

**Developing English Undergraduate Programs in Japan:
Pedagogy, Recruitment, and Student Life**
21 January 2012

G30 TOOLKIT

OPENING STATEMENT, Dr. Bruce White (Doshisha Univ., ILA)

Dr. White outlines the rationale for this document at the opening of the Second Annual Doshisha University G30 Workshop which brought together G30 university representatives from around Japan to talk about possible solutions for international education.

Welcome to those who participated in the last meeting two years ago and a particularly warm welcome to those of you who are here for the first time. We would like to foster a very informal atmosphere in order to facilitate a productive exchange of ideas amongst us, the staff from different universities across the country and beyond. A lot has happened here at Doshisha since our last meeting almost two years ago. We have accepted two intakes of students into our Institute for the Liberal Arts. We hired highly capable faculty. All of our faculty will be here to cater to your needs during the day, and we have begun to work and deal with many of the problems that were identified in that first meeting across the themes that we will examine today. Throughout these challenges one key principle stands out amongst all those we discussed in 2010. That is, we can be more competitive, offering better products to students that match our courses, if we work together rather than trying to go it alone. That was the theme in that first workshop. As educators and administrators working on education our primary concern is of course with providing our students with the tools to fulfill their dreams and potential, but as the student body changes, we need tools to achieve success in this challenging global education industry. In this spirit of collaboration, as we defined in our first workshop, we would like to propose a “product” of what we have achieved, a “G30 toolkit.” This document will be a living and evolving record of solutions and ideas conceived by all the institutions in the network in response to our common challenges. Nina Hakkarainen will be working today to take the ideas and solutions we are all coming up with across the themes we are discussing and put them into an comprehensive document that we may all share and use. Throughout the day it would be exchange ideas with other; please offer input that would be useful for everybody. Understand that what we are assembling is collaborative, that we want to learn from each other’s mistakes, and brainstorm solutions and ways forward. I suppose that here at Doshisha since we have only just started down this road of “internationalization”, we have the most to learn from everybody else. And nowhere perhaps is this more so than from Ritsumeikan Asia Pacific University whose current and former staff have already acted as our mentors in many areas. We are particularly honored therefore that the Dean of Asian Pacific Studies at APU, Professor Jerry Eades, has agreed to kick off our first plenary session which is entitled “Campus on a Mountain: Performing Multiculturalism in Japan”.

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PROMOTION AND RECRUITMENT

DOMESTIC RECRUITMENT METHODS NOT EFFECTIVE OVERSEAS

Recruitment of students from overseas can be complex and time consuming. As the traditional Japanese admissions system consists of the national centre exam and the separate entrance exams at each university, this system is not applicable for recruiting a large number of international students with various qualifications and educational backgrounds. Many universities in Japan have no experience in overseas promotion.

1) Networks of alumni, parents, siblings, domestic and overseas high schools, and students job prospects as a promotional tool

Ritsumeikan Asia Pacific University has found targeting particular domestic and overseas high schools effective when recruiting new students. For example, it has 20-40 students coming from a single high school in China each year. APU also sends teaching staff to teach Japanese according to the APU curriculum to these high schools to prepare Chinese students to enter the university through the Japanese medium.

APU has also found out that younger siblings tend to follow older ones to the same university, and this is why targeting parents has been important. In addition to the parents' network, the expanding alumni also helps to get the word out, and it also acts as an information source for students when they are looking for jobs. The ability to offer information on job prospects also plays an important role when promoting the university to aspiring international students (More information: Jerry Eades at APU).

2) Role of professional recruiters

According to Matthew Wortley who works as a recruiter for Ritsumeikan University, recruiting is a highly specialised role, but it is not necessarily recognized as such in Japan, though in Europe and the U.S. it is. Other academic or administrative staff may also work as recruiters, but the problem is that it takes a few years to develop the necessary skills. When this staff member is transferred inside the university, he/she will take the learnt skills with him/her. The most important thing is to understand that a recruiter is the outward face of the university, and he/she needs to be able to represent the institution well and see things from the students' point of view. Recruitment means developing materials and websites and going overseas to build links with schools and universities, attending exhibitions, answering inquiries. The recruiters in Northern Europe are also involved in the pastoral care of students after they have come to Japan so their role is not limited only to recruitment (More information: Matthew Wortley at Ritsumeikan University).

