

The role of third parties and professionals

**Toward Comprehensive
Internationalization
in the US and Japan**

Shingo Ashizawa
Keio Academy of New York



Contents of this presentation

- I. Background Research (2004-2006)
Internationalization Indicators
- II. New Trends in Assessment
- III. Role of Third Parties &
Government
- IV. Role of Third Parties
- V. Career Paths for Professionals
- VI. Future Agenda



I-I. Background Research (2004-2006)

“Developing Evaluation Criteria to Assess the Internationalization of Universities ”

(Leader: Prof. Norio Furushiro, Osaka University)

- 1. Identify different interpretations and approaches toward internationalization of universities**
- 2. Conduct comparative studies of systems and schemes of institutional review systems in Europe and US**
- 3. Create our own indicators for assessing internationalization of **Japanese** universities**



I-2. Comparative Research

< In Europe >

- ◆ Background of the IQR (Internationalization Quality Review)
- ◆ Bologna Process: Variations in degree programs

< In the US >

- ◆ ACE Internationalization Review Process
- ◆ Different types of universities and approaches toward internationalization



I-3. Internationalization Indicators (Checklist developed by our team)

<Categories>

8 Major Categories

23 Sub Categories

49 Detailed Categories

Our Final Report is available at:

<http://www.gcn-osaka.jp/project/project-finalreport.htm>



Developing Evaluation Criteria to Assess the Internationalization of
Universities
final report

「大学の国際化の評価指標策定に関する実証的研究」最終報告レポート

March 31, 2006

2006年3月31日

Osaka University Grant-in-Aid for Scientific Research Project

大阪大学科研費プロジェクト

Greeting from the Project Leader

研究代表者挨拶「研究成果報告書の発行にあたって」

Upon Issuing of final Report of Research Activities for Fiscal
Year 2004-2005 Grant-in-Aid for Scientific Research (A) (2)
*Developing Evaluation Criteria to Assess the
Internationalization of Universities*

科学研究費補助金基盤研究(A) (2)「大学の国際化の評価指標策定に関する実証的研究」

Professor Norio Furushiro

研究代表者 大阪大学留学生
センター 教授 古城紀雄

Today, the problem of maintaining the quality of education has been receiving close attention, and in Japan, university self-examinations, self-evaluations, and third-party evaluations are being promoted as solutions. The purpose of this research is to examine standards of evaluation of internationalization and to contribute to the establishment a universal standard or evaluation.

今日、大学教育の質保証の問題が大きくクローズアップされておりますが、日本国内に目を転じてみれば、大学の自己点検・評価ならびに第三者評価が推進されています。本科研費プロジェクトは、大学国際化へむけた取り組みの評価基準の確立に貢献しようとする試みです。

This project started with ten research members as well as five overseas cooperative researchers and in fiscal 2005, with six newly-joined research participants from Japan and overseas on the team, we were successfully able to implement more informative research and study by receiving a range of advice from the new participants. We had an opportunity to report the results of our studies at the NAFSA Annual Conference held in the U.S. and also we held two International Symposia with more than 200 attending in total. The final report of two-year project is reported here. This project is not necessarily finalized but we welcome your input and opinions.

当初10名の研究分担者および5名の海外協力研究者でスタートした本研究も2年目にはさらに6名が加わり、より中身の濃い研究・調査を行うことができました。また研究成果を発表する機会として、2度にわたる国際シンポジウムを開催し、アメリカ合衆国NAFSA年次大



II-1. New Trends (Assessing International Aspects)

