Future direction for Research on Internationalization of HE

Akiyoshi Yonezawa, Ph.D.
Professor and Director, Office of Institutional Research
Tohoku University, Japan

What is the ‘Internationalization’ of HE?

“The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of higher education.”

(J. Knight)
Geopolitical Dynamics
(Trichler1999)

Would-be internationalization

Internationalization for survival

Internationalization in two arenas

Internationalization at home (arm chair)

End (or devaluation) of Internationalization in HE
(Uwe Brandenburg and Hans de Wit)

- From fringe of institutional interest to core
- From elite to mass
- From substance to form
- From innovation to tradition

Internationalization facing a mid-life crisis (Jane Knight)
A new definition

The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.


Modified from Clark (1983)

Academics/Universities

State/Government

Market/Students

the analysis of the nature of academic systems as a coordination among three main actors: states, academics, and market
Specific Area of Internationalization for HEIs by IAU Internationalization Strategy Advisory Services

- Governance and management structures for internationalization
- Internationalization at home
- Internationalization of research
- Internationalization of the curriculum
- Language policy
- Strategic partnerships
- Academic and non-academic staff mobility
- Student mobility (exchanges and international recruitment)
- Transnational/cross border education (TNE), on-line and distance learning

Comprehensive Internationalization / Mainstreaming

Characteristics of a World-Class University (WCU) Alignment of Key Factors

Source: Created by Jamil Salmi

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Diversity in the balance of three key factors of WCUs among East Asian systems/universities: both in current status and policy agenda

1. Abundant resources:
   - Classification (e.g. California Master Plan -> Philippines and Vietnam)
   - Dual Systems (e.g. Polytechnics in Singapore)
   - Excellence Initiatives
     (the selection of competitive research units by performance)
     - Korea: BK21, WCU
     - China: 211, 985
     - Japan: COE21, Global COE, WPI
     - Germany: Excellence Initiatives

2. Concentration of talent:
   - A domestic screening system of the students to top universities (all East Asia)
   - International student & faculty recruitment: Singapore, HK...
   - Brain circulation (returns of academics trained overseas): Korea, China

3. Favorable governance: (varies among East Asian systems/universities)
   - Supportive regulatory framework: Japan (in tradition), HK
   - Autonomy, academic freedom: Japan (in tradition), HK
   - Leadership team, Strategic vision: ???.. Japan (after incorporation)??
   - Culture of Excellence: top among East Asian universities to some degree

-> Trend to pursue WCU through excellence initiatives stimulated Japan

Government-funded programs for research and internationalization in Japan

**Research funding**

- Excellence Initiatives
  - Global Centers of Excellence (GCOE) (2007-2014)
  - World Premier International Center Initiatives (WPI) (2007-2012)

**Governance improvement**

- Program for Promoting the Enhancement of Research Universities (PPERU) (2014-2023)

**Internationalization**

- Strategic Fund for Establishing International Headquarters in Universities (SIH) (2005-2009)
- Global 30 (Project for establishing university network for internationalization) (2009-2014)
- Project for Promotion of Global Human Resource Development (2012-2016)
- Reinventing Japan Project (2011-)
- Top Global University Project (2014 - 2023)

Classification (Distinguished National University Corporations) from 2017
Tertiary education enrolment
(numbers by region, 2013)

Source: UNESCO Institute for Statistics, based on Millennium Development Goals (MDG) regional categories

Tertiary education enrolment
(share by region, 2013)

Source: UNESCO Institute for Statistics, based on MDG regional categories
Research performance of selected East Asian universities by quantity and quality

![Graph showing research performance of East Asian universities]

Source: created by the author based on the data for the CWTS Leiden Ranking, 2015

Theory for mobility and talent competition

- **Brain Drain**: the loss of human capital from trained individuals leaving a country
- **Brain Gain**: the gain of human capital from trained individuals entering a country (Ozden & Schiff, 2005; Stark et al., 1997)
- **Brain Circulation**: a somewhat extended definition of brain gain with an emphasis on human capital circulating across nations in the global market, benefiting both the sending and receiving nations (i.e., a two-way flow of skills, capital, and technology; Saxenian 2002, 2005)
- **Brain Linkage**: the benefits of human resource exchange through transnational connections for both sending and receiving countries, regardless of geographical location (Shin & Choi, 2015)

