students and for disabled students.</li> </ol> <p>2. Any university strives to provide information on what knowledge and skills are expected to acquire through their courses.</p>	<ul style="list-style-type: none"> <li>•No. of foreign academic staff</li> <li>•Productivity, lists of research outputs and citation counts</li> <li>•Student/staff ratio (full-time and part-time staff respectively)</li> <li>•Average class size</li> <li>•Completion rates and No. of degrees conferred</li>   <li>•Courses numbering such as 0-99 for introductory courses, and syllabi (compatible among related disciplines within a university) based on well-designed course policies</li> <li>•Opportunities of internship, international exchange, overseas training</li> <li>•Offering of “only in English” degree courses</li> <li>•International exchange programs and short-term study abroad programs based on University Exchange Agreements</li> <li>•Criteria for assessment of credit approval, degree approval, and grading (unified within a university)</li> <li>•Information for international students regarding employment and other destinations</li>   <li>•Identification of knowledge and skills expected to be acquired, and curricula enabling their systemic acquisition</li> </ul>

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- **Internationalization**
  - **Why?**
  - **How?**
  - **Emphasis on East Asian region**
- Students Affairs

# Why Internationalization of Japanese Universities

- Diversity: essential ingredient of higher education
- Strong Demand for “Global Talents” in Japanese industry



Source: OECD “Education at a Glance” 2010

Percentage of Foreign Teaching Staffs

Japan	5.0%
Yale (USA)	31.0%
Harvard (USA)	29.5%
Cambridge (UK)	41.5%

Source: QS Quacquarelli Symonds Limited, “Times Higher Education - QS World Ranking 2009 Top 100 Universities”; MEXT, “School Basic Survey (FY2009)”

# “Global Talents” Meant in Japan

Consensus Reached in an Industry-Academia member committee

- Those Who Can:
  - Think on their own;
  - Communicate effectively with colleagues and customers of various background;
  - Mutually understand, putting themselves in the other’s standpoint;
  - Overcome differences in values and characteristic coming from cultural, historical background;
  - Take advantage of the difference to build synergy, pulling out strong point of each team members; and
  - Create new values

# How to globalize Japanese universities (1/2)

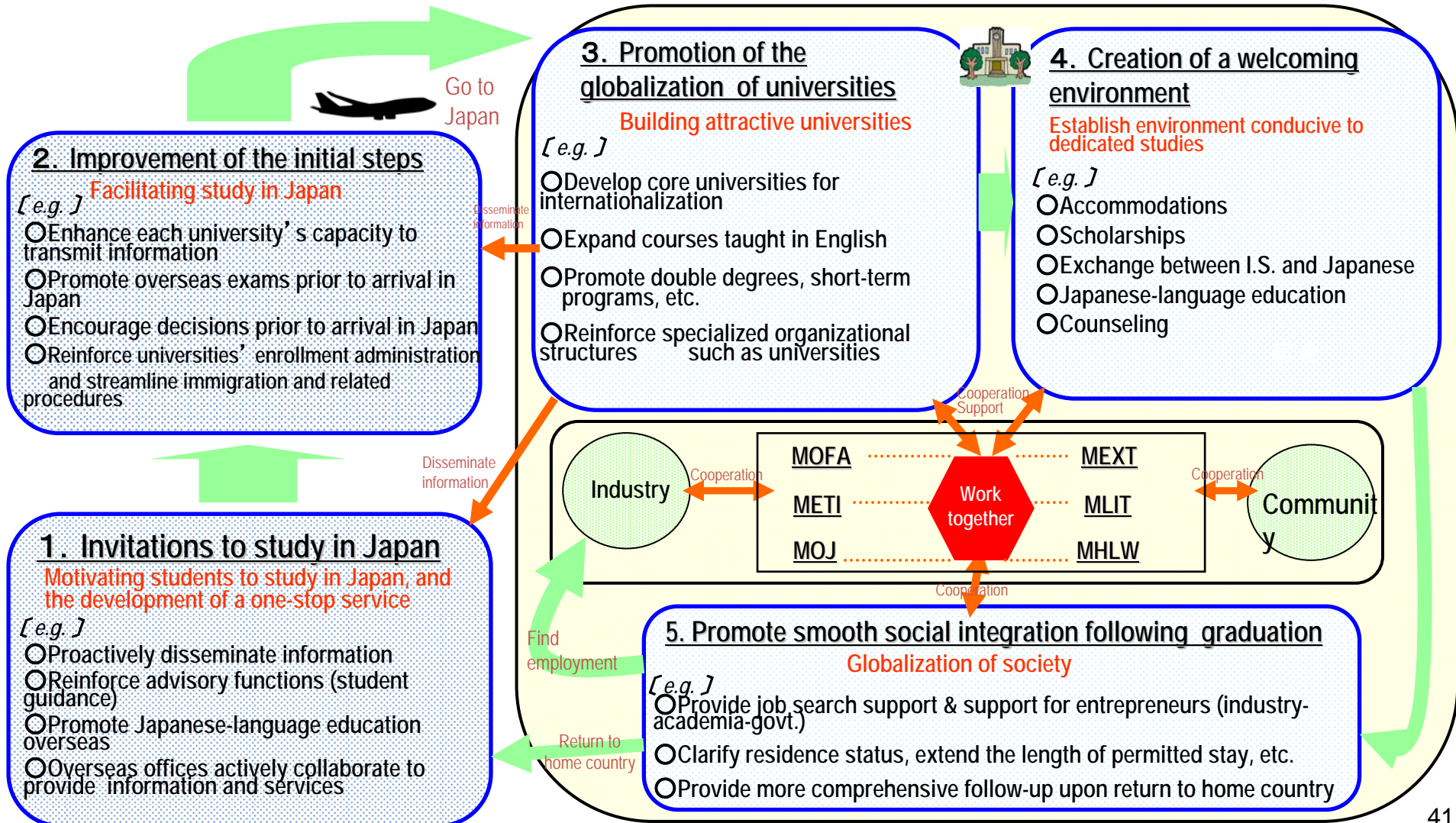
- More int'l students and faculty
  - 130 thousand students in 2010 ⇒ 300 thousand in 2020
  - 5 principal components: inter-Ministry cooperation
    - Offer incentives and one-stop service for Study-in-Japan, in overseas
    - Improving admission process and immigration regulation
    - Globalizing universities
    - Robust support to international students
    - Promoting employment in Japan, improving visa status procedure
- Global 30 Program
  - Support to core universities for internationalization
  - 13 universities \* 5 years(2009-13)



