

### **Session III: Responses of Leading Universities in Asia for Globalization and Regionalization of Higher Education**

Session Moderator: Shigeto SONODA  
Professor, Graduate School of Asian-Pacific Studies  
Waseda University

Kuroda

We shall begin, may I ask you to please take your seats.

I would like to begin with one or two announcements. First, I terribly regret to announce that Professor Ma will not be joining us this afternoon. She has come down with the flu and was not able to make the trip to Tokyo. She extends her sincerest apologies for not being able to make it to this gathering. She noted that in her 20-year research career, this is the first time she has had to cancel such a trip. However, she has submitted a very well made PowerPoint presentation which David Passarelli, a GIARI Research Assistant, will present.

Also, I had suggested a 20-minute break between the third and the fourth session, but based on the suggestions I received, I would like to amalgamate both sessions in order to end the symposium a little earlier.

I would like to hand the microphone to Professor Sonoda, who will be moderating this third session.

Thank you.

Sonoda

Good afternoon, ladies and gentlemen.

My name is Shigeto Sonoda and I have to confess that my specialty is not international education, but comparative sociology. There are a few reasons for my presence here today, notably because of my close relationship with Professor Kuroda, but in addition, because I am the general secretary of the Global COE program. This is the first reason.

Secondly, I've been working as associate dean for the Centre for International Education at Waseda University. I will, therefore, on the one hand act as the moderator for this session, and later I will have the opportunity to present Waseda University's work in international education, our stance on regionalization and the 'Asianization' of international education here.

To begin this session, I would like to invite David Passarelli, in lieu of Professor Ma to present Peking University's efforts to internationalize its institution.

# **Presentation**

## **Leading University's Role in Regional Cooperation and Integration**

Professor Wan-hua MA  
Professor, Graduate School of Education  
Peking University  
(Delivered in absentia by David Passarelli)

Passarelli

Thank you, Professor Sonoda.

We are all aware of the time constraints, so I have prepared a summary of Professor Ma's presentation. I will apologize in advance for any errors I may commit in delivering this summary.

Professor Ma's first slides discuss the leading university's role in regional cooperation integration. Regional corporation and integration are terms that have been used extensively in political science and economics. Traditionally, countries create alliances based on needs, ranging from economic development to security concerns. Professor Ma suggests that out of economic globalization, a new situation has arisen which will further set the scene for regionalization. This presentation will focus on the role of leading universities in the process of regionalization.

Since the 1970s, various forms of economic cross-regional and regional organizations begin to appear; such as the EU, ASEAN, NAFTA and APEC. Though primarily economic in focus, these organizations have a lasting impact on higher education.

A good example of regional organizations exerting influence over higher education systems can be found in the EU and the continuing development of the Bologna process. In Asia, Professor Ma suggests that there is no such a political framework to provide support for the integration higher education systems, taking as an example, the EU. Rather, in the field of higher education in East Asia, especially in China, researchers seldom talk about regional cooperation, but talk instead of internationalization and globalization, or sometimes localization.

Though internationalization has been defined in many ways, for this presentation, internationalization is considered as a proactive effort on the part of universities to embrace their universal nature by opening their curriculum, research, classrooms, and networks to the world. Professor Ma suggests that internationalization or 'Englishnization' is very fundamental to the leading Chinese

universities. For example, all of the students have to take English level 6 examination in order for them to secure employment after their graduation in China.

Economic globalization has exerted a great influence over higher education. In the GATS, for example, higher education is viewed as a service sector within an economy. Higher education is also considered to be a very important service industry to many developed countries, such as Australia, Britain, Canada and the United States; with thousands of Chinese students having brought millions of dollars to these countries. Statistics show that just in mainland China, in 2007, roughly 68,000 students went to the United States, versus the 8000 or so that went to Japan and the 7,000 who went to South Korea.

Where there is concern of an overwhelming Americanization of higher education, some institutions have begun using the term localization to preserve diversity; Simon Marginson employs the term Glocalization to describe this phenomenon.

Looking at the higher education scene, we can observe many policy changes; such as the Brains South Korea for the 21<sup>st</sup> century; in Japan the legalization of public universities in 2003, as well as the establishment of COE programs; and in China the 211 and 985 projects. These are considered country projects to promote the growth of leading universities in East Asia and to further differentiate the internal system of higher education.

In the field of higher education, the ‘flagship university,’ the ‘world-class university’ and the emerging ‘global research universities’ are used to describe new developmental trends amongst leading universities throughout the world.

Like regional economic organizations, leading universities are also organized together. In East Asia, for example, the four university presidents of Tokyo University, Seoul National University, Peking University and Vietnam National University, Hanoi, meet annually to discuss issues of common concern. Also, there are regional or international university associations, such as the AC21, APRU, Universities 21 and the Association of East Asia Research Universities, Eurasia-Pacific, and so on. These organizations provide cooperative frameworks for institutional cooperation regionally and/or internationally.

Leading universities are also trying to internationalize their campuses by strengthening English teaching, reforming their curriculum and adding new teaching or research programs. At



Peking University, Professor Ma tells us that in only the past 5 years, 270 international meetings and conferences were held. These ranged from the university president's forum, to the symposium for culture study and environmental protection.

With regard to joint programs, there's been a move to multiply these between leading universities. At Peking University, there is the Yale joint undergraduate program, Cornell joint undergraduate program and Stanford joint undergraduate program.

Professor Ma further notes that developing multilateral collaborative projects among leading universities is yet another facet of international collaboration. At Peking University, many research projects are established through a joint effort with universities in other countries; similarly, Waseda University, the National University of Singapore and Hong Kong University all set-up joint research projects. Some are bilateral or regionally based and some are multilateral with global reach.

In many cases these leading universities subsequently becomes bridges between local communities and the global community, promoting mutual understanding, social change and economic development. Interestingly, Professor Ma notes that traditionally Chinese universities, especially leading universities, seldom cooperate with local governments or pay attention to local communities. However the situation is changing and universities are using their know-how to solve local issues.

Leading universities are indeed globally focused. Peking University, for example, has more than 200 exchange agreements signed and distributed as follows:

In Asia, there are 57 institutions; in Europe, 69 institutions; in North America, 44 institutions; in South America, 6 institutions; in Africa, 4 institutions; and in Oceania, 8 institutions. The cooperation, it is noted, extends well beyond the region.

In Mainland China in 2005, there were 1000 joint or cooperative programs in the country: Chinese-Foreign Cooperation in Running Schools (CFCRS). Besides, Taiwan and Hong Kong, the US, Australia, Canada, Japan, Singapore, England, France, Germany and South Korea are listed at the top. Dominance in inter-university cooperation is still being evidenced from North America, pointing to a lack of cooperation in Asia. In 2007, there was a survey at Peking University asking students if they were given an opportunity to go abroad for another degree, where would they want to go, the United States, England and Australia

remained the first choice. As for the reasons why students consistently chose these destinations, language seems to be the key. This research may well highlight the challenge China will face vis-a-vis English language instruction, elsewhere.

Professor Ma also highlights the fact that the process of regional cooperation is in fact not equal for all, and Asia boasts many examples of unequal access to the regionalization process.

With regard to the mutual recognition of degrees, thus far only Sri Lanka and Mongolia have signed agreements of mutual recognition. Professor Ma believes this could be a point of departure for further regional integration of higher education.

The dominance of the global markets and the shrinking of appropriations from public sources for higher education create a heated competition between leading universities for human and financial resources worldwide. While leading universities compete or co-operate regionally or worldwide in developing transnational or cross-border programs, leading universities in less developed countries are certainly in a disadvantaged position, because of their lack of resources.

Professor Ma concludes by stating that she not only recognizes the need for further integration of higher education and regional cooperation, but also is willing to be an active participant in any such endeavor.

Thank you.

Sonoda

Thank you David, for your presentation.



# Leading university's role in regional cooperation and integration

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## Regional cooperation and integration

- ▶ Regional cooperation and integration is a term extensively used in political science and economy in relation with national policies between countries in a given geographical region or regions.
- ▶ Traditionally, countries according to their economic development level, governmental form, political structures or security need formed alliance.
- ▶ In the process of economic globalization, there appears a new situation for “regionalization.”
- ▶ My presentation will focus on leading universities' role in the process of “regionalization.”

## Economic Regional organizations and higher education

- ▶ Relatively from 1970s, there appeared different kinds of regional economic organizations: regional and cross regional organizations.
- ▶ Such as EU is very much a regional organization, and so does with ASEAN, ASEAN + 3 and NAFTA. APEC and Shanghai Cooperation Organization could be considered as cross regional organizations.
- ▶ No doubt, those organizations play very important roles in the integration of regional economy or global economy, and they also affect higher education in many aspects.

## Glocalization and higher education

- ▶ Higher education is very much influenced by those regional organizations, such as now in EU, higher education just experiences an integration under the Bologna process.
- ▶ In Asia, there is no such a political framework as EU to provide support for higher education integration.
- ▶ So in the field of higher education in East Asia or specially in China, researchers seldom talk about regional cooperation, but internationalization and globalization, or sometimes localization.

## Internationalization

- ▶ Internationalization for higher education has been defined in many ways. For this presentation, internationalization is considered “as a proactive effort on the part of universities to embrace their universal nature by opening their curriculum, research, classrooms, and networks to the world.” (Egron-Polak, E.2005, p59).
- ▶ First, internationalization (Englishnization) is very fundamental to Chinese leading universities, all of the students have to take English level 6 examination in order for them to secure a job after their graduation.

## Globalization and students mobility

- \*\*Economic globalization has produced great influence to higher education. In GATTs, higher education is viewed as a service sector of an economy.
- \*\* Higher education has been considered as a very important industry to many advanced countries, such as in Australia, Britain, Canada and the United States, thousand of Chinese students brought millions of dollars to those countries.
- \*\*Statistics shows that just in mainland China, in 2007, 67,723 students went to the United States.
- \*\* But to Japan in 2007, for short term study, there was only 8,368, to South Korea, it was only 7000 students.

## “Americanization” and localization

- ▶ Many research shows that higher education reform worldwide or institutional change has very much influenced by the US model, there are some concerns on the convergence of higher learning institutions, the concept of localization is used to preserve academic, institutional or system diversity.
- ▶ For this process, Simon Marginson creates a term “Glocalization” to describe the situation.

## National policy change

- ▶ Due to those different developmental process, it is easy to observe national policy change either in developed or developing countries for higher education,.
- ▶ Such as in South Korea, there is BK21( Brain South Korea for the 21st century), in Japan, legalization of public universities in 2003, and the establishment of COE programs; and in China, 211 and 985 projects.
- ▶ Those are considered as country efforts to promote the growth of leading universities in East Asia and to further differentiate the internal system of higher education.

## Leading universities

In the field of high education, “the flagship university”, “the world-class university”, “the emerging global research universities” are used to describe new developmental trend of leading universities both in developing or developed countries.

## Networking of Leading universities

- Like regional economic organizations, leading universities are also organized together.
- Such as in East Asia, the four university presidents (Tokyo university, National Seoul university, Peking university, and Hanoi University) meet annually to discuss commonly concerned issues.
- There are regional or international university associations, such as AC21, APRU, Universities 21, Association of East Asia Research Universities, Eurasia-Pacific Uninet International Association of Research Universities.
- Those organizations provide cooperative frameworks for institutional cooperation regionally or internationally.

## Internationalizing the campus

- ▶ Leading universities are trying to internationalize their campuses by strengthening English teaching, reforming their curriculum, adding new teaching or research programs.
- ▶ At Peking University, only in the past 5 years, 270 international meeting and conferences were held from University presidents forum to the symposium for culture study and environmental protections.

## Develop joint training programs

- ▶ Developing joint programs between leading universities.
- ▶ At Peking university, there are Yale joint undergraduate program, Cornell joint undergraduate program, Stanford undergraduate program, and etc
- ▶ Similarly, at Waseda U. there is Confucius school for the promotion of cultural understanding.



## Collaborative on research projects

- ▶ Developing multilateral collaborative projects among leading universities is another aspects for international collaboration.
- ▶ At Peking U, many research projects established with joint efforts from universities in other countries.
- ▶ Similarly, Waseda U, Singapore U, and Hong Kong University all set up many joint research projects, some are bilateral or regionally based and some are multilateral with global reach.

## Becoming more socially involved

- ▶ In many cases, leading universities become more socially involved, they work as links or bridges between the local and the global communities for multi-cultural understanding, social change and economic development.
- ▶ Traditionally Chinese universities, especially leading universities seldom cooperate with local governments or pay attention to local communities, but the situation is changing now. Leading universities become more and more local focused by using their knowledge in helping communities to solve practical problems.

## Global focused

For leading universities, in their strategic planning or daily operation, they are very much global focused,

Such as at Peking University, more than 200 hundred universities have signed exchange agreements with Peking University. The regional distributions:

In Asia, there are 57 institutions

In Europe, there are 69 intuitions

In North America, there are 44 institutions

In South America, there are 6 institutions

In Africa, there are 4 institutions

In Oceania, there are 8 institutions.

The cooperation are very much beyond the region.

## The need to strengthen regional cooperation

- ▶ In Mainland, China, up to 2005, there were 1000 joint or cooperative programs in the country, Chinese-Foreign Cooperation in Running Schools (CFCRS)
- ▶ Besides, Taiwan and Hong Kong regions, US, Australia, Candia, Japan, Singapore, England, France, German and South Korea are listed at the top.
- ▶ But the dominance of cooperation is still from North America and Australia. In many aspects, it is lack of regional cooperation in Asia

## language issue to regional cooperation

In 2007, there was a survey at Peking U. asking students if they were given an opportunity to go abroad for another degree, where they want to go, United States, England, and Australia are still the first choice. As for the reasons, language is the first.

