

Opening Remarks

and

Guest Speeches

The 4th University Administrators Workshop
Building International Partnerships:
In quest of a more creative exchange of students

OPENING REMARKS

Toshio YOKOYAMA
Vice-President for International Relations

Distinguished guests, dear colleagues old and new, ladies and gentlemen! Let me express, on behalf of Kyoto University, my warm welcome. You have kindly come all the way here in spite of the cold weather and the frozen global economy. I express my heart-felt appreciation!

Now, it is my honor to announce the opening of the Fourth University Administrators Workshop, the title of which is: *Building International Partnerships: In quest of a more creative exchange of students*. The point is as follows: to consider afresh what we really mean when we resort to such familiar words as ‘partnership’, while searching for better modes of international student exchange.

Why has this theme been chosen? – It is perhaps a natural outcome of the past three workshops held in Kyoto. Let me give you a brief overview of what we have been discussing during the last three years.

At the first workshop, in March 2006, things were still at the stage of experiment and general observation. The theme was *Enhancing the Quality of International Activities of Asian Universities*. Many reports in the sessions touched upon practices in promoting international cooperation based on university-level memoranda of understanding. Other topics were also raised, but not quite fully explored. These included: 1) how to train the staff of international offices; 2) how to develop multi-lateral exchange programs; and 3) how proper risk management can be carried out for student exchange programs.

The second workshop was held in February 2007. Its general theme sounded ambitious: *Innovating Universities through Internationalization*. The major topics

discussed were: 1) how to promote international research collaboration; and 2) how to strengthen international offices. The discovery of one common difficulty has been memorable — the difficulty experienced by almost all of the Asian participants whose mother tongues are *not* English; that is, how to recruit and train staff in international offices.

The third workshop held in January 2008 had an increased number of participants, with representatives from 16 overseas universities and 9 universities within Japan. On that occasion we gathered under a rather prudent theme: *Laying Firm Foundations for University Internationalization*. Initial discussions went on in two groups, one on *Networking to Promote Student Exchange*, and the other on *Advancing Campus Internationalization*. Those topics were further discussed in the following general discussions: 1) curriculum designing for joint degree systems; 2) how to promote good lectures in English; 3) risk management for student exchange; 4) creating a proper network among participating universities' international offices. It was in those second and third workshops that one distinct tendency gradually faded – a kind of defensive mode of self-introduction based mainly on each university's success story. Instead, an increasing number of presentations took a new approach, with a clear intention to share valuable experiences to promote understanding of mutual differences and commonality. Many participants began collaborating to search for constructive ways to promote something of durable value.

I hope that everyone can now understand the special nuance added to the main title of this 4th workshop, *Building International Partnerships*. The precious hours that we are about to share together on this occasion will be devoted to the enhancement of creative modes of student exchange. One new arrangement in this program is that there will be no splitting of participants into groups, but everyone will participate in the same room. As all the sub-topics are closely inter-related, we hope to share and accumulate, step by step, the valuable information and opinions expressed, and make a concerted effort to focus on the following three themes: 1) better roles that might be

played by international offices, 2) how to develop programs to better accommodate international students, *and* 3) our time-honored concern – that is, how to develop more cooperative types of risk management in international student exchange.

As regards the roles of international offices, one of our guest speakers, Mr. Markus Laitinen, Head of International Affairs of the University of Helsinki, will give us an insightful overview of the last 15 years of internationalization at his university. The University of Helsinki seems to have been successful in making the absence of a centralized international office somehow work more effectively than expected to make the university's internationalization more visible. Judging from his writings on the university web-site, I realize that Mr. Laitinen is a unique historian, with a clear and broad perspective in observing familiar things in a sober analytical mode, and often with sense of humor! All my colleagues have been looking forward to becoming acquainted with current Nordic campus life. *Kiitos paljon!*

Concerning the enhancement of international student exchange programs, we are privileged to welcome Professor Akira Ninomiya, Executive Vice-President for Research of Hiroshima University. Professor Ninomiya's scholarship on educational issues in modern Japan has shown a unique balance between idealism and realism – a balance possibly attained through his own broad perspectives of international comparison. So far as I know, he is one of the specialists who *do* exert an influence on Japanese government's policy-making to promote higher education in the increasingly global context. Professor Ninomiya and I met each other for the first time about a year ago, when I was giving a short speech on the decentralized characteristic of Kyoto University's campus, making efforts to explain why eccentric scholarship also thrives in Kyoto, Professor Ninomiya was one of the few who seemed to accept my theory. Thus, our invitation was sent to Hiroshima, which he kindly accepted, canceling, I guess, various other engagements during this pressing season at the end of the academic year.