# Framework of the 300,000 International Students Plan (outline)

Point

- ★ Aim to welcome 300,000 international students by around 2020 as part of “global strategy”
- ★ Strategically acquire international students of superior quality
- ★ Ministries and organizations concerned will work together comprehensively and organically



# Core Universities for Internationalization: Global 30

In order to increase international competitiveness of Japanese higher education and to offer attractive and high-quality education to international students, it is vital to develop some universities into cores for internationalization, where international students and faculty can enjoy high-quality education and research.

To this end, the Ministry of Education, Culture, Sports, Science and Technology is implementing the Project for Establishing Core Universities for Internationalization, in which universities out of all universities in Japan are to be selected and achieve specific goals with intensive support.

## ○Project for Establishing Core Universities for Internationalization

### Designation of universities as core universities for internationalization

Select universities as core universities among those with high quality education and research in accordance with their mission and functions and a welcoming environment for international students

#### Details of implementation

##### 【Teaching in English】

- To develop a system in which **degree courses can be offered entirely in English**. (Including development of English teaching materials and training of Japanese teaching staff)
- **Internationally open recruitment of staff** to teach specialized subjects in English. Assignment of teaching staffs from overseas with fixed term.

##### 【To improve the environment to accept international students】

- Support by specialized staff to international students in their daily life, employment search. Supplementary education.
- Introduction of **fall (September) admission**

##### 【To promote strategic international cooperation】

- To establish **oversea one-stop service centers** to admit international students
- To **expand student exchange programs** based on exchange agreements between universities.

To be designated as one of the core universities for internationalization and provide international students with good levels of education and research, universities should intensively work on the following:

- To assign international teaching faculty.
- To develop English teaching materials.
- To assign support staff for international students.
- To establish oversea centers. (Assignment of support staff, establishment of local offices, etc.)

### Universities selected as core universities

[National Universities]

- Tohoku University
- Tsukuba University
- Tokyo University
- Nagoya University
- Kyoto University
- Osaka University
- Kyusyu University

[Private Universities]