This indicates that for regional integration, we may come to the language challenge. In China, in the big cities, kids start English training at very earlier years.

## Inclusiveness in regional cooperation

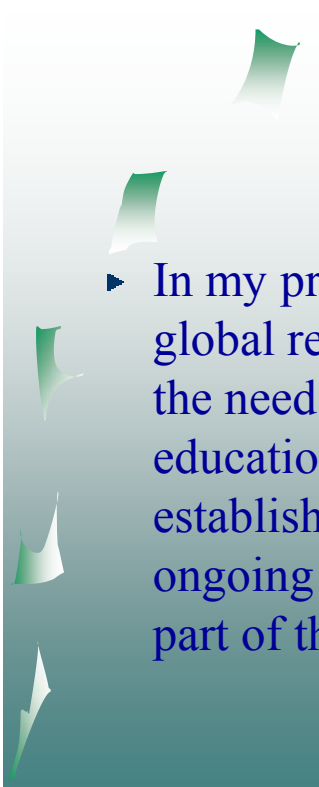
Another situation has to be pointed out when we talk about regional cooperation of higher education: smaller and less developed countries do not seem to have opportunities to participate in the process. Even in Asia, there are plenty of examples.

## The need for mutual recognition

- ▶ Eg.: Countries which signed agreements on mutual recognition of academic degrees with China, in Asia, there were only Srilanka and Mongolia.
- ▶ If we want to see a real regional integration, mutual recognition of academic degree may be the first step to begin with.

## Finance for Regional Cooperation

- ▶ The dominance of the global markets and the shrinking of appropriations from public sources for higher education create a hot competition between leading universities for human and financial resources worldwide.
- ▶ While the leading universities compete or co-operate regionally or worldwide in developing transnational or cross-border programs, leading universities in less developed countries are certainly in a disadvantaged position, because lack of resources.

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- ▶ In my previous research on the emerging global research university, I strongly feel the need of regional cooperation in higher education, so here I suggest that we should establish a mechanism to facilitate the ongoing discussions and I am willing to be part of the process.



Thank you

**Presentation**  
**The Making of World-class Research Universities and Renewal of  
Asian Values of Higher Education in Korea: SNU**

Professor Ki-Seok KIM  
Professor, School of Education  
Seoul National University

Sonoda                      Next, I'd like to ask Professor Kim Ki-Seok of Seoul National University to give his presentation.

Kim                              Hello everybody and good afternoon.

I am really grateful for being able to attend such a great international event. Thank you Professor Kuroda and your excellent staff. I assume this is the beginning of our relationship as colleagues, right? Not the end I hope.

I'd like to introduce one small case, that of Seoul National University, where I have been working for more than 20 years. This is one of the leading flagship universities in Korea. I would like to talk about my university's response to the so-called pressures of globalization and regionalization. Let me begin with a brief introduction to higher education in Korea.

The two are very unique phenomena that I would like to share with you. First is based on a term I coined many years ago, meaning a simultaneous transition from elite to mass and to universal access, in secondary and tertiary education. Simultaneously, means it happened in a very short time. In America, universalization of secondary education took place, and half a century later, tertiary education became universalized. In Korea, however, it happened at almost the same time.

The second phenomenon is based on another term I invented, TEFA: Tertiary Education For All [Koreans]. I mean tertiary education in one form or another; almost everyone in Korea can now access higher education. These two things are unique to Korea, being very difficult to find in other countries.

There are three competing types of universities. Japan's Tokyo University is an Imperial university, following the Humboltian model of the University of Berlin. This is one very strong model. The emergence of another model in Korea is observed right after Korean independence: the American model. People like me, who got their PhDs in the United States, propagate this model. For people who

ascribe to this model, ‘university’ means the American research university, quite different from the Japanese Imperial universities. This is not all; there is yet another model which is invisible, but still working: the indigenous intellectual tradition, which has survived for more than 2000 years. These are three competing interpretations of the ‘university.’

These institutions are highly stratified, from top-class institutions to diploma mill schools. And every university wants to achieve Seoul National University’s rank. Like in America, once in the twenties or thirties almost every university wanted to be a Harvard University. The same phenomenon is taking place in Korea.

There are many universities, but there is no system. I mean, in some countries you have the leading universities that are clearly distinguished from mid-class universities and then community colleges; this is a system. In Korea, no such system exists.

So, how does Seoul National University try to cope with globalization? This is a term I made up myself, ‘self-strengthening initiative’, meaning even if we never have the opportunity to speak about it, every faculty member just assumes: “Let’s make this school a good one.” Good meaning, excellence in research. This is what I call a self-strengthening initiative within our school.

The key word or element of this self-strengthening initiative is the expressed goal of building a world-class university. This word is borrowed from Altbach, who distinguished five elements that make up a world-class university. Seoul National University, KAIST and POSTECH are already referred to as leading universities in science and technology. We then have other leading universities in terms of reputation; that is, Seoul National University, Korea University and Yonsei University. The interesting thing is to find a rivalry between Korea University and Yonsei University – something like the competition between Keio University and Waseda University.

Seoul National University’s strategy to becoming a world-class university rests on building a solid doctoral program. I got a doctoral degree from the United States, because in the 1970s there was no internationally standardized doctoral program offered there. Now, it’s a homemade doctoral program, and students are instead sent overseas as post-doctoral students. We send these students abroad so that they may develop a sense for a globalized world, not to be small-minded.

The second thing I would like to mention is research confidence. That is the most important criteria for our initiative. The strategy is a

benchmarking method. For example, benchmarking one particular American university, monitor what is happening there, and then try to copy them and from time to time evaluate how well we've done. This is our benchmarking method. Luckily we have some money to fund the 'Brain Korea 21' program – similar to the Japanese Center of Excellence or Chinese 211 we have some money what is called 'Brain Korea 21', like...Japanese 'Center of Excellence' or Chinese 211 and 985. I don't know why these programs appeared at the same time in all three countries.

We have made some progress. We have increased the numbers of papers produced, for example. SCI is talked about almost as if it were a disease, but there is no other way to know where we are going. As a quantitative measurement, the number papers that appear in SCI-recognized academic journals is one measurement of achievement.

However, the most important criteria in the 'self-strengthening' initiative, is building self-confidence. As the leader in 1995 of our 'Brain Korea 21' department, I oversaw our department host its first international conference. At this conference, we had graduate students coming to us saying: "Professor, I can do that. Give us a little time, gives a chance and next time I will present my paper." Can you imagine that? Somehow, this conference gave them the confidence to believe they could be internationally recognized scholars, one day. We have to begin our work on the campus, with students.

And the quality of papers is good, too. For example, we send our students abroad for their PhDs and recruit them subsequently as contracted professors – not tenure professors – so that the focus will be on research. We will provide travel expenses, life expenses, to encourage them to learn something and bring that knowledge back. Then we encourage them to write good papers, which will get published. This is how we support our young generation.

Because of that, our ranking – and I'm sorry for bringing this issue up – has gone up. People have begun considering ranking in the same way they consider the Olympics, counting publications by country, like medals.

In 2005, our overall ranking in the Times, was 93. The first year we got into the top 100 ranking, and the next year we made it to 63<sup>rd</sup> and in 2007 we made it to the 49<sup>th</sup> position. These are significant increases. Look at this, this is a statistic for the 2004 rank by SCI papers: Harvard is first at 9,000 papers, Tokyo University has 7,000 published papers and SNU, only 3,000. But look more closely at how



they arrive at this number of papers and a different picture emerges. For example, for every billion Korean Won, SNU produced 1.15 papers – take a number of costs into consideration. Now look at Havard, their ratio is 1.45; Tokyo University is 1.56; and UCLA is at 0.56. Looking at these figures, we can say that SNU is competitive internationally. There is need to take running costs into consideration. This kind of index allows us to conduct good self-evaluations. Then, we can check our progress, from time to time.

How have we may such big improvements? One reason is that secondary education is good. Secondly, the undergraduate program at SNU is of tremendous quality.

My major recommendation can be summarized as follows: we have the key in mentor-disciple relationships. You don't find this in the Western research university - this is Asian values. When you take a look at the history of our universities, you never look at this tradition; and this is only one, there are also Chinese traditions, Muslim traditions and so on. All description descriptions of universities leave out this tradition. Look at China: Confucius is the origin of Asian higher learning and values. The intellectual tradition stretches back to the 16<sup>th</sup> century with thinkers like Confucius, Manchu and ChuHsi. The same thing happening in Korea: a revival of ChuHsi's Neo-Confucianism in the 16<sup>th</sup> century, with thinkers such as Taegye, Hangang, Misu and Sungho. Look at this, from this scholar, from this higher learning, the Korean Catholic Church began; without any contact through foreign missionaries.

Globalization remains the issue; how can we keep going? I see two distinct challenges. There exists a financial challenge, but also the challenge of regionalization and within that, how to free ourselves from the definition of the world-class university. The concept of a world-class university is still rooted in a Western perspective. How do we resolve the conflicts between the three or four competing ideas of the university? How do we become independent from the deepening dependence on Western conceptualizations of the university - especially the language problem? And my final question is how can we respond to globalization without becoming victims of Neo-colonialism in the 21<sup>st</sup> century. This does not mean Neo-colonialism strictly imposed by the West. If we talk about regionalization, there is significant potential for power disparities to exist here, too.

Thank you very much.

Sonoda

Thank you Professor Kim Ki-Seok.

Responses of Leading University in Asia for Globalization &  
Regionalization of Higher Education  
COE-GIARI, Waseda University  
January 17, 2008

## **The Making of World-class Research Universities and Renewal of Asian Values of Higher Education in Korea: SNU**

Ki-Seok “Korbil” Kim

Fulbright NCS of Higher Education 2007,

Education Professor of SNU &

Chief Fieldwork Officer of Educators without Borders

### **1. A Glance at HEd in Korea**



Seoul National University Ki-Seok Kim

## Quantitative expansion

- Progression rates 81% & universal completion of secondary education (top among OECD),
- Simultaneous transition **from elite to mass & to universal access** in secondary & tertiary education ( M. Trow's term),
- Close to reality of “*tertiary education for all*,” (OECD report)
- Extremely limited public funds & over-privatization,



Seoul National University Ki-Seok Kim

## Quality assurance

- Conflicting conceptions on the idea of the university:  
Japanese imperial university (Humboldt's idea), American research university, & indigenous intellectual tradition
- Highly stratified schools and huge gaps in quality among them:  
from top-class to diploma mill school
- Less diversified system: SNU as a leading & defining institute or  
“meandering procession” (D. Riesman's term)



Seoul National University Ki-Seok Kim

## Critical issues

- A lack of a “system” of tertiary education,
- A shortage of applicants for scientists & engineers
- Repeated reforms of college entrance examination system by MOE and less autonomy in selection of the students
- Enhancing international competitiveness of graduate programs in a knowledge-based economy



Seoul National University Ki-Seok Kim

## **2. Self-strengthening initiatives :“a great leap forward” to Excellency in research at SNU**



Seoul National University Ki-Seok Kim

## “World-class” research universities? according to Altbach, 2004

- Excellence in research,
- Academic freedom & intellectual excitement,
- Autonomy: students admission, curriculum, degree program, recruit of new members, & etc..
- Adequate facilities: Lab., ICT, libraries, & etc.
- Long-term funding, especially public supports.

 Seoul National University Ki-Seok Kim

## Leading research universities in Korea

Source: *The Chronicle of Higher Education*, July 23, 2004

University Name	Students	Graduate Students	Funds in million \$
SNU	32,058	9,479	\$209
KAIST	7,162	4,261	\$100
POSTECH	2,800	1,600	\$58

 Seoul National University Ki-Seok Kim

## ***SNU's road to “World-class”***

- Upgrading graduate education to attain excellence in research & teaching,
- Enhancing the research competence of graduate programs,
- Building infrastructure for academic research,
- Bench-marking, monitoring and continuous self-evaluation of self-strengthening initiatives, &
- Fostering international cooperation (e.g. internalization) with top-class world universities



Seoul National University Ki-Seok Kim

## **The BK (Brain Korea)21 Projects, 1999–2007**

- Building “World-Class” research universities:
  - Large scale funding: the second the 7-year cycle of competition among leading universities since 2007
  - In return, major reforms proposed by universities:
    - Flexible admission system;
    - Rigorous faculty performance review system (e.g., tightened tenure); & others

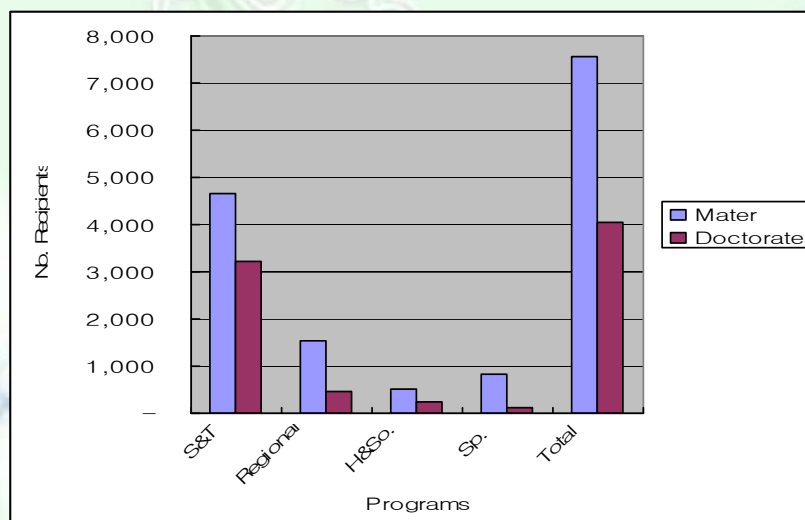


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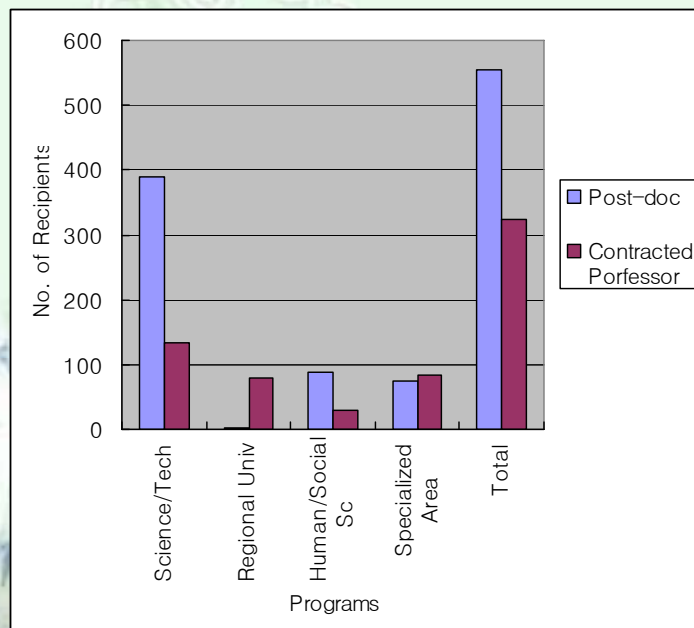
## Some progress at SNU graduate programs

