

Overview Speech
and
Guest Speech

January 2010

Global 30: Integrating the University System to Global Higher Education

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Internationalization of Higher Education

It is my honor to have an opportunity to talk to you today about the current situation regarding the internationalization of Japanese universities.

The internationalization of higher education is a phenomenon which we can observe all over the world. Both research and education are becoming increasingly internationalized. An increasing number of research activities are being undertaken as collaborative ventures between universities in different countries.

With regards to education, an increasing number of students are going overseas to study in another country or region. At the moment, the most obvious example of the great mobility of students is the Erasmus Plan of the EU, and in the United States, the Senator Paul Simon Study Abroad Foundation Act – a plan to send one million university students per year to various locations around the world during their junior years – is being proposed in the Senate. In Asia, an increasing number of student exchange programs are being implemented with European, American and other Asian universities. No university can ignore this strong trend if it intends to pursue excellence in higher education.

Global 30

In order to enhance the international competitiveness of Japanese universities, in July 2008, the Japanese government publicized a new initiative to increase the number of international students studying in Japan. The project was named the Global 30 Project for Establishing Core Universities for Internationalization, or Global 30 (G30) for short. The project aims to increase the number of international students in Japan from 120,000 to 300,000 by 2020. Implementation of the project began in April 2009, and 13 Japanese universities – including Kyoto University – were designated as its frontrunners. The selected universities comprise seven national universities and six private universities. Each of the universities is committed to increasing their number of international students to almost three times the current number.

At the time of the project's launch, the Japanese government pledged to provide 4.1 billion yen (45 million dollars) a year in funding. In reality, however, although the former government provided 4.1 billion yen for the first year, the recently elected government has decided to decrease the annual budget to 3.1 billion yen (34 million dollars). This means that those 13 universities will have to partially provide their own funds from next year. Despite the cut in funding, however, the universities are committed to continuing the project.

Even though the budget will be cut in the next fiscal year, I am personally quite sure that there is no other way for Japanese universities to continue their efforts to internationalize. There are two major reasons for this. The first reason is that the demographic situation of Japan requires us to recruit more young talent from overseas. The second reason is that the Japanese economy is highly integrated into the global economy, and we need international talent if we want to maintain our position as one of the world's major industrial countries. Japanese universities need to educate international talent for the benefit of our society.

Preparation of Universities

Last year, the thirteen selected universities each submitted their plans for the next five years, and the plans were accepted by the government. Their proposals are all rather similar because they follow the guidelines set by the government, although there are some variations which reflect the history of individual universities. In order to realize their commitments the universities need to profoundly change of their approach to university management, and adjustments are necessary in various aspects of the universities' administration.

The adjustments required include hiring international staff, recruiting international students, changing internal administrative procedures, and translating administrative documents. Implementing these changes will pose challenges for university staff. To give a concrete example, I will try to describe the changes that we are facing at Kyoto University.

Creating Courses Provided Entirely in English

Offering more courses in which students can obtain degrees in English is the main commitment of the G30 universities. The universities are obliged to offer undergraduate and graduate courses which are taught and supervised entirely in English. Kyoto University's range of English-taught courses, which we collectively call K. U. PROFILE (Kyoto University Programs for Future

International Leaders), comprises one undergraduate course and eleven graduate courses.

Organizing graduate courses is easier than organizing undergraduate courses. In fact, many graduate courses in Japan already include a large number of lectures given in English. Despite this, however, Japanese universities have little experience of offering undergraduate courses in English. Another reason for the difficulty is that it is necessary to offer a wider variety of classes in an undergraduate course than in a graduate course. Some of the all-English courses will start in April 2010, but most will begin in September 2010, and April and September 2011.

In order to offer these courses, Japanese universities are having to make many changes to their system.

Hiring International Faculty Members

The hiring of international faculty is essential for providing the internationalized education required by the G30 Project.

Hiring international staff is not an entirely new concept in Japanese universities, however, in the past, most international scholars hired by universities have been foreign language teachers, and the numbers of international faculty have also been rather limited. The ratio of international faculty in Japanese universities has generally been low.

For the G30 Project, each university is hiring many international scholars, and they may not be proficient in the Japanese language. In order to hire high quality international scholars, there are several factors which must be considered. For example, living conditions are very important, especially when the scholars are coming to Japan with their families. The provision of relevant information in English is also important.