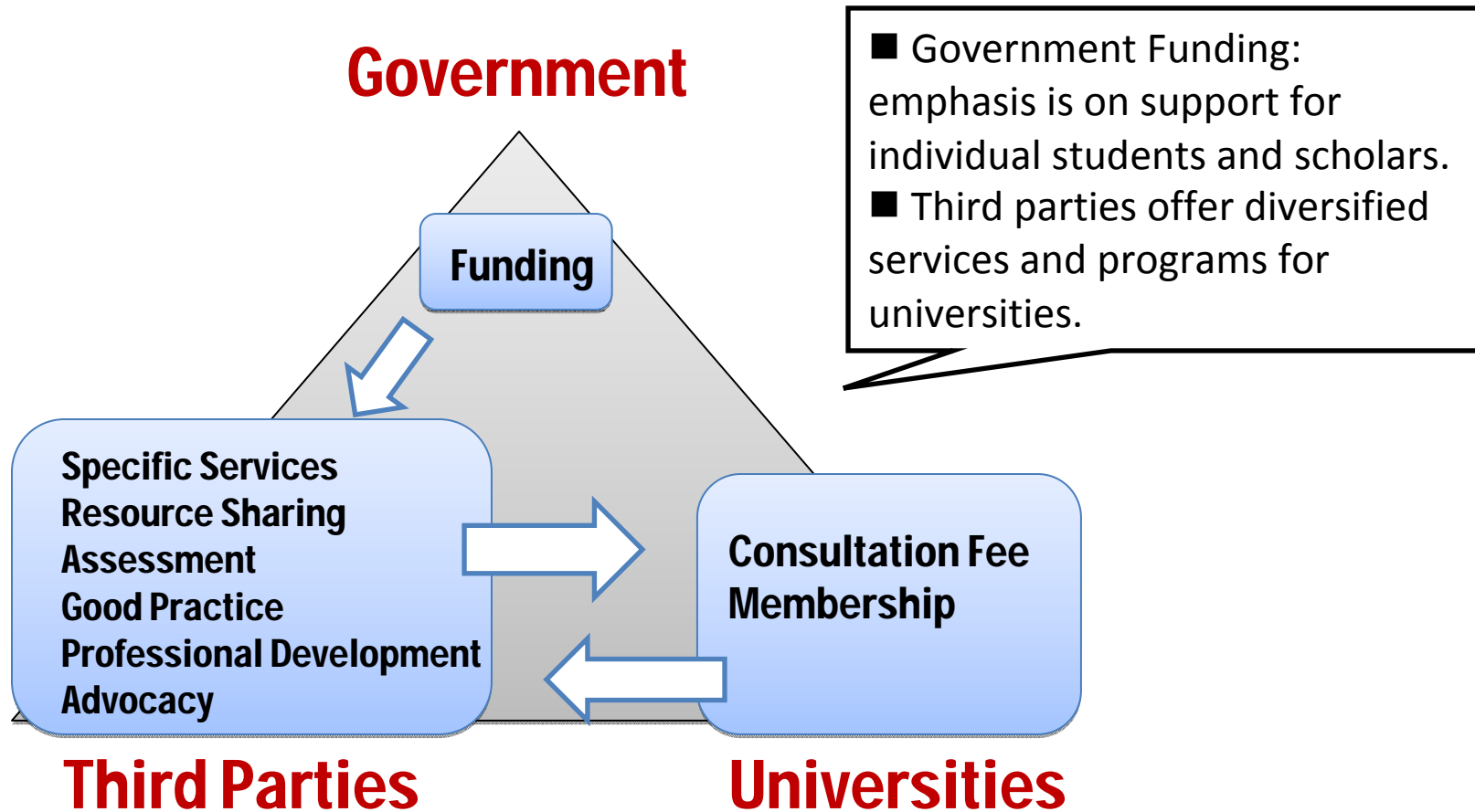
- ◆ Review Process in Different Types of Universities
Ex.) “Measuring Internationalization” by ACE
- ◆ Benchmarking Exercise
Ex.) The IQR guidelines were used as the basis for internationalization benchmarking by ESMU (European Center for Strategic Management of Universities)
- ◆ Good Practice
 - 1) The Andrew Heiskell Awards (IIE)
 - 2) Senator Paul Simon Award (NAFSA)