As regards the third common theme, Professor Junich Mori, one of our old colleagues has been instrumental in raising this topic to shed a fresh light on it – a

familiar topic since the beginning of this series of workshops. In his view, there is one danger in addressing this topic: any serious discussion in this field tends to be highly technical and even defensive. Professor Mori wishes to remind every participant of the importance of the psychological and emotional elements in safeguarding the international students' precious days, months and years spent at their host institutions.

Perhaps I had better conclude my remarks shortly. Let me thank again the two guest speakers and the distinguished delegates of as many as 20 esteemed universities overseas, and 5 Japanese universities from Sendai, Tokyo, Osaka, and from within Kyoto.

The City of Kyoto, Japan's old capital, has had a history of ups and downs for more than one thousand and three hundred years, and has, as a result, developed a tradition of encouraging its inhabitants to keep in their minds civil considerations towards not only fellow humans, but also towards the non-human environment, such as birds, flowers hills and streams, thus encouraging enjoyable and sometimes creative combinations of various elements in their daily lives. Until the widespread emergence of the financial crisis last year, one-dimensional rankings of universities had been very much in vogue, and they are still a matter of grave concern for many university people. This taste for rankings has partly been supported by the last century's self-centered utilitarian thoughts. We must bear in mind, however, that the world academia has been in danger of falling into a trap of somber monoculture, leaving at the end of ceaseless running competitions, only a limited number of victorious but tired institutions to shine faintly. That is at odds with the idea of higher education. The greater the extent to which universities can develop their characteristics and find ways to coexist without sacrificing diversity, the more opportunities they will have to contribute to making the global community radiantly interwoven; that is the essence of the classical ideas of civilization. Every university is currently engaged in a quest for a new identity, and for such self-discovery, dialogues across the campus border are needed more than ever, and of course students, scholars and open-minded administrators are

major players in such open fields.

It is my hope that holding such a workshop in the old capital of Japanese civilization will enhance mutual understanding among us, and foster chances to promote valuable initiatives among the participating universities.

Thank you for your attention.

February 12, 2009

4th University Administrators Workshop (Kyoto University)

Keynote Speech “Desirable Internationalization of University Education”

Akira Ninomiya (Hiroshima University)

1. How and How Far Can We Make Internationalization of University Education Effective?

- 1) Internationalization is “means” and “matter of choice”
 - Mission statements of the university must identify the nature and degree of internationalization of university education.
 - Do we want to make use of internationalization strategy? For what do we want?
- 2) Universities: International, Global, World, Top, First Class, elites, Prestigious, Excellent, Strong, Attractive, Popular, Good, etc.
 - What university do we want?
 - Do we want to attract more and more excellent students?
 - Do we want to promote international and cross-cultural education?
- 3) Effective Students Exchange Programs
 - Internationalization of curriculum
 - Curriculum abroad
 - Going abroad to study: traditional study abroad and emerging study abroad programs

2. Attractive, Effective and “Creative” Students Exchange Programs

- 1) Strategic
 - Hiroshima University Internationalization Strategy
 - Case Study on INU (International Network of Universities)
 - Joint Summer Programs
 - INU Student Seminar
 - INU double Degree Programs
 - Hiroshima University and European Universities Collaboration: Joint Degree/Program Development
- 2) PDCA Cycle
- 3) Networking
 - Selection of partner universities
 - Multi-universities exchange programs
- 4) Transparency and Fairness