Providing English Translations of Documents

The preparation of English translations of many documents is also an urgent concern for the G30 universities. Japanese universities generally operate in the Japanese language. In the past, the Japanese economy was strong, and even large corporations mainly hired Japanese graduates. In such an environment there was no strong incentive for Japanese universities to educate students in English. But now, the 13 G30 universities are starting to provide English syllabi for new courses. In the past, Japanese was not only the normal language for education, but it was also the language for administration. There are many documents, therefore, which are important for the daily lives of international staff which are currently only available in Japanese. In order to establish an

international environment, it is vital to translate relevant documents into English. Documents such as the declaration form for tax and the description of employment conditions, to give a couple of examples.

Therefore, the G30 universities need administrative officers who have a high level of proficiency in English. It is also important for administrators to have cross cultural knowledge. Accordingly, the universities have started to hire administrators with English proficiency. At the same time, the universities are also offering English training courses to their administrators.

Recruiting International Students

Recruiting international students is the most important and difficult part of the G30 Project. Up until now the recruiting systems of Japanese universities have been geared towards recruiting domestic students. Japan's national universities have a uniform selection process in which applicants for undergraduate courses take an entrance examination on campus in February or March every year. However, the system is becoming obsolete in the international environment. The G30 universities will begin holding entrance examinations outside of Japan using IT technology. Such new approaches to student recruitment will have to be further explored in the future.

Last year and this year Kyoto University conducted market research on higher education in Asia. We sent recruitment staff to China, Indonesia, Thailand, Vietnam and other Asian countries to see whether they could recruit students from those countries. The market research found that a more targeted approach to recruitment is important.

Publications in English

In the past, most Japanese universities didn't pay attention to public relations in an international context. Public relations is also important to attract quality international students and researchers. The G30 universities have begun making efforts to improve their international PR. There are two aspects to effective international PR: the first is the production of PR materials and the second is the maintenance of an effective website. Using IT technology effectively is very important in this respect. At Kyoto University we are developing video courses, known as Open Course Ware (OCW). OCW is becoming an increasingly efficient tool for universities.

The Kyoto University OCW website is the most frequently visited OCW site in Japan. However, the amount of English content has been limited until now. Dr. Naoko Tosa, the supervisor of the OCW project at Kyoto University, added a K. U. PROFILE section to the OCW website. The number of English-taught

lectures is still limited at present, but we plan to expand the available material in the future.

Enhancing Exchange Programs

G30 is intended to benefit not only degree seeking students, but also short-term exchange students. G30 encourages universities to accept short-term exchange students from overseas by permitting them to include such students in their statistics as international students. Summer programs were not commonly run by Japanese universities, but now they have strong incentive to take them into consideration. In order to operate successful summer programs, the Japanese universities still have obstacles to overcome, namely, the difference in term times among different countries, the provision of appropriate housing, and securing administrative and educational staff to run the programs. In addition to short-term exchange programs, more substantial programs, such as dual degree programs will also be introduced by Japanese universities.

More cooperation will be necessary among universities in order to develop advanced distance learning programs. Many universities are already holding joint courses with other international universities. Kyoto University is holding such a course jointly with Tsinghua University in Beijing and the University of Malaya, and also with National Taiwan University.

Impacts on Universities

The G30 projects are university-wide projects lead by top university management. The projects involve many different functions of the universities. Not only the relevant scholars, but also faculty and staff in other areas, such as education, research, human resource management, finance, and IT will be involved in this process.

Role of the International Office

In each of the G30 universities, the international office plays the role of the agent for change. The question is why an international office can, and should, become the center of change in a university. Universities are constantly under pressure nowadays to compete for students, researchers and funds. International competition for these resources is getting serious. The international office is a window through which universities can participate in such international competition. The international office has the ability to initiate change, because it has the best understanding of the changing international environment. It therefore has a role to play in staff development.

For this reason, international offices will become increasingly important. At the same time, it will be necessary for international office staff to have a more thorough understanding of the entire organization of a university, and more skills in order to deal with a wider variety of situations.

Challenges for University Administrators

As I have explained, G30 offers good, positive, challenges for university administrators. However, this is just one example of the efforts being made to revitalize universities in this globalized world. All universities, not only in Japan, but also in other countries, are under the same pressure due to globalization.