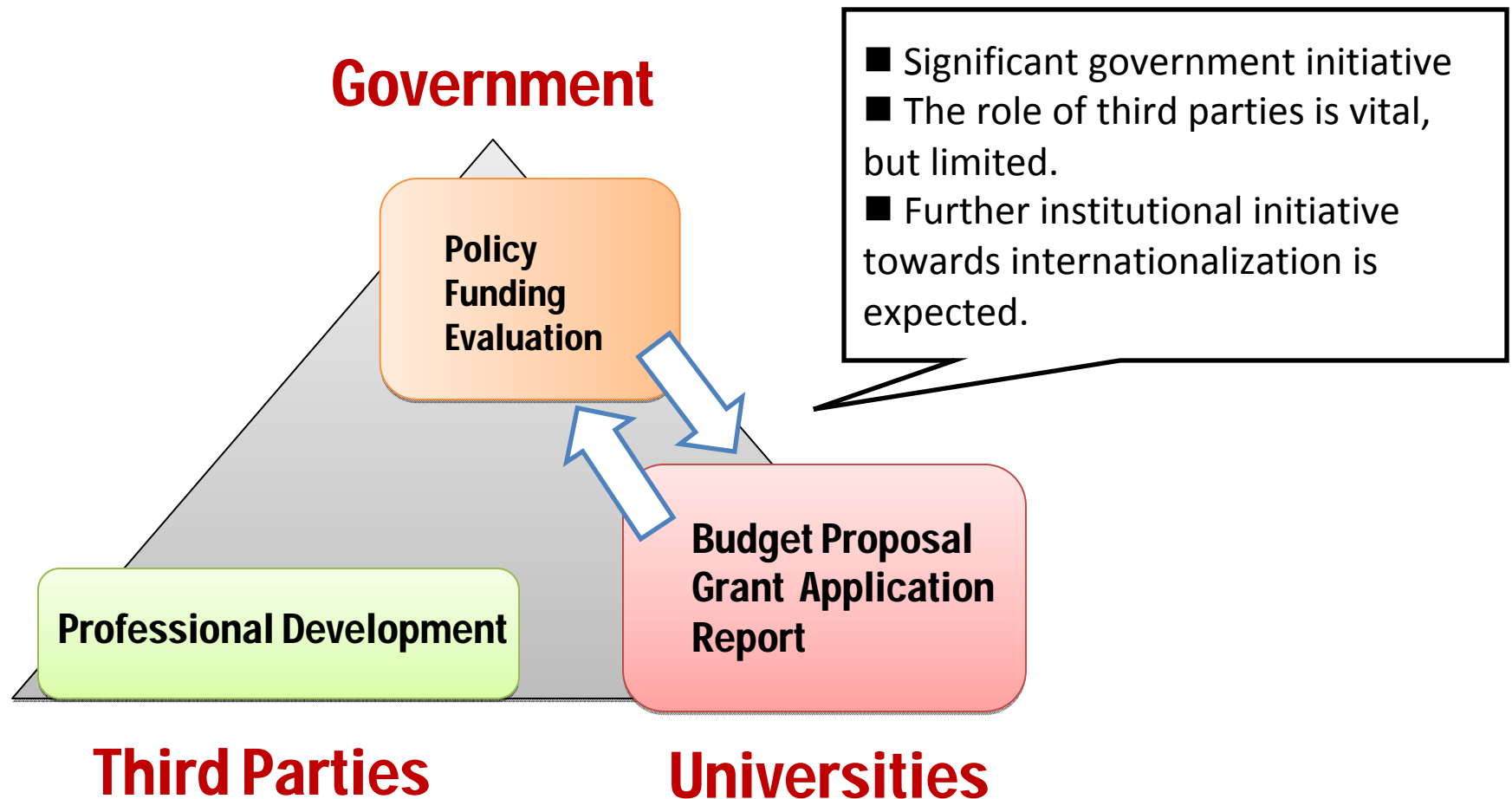
II-2. New Trends (Assessing Learning Outcome)

- ◆ Learning Outcome Assessment: Qualitative Analysis of Global Learning
Ex.) ACE
- ◆ Outcome Assessment in Study Abroad
Ex.) Forum on Education Abroad

III-1. Role of Third Parties & Governments in Internationalization (US)



III-2. Role of Governments & Third Parties in Internationalization (JAPAN)



IV. Role of Third Parties

(1) Study Abroad Providers

US

- ◆ Mostly nonprofit (501C-3) and independent agencies
- ◆ University Based Providers
 - inbound: extension schools
 - outbound: study centers
 - <Ex> VIA at Stanford
- ◆ Inter-campus office
 - <Ex> Educational Abroad Program (EAP) at UC

Japan

- ◆ Mostly private for-profit agencies (affiliated with private language schools)
- ◆ Number of Japan branch offices of multi-national providers
 - <Ex> CIEE, SAF, AFS