3. Difficulties to Challenge the Creative and New Programs

- 1) Why do we have to have more creative programs? Analysis of the New Demands
- 2) Development of programs to meet the new demands and needs
- 3) To overcome some problems

The 4th University Administrators Workshop of Kyoto University
-Building International Partnerships: In quest of a more creative exchange of students-

”Desirable Internationalization of University Education “

February 12, 2009

Akira Ninomiya
Executive Vice-president (Research)
Hiroshima University

 HIROSHIMA UNIVERSITY

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 HIROSHIMA UNIVERSITY

Major Items (Agendas)

- ◆ How and How Far Can We Make Internationalization of University Education Effective?
- ◆ Attractive, Effective and “Creative” Students Exchange Programs?
- ◆ Difficulties to Challenge the Creative and New Programs

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Internationalization Is “Means” and Matter of Choice (effective internationalization)

- ◆ We may not try to internationalize our university (education).
- ◆ It is a decision-making and matter of our choice if we internationalize or not.
- ◆ The mission statements and the ideals of our university determines the aims and goals of our university and they should determine whether we choose the means of internationalization or not.

- ◆ Medieval universities
- ◆ Modern “Humboldt” universities (Modern Nation States)
- ◆ Colonial universities
- ◆ Land-grant universities (Public universities)
- ◆ Imperial (National) universities
- ◆ Independent (Private) universities
- ◆ Diversification of HE (Post-secondary) Institutions
 - ◆ Liberal Arts
 - ◆ Academic
 - ◆ Professional
 - ◆ Technical/Vocational
 - ◆ Life-long Learning
- ◆ New Missions
 - ◆ Community (domestic and international) Contribution
 - ◆ Knowledge-based and Global Society and Human Resources
 - ◆ International Competitiveness

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 HIROSHIMA UNIVERSITY

Universities –International, Global, World, Top, First Class, Elites, Prestigious, Excellent, Strong, Attractive, Popular, Good,

- ◆ University Identity and Branding: What University Do We Want to Be?
- ◆ To Attract More and Excellent International Students
 - ◆ Why do we have?
 - ◆ Obligation (ODA) (Scholarship)
 - ◆ Excellent and Talented Foreign Students (R&D, Sci.&Tech.)
 - ◆ Business
 - ◆ Income-generation (tuition and fees)
 - ◆ Commitment to World Bank Projects, etc.
- ◆ To Promote International and Cross-cultural Education
 - ◆ Study Abroad Programs
 - ◆ Internationalization at Home (Curriculum, etc.)
 - ◆ Students Mobility Programs

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Effective student exchange program

- ◆ Internationalization of curriculum
 - ◆ Lecture of culture of foreign country
 - ◆ Invitation of foreign professors
 - ◆ Invited lectures by foreign guests.
 - ◆ WebCT lectures provided from foreign universities
- ◆ A traditional international student
- ◆ Curriculum abroad
 - ◆ Study trip to foreign countries
 - ◆ Internship in foreign countries

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Effective student exchange program

- ◆ Going abroad to study
 - ◆ Study Abroad-Traditional
 - ◆ Governments' Scholarship Programs to Study Abroad
 - ◆ Privately-funded Study Abroad (Investment)
 - ◆ Language study abroad programs and short-term type going abroad to study
 - ◆ Long-term study abroad
 - ◆ International students who do not return home (brain drain)
 - ◆ International student from foreign countries whom university invites by research fund
 - ◆ In the past, the university did not take care of. The students took "leave of absence" or they withdrew from universities to go to study abroad.

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Effective student exchange program

- ◆ Going abroad to study
 - ◆ Study Abroad-Emerging
 - ◆ Japanese Government research international student (graduate students) and undergraduate international student (preliminary education of six months or of one year)
 - ◆ Japanese and Japanese culture training international student
 - ◆ Acceptance of international student of in-service training of teachers
 - ◆ Japan-South Korea Sci. & Tech. international student
 - ◆ Establishment of special course in English (courses for foreign students)
 - ◆ Exchange students (Classes are taught in English.)
 - ◆ Tuition waiver (based on the students exchange agreement)
 - ◆ Short-term exchange program (reciprocal exchange)
 - ◆ Summer programs
 - ◆ University-recommendation-based Japanese Government Scholarship
 - ◆ Twinning program (university consortium)
 - ◆ Development of double and joint degree programs