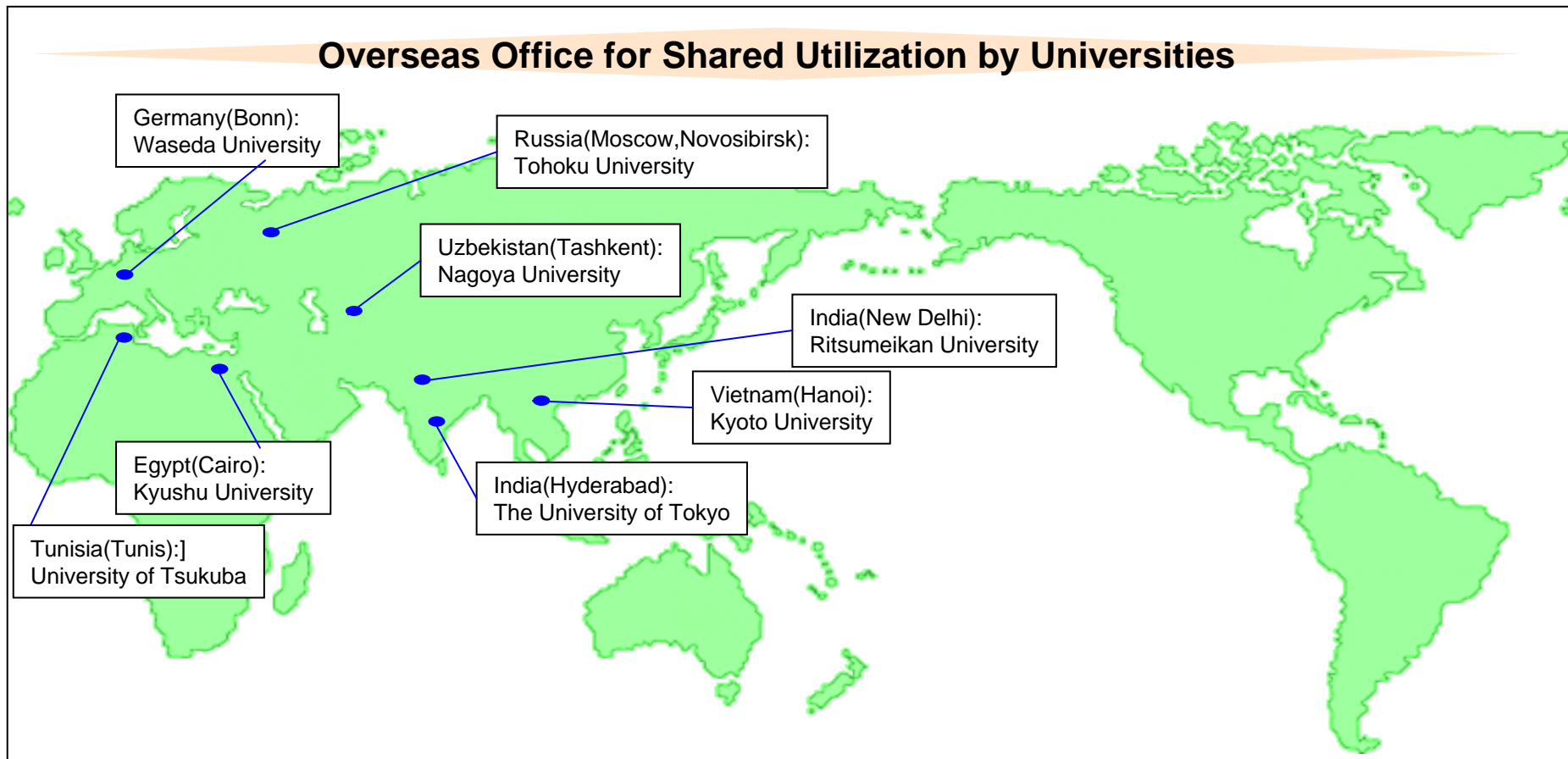
- Keio University
- Sophia University
- Meiji University
- Waseda University
- Doshisha University
- Ritsumeikan University

## Overseas Offices for Co-Utilization by Japanese Universities

Establish a "Overseas Office for Shared Utilization by Universities" as the liaison for Study in Japan; in 8 cities in 7 countries. Upon completion, these offices will provide comprehensive information on Japanese universities overall, including enrollment seminars, admissions tests, etc.

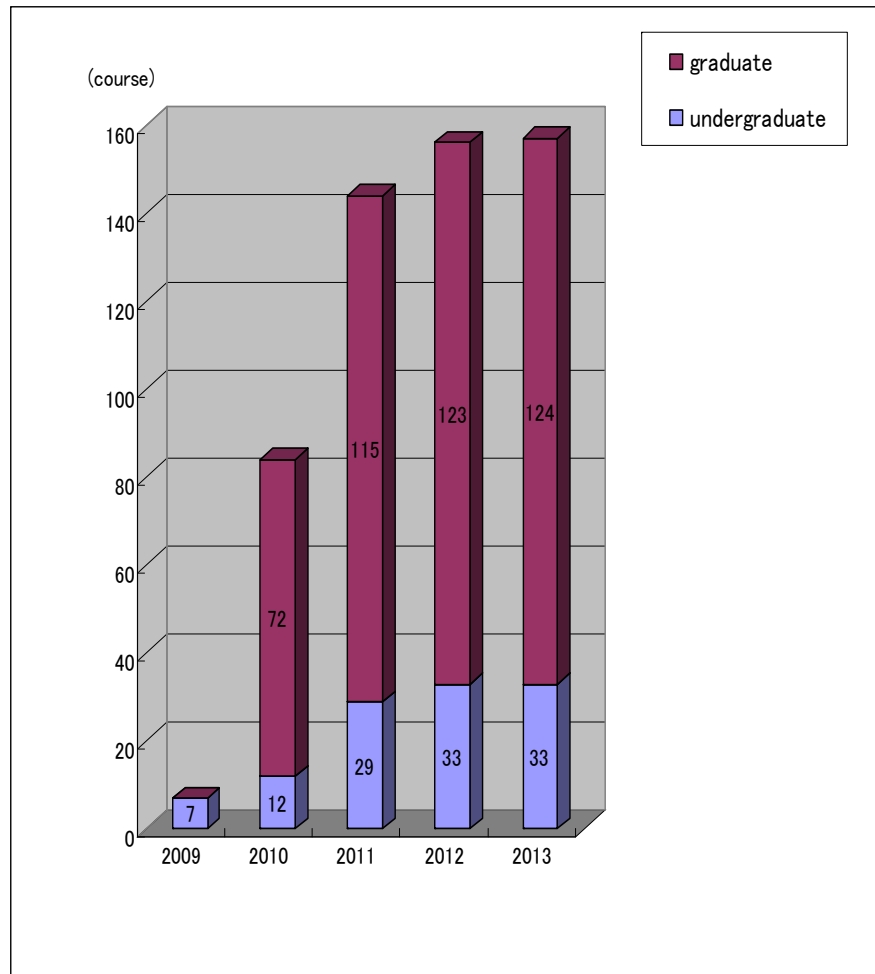
Tunisia (Tunis) [University of Tsukuba], Egypt (Cairo) [Kyushu University], Germany (Bonn) [Waseda University], Russia (Moscow, Novosibirsk) [Tohoku University], India (New Delhi) [Ritsumeikan University], India (Hyderabad) [The University of Tokyo], Uzbekistan (Tashkent) [Nagoya University], Vietnam (Hanoi) [Kyoto University]

