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

Format & Editing: David Passarelli
Transcription: Kyoko Moriya

/Opening Statement
/Professor Kazuo KURODA
/Waseda University

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, one of graduate students, 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.

/Session Moderator
/Professor Shigeto SONODA
/Waseda University

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.

/Professor Wan-hua MA
/Peking University
/Presentation: Leading University's Role in Regional Cooperation and Integration
/Delivered in absentia by David 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 21st 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 cooperate 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.

/Session Moderator
/Professor Shigeto SONODA
/Waseda University

Thank you David, for your presentation.

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

/Professor Ki-Seok KIM
/Seoul National University
**/Presentation: The Making of World-class Research Universities and
Renewal of Asian Values of Higher Education in Korea: SNU**

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 63rd and in 2007 we made it to the 49th 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 Harvard, 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 16th century with thinkers like Confucius, Manchu and ChuHsi. The same thing happening in Korea: a revival of ChuHsi's Neo-Confucianism in the 16th 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 21st 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.

/Session Moderator
/Professor Shigeto SONODA
/Waseda University

Thank you Professor Kim Ki-Seok.

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.

/Mrs. Thuy-Anh NGUYEN
/Waseda University
/Presentation: Internationalization of Higher Education in Vietnam: The Case Study of Vietnam National University, Hanoi

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

the 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 Mellon 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 Mellon 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.

/Professor Shigeto SONODA
/Waseda University
/Presentation: Waseda University's Global Strategy: Rediscovery of
"Asian" nexus and its historical development

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 125th anniversary last year. I must add that Waseda is a very prestigious private university and the second largest university in Japan next to Tokyo University: 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 Fukushima-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.

/Session Moderator
/Professor Shigeto SONODA
/Waseda University

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.

/Comment # 1
/Mr. Suzuki
/Japanese International Cooperation Agency (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.

/Comment # 2
/Professor Tereso S. Tullao, Jr.
/De La Salle University

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.

/Comment # 3
/Professor Anthony R. Welch
/University of Sydney

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?

**/Comment # 4
/Mr. Andrey 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.

/Comment # 5
/Audience member

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.

/Comment # 6
/Mrs. Miho Funamori
/Division for International Relations, 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 Today'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.

/Session Moderator
/Professor Shigeto SONODA
/Waseda University

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.

/Respondent # 1
/Professor Ki-Seok KIM
/Seoul National University

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.

/Respondent # 2
/Mrs. Thuy-Anh NGUYEN
/Waseda University

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 retribute 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.

/Respondent # 3
/Professor Shigeto SONODA
/Waseda University

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. I 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. At the end of the day however, the school decides the admission policy at the end of the day.

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.