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Attractive, effective and creative students exchange program

- ◆ Strategic
 - ◆ Internationalization and international student exchange as means for accomplishment of the goals
 - ◆ The clear description of the competencies and outcomes
- ◆ PDCA cycle
- ◆ Networking
 - ◆ Selection of partner university (What about criteria?)
 - ◆ Sharing of strength
 - ◆ Multi-universities exchange in stead of one to one
 - ◆ Collaboration program development
- ◆ Transparency and fairness
 - ◆ Transparency of selection process
 - ◆ Clear study programs (plans) before leaving
 - ◆ Credit transfer (ECTS/UCTS) (Total amount of learning in a year = 60 credit-points)
 - ◆ Clarification of learning outcome

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Strategic--Hiroshima University's Internationalization Strategy

- ◆ Strategy 1: Branding
- ◆ Strategy 2: Universalization
- ◆ Strategy 3: Networking
- ◆ Strategy 4: Devolution
- ◆ Strategy 5: Business Models
- ◆ Strategy 6: Infrastructure Maintenance

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Strategy 1: Branding

1. Create a university where students and researchers can gather to pursue peace
2. Create a university which continues to attract world-class foreign researchers
3. Create a university that advances to the international marketplace
4. Create a university that trains international talent and ability
5. Create a university that makes the best use of a "choice and concentration" strategy

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Strategy 2: Universalization

1. "Anytime, anywhere, anyone" - create a university accessible 24-hours a day
2. Create an internationally-capable university through international standardization (global standard)
3. Create a friendly university
4. Create a university which strives to improve customer satisfaction
5. Create a university that provides peace of mind and safety

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Strategy 3: Networking

1. Create a university that strategically makes university and departmental international exchange and cooperation agreements
2. Create a university that endeavors to organize university international networks and consortiums
3. Create a university that endeavors to build and use overseas bases
4. Create a university that promotes international cooperative research and education
5. Create a university that endeavors to strategically develop short-term exchange programs

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Strategy 4: Devolution

1. Decentralization and the meaning of delegation
2. Varying internationalization plans for different departments and exemplifying international development

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Strategy 5: Business Models

1. Create a university that challenges itself to develop an international cooperation service business model
2. Create a university that challenges itself to develop a business model for international student exchanges
3. Create a university that promotes a business-like approach to international industrial-educational enterprises
4. Create a university that promotes offering sophisticated international education services

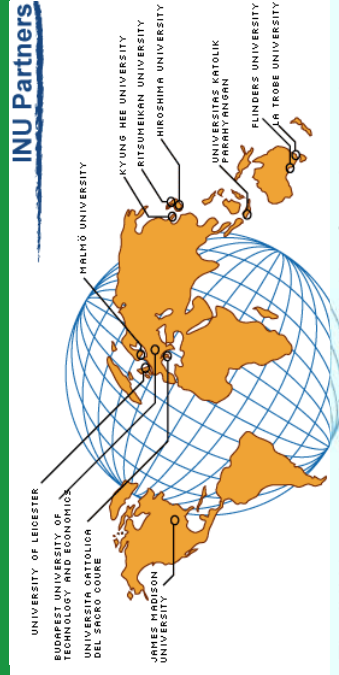
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Strategy 6: Infrastructure Maintenance

1. Basic infrastructure maintenance to develop international research by staff
2. Basic infrastructure maintenance to admit international students
3. Basic infrastructure maintenance of support systems in the international department and other departments

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Networking--INU (Hiroshima University)



- The INU is comprised of 11 universities from 9 countries
- The mission of the INU is to advance the internationalization of INU members through student and staff mobility, research collaboration, and co-operation in university management

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Joint Summer Programs--INU Student Seminar on Global Citizenship and Peace



Schedule	Theme	Number of Student Participants (Number of Students from Abroad)
August 2006	Peace	55 (17)
August 2007	Climate Change	59 (23)
August 2008	Global Citizenship	65 (16)

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INU Student Seminar : Objective



The INU Student Seminar aims to allow students from INU Member Universities to gather in Hiroshima to think about and discuss "Global Citizenship" through discussions, workshops, etc., with distinguished guest speakers from around the world.