- A remarkable increase in the **quantity** of academic papers by professors & junior scholars(e.g. SCI papers),
- Building **infrastructures** good for research & teaching: Labs, ICT, international house etc.,
- Gaining **self-confidence** in research competence & publications among students,
- Noticeable improvement of the **quality** of the papers(e.g., cited times, school rankings)

## Financial supports for graduate students

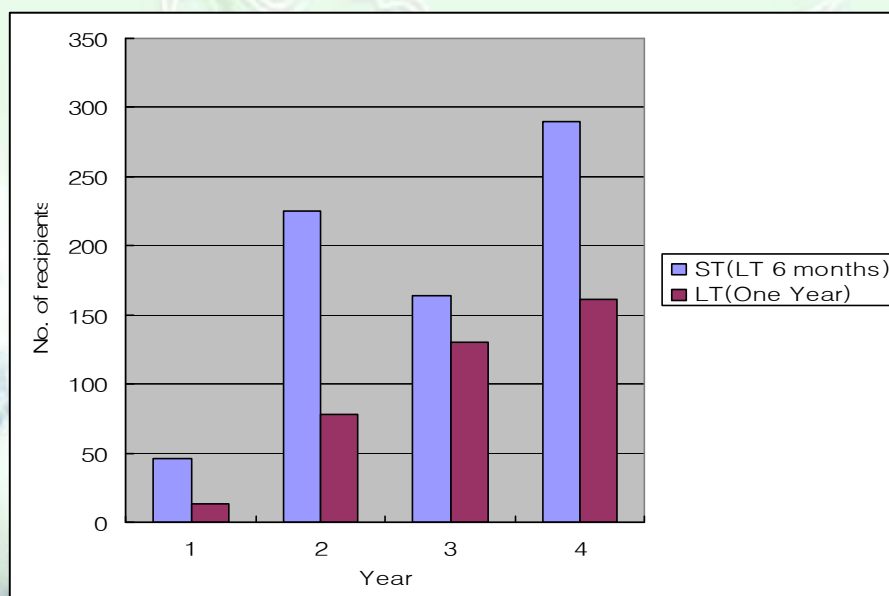


## New positions for young scholars



Seoul National University Ki-Seok Kim

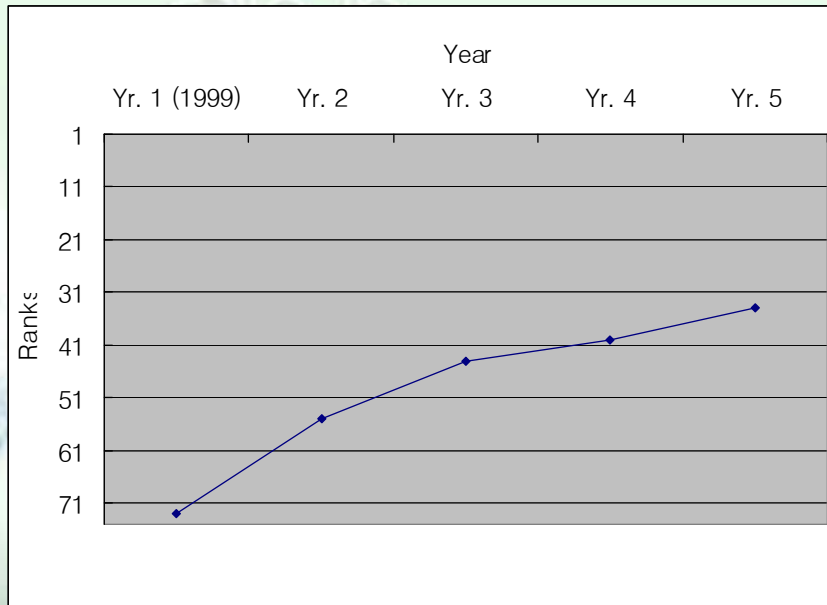
## Overseas training for graduate students



Seoul National University Ki-Seok Kim



## The rise of unofficial ranks of SNU



Seoul National University Ki-Seok Kim

## The 2004 ranks by SCI papers

Rank	School	Papers	Rank	School	Papers
1	HAVARD	9,421	21	UCD	3,685
2	TOKYO	6,631	22	YALE	3,683
3	UCLA	5,232	23	OXFORD	3,647
4	UW-SEATTLE	5,193	24	DUKE	3,558
5	MICHIGAN	4,951	25	MIT	3,511
6	TRONTO	4,942	26	FLORIDA	3,506
7	KYOTO	4,751	27	COLUMBIA	3,489
8	STANFORD	4,633	28	SAN-PAULO	3,454
9	JOHNS HOPKINS	4,468	29	UMM	3,371
10	Upenn	4,446	30	UNC	3,211
11	CAMBRIGE	4,129	31	SNU	3,116
12	UCB	4,049	32	PENN ST.	3,063
13	OSAKA	4,040	33	OSU	3,061
14	UCSD	3,979	34	NW	2,999
15	UCSF	3,959	35	WU	2,989
16	CORNELL	3,915	36	MCGILL	2,955
17	WISCONSIN	3,846	37	UBC	2,893
18	TOHOKU	3,809	38	UIU	2,755
19	PITTSBURGH	3,805	39	Univ-Coll-London	2,629
20	Imperial-Coll-SCI-T	3,721	40	Munich	2,617



Seoul National University Ki-Seok Kim

## Productivity among top schools adjusted for expenditures, 2004

Money unit:  
I B KW

	Research funds	Running costs incl. R funds	SCI # papers	SCI ranks	SCI # /RF	SCI # /RC
SNU	2,701	6,466	3,116	31	1.15	0.48
KAIST	977	2,600	1,136	187	1.16	0.44
Postec	810	1,834	823	272	1.02	0.45
Harvard Univ.	6,481	28,574	9,421	1	1.45	0.33
Tokyo Univ.	4,257	17,327	6,631	2	1.56	0.38
UC Los Angeles	6,107	36,510	5,232	3	0.86	0.14
Stanford Univ.	8,602	26,024	4,633	8	0.54	0.18
UC Berkeley	4,395	16,910	4,049	12	0.92	0.24



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## An index on the quality of SNU undergraduate program

*The Chronicle of Higher Education*, January 7, 2005

- Among all the students who earned doctorates from American universities between 1999 and 2003, more received their undergraduate degrees from the University of California at Berkeley than from any other institution, ... ***But perhaps the more surprising news is the identity of the second most common source of undergraduates: Seoul National University, in Korea.***



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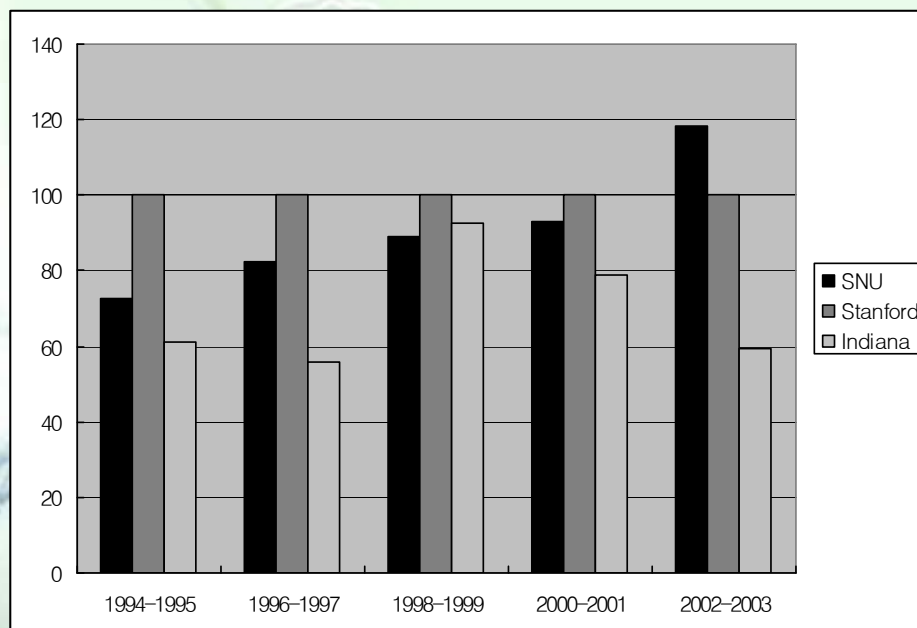
## New findings on the quality of research indexed by cited numbers, 1994-2003

- According to the quality index of cited times, during 1994 – 1995, *SNU showed 35% of the top university and 66% of a group of high-ranking universities*. Since then, there has been a significant and steady improvement and *today the same index reached 74% of the top university*. In comparison with the group of high-ranking universities, *SNU's figure is even higher than theirs by 37%.*
- Judging by the quality of published journal articles, *the graduate program in science and engineering of SNU is about the 20th among high-ranking universities in the U.S.*



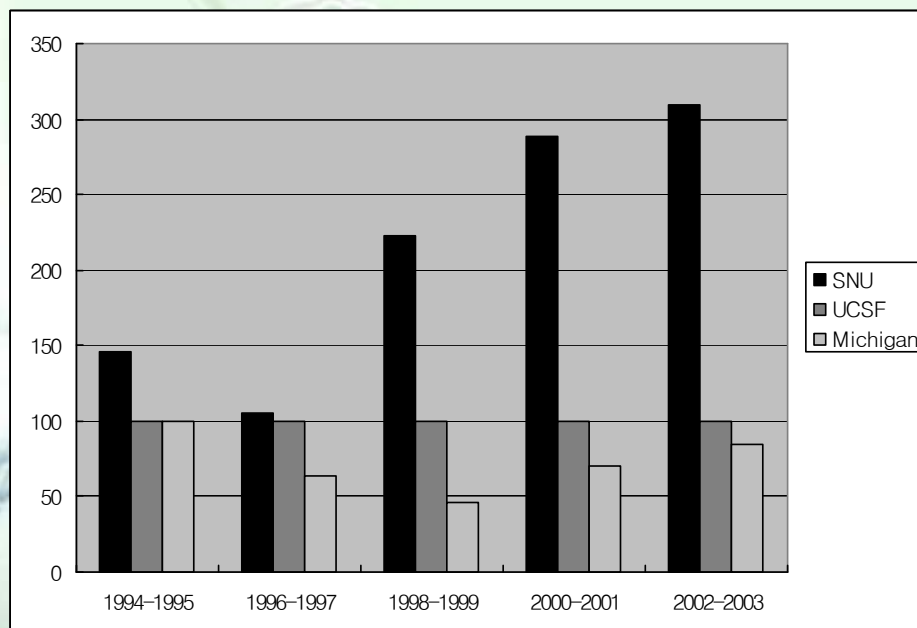
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### Maths



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## Pharmacy



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## Factors led to a great leap forward

- **Selection of top caliber students from the strong secondary education system. (i.e. PISA results)**
- **The impressive quality of undergraduate program of SNU( “only second to UC-Berkeley..”)**
- **Indigenous intellectual traditions of higher learning ( The Gates and strong mentor-disciple relations)**

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### 3. Renewal of Asian Values of Higher Learning in the era of globalization



#### The dominance of Eurocentric perspectives

- The *selective traditions* :some traditions never or rarely mentioned in history of higher education, (cf. C. Lucas, *American Higher Education: A history*)
- Chinese tradition, (& Korean indigenous one)
- Oral tradition of the Vedantists,
- Ancient India,
- Nestorian,
- Muslim *scriptoria*,
- West cities of Jennie, Gao, Timbuktu





## The Origin of Asian higher learning: Confucius



### Gates as the relation of a mentor-disciples

- A passage to Confucius Ways(道),
- Integrity of character (修己),
- Scholastic networks as non-formal and less-institutionalized (NFLI), &
- Private education as the center of academic excellence)



## An indigenous school for literati in Korea



## An archetypical academic lineage in China

Confucius, BC 551-479



ChuHsi, 1128-1200



Manchu, BC 372-289?



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A representative academic lineage in Korea

- **Revival of Chuhsi's Neo-Confucianism**
- *Taegye* the Korean Confucius, 1501-1570
- *Hangang*, 1543-1620
- *Misu*, 1595-1682
- *Sungho*, 1681-1763



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## Taegye's school for Neo-Confucianism





## **Toegye and the shaping of Japanese Confucianism**



## **Misu, 1595-1682**



## Sungho, 1682-1763



이익(1682- 1763)

### The Three schools of *Sungho* from the 18C

1

Self-learning of books on Scholasticism, early converters led by Yi Pyok, (1754-1785), and the birth of Korean Catholic church without the foreign missionary works.