The challenges posed by globalization require us to review our traditional ways of doing business. Until now, Japanese universities have been insulated from international competition as far as student recruitment is concerned, but we now have to adjust our ideas so that our institutions are no longer isolated from the globalized higher education system. It is often the case that when you have a good international reputation, your domestic reputation also improves. However, the inverse may also be true: a poor international reputation may lead to a lower reputation within one's own country.

Recently, many tourist areas in Japan are seeking recognition as UNESCO World Cultural Heritage sites. When they are recognized internationally, they also attract more domestic tourists. The same thing may happen in higher education. International reputation may lead to a higher evaluation within one's own country. In order to create excellent programs it is also necessary to work effectively with partner universities.

Sessions of the UAW

Today, university administrators from many leading Asian universities have gathered together, providing an excellent opportunity to find ways to meet the challenges I have discussed.

In this workshop, we plan to have two sections. In the first section we will deal with the always-relevant question of how to enhance student exchange programs, and we have the most qualified experts here to talk about it. The second section will focus on deepening the relationships among university administrators of different universities. We need to have better communication skills and, if possible, advanced IT skills.

Finally, I have to convey one important message. This UAW meeting is the fifth UAW at Kyoto University. These workshops have been financed by the Ministry of Education budget for the last five years. The budget for the

promotion of university international strategy will run out this fiscal year. Therefore, this will be the last UAW. Due to the severe budget constraints of the next fiscal year, it will be very difficult for Kyoto University to support this workshop financially.

I have attended all of the UAW meetings, and I have enjoyed them and learned a great deal. During the course of this workshop, I would like to talk to you about whether there is some way we can continue to hold this meeting at another venue in Asia.

It is my sincere hope that many innovative ideas will be developed through the discussions and presentations of this workshop. Thank you for your attention.

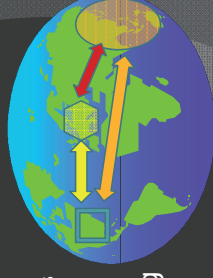
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Kyoto University
Junichi Mori
Vice President for International Relation

GLOBAL 30 INTEGRATING THE JAPANESE UNIVERSITY SYSTEM TO GLOBAL HIGHER EDUCATION

Internationalization of higher education

- Internationalization of Higher Education is occurring around the world
- More research collaboration
- Increased mobility of students
 - Erasmus Mundus
 - Developments in the U.S.
- We cannot resist this strong trend



Global 30

- The Japanese government's policy to internationalize Japanese higher education
- Aims to increase the number of international students from 120,000 to 300,000
- Appointed 13 universities (7 national and 6 private universities) as pilot universities
- Project began in July 2009
- Forty one million dollars annual budget will be cut to thirty million dollars. However, the project will continue



Preparation by universities

- Profound change of ideas
 - Hiring international staff
 - Recruiting international students
 - Translation of administrative documents
 - Faculty development for English lectures
- These changes pose challenges for university staff
- Traditional ideas need adjusted



Offering courses in English

- Universities will offer
 - Undergraduate courses
 - Graduate Courses
- All courses will be given in entirely English
- Admission procedures will be undertaken in English
- Most courses will start in 2010 and 2011

Hiring international faculty

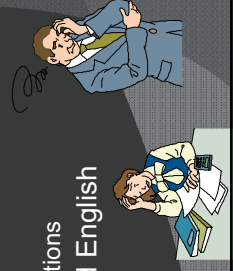
- Ratio of international faculty
 - Currently low ratio of international staff
- Living conditions of faculty members
 - Information
 - Employment agreements etc.

Kyoto University International Staff ratio	Current Ratio	Target Ratio 2013	Target Ratio 2021
	5%	6.9%	10%



Preparing business documents in English

- The university must provide adequate services to attract international faculty members
- English translation of documents is very important for this purpose
- Examples:
 - Tax Return forms
 - Details of employment conditions
- Hiring staff who have good English proficiency



Recruiting international students

- Recruiting international students is the most difficult and challenging part of G30
 - Research survey of high school students
 - Very targeted recruiting is necessary
- The current entrance examination system is becoming obsolete
- Recruitment from outside Japan
- Interview through video conferencing system

Kyoto University International Student ratio	Current Ratio	Target Ratio 2013	Target Ratio 2021
	5.9%	9.3%	14.1%



