

Reorganisation and Internationalisation of Japanese Universities

National Institution for Academic
Degrees and University Evaluation

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I. Reorganization

Major modern university reforms in Japan started in 1991

These reforms were initiated following a report of University Council (now the Central Council for Education). Key elements included:

- Abolition of regulations related to general and specialized education
- Introduction of obligatory self-review and evaluation
- Changes in the laws that defined university degrees, e.g. Bachelor's degree authorized

Reforms from 1991-2004 included:

- ⊙ “**Incorporation**” of all the national, and some municipal, universities
- ⊙ Introduction of third-party evaluation system
- ⊙ Greater flexibility for establishing universities
 - Implementation of a pilot scheme to allow private companies to establish universities
 - ← Pressure from political and business sector
- ⊙ Creation of professional graduate schools
 - Law school, teacher training school and etc.

Higher Education Reform; Aims and Measures

Aims ;

- ◎ To enhance quality of teaching and research to international level → Research oriented universities
- ◎ To improve responsiveness to social needs
- ◎ To increase diversity of HEIs
→ Foreshadowing later proposals

Measures ;

- ◎ To make institutional management transparent through **incorporation** of national universities
- ◎ To shift funding weight from general grant to competitive earmarked grant

Main Features of New Corporation System ;

- ⦿ Deregulation of institutional management
(budgeting, organization, personnel)
- ⦿ Concentration of power in president
- ⦿ Target-based control through evaluation by the government

Background for incorporation

- ◉ Exclusivism of national universities;
Concept of bulwark of “democracy” or ivory tower
- ◉ Sectionalism and bottom-up culture → Inefficiency
- ◉ Taxpayers’ (politicians’) request for transparency and accountability
- ◉ Widening atmosphere of market mechanism

Discretionary power given to universities

1. Financial side

- Introduction of operational (block) grant;
 formula-based (number of students etc.)
 + item-based (proposed projects)
 - Some regulations still exist
 - More strict auditing
- Capital grant (cost for construction etc) separately considered
- Standardization of tuition fee (+10% possible)
- Introduction of fund from outside allowed and recommended

2. Employment and placement of personnel

- Change of status from civil servant to non-civil servant
- Personnel management independently of government
 - Likely to have disputes with unions in future
- No more legal protection for faculty members and rights of board

3. Organization

- ⦿ Abolition and starting of fundamental organization units such as department and research institute to be specified in mid-term target
- ⦿ Number of students in an organization unit to be specified in mid-term target