2

Critical to the idea of the European Medieval University and the order of knowledge & empowering nationalistic movements opposing to open-doors policies.

3

The blossom of *Sirak* (實學, Practical Learning) led by Dasan (1762-1836) & applications of pragmatic method of inquiry into the real conditions of society.



Seoul National University Ki-Seok Kim

## Remaining issues for globalization

- **How to sustain self-strengthening initiatives for excellence in research and education,**
- **How to sustain the levels of public & private funds,**
- **How to stay away from external pressures from government and profit-driven private sectors as well, &**
- **How to make a tertiary education system with functionally diversified and differentiated colleges and universities**



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## New challenges for regionalization

- **How to free from overemphasis on a WRU membership, e.g. academic hype,**
- **How to resolve the conflicting ideas of the university (research university with indigenous intellectual tradition),**
- **How to be independent from deepening dependence on Western ideas of the university, &**
- **How to cope with globalization without becoming a victim of the neo-colonialism of the 21<sup>st</sup> century**



Seoul National University Ki-Seok Kim

## **Presentation**

### **Internationalization of Higher Education in Vietnam: The Case Study of Vietnam National University, Hanoi**

Thuy-Anh NGUYEN  
Lecturer, Vietnam National University, Hanoi

Sonoda            Well, I would now like to ask Mrs. Nguyen Thuy-Anh from Vietnam National University, Hanoi, to give her presentation. I would like to add that she is currently pursuing her PhD with us here at Waseda University.

Nguyen            Thank you, Professor Sonoda.

Good afternoon, ladies and gentlemen, it is my great honor to be here at this international symposium. I first of all would like to thank Waseda University and especially Professor Kuroda for offering me such a privileged opportunity to be here as a presenter today.

My presentation today is about the internationalization process of one of the two biggest national universities in Vietnam, that is the Vietnam National University Hanoi. I'd like to give you general picture of the internationalization process at VNU through the figures and information and I'd especially like to point out the Asian dimensions of this process.

Just a brief history about Vietnam National University Hanoi, as you can see here. Vietnam National University, Hanoi is now 100 years old – its history dating back to 1906 with its Chinese precursor, the University of Indochina. VNU now has ten training and teaching member institutions and some other research institutes, research centers and service units. In its development process, international cooperation and integration is perceived by VNU as one of the top priorities, in order to achieve international standards, as well as to improve the quality of faculty and students and also to contribute to establishing the image and prestige of the university system as a whole in Vietnam.

And, up until now, Vietnam National University Hanoi has been establishing close relationships and cooperating with more than 100 institutions and organizations all over the world. Since 2001, it has signed about 150 memoranda of understanding and memoranda of agreement with foreign organizations, among which more than 50% of MOUs are being signed between Vietnam National University Hanoi and Asian universities and organizations.

As you can see from this graph here, the number of countries signing MOUs with VNU between Asia and other part of the world are equal. Japan and Korea are the two Asian countries which have the biggest number of MOUs being signed with VNU.

Through this cooperation and privileged relationships with foreign organizations, Vietnam National University Hanoi has organized joint seminars, workshops and conferences with the other institutions. 12 major joint projects with combined funding of \$20,000,000 have been implemented and this is a good chance for the faculty and the students to upgrade their quality and to build up the university facilities and infrastructure. Also, VNU is now an active member of a number of regional and international organizations and associations.

One of the very important categories of internationalization is student mobility. In the past few years, the opportunities for VNU students to study abroad have become increasingly available thanks to the bilateral agreements at the governmental level and also agreements between VNU and other foreign organizations and universities. Also, there are some VNU students who apply to study abroad by themselves and on their own budgets. And so yearly, hundreds of VNU students are sent abroad for short or long term study.

For the College of Social Sciences and Humanity, and the College of Science, most of the students sent abroad go to study in Asian countries. And most of these students study in Japan, Korea, Singapore, China, or some other Asian countries. But why do most students choose Asian countries for their study abroad programs? I think one of the answers is that the governments of these Asian countries offer scholarships for these students and if they are offered scholarships why wouldn't they go abroad to study. One more reason could be the fields of the study. Because as you can see here, the students from the College of Social Sciences and Humanity, study for example, Chinese studies, Korean studies, and Japanese studies so they choose these Asian countries as host countries. But compared to the figures for students who received a scholarship from the Vietnamese government and the students who go abroad to study on their own budgets, you can see that most of these students still choose Anglo-Saxon countries, I mean, English speaking countries. But once again, I think the reason why they choose to study in English speaking countries is not only because of the advantages in language instruction or the prestige of these universities, but also because they haven't recognized the prestige and quality of Asian universities. For example, before I came here, I didn't know of

Waseda University, Keio University or any other Japanese university. I'm sorry to say, but, this is the same for many Vietnamese students.

With regards to foreign students, VNU now is not only sending students abroad, but also becoming a host university for foreign students. Each year, VNU receives about 500 foreign students for short and long term courses or research projects. And you can see from the graphs here: for the College of Social Sciences and Humanities, as well as the College of Foreign Languages, nearly 90% of the students are from China. However, in the College of Science, all of the students are from Laos and Cambodia. Before 2003, there were also some Mongolian students.

So, we notice that students from the less developed countries come to VNU to study natural sciences. But only students from the more developed countries, like China and other Asian countries, come to study Vietnamese language and culture. I think this is due to the government policies in these Asian countries; they want to better understand Vietnam.

And VNU sends not only students abroad, but faculty as well. This is one of the most important policies VNU has implemented to upgrade the qualifications of the teaching staff. Some of the member institutions in VNU now have implemented policies to encourage its faculty to publish their research results internationally. They use financial schemes to encourage the faculty; for example, by paying them a certain amount of money per article. However, the number of foreign faculty members is still very low except for the joint venture programs where foreign professors come to teach.

International education programs are, I can say, one of the most important strategies VNU is using to internationalize. Over the past few years, the number of joint education and joint training programs has increased dramatically due to some rationales here, as you can see. Many foreign institutions call for collaboration with VNU. And, VNU now has to be more selective in signing MOUs and in implementing joint programs with foreign institutions. They have to be more selective in choosing the qualified and prestigious institutions. And they are going to issue a guiding instruction for the member institutions to choose only among the at least top 500 universities in the world to cooperate.

You can see the number of the joint training programs here. Since 1998, I have calculated that there are about 34 joint training programs, which have been established. But, only 9 out of the 34 programs are jointly operated between VNU and Asian institutions - mostly, Malaysia and China. The field of study in half of the joint

programs with China is Chinese traditional medicine; the other is Chinese language. You can see that the fields of study are mostly economics and business administration. As for the graduate level, 9 out of 20 are MBA courses. So, they are very popular fields of study.

The students in the joint programs can access the digital libraries in partner institutions. The College of Technology and Carnegie Melon University in the USA are going to carry out a joint training course using video tutorials, beginning January 2008. The College of Technology will be the degree-offering institution and the Carnegie Melon University will just sign the certificate and deliver the program through the Internet.

VNU's internationalization strategy is the utmost priority in its development process. It has just established a project called 16 + 23. Here, 16 means 16 fields, and 23 means 23 sub-fields for doctoral programs and 23 sub-fields in the masters programs. The purpose for setting up this project is to meet the international standards in these 16 and 23 fields and sub-fields by the year 2010. By 2010, VNU wants to meet the level of advanced universities in Southeast Asia and later in Asia and the world over.

Other strategies have also been set up. VNU has made international training programs and student and staff exchange a priority. They focus on upgrading academic staff qualifications, cooperating in the key areas of science and technology. Especially, they want to utilize sponsor resources and attract more scholarships internally and externally for the staff and students to study abroad. They want to build up the cooperation between VNU and other institutions from all over the world; universities here in ASEAN and in East Asia are specifically mentioned in the strategy.

In conclusion, although I have pointed out the Asian dimensions of the internationalization process VNU has embarked upon, I should say that VNU is still more influenced by Anglo-Saxon and European countries. The Asian dimension is not yet clear enough in VNU's internationalization process and strategy. I think there are both objective and subjective reasons for this. The objective reason is that some Asian countries, like Japan and Korea, are still reluctant to export education abroad. They don't set up campuses or joint programs in other countries. Meanwhile, institutions like VNU perceive joint education programs to be a very good way for them to meet international standards more quickly. This is because they can learn from the material, experience, skills, technology transfer, and curriculum from foreign countries. Also, as other professors have mentioned, I think we need more effective corporation initiatives among Asian countries so that the Asian students will be more aware

of the prestige of Asian universities.

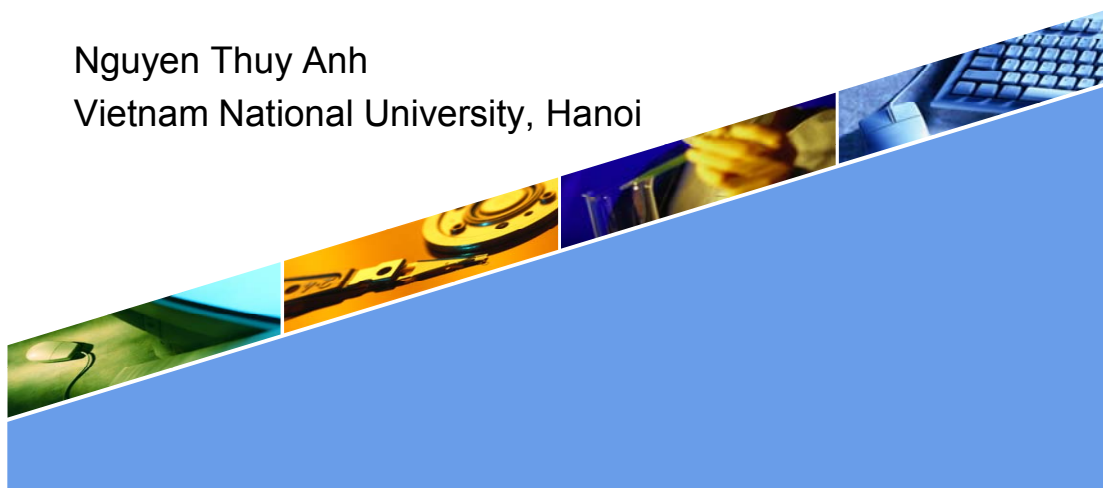
Thank you very much for your attention.



# Internationalization of Higher Education in Vietnam: The case study of Vietnam National University, Hanoi

Nguyen Thuy Anh

Vietnam National University, Hanoi

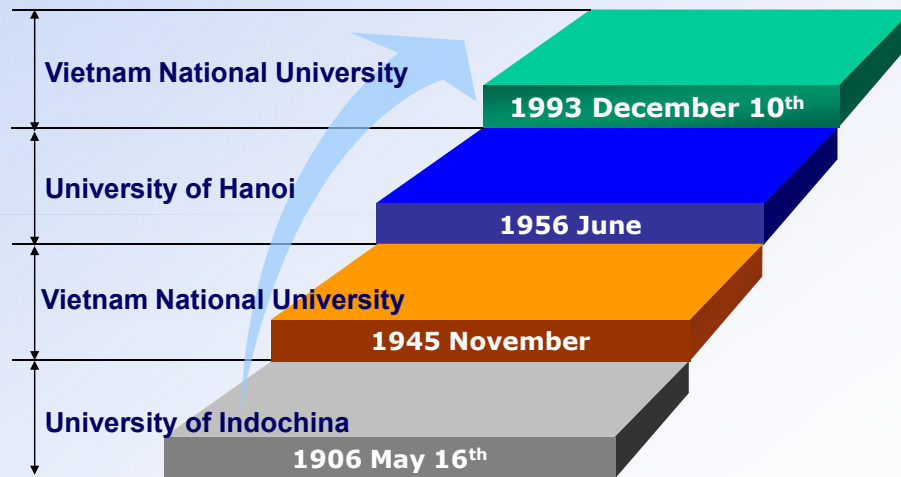


## Contents

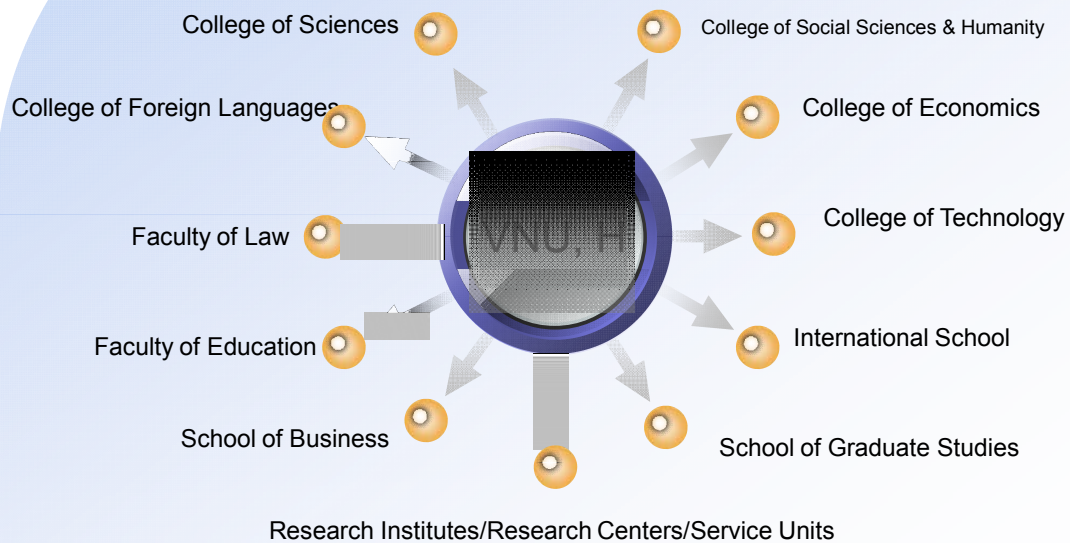


- 1 Philosophy of Internationalization
- 2 Institutional Cooperation
- 3 Student Mobility
- 4 Staff and Professionals
- 5 International Education Programs
- 6 Internationalization Strategy