Publications

- Improving advertising
 - Websites in English
 - OCW (Open Course Ware)
- Cooperation to produce a universal recruitment brochure by frontrunner universities



Enhancing exchange programs

- Short-term exchange students
- Short-term programs
 - Summer School
 - Language Courses

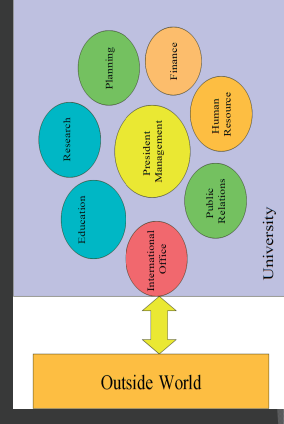


What kind of changes are occurring?

- G30 projects are university-wide projects lead by top university management
- The projects involve many different functions of universities
- Not only faculty members, but also other areas are involved
 - Education and research
 - Personnel
 - Finance
 - Information services
- G30 has university-wide impacts

Role of the International Office

- Role as agent for change
- Staff development
- Increasing importance



Challenges for university administrators

- To review their traditional ways of doing their business
- No longer isolated from the globalized higher education system
- Must work effectively with partner universities
- Communication skills and application of IT technology

Expectations for the UAW 2010

- This is the final UAW meeting supported by the Ministry of Education (MEXT) budget.
- Mutual understanding among universities
- Innovative ideas
- Improved communication among universities

Learning to Dance the Hula: Is this International Education?

Dr. Gay Satsuma, Associate Director
Center for Japanese Studies, University of Hawai'i at Mānoa (UHM)

Presentation for
The 5th University Administrators Workshop: The Role of International
Officers in Globalized Higher Education
(January 27 -28, 2010)

ABSTRACT
(revised, as of Feb. 22, 2010)

Internationalization has become an absolute priority for universities. This opinion and others like it have motivated universities worldwide to establish agreements with overseas institutes, encourage students and faculty to go abroad, and launch entire new programs. To compete for students, for dwindling resources, for government funding, we are all rushing to be “first” in the race to internationalize. In my presentation, I would like us to pause and consider what international education means for students, highlighting the experiences of one of our UH exchange students, and focusing on student learning outcomes. Then, I place these experiences within the context of UHM’s international initiatives, identifying successes along with challenges. Finally, I identify challenges and offer solutions based on conditions in American and Asian universities.

Learning to Dance the Hula: Is this International Education?

The 5th Administrators Workshop: The Role of International Officers in Globalized Higher Education, Jan. 27-28, 2010

Gay Satsuma, Associate Director, Center for Japanese Studies, UHM

I set two goals for this presentation: 1) To focus on the student in international education, looking at student learning outcomes; 2) To identify challenges and offer suggestions. Much of what I say will resonate through your own experiences and will be repeated in the other presentations at our workshop.

In recent years, we are under pressure to internationalize--to internationalize curriculum, to conclude student and faculty exchange agreements and MOUs, to send students overseas, and to recruit international students. Part of the pressure comes from the race to get grants. In Japan last year, universities competed for a grant called Global 30 which calls for universities to become the engines for social change, basically through the halls of higher education Japan's government aims to internationalize society. I congratulate colleagues at Kyoto University and Ritsumeikan University for being part of this select group of thirteen universities, who have answered their country's challenge and are busy meeting this challenge. In the U.S., too, there are substantial government grants. At the University of Hawai'i at Mānoa (UHM), we compete every four years for a grant called, National Resource Centers (NRCs); we currently have three NRCs in East Asia, Southeast Asia and Pacific Islands; and, we are preparing for another competition this spring. In this race for funding, we create outreach activities (i.e., conferences, workshops), new courses, and all sorts of projects in order to attract more students and obtain more grants for our universities. I would like us to pause and consider what international education means for students. By focusing on students, we may be able to do a better job in facilitating their international education and in the end reach more students.

Before I turn to student learning in international education, I want to introduce myself. I started working on student-exchange programs when I became the Associate Director at the Center for Japanese Studies over fourteen years ago. To be honest, I was never trained to be an administrator; at the time of my hiring, I was writing my dissertation on the Japanese woman writer, Sata Ineko, for a doctorate in Japanese history at UHM. A biography on a proletarian woman writer has nothing to do with many of the duties that I am responsible for as an administrator. Perhaps there are those of you who have similar experiences, although I was not trained and I was unprepared to coordinate our student-exchange program, that was one of my

main responsibilities at the Center. Without planning on it, the student-exchange program became the most rewarding aspect of my position, because I became directly involved in facilitating not only the global movement of students from one place to the next, but because I helped them to learn and grow as individuals. Our Center offers other opportunities in addition to student-exchanges, thus at times I worked with the same student for different programs.