\*The name in the [ ] indicates the operating university.



## Expansion of “Degree in English” courses in Global 30 universities

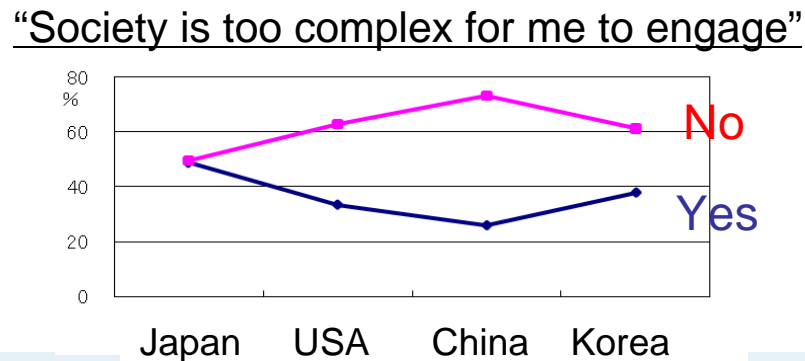
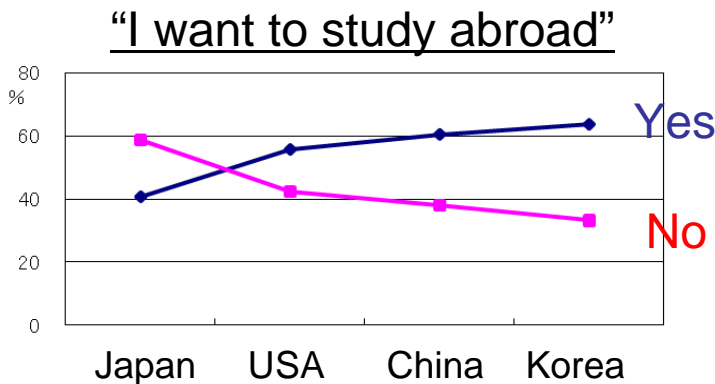
Establish courses at the universities selected through which English-only degrees can be obtained: 33 undergraduate courses and 124 graduate courses over the next 5 years



University name	Undergraduate	graduate
Tohoku University	3	11
Tsukuba University	3	6
Tokyo University	2	17
Nagoya University	5	9
Kyoto University	1	19
Osaka University	2	4
Kyusyu University	5	33
Keio University	1	2
Sophia University	2	2
Meiji University	1	2
Waseda University	5	9
Doshisha University	1	7
Ritsumeikan University	2	3

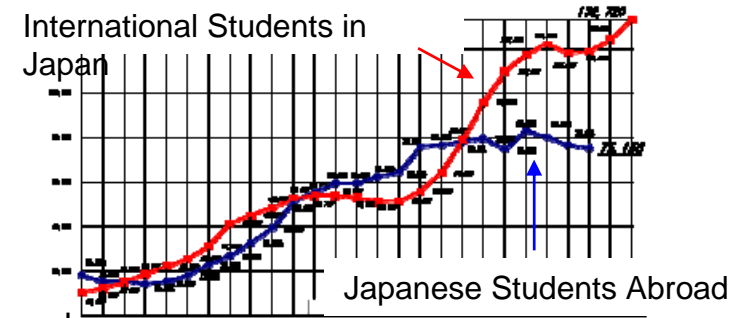
# How to globalize Japanese universities (2/2)

- Study abroad for Japanese students
  - 75 thousand in 2007 ⇒ 300 thousand in 2020
- This is why MEXT plans two-way exchange program for 7,000 students