## Brief History of VNU, Hanoi



## Training and Research Institutes



## Philosophy of Internationalization



International cooperation and integration is one of the top priorities of VNU, H, in order to:

- To realize missions of excellence in training and research
- To meet the regional and international standards
- To improve the quality of staffs, professionals and students
- To contribute to establishing image and trademark of Vietnamese universities in general

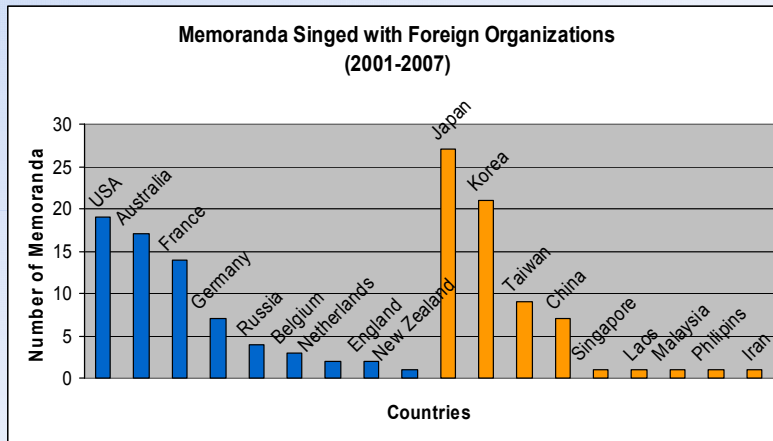
## Institutional Cooperation



- Close relationships and cooperation with more than 100 higher education institutions, research institutes and educational organizations all over the world
- 2001-2007: signed about 150 MOUs & MOAs with foreign organizations, among which more than 70 are from Asian countries



## Institutional Cooperation



Source: VNU, H website: <http://www.vnu.edu.vn/en/contents/index.php?ID=943>

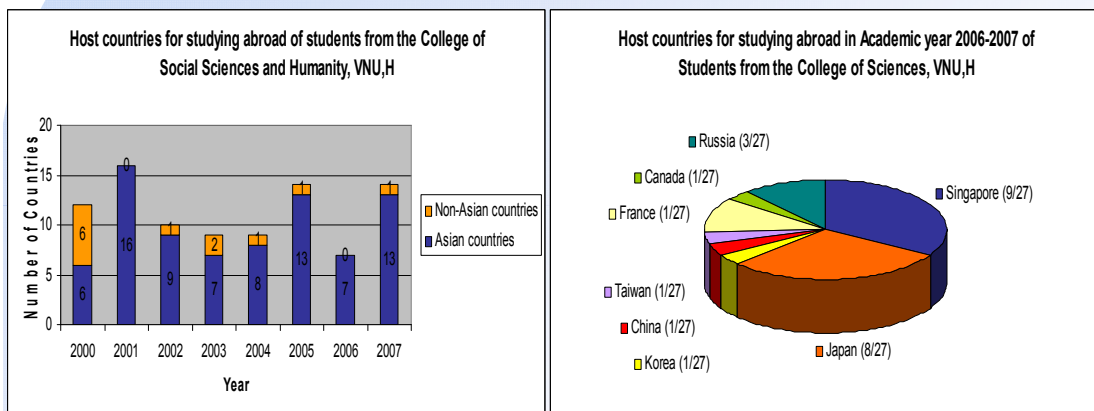
## Institutional Cooperation

- Organizing international/regional training courses, international/national workshops and conferences jointly with other foreign institutions
- Implementing 12 major joint projects with totally \$20,000,000 funding
- Being member of regional and international organizations and associations (UMAP, AUF, AUN, AUAP, ASAIHL, ACEID, CONFRASIE, BESETOHA, ect)

## Students sent abroad

- Students sent abroad belong to 3 categories:
  - Sponsored by Governmental Scholarships, Governmental Bilateral Agreements, Local Budgets
  - Sent under Bilateral Agreements between VNU,H and other foreign institutions/organizations
  - Privately financed
- Yearly, hundreds of students are sent abroad to study or take part in workshops, seminars and extracurricular activities

## Host countries for Studying Abroad of VNU,H Students



Source: Annual Reports of the College of Social Sciences and Humanity, VNU,H

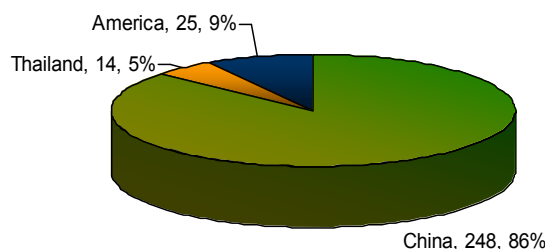
Source: Annual Report 2006-2007 of the College of Sciences, VNU, H

## Foreign students received

- VNU,H receives about 500 foreign students every year for short or long-term courses and research projects
- Most of these students come to study Vietnamese language and Vietnamese culture at undergraduate level
- These students arrive under 3 categories:
  - Governmental Bilateral Agreements
  - Bilateral Exchange Agreements between VNU,H and other foreign institutions/organizations
  - Privately applying

## Foreign students received

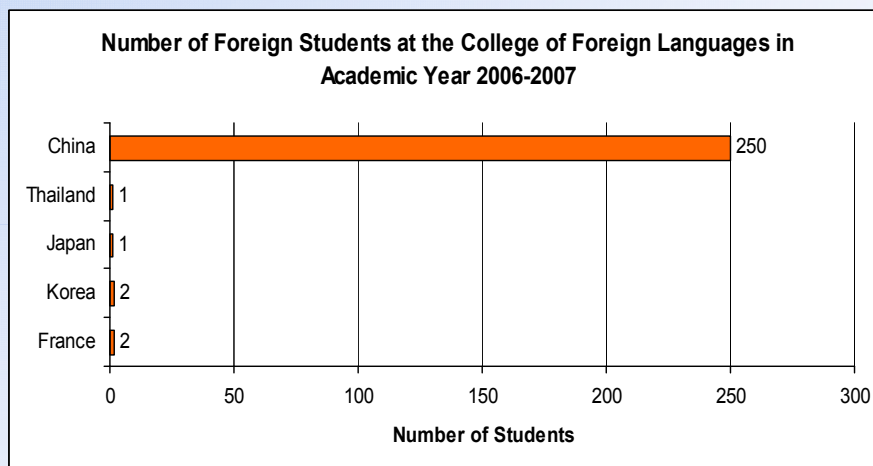
**Number of Foreign Students in Short-term courses of the College of Social Sciences and Humanity  
Academic Year 2006-2007**



*Source: 2007 Annual Report of the College of Social Sciences and Humanity, VNU, H*

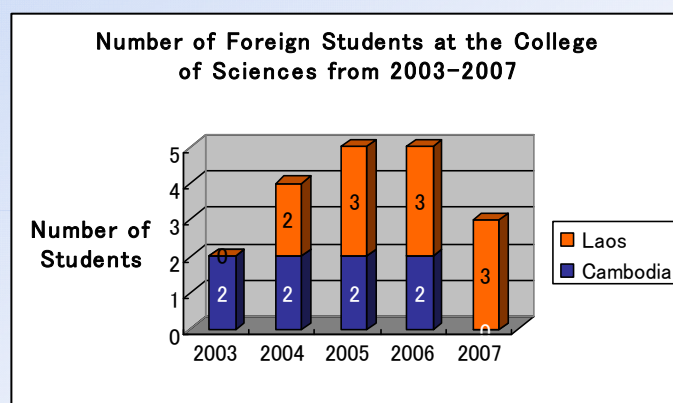


## Foreign students received



Source: 2007 Annual Report of the College of Foreign Languages, VNU, H

## Foreign students received



Source: 2007 Annual Report of the College of Sciences, VNU, H

## Foreign students received

- VNU,H has not had a center offering special support services for foreign students
- Two departments in charge of foreign students are: the International Relations Department and the Political-Students Affairs Department

## Faculty and Professionals

- Sending overseas hundreds of faculty, staff and researchers each year for short or long-term training courses, joint research projects, workshops and conferences
- Implementing policies to encourage faculty to publish research results in international journals (e.g. financial support schemes)
- Number of foreign faculty members is still very low (except for joint venture programs)



## International Education Programs



- Rationales:
  - To develop and improve quality of faculty and professionals
  - To transfer curricula and technology
  - To utilize international knowledge and teaching materials
  - To learn management skills and experiences
  - To be acknowledged by international community
  - To build up and enhance reputation and position
  - Not for economic motivations (except for the International School)
- Becoming more selective in signing MOUs and implementing joint training programs with foreign organizations

## International Education Programs



- From 1998, 14 undergraduate and 20 graduate joint training programs have been implemented
- Only 9/34 joint training programs have Asian institution partners (Malaysia: 4, China: 4, Taiwan: 1)
- Fields of study of joint training programs:
  - Undergraduate level: 7/14 are Economics and Business Administration Courses
  - Graduate level: 9/20 are MBA courses

## International Education Programs

- Students of joint training programs are able to access digital libraries of partner institutions
- College of Technology and Carnegie Mellon University (USA) to carry out a joint training course using video tutorials since January 2008

## Internationalization Strategy

- 16+23 Project (2007-2011)
  - “Establishing and developing a number of key basic scientific, high technology and socio-economic fields and sub-fields at VNU,H in order to archive international level”
  - Internationalizing step by step in order to archive international standards at 16 fields and 23 sub-fields by 2010
  - 2010: To meet the level of advanced universities in Southeast Asian region and later on in Asian region and in the world



## Internationalization Strategy

- Setting priority for international training programs, students/staffs exchange, focusing on upgrading qualification of academic staffs and research cooperating in key science and technology fields
- Effectively utilize international sponsor resources in order to improve physical facilities and equipment for training and researching institutions
- Attracting external and internal scholarship sources for staffs and students

## Internationalization Strategy

- Promoting cooperation with powerful countries in the field of education and scientific research such as North American, EU, Northeast Asian and Eastern European countries
- Strengthening and developing traditional relationships with Russia, Laos, Cambodia
- Expanding cooperation with ASEAN and East Asian countries
- Enhancing bilateral and multilateral relations with governmental and non-governmental organizations, regional and international associations, especially via regional and international university networks such as AUN, UMAP, BESETOHA, CONFRASIE

## Conclusions

- VNU,H is being influenced more by Anglo-Saxon and European countries
- Asian dimension is not clear enough in the internationalization process and strategy of VNU,H
- More effective cooperation initiatives among Asian countries need to be implemented

# Thank You !

**Presentation**  
**Waseda University's Global Strategy: Rediscovery of**  
**“Asian” nexus and its historical development**

Shigeto SONODA  
Professor, Graduate School of Asian Pacific Studies  
Waseda University

Sonoda

Good afternoon, ladies and gentlemen.

Before beginning, I have to say that I have two personal biases underlying this presentation. One is that, when I was a student, I tried to enroll in this university on two occasions and was not accepted. In the end, I graduated from Tokyo University. I have now been working for 15 years for another university, but I've been watching Waseda University from the outside for a long time. So my presentation contains many expectations of Waseda University. This is the first bias.

The second is that I've never been to an English speaking university to get a degree; unlike Professor Kim Ki-Seok, for example. My major is sociology, and almost all of the Asian scholars of sociology go to English speaking countries or they go to French and German universities. But very few of them go to Asian universities. Actually, I was educated in China in 1987. It is very common to find foreign sociologists applying Western frameworks to sociological studies in their home countries. It was so common that I came to despise the practice. So, this mentality may have some impact on my presentation. But, I'll try to be as neutral as possible.

I'd like to divide my presentation in three parts. The first is an introduction of Waseda University, because I am in charge of introducing the host of this symposium. Secondly, I'd like to introduce the characteristics of our global network. And finally, the main part of my presentation is going to introduce the historical development of our global strategy. I'd like to put emphasis on the Asian shift in Waseda University's global strategy. I will use some cases and historical explanations to explain why Waseda University has been pushing to more and more 'Asianized.'

As you may know, Waseda University was founded in 1882 and I'm happy to announce that we just celebrated our 125<sup>th</sup> anniversary last year. I must add that Waseda is a very prestigious private university and the second largest university in Japan in terms of the number of students; the number of campuses, 8 as of now; and in terms of full-time faculty members, currently numbering 1,800. In addition,

Waseda boasts 13 undergraduate schools and 17 graduate schools. And our alumni are recruited by some of the finest companies in the world. Thus far, Waseda University has produced 7 prime ministers, including the current prime minister, Yasuo Fukuda.

Also, our undergraduate School for International Liberal Studies has its own very interesting global strategy. As I mentioned before, Waseda is home to 17 graduate schools and those which include English programs are listed here: the Graduate School of Global Information and Telecommunication Studies, the Graduate School of Information, Production and Systems and my own school, the Graduate School of Asia-Pacific Studies. There are also 5 professional schools, as well as an English MBA program.

I'm also very happy to say that Waseda has been chosen for four Global COE programs, awarded by the Japanese government. Our graduate school is among the recipients of this distinguished grant.

Now, I'd like to explain the characteristics of Waseda's global network. As of August 2007, we had 473 agreements, not only in terms of university-to-university agreements, but in terms of other exchange agreements, as well. These agreements cover as many as 75 countries. But if you look at the number of exchange students, we find that more than 80% of the international students here are from Asia, which is not unique in Japanese universities. But if we look at the destinations Waseda students choose for study abroad programs, we can see that many Japanese students still go to North America for their education. But if you look at Asia as a percentage of the whole, you can say that it represents only 11.4%. But, as I explain later, we have more and more mutual exchanges with Asian countries.