Role of Third Parties

(2) Specific Service Providers

US

- ◆ Funding Bodies
<Ex> grants or scholarships offered through IIE
- ◆ ETS offers standardized tests for international students, such as TOEFL
- ◆ Foreign Credential Evaluation (FCE) Services
- ◆ Risk Management Consultant
- ◆ Homestay Agents

Japan

- ◆ Funding Bodies for scholarship including JSPS
- ◆ JASSO(Japan Student Service Organization) offers EUJ (The Examination for Japanese University Admission) and government funded scholarships
- ◆ There is no FCE provider.
- ◆ Risk Management Consultant <Ex> JCSOS

IV. Role of Third Parties

(3) Professional Associations

US

- ◆ NAFSA
10,000 members from over
3,500 institutions
- ◆ Associations for specific
professionals such as
AACRAO
- ◆ Specific professional
networks such as NACES
- ◆ Various special-interest
groups

Japan

- ◆ JAFSA (Japan network for
International Education)
<membership>
217 institutions
372 individuals

IV. Role of Third Parties

(4) Consortium for Global Study

US

- ◆ Regional Consortiums
 - NCSA (Northwest Council on Study Abroad)、MCSA (Midwest Consortium for Study Abroad)
- ◆ State level Consortiums
- ◆ Consortiums organized by membership organizations such as CIEE Consortium
- ◆ Participation in international consortiums

Japan

- ◆ Some schools play key role in international academic consortiums such as AEARU, APRU and AC 21.

IV. Role of Third Parties

(5) Advocacy and Lobbying

US

- ◆ NAFSA
- ◆ AIEA (Association of International Education Administrators)
- ◆ The Alliance for International Educational and Cultural Exchange (representing 97 agencies including study abroad providers)

Japan

- ◆ There are no specific organizations which focus on advocacy.

IV. Role of Third Parties

(6) Data Analysis and Research

US

- ◆ IIE publishes various publications including “Open Door” and “Study Abroad White Paper,” and takes initiative for ATLAS project on student mobility.
- ◆ Forum on Education Abroad (Forum) promotes research in curriculum development and outcome assessment.

Japan

- ◆ JASSO provides basic facts and statistics of student exchange.
- ◆ JSPS coordinates research and data analysis related to internationalization of universities