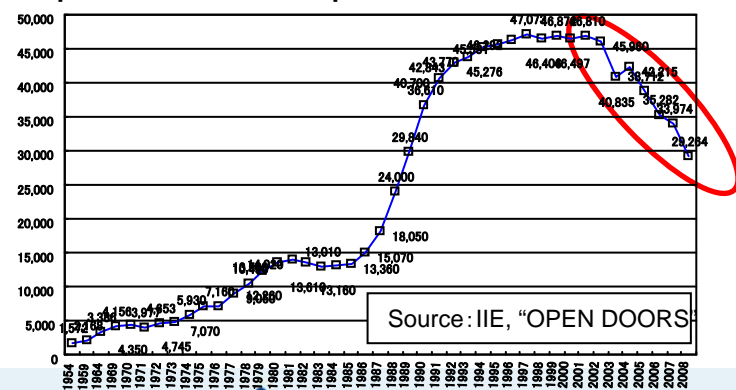
Source: “Life and thinking of junior & senior high school students”, Japan Youth Research Institute, Feb. 2009

Decreasing Japanese students abroad



Source: Acceptance: Surveys conducted by MEXT, JASSO  
 Dispatch: Surveys conducted by OECD, IIE; UNESCO Statistical Yearbook, etc.

Sharp decline of Japanese students in USA

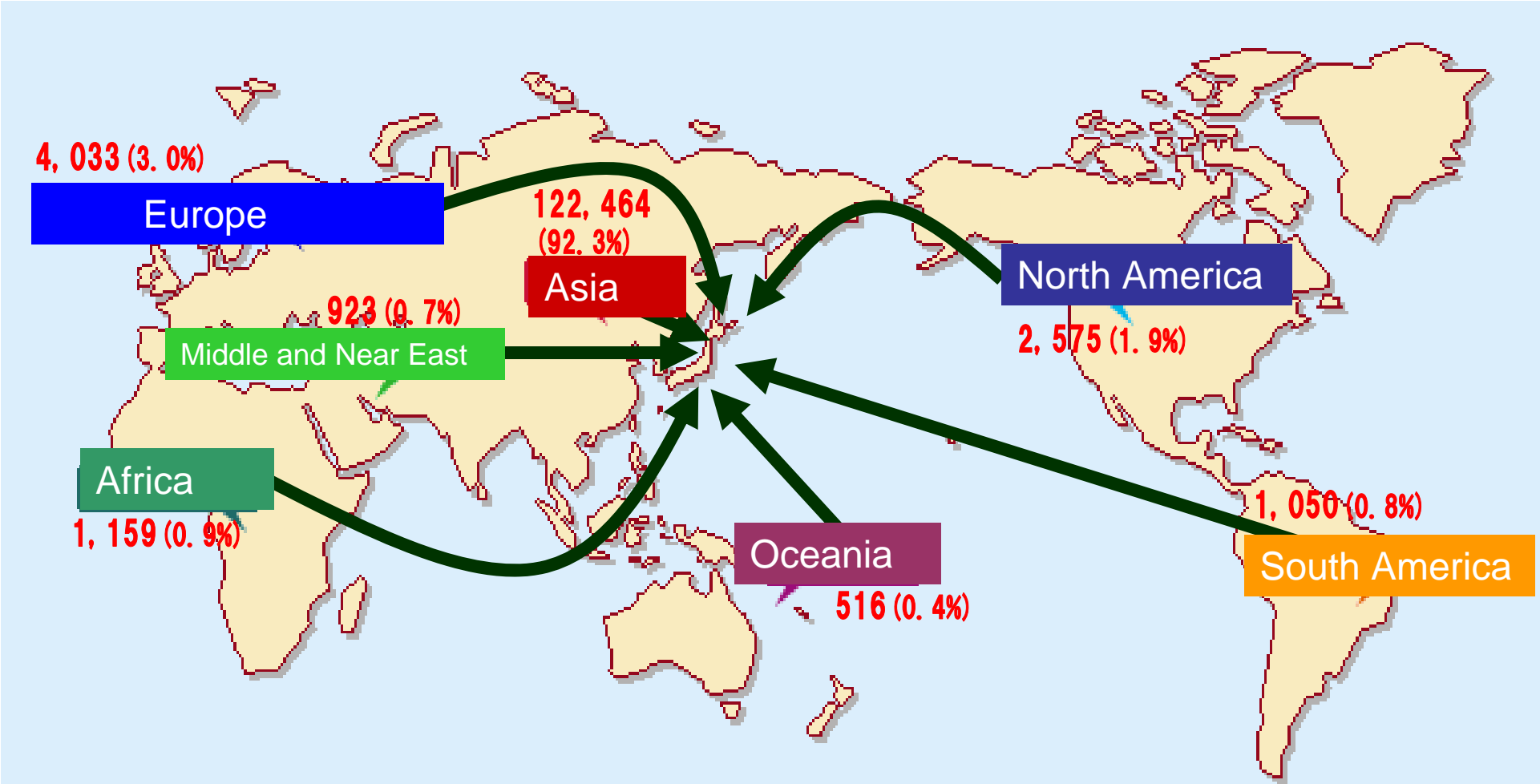


Source: IIE, “OPEN DOORS”