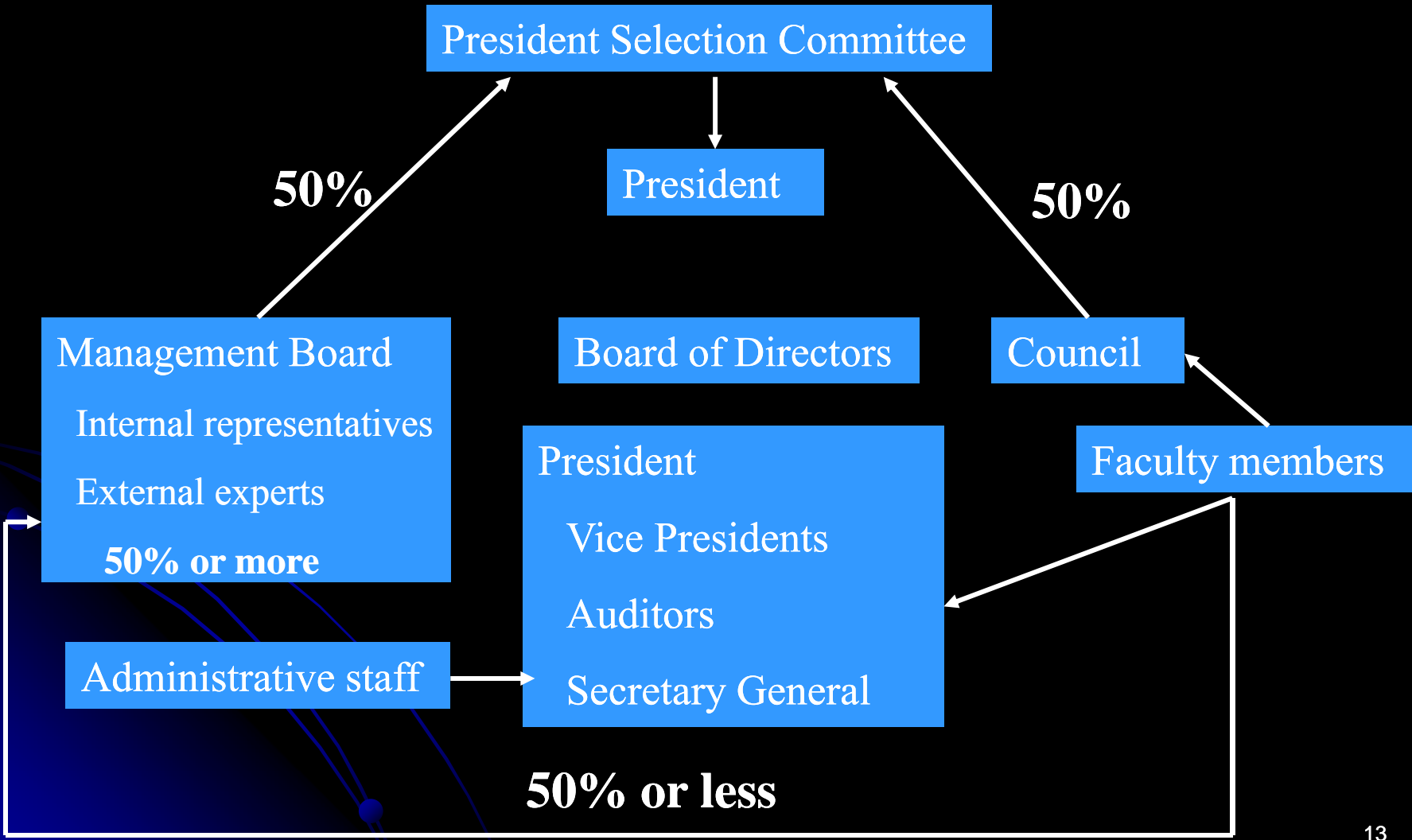
Target-based Control Cycle



Features of mid-term target-based control

- ⊙ Mid-term target and plan are set by each university on its own
- ⊙ The evaluation committee set up by MEXT checks them
- ⊙ Mid-term report prepared by each university is evaluated by the above committee
- ⊙ Assessment on research and teaching performance is carried out by NIAD-UE
- ⊙ Operational grant is determined by taking into account the results of evaluation
 - Performance based budgeting

Structure of Governance



Emerging Changes after Incorporation in 2004

- ◉ Government's control through university's administrative staff has been weakened
- ◉ Supporting staff for president have been strengthened
- ◉ Consciousness on management is growing
- ◉ Cooperation with industry is developing
- ◉ International activities are increasing

Keys to Success

- ⦿ To set achievable targets and share them with all the staff
- ⦿ To delegate president's power to balance president's leadership and sector's autonomy
- ⦿ To foster and secure necessary experts