I think it is really wise for a university to establish several overseas bases. Waseda has one liaison office in Korea University and one office in Peking University. One of functions of these offices is to recruit these students from these countries to Waseda. Some Asian universities, like Peking University, Fudan University and Korea University, enjoy a very special relationship with us, in terms of having a double degree program. And, of course, National Taiwan University, National University of Singapore and the Australian National University are also very important regional partners.

As I said, Waseda offers several double degree programs. In the case of Peking University, our graduate school started a joint doctoral program in 2002, and it continues to operate today. Since 2002, our university has been pushing to increase the number of double degree programs, with Peking University, Nanyang Technological University, National Taiwan University, only to mention a few. As of

next year, we'll start a double degree program with Columbia University in the United States, and National Taiwan University in Taiwan at the MA level.

As I mentioned, the establishment of SILS or the School of International Liberal Studies, was revolutionary breakthrough for the internationalization of education in Japan. This school, even though I am not a faculty member there, but according to their advertisements, they are putting a lot of emphasis on a liberal arts education, in English. They are nurturing a global perspective and vision. They recruit a lot of students outside of Japan, boasting many nationalities and ethnicities in their program. Very interestingly, in order to foster a global perspective, there is one obligation imposed on every member: SILS students have to participate in a one-year study abroad program. After the establishment of SILS, the number of Waseda students who go abroad dramatically increased. Its mission is to help Waseda University become a world-class university.

As I mentioned, I am a faculty member of GSAPS and I am happy to say that this is the first graduate school that offered courses in English. Actually, this graduate school offers both MA courses and PhD courses. In our MA program, we have 250 registered students, 2/3 of them being from outside of Japan. As for the PhD students, we have already accepted 150 students and more than half of them are from outside of Japan. So many international students have come to GSAPS, which has become a driving engine for the 'Asianization' of education at Waseda University.

Very interestingly, if you look at the historical trend of the number of applicants and the number of newly enrolled students, you can see that despite high numbers of applicants, not everyone is enrolled, because of quality concerns. Last year, the percentage of those newly enrolled students in the PhD program that were from outside of Japan, represented more than half the total – this is a something GSAPS prizes. In addition to a formal education system, Waseda University is very unique insofar as it involves a 'third sector'; that is, it invites private companies to set up a consortium with Waseda University. An example of this is the digital campus consortium (ACC). So, there are a number of engines at Waseda that promote mutual exchange amongst Asian universities.

And finally, I'd like to explain why Waseda has been pushing to internationalize or "Asianize" its education. Again, one of the unique characteristics of Waseda University is that it accepted so many students from China, dating back to the Qing dynasty. If you look at the statistics in the 1920s, it said that around one quarter of those

students were international students, mainly from China. In 1963, we encouraged our International Division to accept 100 students from the U.S. annually. And as I mentioned, in 1998, the Graduate School of Asian-Pacific studies was established. It is at this point that I believe Waseda University began its process of Asianization in a very clear way. And as I mentioned, SILS was established in 2001; double degree programs started in 2005. So, you can clearly see that within this decade, Waseda placed a very strong emphasis on international education or cooperation with Asian countries.

This is very significant, especially when we consider the chronological change in the number of exchange students at Waseda. Right now we have more than 2500 foreign students studying at Waseda. And, to be frank, I was very shocked to hear President Shirai announce that he would like to increase this number to 8,000. I don't know whether it's feasible, but anyway, we are pushing forward in this direction. Also, the number of students studying outside of Japan, as I mentioned, has been increasing. As whole however, Japanese students are still reluctant to go abroad, being more domestically orientated. So we have to increase our efforts to motivate them to study abroad.

If we look at the chronological administrative reforms, we can see that we have been making an effort to internationalize for the past 40 years. Furthermore, if you look at the administrative chart, you will notice that there are three sections in Waseda University that deal with international affairs. The International Office is in charge of planning global strategy, management of overseas offices and management of the global network. But on the other hand, the Student Exchange Office, which belongs to the International Affairs division, has been developing exchange programs with other universities. So, these two offices are at the core of our global strategy. As I said, I am the associate dean of Center for International Education, but this center is more of an education center, trying to educate international students through a very strong collaboration with other school, like the School of Political Science, the School of Economics, and so on.

There are three or four pillars to Waseda's global strategy. The first is that it is trying to attract international students by offering a lot of scholarships and through the development of various education programs, while fostering international networks. The second pillar is making multicultural experiences routine, which is more of a domestic focus. As I mentioned, if we don't make any effort, Japanese students are too cowardly or too naïve to travel outside of the country. So we have to change the atmosphere and encourage them to study Asian languages and English, so that they become



accustomed to speaking foreign languages. The third pillar is educating excellent young scholars. The fourth pillar is networking with top global universities.

I believe that there are two basic reasons informing Waseda's drive to internationalize. The first is domestic reasons: Japan's population pyramid is changing very dramatically. we are changing the pyramid of population in Japan very dramatically. There is a smaller population of young people, which translates into fewer students. So, the domestic market has been shrinking. But on the other hand, the Ministry of Education has been trying to deregulate the policies for higher education, creating more competition amongst universities. So, competition has really become more severe. You can easily understand how the Global COE grant is one of the very symbolic measures competition amongst universities. In fact, I was quite depressed when I wrote the proposal for the Global COE program. I had a chat with my children after my child asked me what I was doing. I said 'Oh, I am writing a very important document which determines future of Waseda.' And he was really impressed, and said 'Oh!! The future of Waseda!'"

The second reason for internationalization is a foreign one: Japanese universities are becoming more and more exposed to global competition in the education industry, as many experts have already pointed out in this seminar. But more accurately, the second reason can be ascribed to the rising Asian economies. And again, the unique aspect of Waseda's internationalization strategy is the push for the Asianization of education. There are several reasons underpinning this strategy. The first, as Professor Kim mentioned, is that Waseda has a very strong sense of rivalry with Keio University, which undertook dramatic reforms in the early 1990s. Since then, the leaders of Waseda have shared a "catch-up" mentality, which is fuelling this rivalry with Keio University. In order to catch-up or surpass Keio, they needed to innovate, as well. Yukichi Fukuzawa, founder of Keio University, advocated that Japan should look outside of Asia, seeking collaborative partnerships with Western countries. The leaders saw in Waseda's motto "Bridging the gap between East and West", a means to create the 'Asian Nexus.'

In fact, Waseda is famous amongst those born in the 'new China', post-revolution, because they were seen as the educators of many important actors in this period of Chinese history. Waseda saw this as one source of revitalization, taking advantage of existing social capital.

Waseda's 'revitalization' is being carried out in no small part due to the strong leadership by former President Okushima and current

President Shirai. GSAPS was established under the strong leadership of President Okushima, who recognized the importance of cooperation with Asian universities. So on the one hand, he established kind a graduate school and on the other, an organization for Asian studies. He tried to recruit many Asian specialists.

In my opinion, both presidents seem to have a two-step theory for global strategy. I had a chance to talk with Okushima-sensei once, and he said that it's impossible to compete with American universities directly. According to his explanations, we need some cooperation among Asian universities, and only then can we compete with other U.S. universities. So, if his observations are correct, then Waseda seems to have a very clear idea about a two-step theory; that is, they want to be a leading university in Asia, then, they will become a leading university in the global community.

Finally, I would like to highlight that concepts come from the top, but networks are very decentralized. For example, today's meeting can be considered a kind of network, but I don't know whether this meeting has a direct impact on Waseda's global strategy. Whenever we put this kind of global strategy forward, we need some kind of coordination between administration and education. And, I would like to add one thing. Internally at Waseda, we are trying to create a new scheme for cooperation among Asian universities through internationalization policies. But, interestingly, if we look at the school level, we are competing with each other to get one step ahead. Competition within Waseda has been stimulating our internationalization process. Competition amongst schools and graduate schools is a foundation of Waseda's global strategy.

Lastly, I would like to mention the importance of the global college scheme. It is a very symbolic scheme, insofar as it explains the necessity of coordination between administration, schools and international offices. Waseda administers a number of double-degree programs with other Asian universities. But these networks, as I mentioned, are de-centralized by nature. So, the international affairs division invented the global college scheme. But, in order to realize the full potential of this scheme we will need further cooperation with other schools in Asia.

Thank you very much.

# Waseda University's Global Strategy:

*Rediscovery of "Asian" Nexus and Its Historical Development*

January 17, 2008



**Shigeto Sonoda**

Associate Dean, Center for International Education  
Secretary General, Global Institute for Asian Regional Integration  
Professor of Sociology, Graduate School of Asia-Pacific Studies



## *Outline of Presentation*

- 1. What's Waseda University?**
- 2. Waseda's Global Network**
- 3. Historical Development of Global Strategy and Rediscovery of "Asian" Nexus**



## 1. What's Waseda University?



### *Waseda University: General Information*

- ◆ **Founded in 1882**
- ◆ **Most Prestigious Private University**
- ◆ **Second Largest University in Japan**

54,000 students  
8 campuses  
1,800 full time and  
3,000 part-time faculties  
750 administrators





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UNIVERSITY

## *Current Situation of Waseda University*

### ◆ Academic Organizations

- ❑ 13 Undergraduate Schools
- ❑ 17 Graduate Schools and 5 Professional Schools
- ❑ 2 High Schools
- ❑ 3 Affiliate High Schools
- ❑ 2 Schools of Arts and Architecture



### ◆ Extensive Alumni Network

- ❑ Over 490,000 alumni around the world
- ❑ Excellent entrepreneurs creating prestigious firms such as Sony, Casio, etc.
- ❑ CEOs of first-class companies such as Fujitsu, Honda, Nintendo, Samsung, etc.

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## *Waseda Graduates who became Premier*



Shigenobu OKUMA  
1898- and 1914-



Tanzan ISHIBASHI  
1956-1957



Noboru TAKESHITA  
1987-1989



Toshiki KAIFU  
1989-1991



Keizo OBUCHI  
1998-2000



Yoshiro MORI  
2000-2001



Yasuo FUKUDA  
2007-

6





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## *13 Undergraduate Schools*

- School of Political Science and Economics
- School of Law
- School of Media, Culture and Society
- School of Humanities and Social Sciences
- School of Education
- School of Commerce
- School of Fundamental Science and Engineering
- School of Creative Science and Engineering
- School of Advanced Science and Engineering
- School of Social Sciences
- School of Human Sciences
- School of Sport Sciences
- **School of International Liberal Studies**



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## *17 Graduate Schools*

- Graduate School of Political Science
- Graduate School of Economics
- Graduate School of Law
- Graduate School of Letters, Arts and Sciences
- Graduate School of Commerce
- Graduate School of Fundamental Science and Engineering
- Graduate School of Creative Science and Engineering
- Graduate School of Advanced Science and Engineering
- Graduate School of Education
- Graduate School of Human Sciences
- Graduate School of Social Sciences
- **Graduate School of Asia-Pacific Studies**
- **Graduate School of Global Information and Telecommunication Studies**
- Graduate School of Japanese Applied Linguistics
- **Graduate School of Information, Production and Systems**
- Graduate School of Sport Sciences
- Graduate School of Teacher Education



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## *5 Professional Schools*

- The Okuma School of Public Management
- Waseda Law School
- Graduate School of Finance, Accounting and Law
- Graduate School of Accountancy
- **Waseda Business School MBA Programs, Graduate School of Commerce**



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## *Excellent Programs*

- **21st Century COE (Center Of Excellence) Program and Global COE Program at Waseda University**
  - Holistic Research and Education Center for Physics of Self-organization Systems (21)
  - The Innovative research on symbiosis technologies for human and robots in the elderly dominated society (21)
  - Constructing Open Political Economic Systems (21)
  - Creating New Legal System for Corporation and Society (21)
  - Global COE for Practical Chemical Wisdom (G)
  - International Research and Education Center for Ambient Soc (G)
  - International Institute for Education and Research in Theater and Film Arts (G)
  - **Global Institute for Asian Regional Integration (G)**

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## 2. Waseda's Global Network



### *Global Network of Waseda*

As of August, 2007

#### Agreements with Overseas Institutions

Type of Agreement	Number of Agreements	Number of Institutions	Number of Countries
University-to-University Agreements	311	382	74
Other Exchange Agreements / Contracts	162	163	26
Total	473	539	75





As of June, 2007

**International Students at Waseda (Region of Origin)**

Region	No of Countries	No of Students	%
Asia	22	1,984	81.5%
Europe	36	203	8.3%
North America	2	156	6.4%
Central-South America	11	36	1.5%
Oceania	4	33	1.4%
Middle East, Africa	14	23	0.9%
<b>Total</b>	<b>89</b>	<b>2,435</b>	<b>100%</b>

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As of October, 2006

**International Students from Waseda (Region of Destination)**

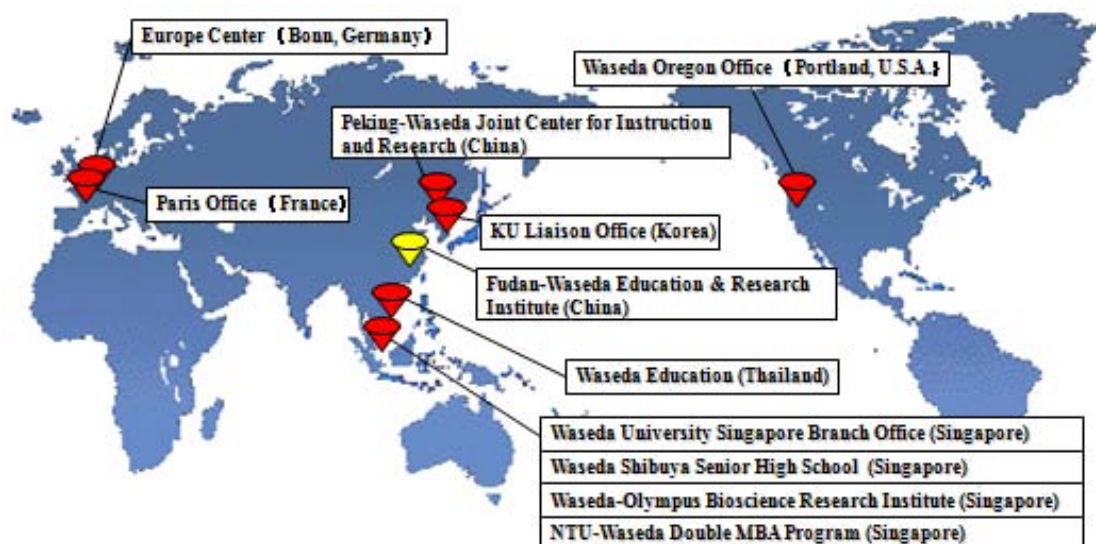
Region	Number of Countries	Number of Students	%
North America	2	472	49.7%
Europe	22	297	31.3%
Asia	8	108	11.4%
Oceania	4	62	6.6%
Middle East & Africa	5	5	0.5%
Central & South America	3	5	0.5%
<b>TOTAL</b>	<b>44</b>	<b>949</b>	<b>100%</b>

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## Overseas Bases of Waseda University



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## Some Major Partner Universities

- Peking University (China)
- Fudan University (China)
- Korea University (Korea)
- National Taiwan University (Taiwan)
- National University of Singapore (Singapore)
- Australian National University (Australia)
- Science Po (France)
- Columbia University (U.S.)
- University of Milan (Italy)
- Pembroke College, Oxford (U.K.)