Allow me to narrate the story of one of these students. Jaime participated in our student-exchange program with Sophia University (Tokyo) as an undergraduate student majoring in secondary education with a specialization in Japanese language; when she returned to UHM for a master's degree in Japanese language, she became the Resident Advisor for our new learning community, called the Japanese Language and Culture Floor, in one of the UHM dorms; last summer she worked as one of two interns at the Ehime Prefectural International Center on the island of Shikoku. Through each of the programs, she developed her Japanese language proficiency, and the last two challenged her leadership, coordination, and teaching skills in addition to providing her opportunities to practice what she had learned in the classroom.

At Ehime, Jaime and another UHM student worked for three months over the summer, giving lectures about Hawai'i in Japanese, visiting local schools, teaching at the annual summer English camp, and coordinating the annual Hawai'i Day where she taught community members about hula. She not only taught them the dance movements but also the words to a Hawaiian chant and lectured on the value system of the Hawaiian people. She tried to impart not only the art of a dance but the worldview that encircles the art. And, this is what I mean by international education. It goes beyond the rote movements or rote memorization, and brings to life the minds and heart of a people. Yes, learning to dance the hula in this particular situation is international education. I should also include when I advise exchange students from Japan, I encourage them to take the UHM course on hula/chant.

Moving from this individual example, I want to circle back to learning outcomes for students participating in international programs. What kinds of skills do we want our students to have by the end of the program? Foreign language proficiency is always high on the list, but what else? Some examples are inter-cultural understanding, knowledge of major political, historical, economic issues facing the target country, and an understanding of the interrelationship among countries in a regional context. That being said if we want our students to not only improve their foreign language abilities but also increase their cultural awareness, how do we do this in a program that has them sitting in a class with other students from the same country four hours/day, five days/week? Because we are in this race to get grants and develop new programs, I would like to encourage us to plan carefully what our goals are for students in the programs,

how will they attain these goals, and how these goals help them advance toward their academic degrees and career goals. We are not tour operators but educators. It is pointless to have a student-exchange agreement or an MOU with a university where students would not be able to fulfill their academic degree requirements or where students have no interest in going because it is too isolated. When I advise a student who comes to see me for an overseas study program in Japan, I ask them their level of Japanese, their major, where they would like to live, and what they hope to accomplish in Japan. With this information, I can help students to find the best fit, but that is not always the case. I have been working with one student who wants to do a semester in Korea and a semester in Japan on exchange; in Japan, she wants to take courses as a regular student but she has only passed level two on the Japanese Language Test, *nôryoku shiken*.

This brings me to another point—the necessity to develop different types of programs for students so that they can choose according to their language levels, majors, and interests, and so that they can develop their skills in stages (i.e. Jaime’s example). Many of you are already doing this, and several of you have worked with UHM already on programs, but bear with me as I highlight some of the programs on the UHM campus, focusing on East Asia (China, Japan, Korea).

One of the ways through which our students go overseas is the UHM Student-Exchange Program; we currently have eighteen partners in Japan, twelve partners in Korea, and four partners in China/Hong Kong. In this AY 09-10, UHM sends out twenty-nine to Japan, twenty to Korea, and seven to China/Hong Kong. Overall, more than seventy-five UHM students participate in exchanges, and we receive an equal number of exchange students at UHM.

Another path for students is the Study Abroad Program in which students study at overseas institutions and are often accompanied by UHM faculty resident advisers; the program grants UHM credits and can accommodate ten or more UHM students per site. It is not an exchange program, thus UHM does not accept students from overseas through this program. We have two Study Abroad sites in Japan and three sites in China. In the AY and summer of 08-09, UHM sent out ninety-five to Japan, twenty-four to China (two of the sites are not schools but are teaching practicums for architecture students). Annually, close to 500 students participate in study abroad. Surprisingly, the most popular geographic destination is Europe.