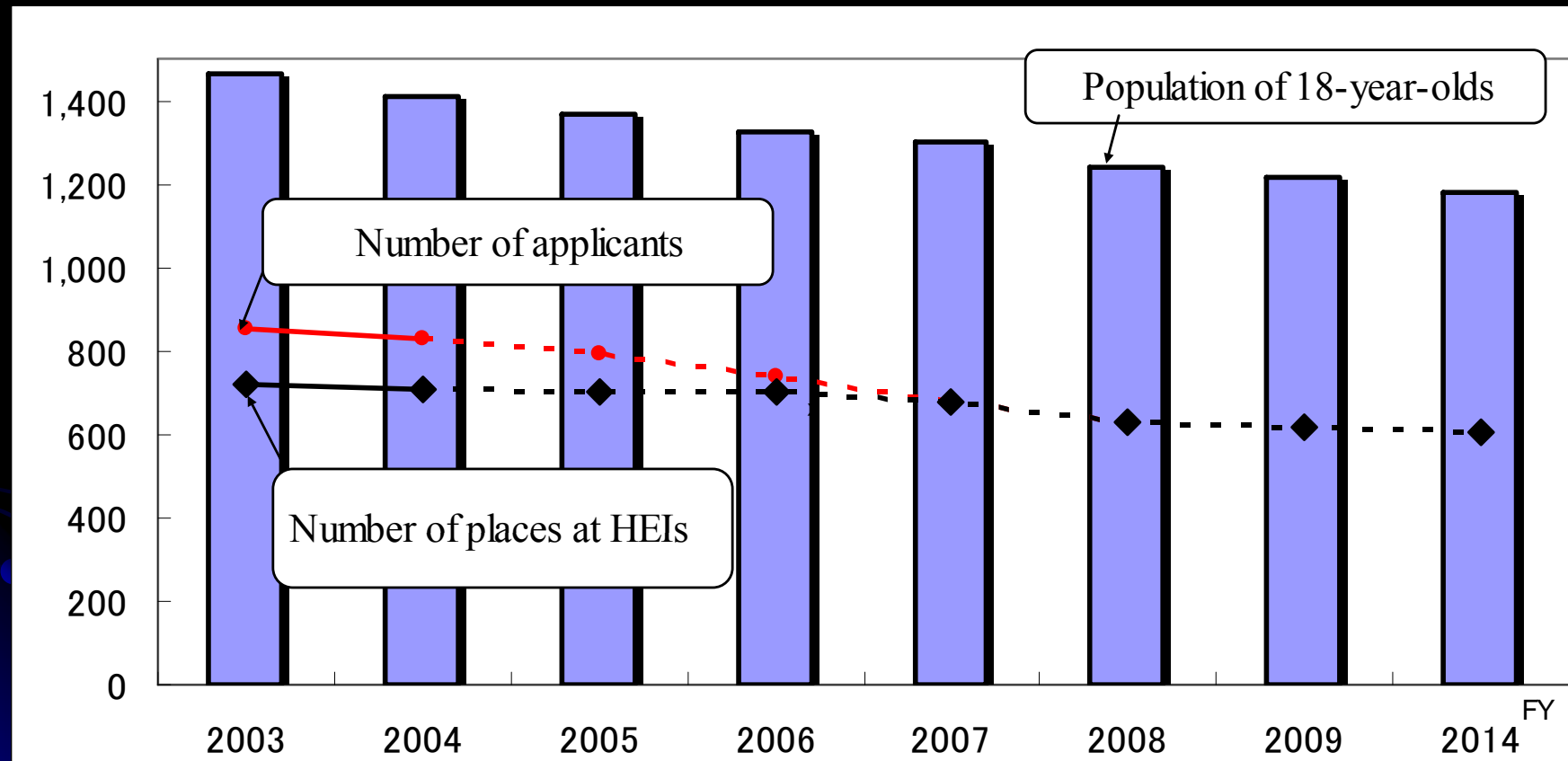
2005 Report of the New Central Council for Education

The Report highlighted:

- Importance of the knowledge-based society
 - ~ Higher education important for both personal development and raising the international competitiveness of a nation.
- Demographic trends in Japanese HE
 - ~ In 2007, the total number of places at HEIs predicted to be nearly equal to the number of applicants.
- Change in the role of the government
 - From tight regulation to the encouragement of greater competition for the higher education sector
 - ← Pressure from the economic sector.

Population of 18-year-olds, total number of places at higher education institutions and expected number of applicants

(1,000 persons)



The Report also recommended greater diversity of Higher Education Institutions to cover the following needs:

- Pursuing world-class research and education
- Training highly-skilled professionals
- Provision of general education
- Provision of education and research in specialised fields (arts, sports etc.)
- Provision for life-long learning
- Greater contribution to the wider society (service to society)

Institutions will be free to choose any combination of the above.