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3) Higher awareness of recruitment as business marketing, differences between recruitment of Japanese and international students and advantages of collaboration between Japanese institutions

The role of the recruiter is to create and deliver the product, not only to market it. Recruiters go overseas, they know what the market is and bring this information back to the home institution. If the home institution is a learning institution, it will take advantage of this knowledge and reflect it in programme design and support services, but to accomplish this, high quality materials, handbooks, facilities and short response time (inquiries, email) are all important.

Japanese universities tend to look inward and see other Japanese universities as rivals, but recruitment of Japanese students and international students is very different. Awareness of English degree programmes in Japan and overseas could be raised through collaboration and coordinated activities between Japanese institutions. Matthew Wortley suggests the outlook: ‘If a student doesn’t come to my institution, the second best thing is they come to another Japanese university’. Scottish universities have worked together to promote studying opportunities successfully (More information: Matthew Wortley at Ritsumeikan University).

The Institute for Liberal Arts of Doshisha University had a joint student fair with a local international school and several Japanese universities in London on March 19 (More information: Bruce White at Doshisha University).

And last but not least, how much does recruitment of international students cost? How economically sustainable is it? Recruitment activities need to pay for themselves, because external funding cannot be relied on forever. Does recruitment of international students have any other value for Japanese society, for example through internationalization? These are questions that need an answer when recruitment strategies are considered (More information: Matthew Wortley at Ritsumeikan University).

4) Aftercare as a form of marketing

If students are not satisfied, the word gets out quickly through social media and the Internet (More information: Matthew Wortley at Ritsumeikan University).

5) Local recruiters, bi/trilingual administrative staff, networks of international staff, retired faculty as recruiters

The admissions office of the Ritsumeikan Asia Pacific University has a multinational staff which is fluent in Japanese. This staff is able to communicate in the language of the country where they are recruiting from. APU has also local recruitment agents. When Jerry Eades retires next year, he will be placed at the APU London office as a recruiter, and he will be the first retired faculty member to do this. International staff comes with networks, and these have also been useful for recruitment

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purposes.

APU has experience in professionally designed multilingual promotional materials, and some of the G30 universities have come to APU to learn about their marketing procedures (More information: Jerry Eades at APU).

6) American universities emphasize the academic quality of their study abroad programmes and administrative support - inviting foreign study abroad advisers to Japan to ease safety concerns

Kyle Cleveland of Temple University has visited several universities in the U.S., and his impression was that American universities want their study abroad programmes to be at least of the same quality as the courses they could take in their home institution if they decide to stay there. It is a prestige and status issue for them. They need a guarantee that these programmes will reflect positively on their institution on the long term. American study abroad advisers are responsible for their students, and therefore, students' safety is their number one concern. Temple University in the U.S. has even held crisis management workshops for staff involved in student support (More information: Kyle Cleveland at Temple University).

Basically Japan's safety is not an issue for American universities, but 3/11 has changed this. A couple of study abroad advisers from the U.S. even came to Tokyo to check for themselves that it was safe there. Temple University had also an evacuation plan for their students to Hong Kong. The students did not want to go, but the parents insisted (More information: Kyle Cleveland at Temple University). One possible way to deal with the safety concerns is to invite foreign study abroad advisers to Japan to visit your institution in person.

7) Current student involvement

At Yonsei university current students are paid to take part in promotion tours (More information: Helen Lee at Yonsei University). In some American universities international students work for the admissions office as International Admission Ambassadors to help students who come from their country of origin (More information: Hiroshi Ota at Hitotsubashi University).

8) Contacts with Asian studies and Japanese language teachers at foreign universities, personal links with foreign study abroad advisers

Asian studies and Japanese language teachers are the only faculty really caring about Japan. They are an effective route to get the word out to students studying these subjects. Information on study opportunities in Japan is left on bookshelves, if nobody is promoting it actively. The best way to inspire interest is to create personal links with study abroad advisers at foreign universities (More information: Kyle Cleveland at Temple University).

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9) Two entrance exams per year

The academic year cycle in most countries differs from the cycle in Japan. If aspiring international students are forced to follow the Japanese cycle, they may have to wait for almost a year before they can actually start their studies in Japan. Ritsumeikan Asia Pacific University has solved this problem by having two entries per year, one in April and one in September. According to present discussions, this may become the standard for the University of Tokyo as well (More information: Jerry Eades at APU).