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INU Student Seminar : Program Outline



Aug. 5: Visit to the Peace Memorial Museum, Narration of the Atomic Bomb Experience, Social Event, Welcome Party

Aug. 6: Participate in the Peace Memorial Service

Aug. 7: Keynote Speech, Lectures, Japanese Cultural Experience

Aug. 8: Lectures, Group Discussions

Aug. 9: Group Workshops, Mock UN General Assembly Preparation

Aug.10: Mock UN General Assembly, Diploma Ceremony, Farewell Party



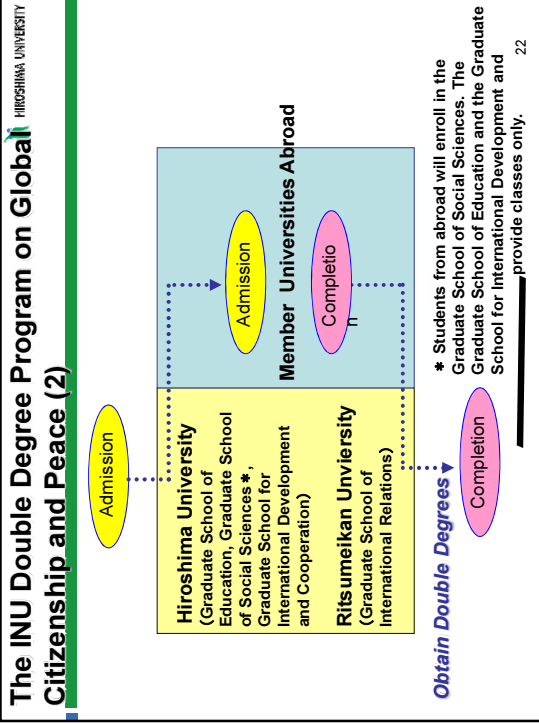
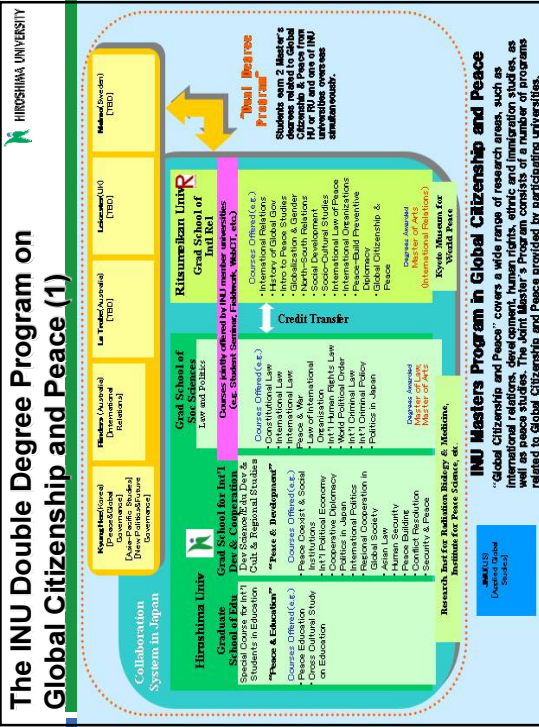
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Double Degree Programs / Joint Degree Programs—new challenges



1. The INU Double Degree Program on Global Citizenship and Peace
2. Joint Program with European Universities Coordinated by the University of Graz (Austria)