UHM has a Korean Language Flagship Center (KLFC) which receives funding from the U.S. government. UHM’s Department of East Asian Languages and Literatures and KLFC have developed bachelor’s and master’s degree programs in Korean for professionals, which requires one year at Korea University (Seoul). Annually, approximately ten undergraduates and ten graduates are studying at Korea University’s Korean Language and Culture Center.

The Shidler College of Business is recognized for international business, and it has multiple international programs. There is the Asian Field Study; in this program, students receive six credits of business courses, pre- and post- classes, and participate in a field trip to several countries in Asia (Korea or Japan, China, India or Malaysia, and Vietnam). Twenty MBA or BBA students participate annually over the summer. Shidler College also offers the Japan-focused MBA Program which requires a 3-month internship in Japan and the China International MBA Program which requires 9-months at Sun Yat-Sen University and 3 months internship in China.

As mentioned previously, the Center for Japanese Studies offers the Ehime Prefectural Internship Program; we also offer scholarships for graduate students, and we offer a scholarship for the Japan-America Student Conference, targeting the undergraduate student.

One of the enterprising programs that UHM has initiated is the Short-term in Hawai'i Program through the School of Pacific and Asian Studies. Students and faculty outside of UHM participate in custom-designed curriculum focusing on Hawaiian, Asian, and Pacific Studies for four to six weeks during the summer and winter intercessions.

In terms of students studying overseas, let us take UHM as an example. We have approximately 20,000 students (14,000 undergraduates and 6000 graduates). Roughly, 650 UHM students annually participate in an exchange, study abroad, or overseas experience through the University. We have just a little over 3% of the entire student body going overseas every year. Yet, UHM regularly teaches twenty-five languages, mostly Asian and Indo-Pacific, and has the capacity to teach fifty more according to demand. UHM has the largest Japanese program in the country; in the 07-08 year, there were 3144 students enrolled in Japanese (multiple sections in the lower levels). UHM has a multi-ethnic student body—Caucasian 26%, Japanese 17%, Hawaiian/Part-Hawaiian 10%, Filipino 8%, Chinese 7%, Pacific Islander 4%, Mixed 9%, and all others 19%. Although we have a diverse population and are teaching numerous languages, UHM is sending a modest number of students overseas.

[In Spring 2009, UHM welcomed approximately 1738 international students, of that number 1204 came from East Asia--462 from Japan, 220 from S. Korea, 158 from China, sixty-seven from Taiwan, and twenty-three from Hong Kong.]

On a national level, the IIE (Institute of International Education, a non-profit New York-based group that tracks international enrollments trends with U.S. State Department funding) reported that American college students studying overseas has increased by 8.5% and has increased four-fold in the past two decades. In the 2007-08 academic year, there were 262,416 Americans studying abroad. Destinations that experienced increased numbers of American

college students were: China, Ireland, Austria, India, Costa Rica, Japan, Argentina, and S. Africa. Europe remained the most popular destination grabbing the lion's share of 56%, Latin America 15%, and Asia 11%. While this year, 07-08, was before the economic recession, it still marks a heightened interest in overseas study across the board at universities in the U.S.¹ A milestone in the U.S. is the Senator Paul Simon Study Abroad Act which calls for 1 million undergraduate students to study overseas. The Act passed the House and has bi-partisan support in the Senate Foreign Relations Committee. According to the U.S. Census Bureau, in 2007 there were 17.6 million students enrolled in colleges and universities in the country. Even with the increased numbers going overseas, the statistics are not impressive with just 1.5% of college students studying overseas annually. At least UHM is double the national average.

What prevents us from expanding the global exchange of students are the heavy investment in manpower to develop and run the programs, difficulties with recruiting students, housing, and the cost if students normally live at home with families while attending college.

Here are my suggestions. When it comes to staffing our international education offices, we basically need to ask our governments and universities to provide more funds, if they prioritize internationalization, then we need more staff. Included in this issue is training staff. Workshops like this one are excellent for expanding administrators' purview. In fact, when I met with the UHM Study Abroad Director, Dr. Sarita Rai, she told me she is interested in organizing a workshop for Japanese university administrators who work on study abroad and exchanges. We should also send the administrators, who advise students, on site visits. As for recruitment, we must integrate international programs into the curriculum and we should encourage departments to make study abroad a requirement for graduation. Few degree programs do this, including the Asian Studies Program at UHM, where I teach. On housing, we do not have enough for our existing students let alone international students. When I asked the Dean of the School of Pacific and Asian Studies what are the challenges in international education, housing was the first word out of his mouth. At UHM, we do not have the capacity to offer dorm space to all exchange students. We resolved this situation temporarily by working with the YMCA Atherton which is across the street from the University, and the YMCA has been accommodating our exchange students. A home-stay program would be great to have but the manpower to review each and every home that we place a student prohibits this option. The cost to go on exchange or study abroad is often cited as the biggest stumbling block for students. Some government scholarships