10) Self-managed application process

At the moment the application process for international students for English taught programmes can include three different exams the EJU, the entrance exam and a TOEFL test. The original idea of the EJU was to simplify the application process for international students making it a document screening process only, but this change has not happened yet (More information: Hiroshi Ota at Hitotsubashi University).

The Institute for the Liberal Arts at Doshisha University has recently streamlined its application process which is similar for both Japanese and international students and now consists of document screening only and an interview conducted online or on the campus (More information: Bruce White at Doshisha University).

11) Transfer track and transferable credits between Japanese and foreign institutions

American study abroad advisers want to make sure that the courses their students take in Japan are consistent with the courses in the home institution (More information: Kyle Cleveland at Temple University).

12) Job finding prospects as a recruitment tool

What do international students get from coming to Japan and earning a degree in an English taught programme here? Can they find a job in Japan after graduation or a job overseas? Providing this information this information is an important recruitment tool (More information: Matthew Wortley at Ritsumeikan University).

LACK OF CO-OPERATIVE METHODS

1) Embassies as a route of promotion

At the moment Japanese embassies do not have information on G30 programmes.

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2) Japanese language schools

Japanese language schools have a lot of experience on promotion overseas, and therefore co-operation with them might be fruitful (Hiroshi Ota at Hitotsubashi University).

3) Joint policy recommendation for MEXT

Gill Steel from Doshisha University is planning to submit a policy recommendation to MEXT on the problems and challenges G30 programmes face. If G30 universities could agree on fundamental core changes and draft it together, it could have more power to influence policies and administration at MEXT (More information: Gill Steel at Doshisha University).

4) Mailing list of a professional association of academic and administrative staff in EMI programmes in Japan

Exchange ideas through a mailing list can prove to be fruitful and it would be a start for the collaboration between different institutions.

PEDAGOGY

DIFFICULTY OF CATERING TO STUDENTS WITH DIVERSE LANGUAGE SKILLS

1) Combination of English and Japanese mediated teaching, English immersion programme, active learning and team teaching

Introducing English taught courses into the main stream curriculum which are mostly taught in another language may lead to a situation where courses which are officially taught in English actually become classes where unofficially various combinations of English and other languages are being used. Stephanie K. Kim found out in her field research on Korea and Yonsei Universities that there are differences in English mediated instruction depending if the whole degree programme is taught completely in English or if only a part of it is taught in English. In “total English” classes all classroom activity is done in English, and these courses are mainly only in globally oriented campuses such as Underwood International College at Yonsei University. However, when English taught courses are introduced into the main stream curriculum which is mostly taught in Korean, the vast majority of the official English taught classes are “semi-English” where lectures and reading materials are in English, but informal discussion is in Korean. There are also cases of “barely English classes” where only reading material is in English but everything else including the class instruction takes places in Korean.

Another problem Stephanie K. Kim has found is that it is easier to get a score of “A” in classes with English-mediated instruction. This may indicate that when students are struggling with the language of instruction, they are rewarded for taking the class per se which leads to an easier grading

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scale, or teachers cannot expect the same level of performance in these classes because students cannot follow the instruction in the same way they could in classes taught in their first language. Poor language skills and low expectations lead to an easier grading scale. (More information: Stephanie K. Kim at University of California, Los Angeles).

Miyazaki International College, which is an English based liberal arts college with an English immersion programme and a focus on a critical thinking philosophy, has solved the problem of teaching students whose English skills are not of the level to be able to study abroad by using active learning pedagogy. Its programme is built to increase students' language skills simultaneously while they are completing courses associated with the western liberal arts degree programme. Active learning means that a lecture based format is discouraged. Instead, opportunities to strengthen English skills are provided through reading, writing, discussion and group work. All the students take English courses in their first year and the first semester of their second year. They spend the second semester studying abroad in an English-speaking country, and when they return, they take typical upper division content liberal arts courses in English in their third and fourth year. All students study also Japanese across the four years to acquire adequate Japanese language skills (More information: Debra Occhi at Miyazaki International College).