IV. Role of Third Parties

(7) Review, Assessment and Good Practice

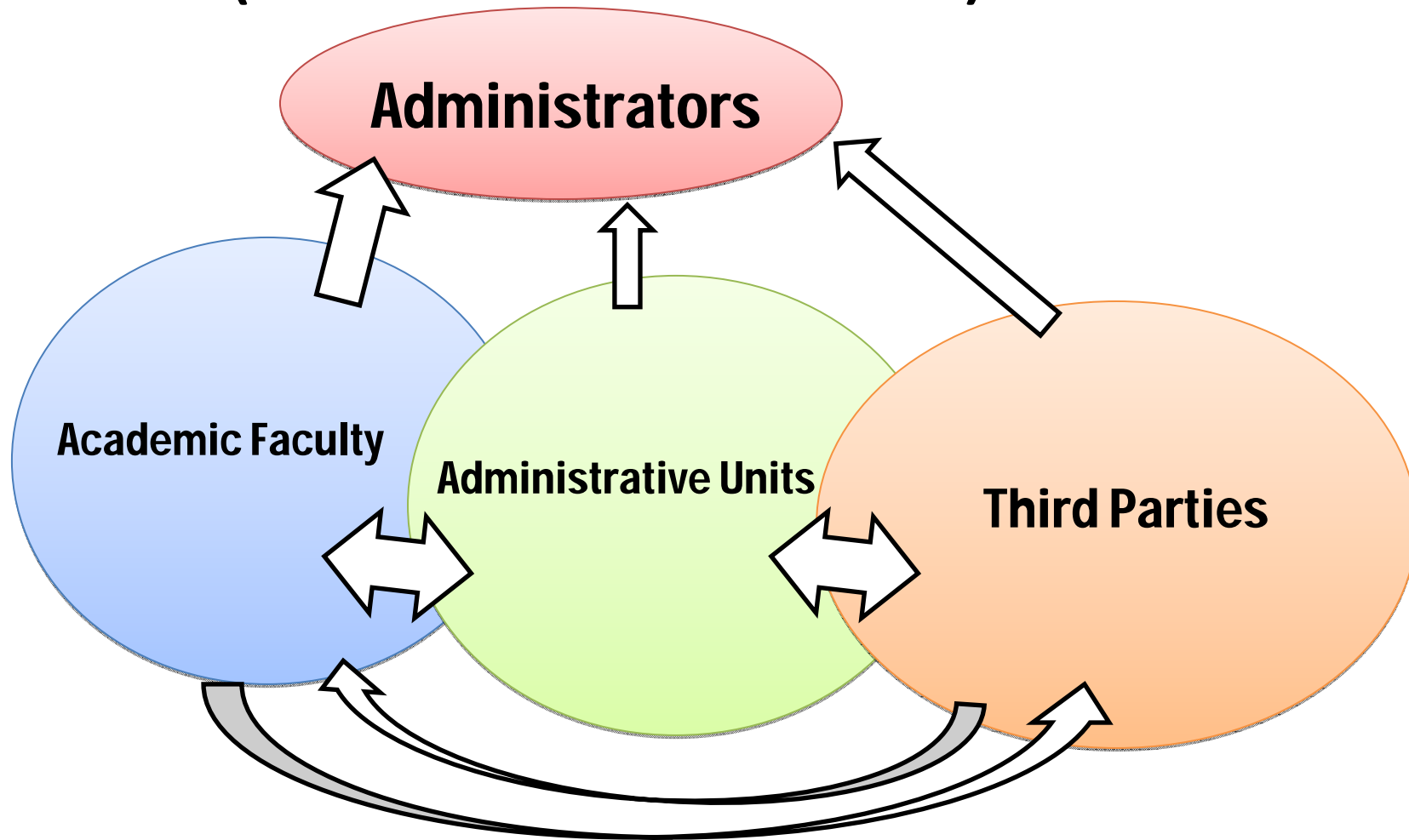
US

- ◆ ACE (American Council on Education) established guidelines for institutional review and learning outcome assessment.
- ◆ Forum proposes outcome assessment tools for study abroad.
- ◆ IIE and NAFSA offer good practice awards.