# International Students Coming to Japan

Total:132,720

As of May 1 2009

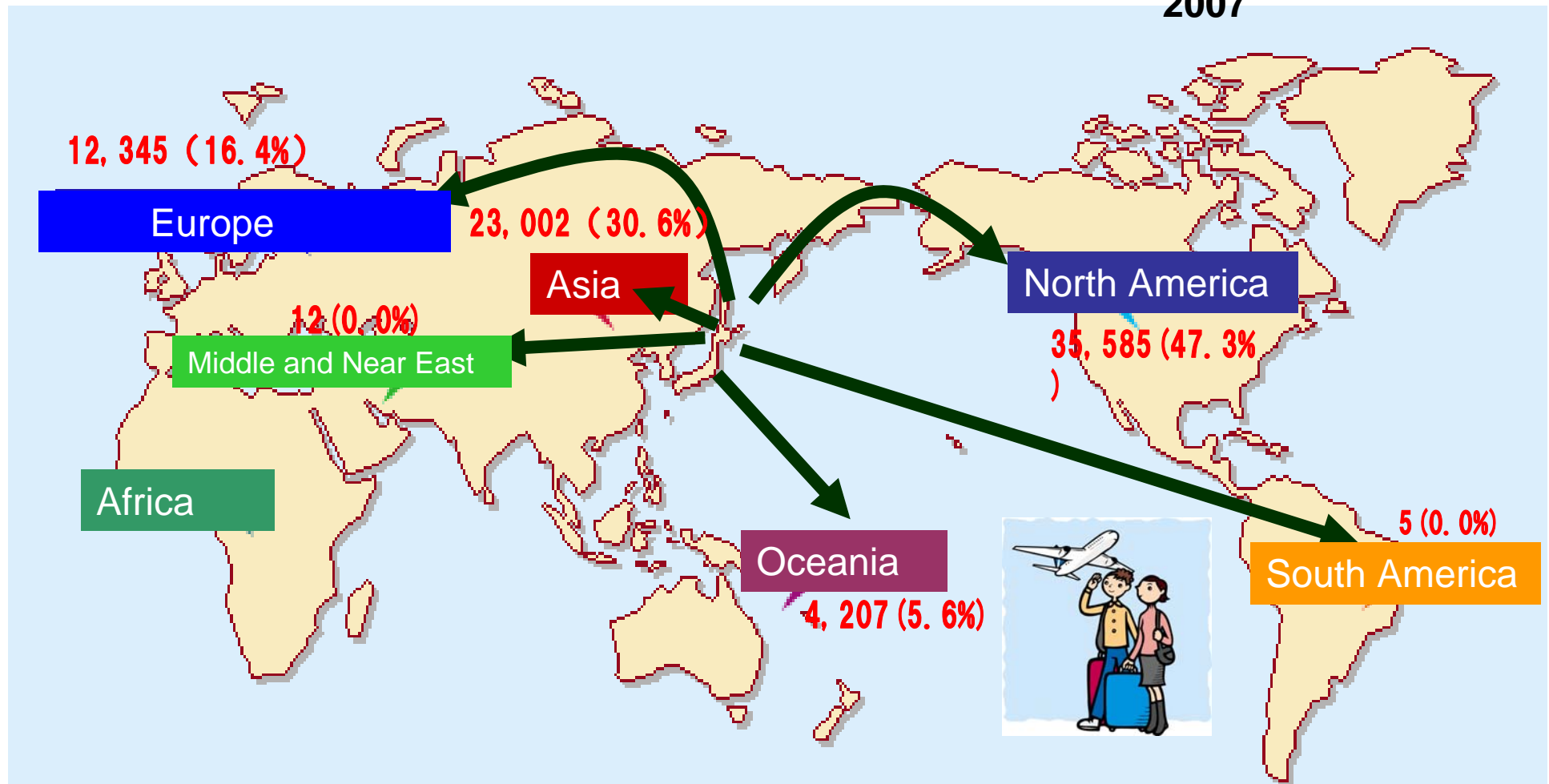


Source : Japan Student Services Organization ( JASSO )

# Japanese Students Abroad

Total: 75,156

2007



Sources : OECD "Education at a Glance," IIE (U.S.) "Open Doors," and others



# Emphasis on East Asian Region

- Many int'l students from East Asia

China	79,082	104,019 (78.4%)	122,464 (92.3%)
Korea	19,605		
Taiwan	5,332		
Vietnam	3,199	9,950 (7.5%)	
Malaysia	2,395		
Thailand	2,360		
Indonesia	1,996	8,495	
Other Asia	8,495		