II. What does JSPS do to help Japanese universities realize internationalization?

What does JSPS do?

Support for University Reform

◇ Support for establishing world-class research center

• **Global COE program**

• **World premier international research center initiative**

~ Grant selection and performance assessment

◇ Support for improvement of teaching quality of post-graduate course

• Program for education reform of post-graduate course

~ Grant selection and performance assessment

◇ **Support for internationalization of Japanese universities**

• **Strategic fund for establishing international headquarters**

2005-2009 \ 2.5 billion

JSPS

Support development of academic research and university reform and funding

Fair and transparent selection and performance assessment

Research Center for Science Systems

• Program director

3

• Program officer

110

Referee
6,000

Support for Researchers

Grants-in-Aid for Scientific Research
\129.7 billion

Fostering researchers
\ 16.9 billion

International exchange \ 9.7 billion

● Global COE program

The program provides Japanese universities with fund for establishing teaching and research centers that perform at the apex of global excellence to increase their international competitiveness.

The program aims to produce highly creative young researchers who are expected to become world leaders in their respective fields by experiencing and carrying out research of the highest standard.

Fund: ¥50 to 500 million/center

2008 total ¥47 billion

● World premier international research center initiative

The program provides support for projects aimed at creating top world-level research centers staffed at their core with the world's most leading researchers. By achieving a very high research standard and providing an excellent research environment, the centers are expected to possess a level of "global visibility" that attracts top researchers from around the world.

Number of awards: Approximately 5

Implementation period: 10 years, with possible 5-year extension

Fund: \ 500 to 2 billion annually per center

2008 total \ 9.2 billion

● Strategic Fund for establishing
International Headquarters at universities

The program provides Japanese universities with fund to develop inter-departmental organization “International Strategy Headquarters” to support university-wide international activities based on their own strategies and to help universities produce a good practice of internationalization.

20 universities selected

Implementation period: 2005-2007

Fund; \ 10 to 40 million annually per university

Example 1; Nagasaki university

Nagasaki university established Center for International Collaborative Research (CICORN) in 2005. The center makes the best use of the networks of various universal medical agencies, cooperative bodies (JICA, JBIC, WHO, UNICEF, etc.), research institutions, and NGOs in order to have Nagasaki University's potential studies develop into international collaborative research, carefully considering research directions and findings in each field. CICORN also plans to build up new global projects in unexplored areas and boost them mainly in Asia.

The university has been successful in introducing substantial fund from outside into its strong fields such as tropical and

infectious diseases, radiation medical science and marine biology and ecology. CICORN supports clerically all the research activities in these fields. By using fund from outside together with several grants., the university set up a center in Kenya in 2005 and in Vietnam in 2006.

Example 2; Keio university

Historically, Keio university's international activities have implemented and managed by its International Centre founded in 1964. Facing profound changes in higher education landscape both home and abroad the university identified a growing need to separate the strategic planning and management functions relating to internationalization. This lead to the establishment of Organization for Global Initiatives (OGI) in 2005 under the strong leadership of the president.

- OGI plans activities and develops international strategies that advance university-wide objectives, as well as supporting and facilitating faculty and departmental initiatives. With the President of the university as its Executive Director, OGI is able to make decisions and implement initiatives efficiently. Regular

meetings with academic and administrative department heads provide a forum for sharing information, recognizing the efforts of faculty, research institutes, departments and campuses, and putting into practice a strategic plan that reflects the priorities and goals of the institution as a whole. All the clerical works are looked after by OGI as at Nagasaki university. In May 2005, Keio was awarded a five-year grant for its advanced international activities.

Since its establishment, OGI has been actively working mainly in two areas; strategic restructuring of cooperation agreement with universities abroad and strengthening of public relations.

This resulted in increase of cooperation agreement by 52 and of overseas students by 100 in two years from 2005 to 2007.

● Program for fostering researchers

Postdoctoral Fellowships for Research Abroad 376

● International exchange program

Support for joint research, research seminar and academic exchange

5,946 researchers received

5,192 researchers dispatched