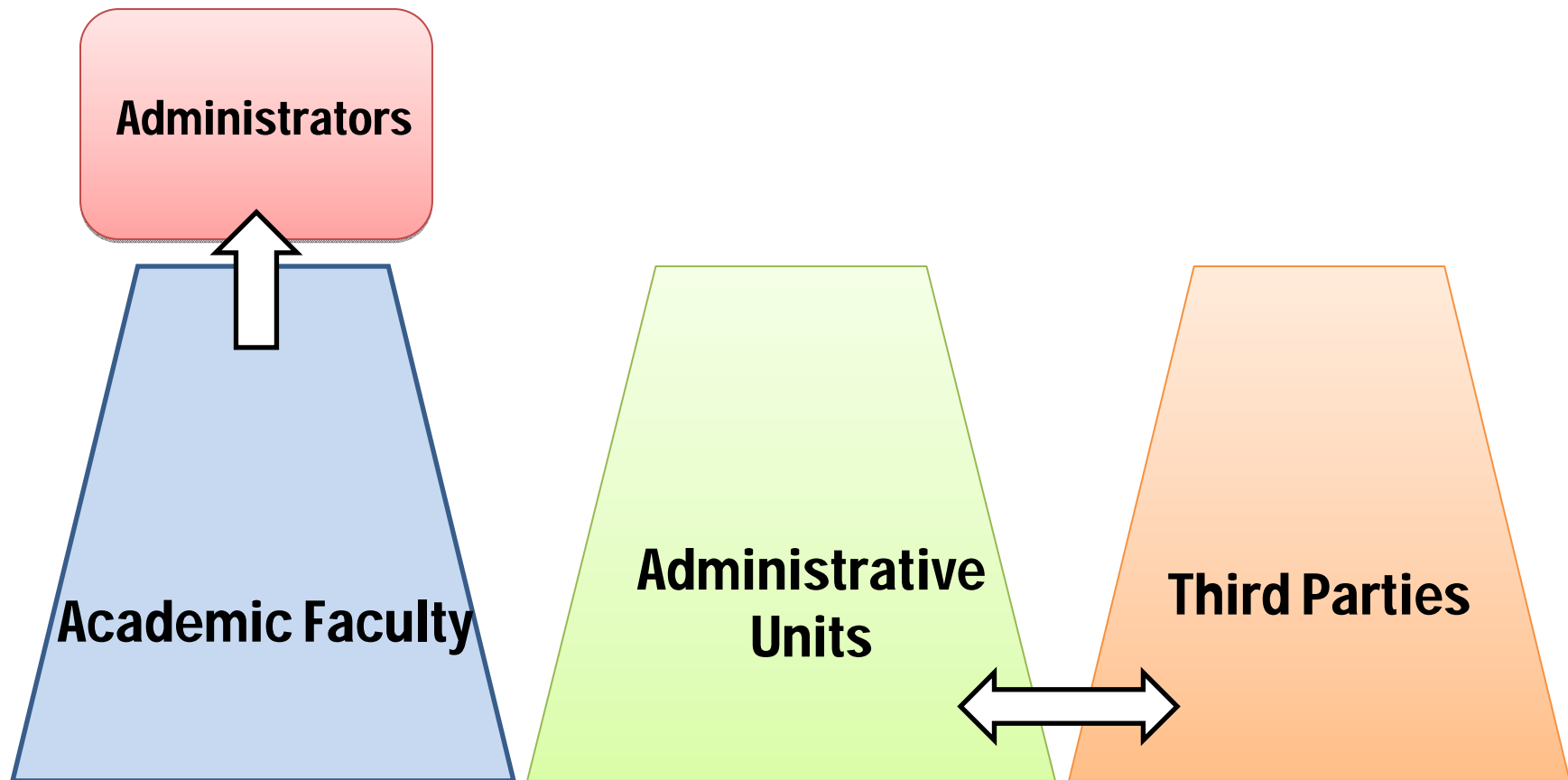
Japan

- ◆ NIAD-UE conducted nationwide institutional review for 115 universities in 2003.
- ◆ Various research projects including Osaka University Project

V-1. Career Paths for Professionals (Universities in US)



V-2. Career Paths for Professionals (Universities in Japan)



V-3. Comparison of Career Paths Leaders in International Education

US (n = 28 leaders)

- ◆ Participants of AIEA
- ◆ Vice President, Vice Provost or Director of International Programs (International Education)
- ◆ Mainly from comprehensive research universities

JAPAN (n = 17 leaders)

- ◆ Top administrators who are responsible for international programs
- ◆ 17 institutions which are granted SIH (Strategic Fund for Establishing International Headquarters in Universities)
- ◆ 13 national, 1 public, 2 private and 1 other

V-4. Comparison of Career Paths

Academic Field of Leaders	US %	Japan %
International / Higher Education	10.7	5.9
International (Law, Policy, Economics)	35.7	23.5
Regional Studies / Humanities	17.9	11.8
Language / Culture	21.4	0
Science and Technology	14.3	47.1
Medicine	0	11.8

<US> (n = 28)

1. At least 6 out of 28 have administrative work experience.

2.3 administrators have experience in other public sectors.

3.3 of them were born and educated in countries other than the US.

<Japan> (n = 17)

1. All the administrators have pure scholarly background, except one.

2. Nearly half of the administrators are from Science and Technology.



VI-1. Future Agenda (Third Parties)

- ◆ Promote partnerships between universities and third parties in Japan
- ◆ Encourage entrepreneurship in the field of international education
- ◆ Provide public funds for establishing specific service providers in Japan such as FCE (Foreign Credential Evaluation)



VI-2. Future Agenda (Professionals)

- ◆ Enhance professional network in international education between US and Japan
- ◆ Establish grants and programs for international education administrators (Ex. Resume Fulbright IEA programs)
- ◆ Create advanced degree programs jointly in international education between US and Japan



VI-3. Future Agenda (Evaluation/ Review)

- ◆ Involvement of top management for self-review
- ◆ Create well-designed devices to conduct qualitative analysis
- ◆ Establish quality assurance process
- ◆ Make continuous efforts to improve self-review guidelines (seek possible developments such as benchmarking)
- ◆ Create international network for institutional review process



Thank you for your attention.

Shingo Ashizawa

Keio Academy of New York

sashizawa@keio.edu