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## *Joint Academic Programs with Overseas Institutions – Double-degree Programs*

### ● **Double-degree Programs with Partner Universities**

- Joint doctoral program with Peking University (2002-)
- Double-degree programs with Peking University and Fudan University at undergraduate level (2005-)
- Double MBA program with Nanyang Technological University, Singapore (2006-)
- Double-degree program with National Taiwan University and National University of Singapore at undergraduate level (2007-)
- Double-degree program with Columbia University at Ph.D. level (2008-)
- Double-degree program with National Taiwan University at MA level (2008-)

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## *School of International Liberal Studies (SILS)*

- **Emphasis on Liberal Arts Education**
- **Nurturing a Global Perspective and Vision**  
/Using English and Japanese as Common Languages for Learning
- **One-year Study Abroad Requirement**
- **Helping Waseda become a World-class University**



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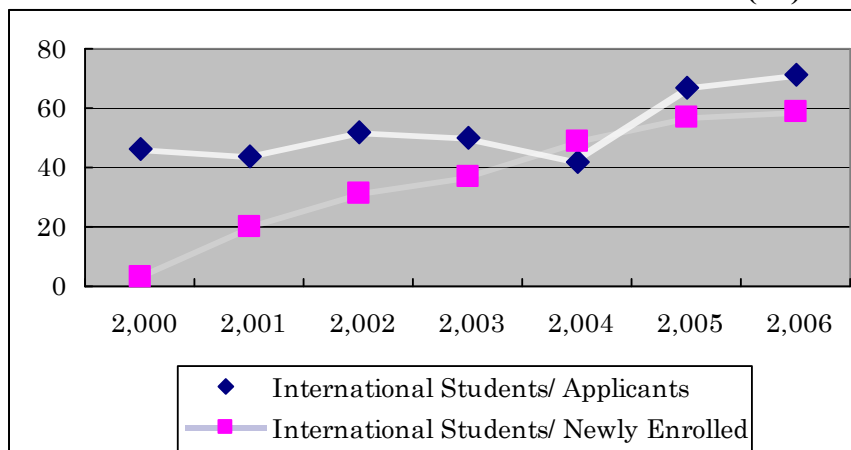
- **First Graduate School which offered Courses in English**
- **Many International Students from Asian Countries**
- **Driving Engine for “Asianization” of Education in Waseda**



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**International Students at Ph.D. Course: GSAPS (%)**

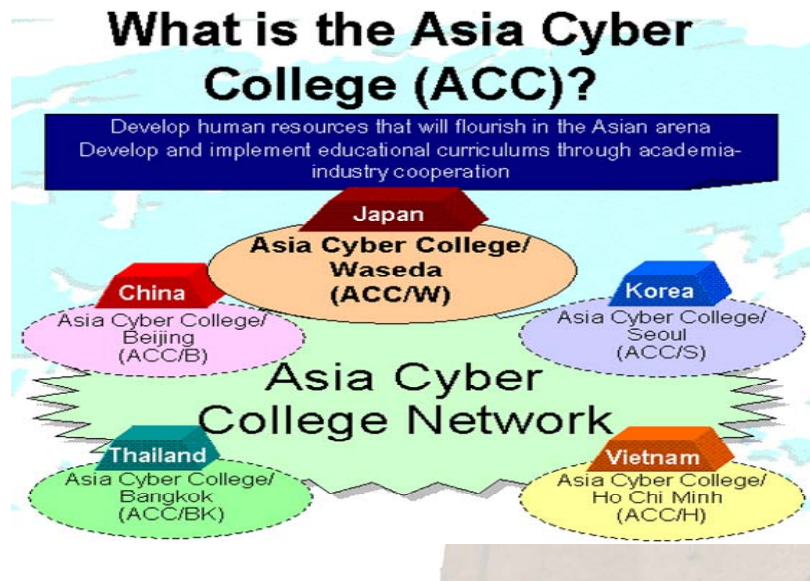


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## *Asia Cyber College by Digital Campus Consortium*



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## *Participation in International Consortium*



**APRU**

Association of Pacific Rim Universities



**VENICE ■ INTERNATIONAL UNIVERSITY**

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### **3. Historical Development of Global Strategy and Rediscovery of “Asian” Nexus**



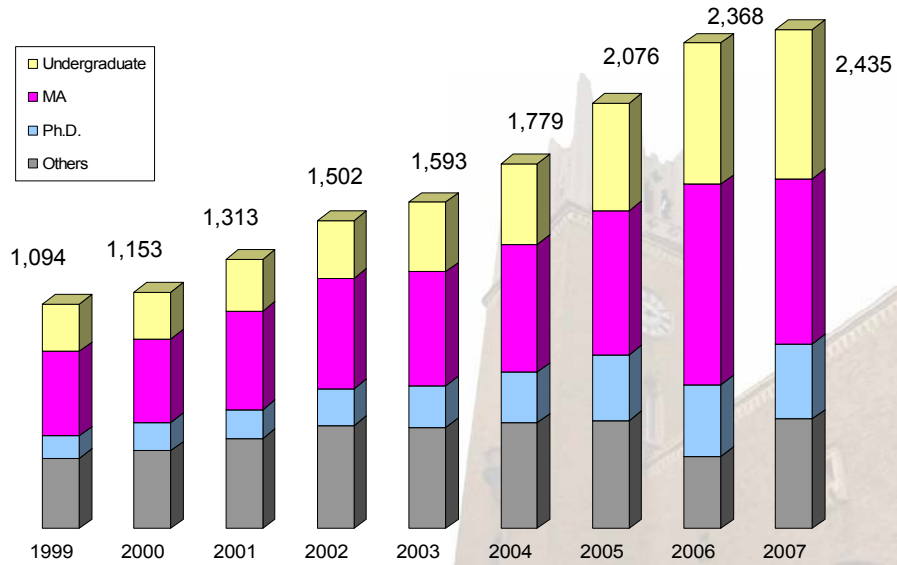
#### ***Development of International Education***

- 1905** Accepted Chinese Students from Qing Dynasty
- 1920s** 25% of All Students were International Students
- 1963** International Division (*Bekka*) Opened, Accepted 100 Students from U.S. Annually
- 1990s** Large amount of Agreement with Foreign Affiliations Started
- 1998** Graduate Schools with English Courses Opened (GSAPS, GITS, IPS, WBS)
- 2001** School of International Liberal Studies (SILS) Opened
- 2005** Double-degree Programs Started



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## *Number of Student Exchange (Incoming)*

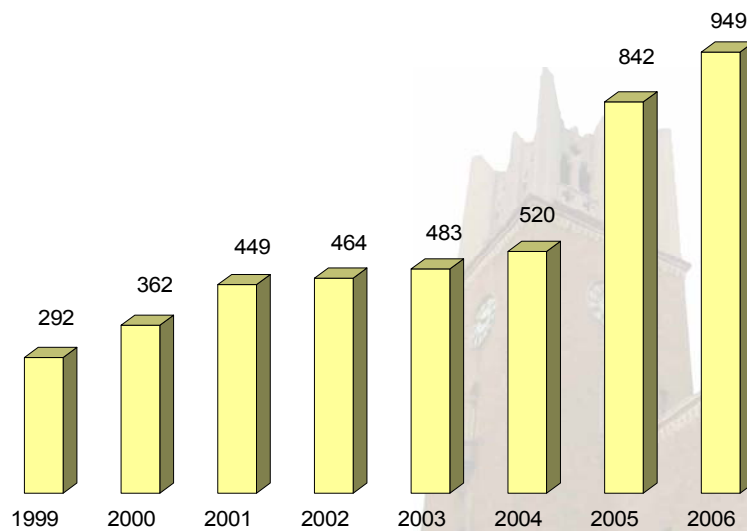


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## *Number of Student Exchange (Outgoing)*

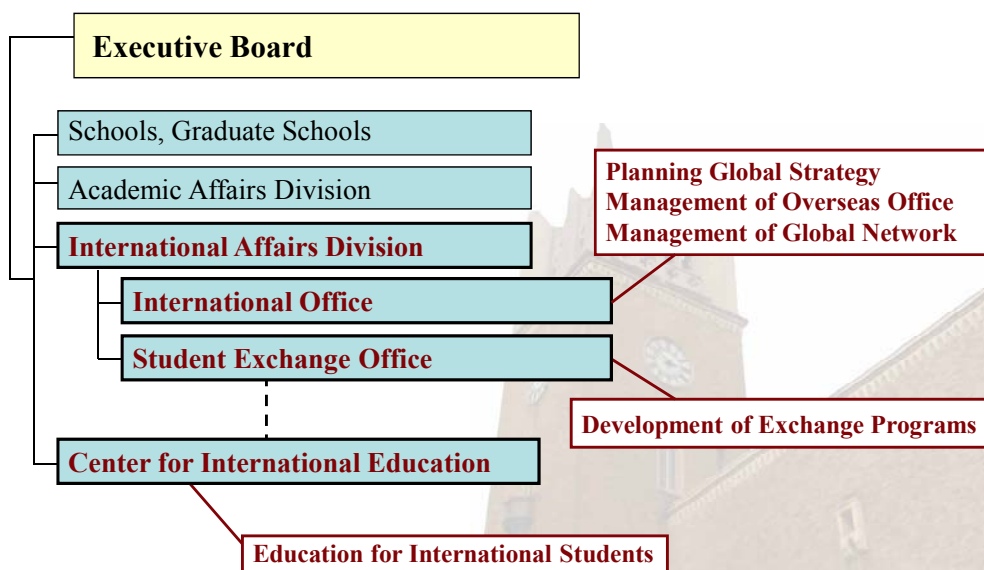


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- 1960s** Foreign Affairs Section, Academic Affairs Division
- 1980s** Center for International Exchange (Academic Exchange Section, Student Exchange Section)
- 1990s** Bureau of Promotion of Overseas Projects
- 2003** International Division Established
- 2005** Center for International Education Established
- 2005** Student Exchange Section Established
- 2006** International Community Center Established

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**I Attracting Excellent International Students**

/ Scholarship, Development of Programs, International Network, ....

**II Routinizing Multi-cultural Experiences**

/ Foreign Language Education, International Community Center,

**III Educating Excellent Young Scholars**

/ Promotion of Pioneering Research, Global COE Programs, ...

**IV Networking with Global Top Universities**

/ “Global College” Scheme, Participation in International Consortium, ..

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**I Domestic Reasons**

/ Shrinking Domestic Market

/ Competition-oriented Governmental Policy

**II Non-domestic Reasons**

/ Global Competition in Education Industry

/ Rising Asian Economies

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- **Strong Rivalry with Keio University**
  - / Keio's Reforms in early 1990s
  - / Catching-up Mentality in Waseda
- **Rediscovery of "Asian" Nexus**
  - / "Bridging Ideas between East and West": Waseda University's Creeds
  - / Waseda as Asian Brand
  - / Alumni as Social Resources

31



- **Strong Leadership by Former President Okushima (1994-2002) and President Shirai (2002-)**
  - / Establishment of GSAPS and OAS (Organization for Asian Studies)
  - / Recruitment of Asian Study Specialists
  - / Two-step Theory of Global Strategy: Preliminary and Final?
- **Centralized Concepts and De-centralized Networks**
  - / Coordination between Administration and Education
  - / Competition among Schools and Graduate Schools

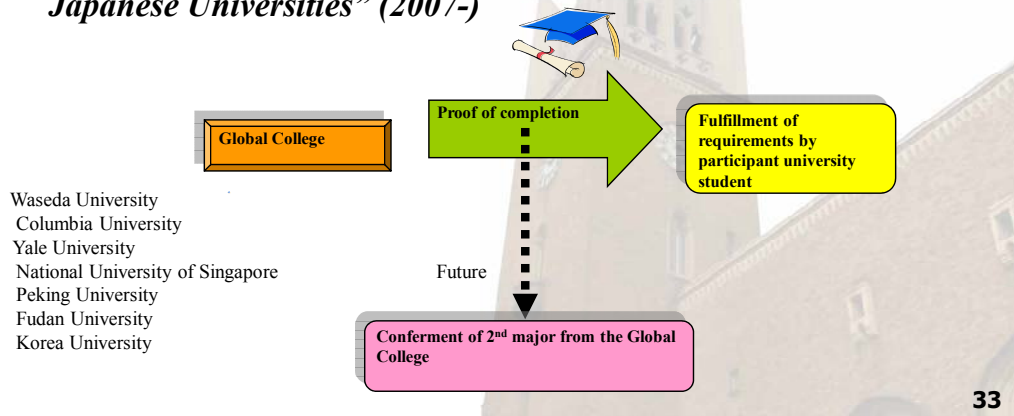
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## Image of Networking with Global Universities

### ① “Global College” Scheme: Selected Program by MEXT’s “College Education Programs for Internationalization of Japanese Universities” (2007-)



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## Thank You for Your Attention!