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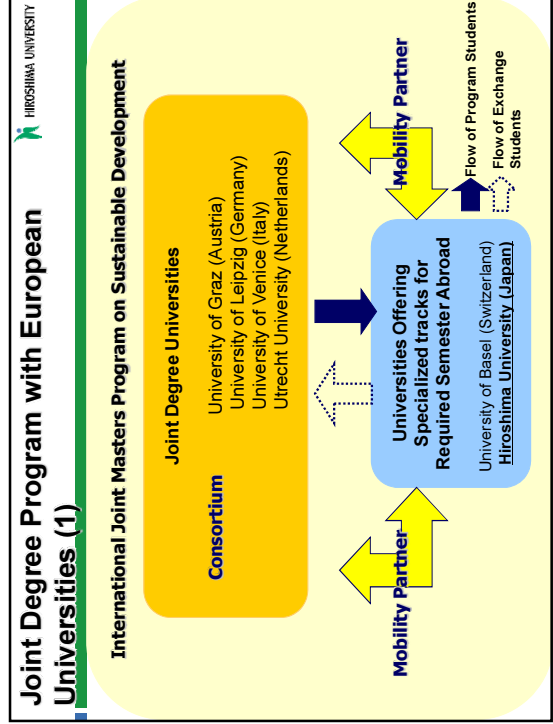
The INU Double Degree Program on Global Citizenship and Peace (3)

Participating Universities

- La Trobe University (Australia)
- Flinders University (Australia)
- Malmö University (Sweden)
- University of Leicester (UK)
- Kyung Hee University (Korea)
- Ritsumeikan University (Japan)
- Hiroshima University (Japan)

Agreement Conclusion

Date of Agreement	University
May 2008	Kyung Hee University
August 2008	Ritsumeikan University
October 2008	Flinders University
Under Development	Malmö University
	Leicester University
	La Trobe University



Some difficulties to develop more "Creative" and new student exchange programs

- ◆ The reasons why we have to have more creative programs-to analyze the new demands
 - ◆ Employability in the age of globalization
 - ◆ Employability in the age of rapid change
 - ◆ The talented human resources in the age of high international competitiveness
- ◆ Development of programs to meet the new demands and needs
 - ◆ Cross-cultural Studies, Study Abroad, Experiences Abroad
 - ◆ Joint programs with partner universities

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Some difficulties to develop more "Creative" and new student exchange programs

- ◆ To overcome the following problems
 - ◆ A lot of people are not likely to understand.
 - ◆ The top leaders are not likely to understand.
 - ◆ There is no person who are likely to be cooperative.
 - ◆ Rules and regulations (legal systems) is not advanced and revised enough to meet new challenges.
- ◆ Who then should challenge more creative programs?
- ◆ For whom is a creative program developed?

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Thank you very much.

An International University without an International Office:
Experiences in Mainstreaming Internationalisation at the University of Helsinki

Markus Laitinen
Head of International Affairs
University of Helsinki

As of 2003 the University of Helsinki has not had a unified, single office for international affairs. The speaker will describe the current organisational model for managing international affairs and also talk about both challenges and benefits of the current approach. Among the topics to be discussed are also the practical tools and other arrangements facilitating the co-ordination, leadership and management of international affairs, such as IT tools, strategic documents and regular meetings between different actors.



An International University without an International Office?

Experiences in Mainstreaming Internationalisation at the University of Helsinki

Markus Latinen, Kyoto University, 12.2.2009




WHAT IS THE DEFINITION OF INTERNATIONAL RELATIONS / AFFAIRS?

- Something that takes place in English (or other foreign languages)?
- Something to do with moving people across borders?
- Something that only has to do with education...
- ...or with research too?
- Something that can be clearly defined?
- Something that one can delegate to a specific office or other administrative structure?
- Or something that is part of all modern university's activities, something that the whole university has to embrace?



Outline

- National and Institutional Context
- How we came to this?
- What did we come to?
- What do we do?
- How do we do it?
- Something about IT
- Conclusions



A few relevant things about Finland

- Small country, in terms of Population 5,2M
- Physically remote
- Linguistically remote
- To certain extent geopolitically remote
 - At least until EU-membership in 1995
- Very low immigration
 - No "natural" base for international recruitment or co-operation
- And then there's the climate and weather....
- ... and Nokia, F1 and Rally, Pisa success etc