Definition of the academic profession during a process of change

• A common range of professional tasks and competencies; a membership-led organization where the members participate in the governance of the organization (Shattock, 2014)

• The differences in the characteristics of the academic profession originate from (1) their inherent languages and cultural traditions and (2) the recent challenges of internationalization and managerialism (Teichler, Arimoto, & Cummings, 2013)

• The social role of academics as “professionals” ought to be re-examined in the twenty-first-century context (Williams, 2008)

History and trends in East and Southeast Asia

• A mixed, dual process of development that affects the region’s identity:
  – A long process of inherent intellectual accumulation and regional identities (Margionson, Kaur, & Sawir, 2011)
  – The influence of Western thinking as a pillar of almost all of Asia’s higher education systems (Altbach & Balán, 2007)
  – Bilateral and multilateral collaboration (e.g., the Colombo Plan; Oakman, 2010)
  – Globalization and the market-driven flow of students and academics (Wildavsky, 2010)
  – Regional frameworks (e.g., ASEAN + 6)
Multiple international connections

- A more independent development (e.g., Japan and China)
- Colonization and independence (e.g., South Korea)
- The diversified post-colonial direction of academic mobility and academic formation
- Global competition through university rankings
  - The hierarchical diversification of HE systems (e.g., Taiwan)
  - Links through (1) international exchange and cooperation and (2) market-based trends such as transnational education

Academic mobility patterns

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>Self-contained</td>
<td>Obtained both first degree and doctoral degree in the country where currently employed</td>
</tr>
<tr>
<td>Study-abroad</td>
<td>Obtained first degree in the country where currently employed and doctoral degree in another country</td>
</tr>
<tr>
<td>Magnetic through study</td>
<td>Obtained first degree in another country and doctoral degree in the country where currently employed</td>
</tr>
<tr>
<td>Magnetic through employment</td>
<td>Obtained both first degree and doctoral degree outside the country where currently employed</td>
</tr>
</tbody>
</table>

*Note: Revised from Kim & Locke (2010)*
Mode of higher education system formation

**Forming mode**  Academics initiating a new higher education system

**Developing mode**  Increasing the number of higher degree holders within the system and fostering a process of qualification for academic staff in higher education institutions

**Maturing mode**  A lower demand for tertiary education, and system saturation, with close to 100% of academic staff holding a doctorate

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Mobility patterns

• *Distribution of academic mobility in 2000–2012 (%)*

![Mobility patterns chart](chart.png)

Source: Based on APA survey data (Cambodia, China, Japan, Malaysia, Singapore, Taiwan, and Vietnam) and CAP survey data (Hong Kong and South Korea)
No commonality in the mobility patterns of East and Southeast Asia

<table>
<thead>
<tr>
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<th>Forming mode</th>
<th>Growing mode</th>
<th>Maturing mode</th>
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<td><strong>Self-contained</strong></td>
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<td>Argentina, Brazil,</td>
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<td></td>
<td></td>
<td>China, Portugal</td>
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<tr>
<td><strong>Study abroad</strong></td>
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<td>Malaysia, Mexico,</td>
<td>Taiwan, South Korea</td>
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<td></td>
<td></td>
<td>Vietnam</td>
<td></td>
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<tr>
<td><strong>Magnet through study</strong></td>
<td></td>
<td>Finland, The Netherlands, Norway, South Africa</td>
<td>US</td>
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<td><strong>Magnet through employment</strong></td>
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<td>Canada, HK, Singapore, UK</td>
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Country of doctoral degree award (%)

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<th>China</th>
<th>Hong Kong</th>
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International co-authorship

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Future direction for Internationalization Research: convergence to the global studies?

- Innovation
- Excellence
- Mobility
- Network/partnership
- Diversity
- Participation/inclusion
- Citizenship

- Individuals (learners, academics, other service users)
- Institution/community
- National government
- Global and regional governance

BRICS?? Greater China??

Data explosion at individual and institutional levels

Big Data, AI support

monitor, measure, track and analyze
ありがとうございます！

• Yonezawa, A., Horta, H. and Osawa, A. (2016) Mobility, formation and development of the academic profession in science, technology, engineering and mathematics in East and South East Asia. Comparative Education 52(1) 44-61.