**Waseda Bear**  
125<sup>th</sup> Anniversary Mascot Character

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## Discussion

- Sonoda I would like to turn to the question and answer period. As Professor Kuroda mentioned, Professor Ma can't be with us today, so unfortunately we have nobody to answer questions related to her PowerPoint presentation.
- Suzuki  
(JICA) Hello, I work for JICA. My name is Suzuki.
- Thank you very much for the excellent presentations. Since this morning, we have been talking about overseas networks, student exchanges and so on. However, I would like to know if you have any case research demonstrating improvements in this domain.
- Tullao I have nothing against internationalization, but I just want to point out that in any activity you have to measure the benefits, as well as the cost.
- I just want to extend the implications of internationalization game, as it is operationalized in many of our universities. This has three parts: poor countries, private universities and the priorities of developing countries.
- The implications of this gaming, insofar as ranking and the number of memorandum of understanding (MOUs) that you have established with other universities is concerned, is meaningless without funds and resources. And therefore, the poor countries will always be at a disadvantage in terms of ranking. And worse, private universities in these developing countries do not receive subsidies or assistance from the private sector. So, they are doubly disadvantaged; they are already coming from poor countries and they don't get any subsidies. So they will not appear in those rankings of universities.
- The third implication is, given the huge amount of resources spent on internationalization and the SCI ranking system, this may not be the most optimal use of resources for a developing country. What is a better use: publishing in technical or scientific journals that are accepted for SCI or addressing the concerns of these developing countries.
- Thank you very much.
- Welch My question is for Nguyen Thuy Anh.
- The question has two parts, if I may. The main question I have is about issues around Viet Kieu, the overseas Vietnamese. Firstly, do you know what proportion of students at VNU may in fact be

overseas Vietnamese? Because, one factor that we have found in some of our research is that, in some cases, younger people who have left the country may come back to complete the language training in some Asian countries.

Given the significance of the Vietnamese diaspora, which is now quite large in many countries, I wonder whether that is part of VNU's internationalization and what proportion it may be.

The other part of Viet Kieu issue is your understanding of government and institutional attempts to use the experience and knowledge of overseas Vietnamese for national development purposes. We know that they are investing strongly in Vietnam. But, there are also ideas, experience and knowledge that can be used by overseas Vietnamese. And, the other part of the question was: I'd be interested in your assessment of the role and significance of the branch campus in Vietnam, particularly RMIT in Ho Chi-minh city and now in Hanoi. How would you assess its role and significance?

Andrew Uroda  
(University of  
Hong Kong)

I really appreciate the comment we just heard, about disparities. I would both agree and disagree with this comment. My disagreement stems from my experience of second tier universities, where you often find very interesting shortcuts for 'internationalization.' There are some very successful cases.

I would like to also comment on the really big differences between four of the universities we talked about today. And perhaps the biggest lies in the targets which are set; who sets them; and who fulfils them. From this point of you, I really like Professor Kim's framework for analyzing productivity; where we measure how beneficial are the financial inputs. Perhaps the time has come to evaluate all universities that consider internationalization seriously from this point of view.

Of course it's not a good idea to comment on a presentation without the presenter. But there are many indicators showing that at Peking University, the cost might be tremendous, but achievements - as many insiders say - are not so great and not very comprehensive. Moreover, there is internal competition between departments. There are different rationales informing change here, and there is a political drive behind this.

So, China wants to get a couple of universities in the top and they will always try to do that. Well, in other countries that are 'freer,' like Korea and Japan, there are universities with a very rich cultural background, and they have found a way to emphasize this background and capitalize on it better. In my opinion, these are the

differences.

So, on one side we might find China and Vietnam, with their pro-political goals. On the other side, we can find institutions like Waseda and Seoul National University, which are more comprehensive in the nature. But, I also think that there are similarities between all four: a strong leadership and tradition of governance.

Thank you for attention.

(Audience)

I have three quick questions for Professor Sonoda.

I found this ‘Asianization’ concept very interesting. Because, many of the Japanese universities are really thrive for internationalization; most often understood as Western internationalization. So, my first question is: when you try to promote student exchange, particularly from Asian nations or other foreign countries, what is the common language of the instruction? Is it still English or are you trying to promote those foreign students to acquire Japanese proficiency?

As for my second question, many universities also to promote studying abroad for their Japanese students, not only to English speaking universities, but to Asian universities, as well. But we know that language is a hurdle that exists in Asia. So, do you offer any assistance for Japanese students who will undertake studies in Asia?

Finally, my third question is one that likely cannot be answered. One of the motives for Japanese universities to internationalize along Western models is to be recognized internationally. And often this means being recognized by the international university ranking systems, whether you like it or not. So, have you had any discussions within Waseda as to how pursuing this Asianization policy or the Asian Nexus model may or may not impact Waseda University’s position in international rankings?

Thank you.

Miho Funamori  
(University of  
Tokyo)

Thank you very much for the exciting presentations; they were very informative.

My name is Miho Funamori from the University of Tokyo, Todai for short. I’m work for the division for international relations, in charge of drafting the international strategy for our university.

Many people ask me what Todai’s international strategy is. Please don’t ask me because it is a 5-year long process to draft and if I draft

it too fast, I will be laid off. So, I want to take my time with it.

Let's consider the title of this panel for a moment: Responses of Leading Universities in Asia for Globalization and regionalization of higher education. So who are the leading universities in Asia? We have Seoul National University, VNU, Peking University and Waseda University, amongst others. One of the common features we find is that there are many public universities. Earlier, there was some discussion that everybody was looking at Harvard University as a model. The unique feature of the U.S. university system is that there are many private universities. But in Asia, state universities and national universities have the responsibility of safeguarding national interests.

So Asian universities, being predominantly public universities, I think we need to consider their missions and responsibilities. Looking at the history, for instance, we discover that their role has traditionally been upholding national interests, as well as raising national and international competencies of a country. So in this respect, the national government is actually making investments, so that the public universities will one day become one of the top universities in the country. I think that is the historical background.

So, how can they really improve the competitiveness? In terms of internationalization, the quality of education needs to be raised and research quality needs to be raised, and so people are now beginning to talk about the SCI ranking. But on the other hand, in the University of Tokyo for example, what kind of internationalization should be promoted? Whenever we discuss this issue, we hear that the Western countries are providing international standards. And so the debate becomes whether or not we should opt for English language instruction. We need to remember, however, that the university's mission is not the Anglicization of the students or the institution.

Since some programs operate on the support of government subsidies – from national taxes - the taxpayers should have a say as to how much support is given to foreign students and how many we should accept. There is still a strong resistance to classes being taught in English. And one reason is that Japanese students would find it rather difficult to follow classes taught in English.

But on the other hand, it is necessary for the faculty to teach parts of the course in English; for example, it may be more likely that the engineering department will give their lessons in English. Converting some of the language into Japanese, for instance 'Photosynthesis' - which we learn about at the primary school level – would be better



taught as an English term. So I think that translation between Japanese and English would matter very much. However, a simple translation of all courses in English wouldn't satisfy all their needs. So, when considering the role the public university is to play, I don't think that teaching English is our only option. The question is, how do we strike the best balance between the two? That is one of the discussions we are having at the University of Tokyo.

At the University of Tokyo we have 26 departments, as well as 15 research institutes and 11 research centers. How can we really promote the internationalization of all these departments and institutes?

Some of these departments have begun looking to Asia, as opposed to the West, for clues on how to proceed and internationalize. Personally, in terms of the literature, I think that diversity of Asia should be better represented.

Thank you for your attention.

Sonoda

Thank you all very much for your comments.

We have received a lot of questions from the floor, but I'm afraid I have to ask you all to limit your answers to three minutes, please.

Kim

To begin, I would like to address the gentleman from JICA.

I don't think that international cooperation is exclusively ascribed to academic exchange. For example, our school has developed a plan to go to Africa and select one university, like Kinshasa University in the Congo, to work together in the fight against poverty and AIDS.

So, the new role of our university is to support poor countries fighting against adversity; against poverty, AIDS and so forth.

In response to the professor from the Philippines, I totally agree with you. We often depend too much on the rankings and SCI grades. This is misleading, because the SCI ranking is clearly rooted in a western interpretation of success. There is no room for poor countries to maneuver. But, every university must be a world-class university. In our country, only a couple of these universities meet this standard, but others are doing their best to improve the quality of education in their local areas.

I really enjoyed your comments about productivity. But still, we have to move on from simply counting numbers. With regards to ranking, every index disadvantages Asian universities. So we have to produce a new kind of ranking system. SNU is poor compared to Harvard,

but if we look at productivity we are competitive.

I wish I could address all the interesting questions that were put forth, but I don't think I have time. Thank you all for your insights.

Nguyen

Maybe I'll have time to answer all three questions.

With regards to the number of overseas Vietnamese now studying in Vietnam, I'm really sorry, because I don't have this data at the moment. But I do think that VNU itself, doesn't have this kind of data. Right now, discussion of international cooperation and internationalization is still a new issue for VNU. So, maybe the member institutions of VNU will have this concrete data, but VNU as a whole doesn't.

As for the second question about governmental and institutional policies aimed at attracting students from overseas to come back to Vietnam in order to contribute to the country; yes, I think it is now one of the biggest issues we are facing. The Vietnamese government and other institutions have a policy to send Vietnamese students abroad. They give them a lot amount of money to support them in their studies. Some of them don't return to my country and this is a form of brain drain. So, we have to create better policies to attract them back to Vietnam.

For those students who benefit from governmental scholarships, they have to sign a commitment to return, and if they don't return, they have to restitute the money received. When these students eventually return, they are in a good position to get good jobs in high positions, relevant to their knowledge and expertise. For example, part of my motivation to continue my doctoral studies here at Waseda is due to the good conditions set out by my university and the promise of progress later on in my career.

And with regards to branch campuses and VNU's partnerships, such as with RMIT and other French organizations, this is a very important aspect of Vietnam's internalization strategy. The hope is that such partnerships will improve the quality of staff and students. For example, some French universities deliver their programs in English and the faculty from my college attends these lectures. Furthermore, they can assist these professors during the course of the semester, allowing them to develop their teaching skills. For example, the College of Technology now has a joint venture with New South Wales University in Australia. This joint program is framed as a 2 + 2 offering; so the students from the College of Technology will study for two years in our university and subsequently transfer credits to New South Wales to complete the

final two years of their degree. VNU considers these types of programs a very good chance to be recognized by foreign universities. And, as I mentioned before, VNU and its faculty can learn a lot about managerial skills by participating in these joint programs.

Also students of VNU can access the library and lots of material when they take part in such programs. And when enrolled in programs like the one offered by RMIT in Vietnam, students have the opportunity to study a foreign curriculum without incurring the expense of traveling abroad. Thank you.

Sonoda

We only have a few minutes left and I would like to respond to the person from JICA, first.

I am a sociologist so my view might be a bit biased, but I believe that through cooperation new issues are discovered, as are the great seeds for research and a network for research. There are many cases and examples of this. In the Asia-Pacific region, research, education and cooperation are quite closely linked. I think there are quite a few scholars who share this view.

Now, before answering the three other questions about Waseda, I'd like to address the comments made by the Todai representative. The government support, itself, is not a problem. Let's consider the case of the National University of Singapore for a moment. They are a national university like Todai, but the definition of a 'national university' in Singapore is not the same as the Japanese definition. The support the institution receives and its operating mission are both very different. This is very important.

In Waseda's case, the same words of caution apply. That is, with regards to the foreign language issue, the international office may want to do one thing and the various schools, another. There are different views espoused by different departments at Waseda, as well. At the end of the day, however, the school decides the admission policy.

I think how we go about establishing the school mission is very important - decisively important. And when we decided to attract Asian students, it begged the question: what should we do different? Programs have been offered in Japanese for years, so there is nothing new there. And unless Japanese begins to be taught abroad, in many cases here at Waseda, English will be introduced. In the case of Todai, a traditional Japanese institution, this has been difficult.

So then, why do students come from abroad to study in Japan? This

is an interesting question. There are many reasons we could think of : they tried to learn Japanese little by little and they are thinking about the importance Japanese companies, they enjoy animation and manga, and so on. There are in fact, a variety of opportunities that inspire the motivation to come study in Japan. That is also why it is significant for us to study with them. And lastly - I think this is going to be an issue in the next session - in Asia we have common assets, for example a budget. Without a budget, when we think about the Asianization of education, what are we really thinking about? For example, in this program we get money from the Ministry of Education, so we have lots of restrictions. But we have to go beyond restrictions and think about cooperation with the rest of Asia. This is a somewhat contradictory situation. I think there are many universities in Asia that are national universities, so I think we have a shared experience – a commonality. We don't have any common assets but how can we begin sharing our understanding.

This is not just an issue for Asian countries, but perhaps this is an issue that is common to all of us gathered here.

I'd like to pass the baton to the professor Kuroda who is the specialist in this field as I conclude my role as session moderator.

Thank you.

(Transcription: Kyoko Moriya)