¹ "Americans Study Abroad in Increasing Numbers" in *Open Doors 2009: U.S. Students Studying Abroad IIE Network* (Nov. 16, 2009), pp. 1-2, <http://opendoors.iienetwork.org/?p=150651> (accessed 1/23/10).

are available; in the new grant cycle for NRCs, undergraduate students will be eligible (\$10,000 for tuition and \$5,000 living stipend) for Foreign Language Area Studies scholarships which can be used at their home institutions or overseas, but the number is limited. In the U.S. when the economy soured, university students lost the Freeman-Asia awards. Money dried up. There is no way getting around the cost of higher education, and my response is to demonstrate to students the value of studying overseas—as far as job placement and life experiences.

In closing, I urge you to find paths for your students. Circling back to the title of this presentation, students taking a hula/chant class gain more than learning dance movements, they gain an understanding of Hawaiian culture, language, and art; they open up a new world for themselves, and that is what we hope and dream for our students.

Learning to Dance the Hula: Is this International Education?



Internationalization



- Funding, in part, drives internationalization
- U.S. Title VI, Higher Education Act, example, National Resource Centers
- Japan-Global 30

Focus on the Student

- | | |
|---|--|
| Program | Outcomes |
| <ul style="list-style-type: none">• Student exchange for one year• Resident Adviser position on J-Floor• EPIC Summer Internship Program | <ul style="list-style-type: none">• Foreign language proficiency, cultural understanding• Leadership skills• Coordination, teaching, office management skills in international setting |

EPIC Summer Internship



- Giving presentations in Japanese on Hawaii
- Visiting local schools
- Teaching English at the annual English Camp
- Coordinating Hawaii Day

What do we want our students to learn?

- Foreign language
- Cultural understanding
- Knowledge of political, historical, economic issues facing target country
- Understanding of the global context



Highlights of UHM Programs (Multiple Opportunities)

Student Exchange

- 18 partners in Japan
 - 12 partners in Korea
 - 4 partners in China/Hong Kong
- 56 students in 09-10 to EA, overall 75

Study Abroad

- Konan University
 - Obirin University
 - Hainan University
 - Special architecture practicums
- 119 students in 08-09 to EA, overall close to 500

UHM

- Korean Language Flagship Center
- Shidler College of Business-Asian Field Study
- Shidler College of Business, Japan-focused MBA and China International MBA Program
- EPIC Summer Internship
- Short-term in Hawaii
- CJS Scholarship for a UHM student to participate in the Japan-America Student Conference

How does UHM fare in sending students overseas?

Profile:

Population: 20,000

Teaching of foreign languages: 25, with ability to teach 50 more

Largest JPN program in the U.S.

Multi-cultural population

Students in overseas programs through UHM:

Approx. 650 annually
3% of the total student population.

American Profile

- In 07-08, American universities sent 262,416 students overseas, an increase of 8.5% over the previous year.
- Main destinations: Europe (56%), Latin America (15%), and Asia (11%)
- Paul Simon Study Abroad Act
- Reality: 1.5% of students go on study abroad annually

» Source: Open Doors 2009: U.S. Students Studying Abroad IIE Network (Nov. 16, 2009).
<http://opendoors.iienetwork.org/?p=150651>

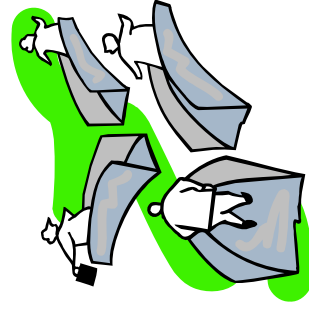
What are the problems?

- Manpower and training of administrators
- Recruitment of students
- Housing
- Cost



Suggestions

- Funding, workshop training
- Integrate overseas programs as part of the curriculum, require it
- Partner with other agencies
- Scholarships, demonstrate value to students



Find a Path