- Rapid globalization of economic activities in East Asian region

Growing Trade between Japan and East Asian Countries

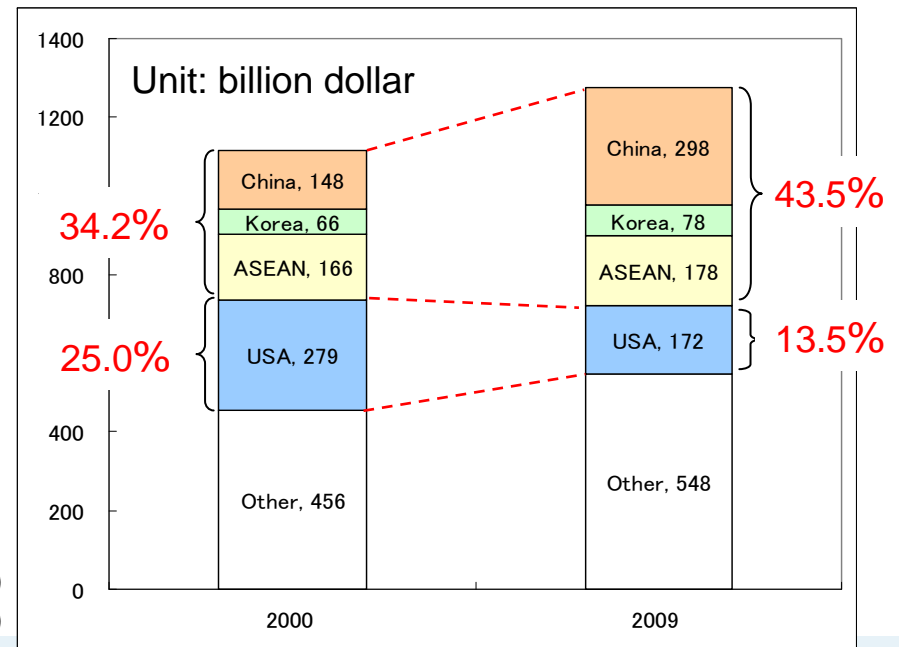


Chart: Import and Export of Japan (total amount)  
(converted at ¥83 to \$1)



# New Policy Initiative

- Former Prime Minister Yukio Hatoyama's proposal to enhance university exchange with QA in East Asia
  - Japan-China-Korea summit (October 2009 in Beijing)
  - ASEAN+3 and EAS summit (October 2009 in Cha-am Hua Hin)
- Japan-China-Korea committee for university exchange (April 2010 in Tokyo)
  - CAMPUS\* Asia launched in April 2010 meeting of trilateral promotion committee
    - \*) Collective Action for Mobility Program of University Students
  - Pilot programs start expected during 2011
- International symposium on University Exchanges in East Asian region
  - March 2011 in Tokyo
  - Organized jointly with China and Korea

# International Symposium on Exchange among Universities with QA in East Asian Region (proposal)

- March 17-18, 2011 in Tokyo, Japan
- Co-sponsored by Japan, China and Korea
- Topics
  - Issues in and possible measures for the promotion of university exchanges with QA
  - Credit-transfer, joint programs, networking universities and QA agencies
  - Deeper mutual understanding of each nation's QA framework and system
  - Idea of East Asian Community from the perspective of university exchange

# Contents

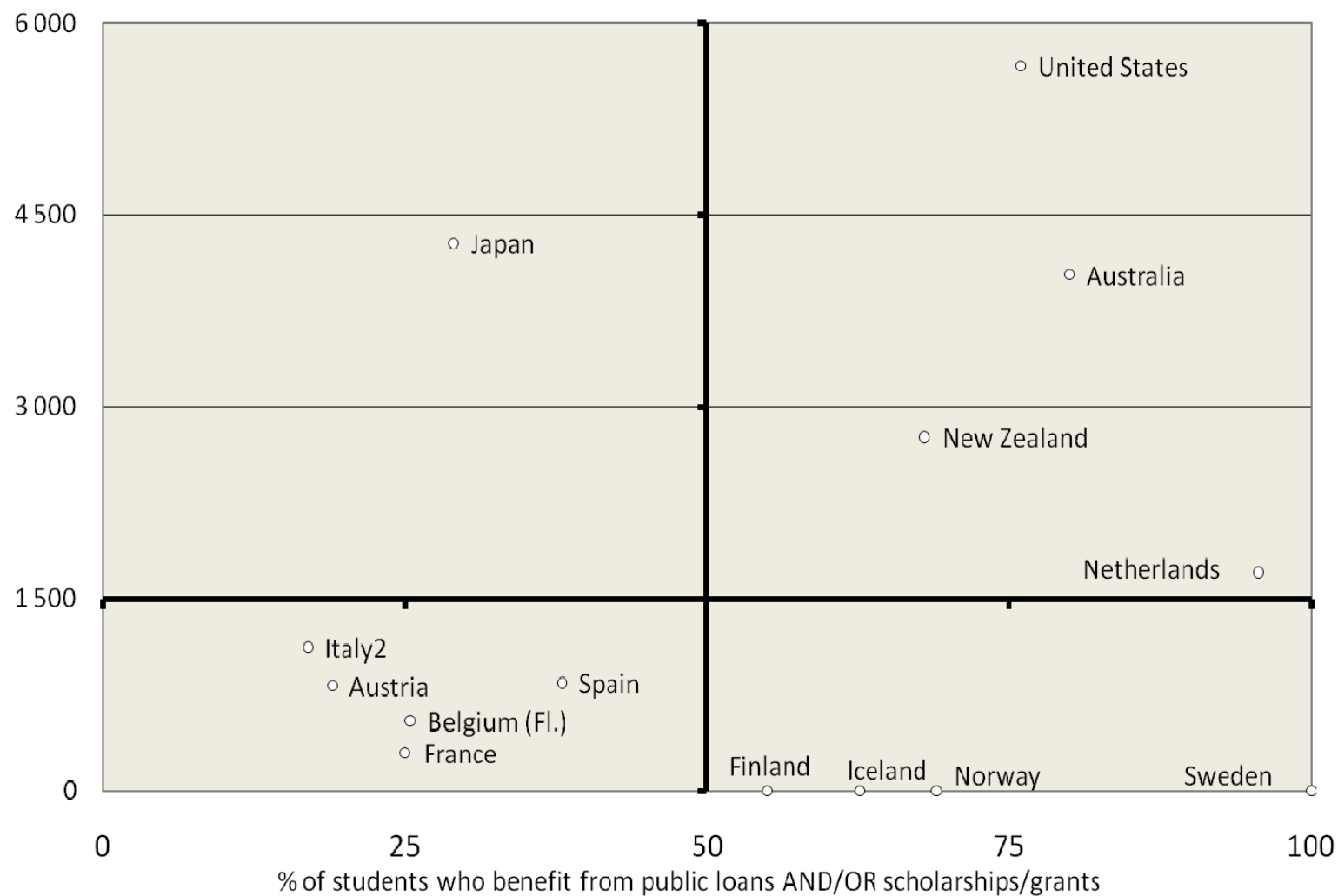
- Basic Facts
- Functional Differentiation
- Systemized Education
- Quality Assurance
- Information Disclosure
- Internationalization
- **Students Affairs**