Setting the scene: University of Helsinki facts

- Comprehensive, no business or engineering
- Publicly funded, national responsibilities
- Officially bilingual, in truth trilingual
- Research intensive, research strong (top-ranked)
- "Bologna proof" as of 2005
- 35000 students, 8000 staff
- 1500 international degree students (107 countries)
 - 30 English-taught Master's programmes in 2010
- ~600 international staff
- Student mobility: 1100 out, 950 in annually
- **No tuition fees!**

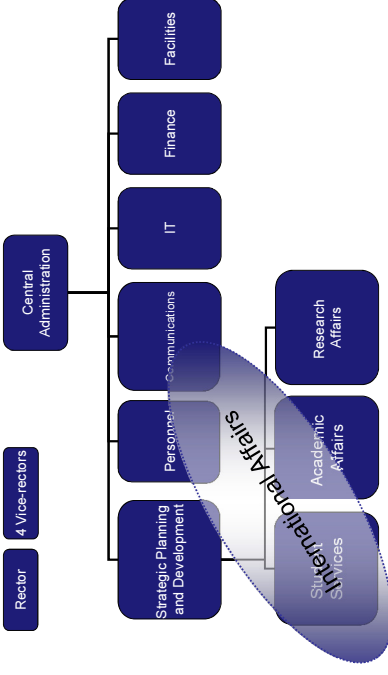
Briefly about international mobility

- Ministry of Education (MoE) sets target numbers for HEIs
- University of Helsinki has internal target numbers for faculties
- Result-based funding for internationalisation since late 1990's
 - Both by MoE and UH
- University annual budget for mobility ~2M€
- Mobility: an indicator in the 2010→ core funding formula
- New MoE internationalisation strategy calls for even more mobility
- Erasmus: 60% of all mobility: decentralised

Modes of Organisation

- International Relations established in late 1980's
 - Initially correspondence and protocol
- Since then 5 re-organisations
 - None because International Affairs analysed but rather by-products
- Since 2003 *Mainstreamed Internationalisation*
 - No International Office but a network/matrix organisation within central admin
 - No internationalisation strategy
 - Int'l embedded in all strategic documents

Current organisational model for IA



Areas of International Affairs

- Strategic planning and development of int. affairs
- Development of teaching in English + joint programmes
- Student Mobility
- International Staff Services
- International Admissions
- Teacher- and researcher mobility
- Traineeships
- Regional and national co-operation schemes
 - HERA, Summer School, UniversityAdmissions
- Altogether ~25 people (+further 15 for research)
- + administrators in all faculties, altogether ~50

How do we do it?

- Joint activities
- Meetings: both regular and ad-hoc
- Joint budget for activities
- Intranet site + e-mail lists
- IT-systems
- Not making a big deal out of it
 - For example at <http://www.helsinki.fi/international>
- Trust and co-operation
 - Between actors but also with their superiors
- And just by doing things...

Benefits and Risks of Mainstreaming

- Benefits
 - International cannot be marginalised
 - International coupled with substance
 - Contamination of internationalisation
 - More resources added without adding people
 - If successful, university truly embraces internationality
- Risks
 - Requires positive attitudes from leadership and middle management
 - Can lead of invisibility
 - Unconventional leadership and management structures
 - Requires time and a delicate touch

International IT developments 1/2

- [UniversityAdmissions](#)
 - Electronic applications for degree students
 - CRM functions
 - Central service for checking eligibility
 - Started at UH, now serves 16 Finnish universities
 - Housed at UH



International IT developments 2/2

- [International Mobility database](#)
 - University-wide system
 - Connected to other systems
 - Internet-based
 - Streamlined processes (3 years planning)
 - More electronic services
 - Replaces a central database first developed in 1997
 - Need to keep institutional statistics of all international mobility
- Implementation phase 2008-2009



Final thoughts

- Mainstreaming works for the University of Helsinki!
 - Requires maturity as regards internationalisation
 - Is not the same as downsizing or making it invisible
 - Has had mostly positive outcomes and contributed towards shared responsibility
 - Difficult to turn back time
 - Cannot and should not be copied as an ideal model
 - Mainstreamed internationalisation needs continuous further development
 - Especially related to leadership management and tools
 - In the right circumstances a University can be international without an international office!



Video