# Students Affair 1

- Tuition and Fees
  - National 536 thousand ¥/yr
  - Private 848 thousand ¥/yr
- High dependence on household and scholarship
- 1/3 of students supported by semi-public loan
  - Average debt 2.9 million ¥ for under-grad
  - 3.8 million ¥ for grad

# Relationships between Average Tuition Fees and Proportion of Students Who Benefit from Public Financial Support

Average tuition fees charged by public institutions in USD



OECD "Education at a Glance 2010" Chart B5.3

# Students Affairs 2

- Bleak prospect for job opportunity
  - Job supply/demand ratio: 1.26 for March 2011
    - Big corporate 0.57
    - S/M corporate 2.16
  - Job getter/job seeker ratio
    - 91.8% April 2010: second worst
- Batch employment of newly graduated
  - If you fail, less likely to get job in a second try
- Early and prolonged job hunting
  - Less time & interest in class → less aptitude

# International Students Affairs

- Housing
  - JASSO and univ's housing for 1/4 of int'l students
- Scholarship
  - MEXT scholarship recipients: 10thousand
  - JASSO scholarsip recipients: 10thousand
- Job opportunity
  - 60% of int'l students in Japan seek job in Japan
  - 9 thousand int'l students get job in Japan, out of 36 thousand, after completing their study
    - 70% of them to go workplace with less than 1000 workers; 40% with less than 50 workers
    - Top 4 job area: 1. interpreter & translation; 2. sales; 3. information processing; 4. foreign business

# Conclusion 1

- University reform
  - Expectation from Society
  - Policy Orientation
  - Autonomy and Spontaneity of University
  - Accountability of Universities
- Global perspective
  - Global citizen
  - Open up Universities: internationalization
  - Int'l collaborative education w/QA



# Conclusion 2

- If I were in university management, I would keep in mind:
  - Define your stakeholders carefully, specifically
  - Make clear to your stakeholders what you are going to do
  - Welcome their evaluations
  - Feed them back to improve quality of your activity
  - Always be aware of where you stand in the world; your strength and weakness
  - Information disclosure: foundation of the process
  - Your students are your product, as well as stakeholder of utmost significance

# The world's trends in higher education: "For whose interest are we doing this?"

1. **Funding from public sources** will continue to decrease
2. **Tenure including full-time faculty position** will continue to decline and online courses continue to increase
3. Globalization of higher education will grow stronger and the current 3 million students studying overseas will multiply exponentially
4. An institution's historical **admissions formula** will go out of whack, as students will apply to more schools across regions and place multiple deposits
5. **Recruitment of high quality students** will get tougher and more challenging with globalization but also countries and companies realize that their talent pipeline starts with the quality of students universities graduate
6. Parents and companies will demand more **accountability** from university in terms of learning outcomes, curriculum relevancy, and Return on Investment from the exorbitant tuition that keep going higher and higher
7. Many universities will go **bankrupt** and there will be an increase in **M&A** activity
8. With all of the above, universities will be forced to reconsider their **raison d'etre or mission**, to answer the seminal question, "**For whose interest are we doing this?**"

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Thank you  
谢谢

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(Only in Japanese)