Kyle Cleveland of Temple University also emphasizes the importance of Japanese language instruction for international students. It is an important part of their Japan experience, and that is one of the reasons why they come to Japan (More information: Kyle Cleveland at Temple University).

For the first year and a half courses are team taught by a content specialist and an EFL specialist in the class at the same time. Classes are small with only 20 students, but they are long with two teachers present while students do their hands on activities. In addition, in order to teach first and second year students whose English skills are not high yet, you need to think carefully about the input, what are the most basic things you want to teach at this stage and how to teach about them in approachable English in order to make sure the students will have adequate basic skills to proceed to upper division content classes in their third and fourth year. For example, methodology can be taught through hands-on activities in the similar way it is done in universities abroad. Also reading can be cut into parts and assigned to individuals or groups who explain what they have read to others. For team taught classes, a good rapport between the staff is necessary, and Miyazaki International College offers support to teaching staff that may face difficulties inside their teams. Peer support is also offered to freshman students by upper students through regular meetings during the first semester to make sure they will integrate well (More information: Debra Occhi at Miyazaki International College).

At Ritsumeikan Asia Pacific University lectures were first used as contents materials for language classes, but this demanded extensive coordination between the teaching staff, and therefore was dropped afterwards. Classes at APU are large with 250 students. Using a blackboard and online

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teaching methods and TAs has proved to be useful. APU also uses field trips as a part of active learning. APU has also two mediums through which new students can enter the university: the English medium and the Japanese medium (More information: Jerry Eades at APU).

2) Study abroad programmes

APU has small exchange programmes with various exchange partners around the world, but if considering economies of scale, it would be probably better to have larger, concentrated exchange programmes (More information: Jerry Eades at APU).

All students at Miyazaki International College spend the second semester of their second year studying abroad in an English speaking country. The second semester at the university ends already in December to align with the academic cycle of the English speaking countries and make it possible for students to stay in these countries longer if necessary. The studying abroad programme is an integrated part of language education to help students reach the language level needed for English taught upper division liberal arts classes in their third and fourth year (More information: Debra Occhi at Miyazaki International College).

Compulsory study abroad programmes also motivate students to study English harder as preparation for time to be spent outside Japan (More information: Debra Occhi at Miyazaki International College and Christian Etzrodt at Akita International University).

Akita International University has a mandatory one-year study abroad programme (More information: Christian Etzrodt at Akita International University).

LACK OF SUITABLE TEACHING MATERIALS

Library resources

When APU was founded, it had no library at all. Online materials were a fast way to increase library materials (More information: Jerry Eades at APU).

PROBLEMS OF "AUTOMATIC GRADUATION" AND EARLY JOB HUNTING

1) Grade F in GPA

The absence of an "F" grade, and the extremely high graduation rate in four years (the last 1.5 years devoted almost exclusively to job hunting) effectively prevents any sort of rigor and, as John Mock of Temple University understands it, these elements are mandated by MEXT. If the graduation rate is lower than 90 per cent for four years, the accreditation of the institution will automatically be refused by MEXT (More information: John Mock at Temple University).

Ritsumeikan Asia Pacific University has recently adopted a new policy in which F grades are counted in the GPA, and basically 20-30% of students per class fails, mostly because they miss

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classes and/or they have taken too many classes and decide to take some of them again later, but these policies are becoming problematic, as the academic level of Japanese students is declining (More information: Jerry Eades at APU).

At Underwood College of Yonsei University there is no no-failure policy, but some students prefer an F grade in order to be able to take the course again and improve their final grade (More information: Helen Lee at Yonsei University).

Miyazaki International College also insists on attendance and participation, but Debra Occhi states that this is probably possible because the institution is of small size (More information: Debra Occhi at Miyazaki International College).

At Nagoya University all the teaching staff is international and no A grades are given automatically. Because of this policy during the student guidance in the beginning of the semester students are advised to study for 5-6 hours per day to pass the courses (More information: Nagoya University).

Hitotsubashi University has set many screening points from the second to the third year, such as the number of credits and the level of the GPA in order to maintain academic excellence of the course work. For example, you need a GPA of 2.0 to graduate, and only one third of the class can receive an A grade. As a result, about 25% of the students cannot graduate in four years. This creates a problem because according to the MEXT rules only a certain number of students can be enrolled per year, and this number can be exceeded only by 10%. Calculated in this way the total is not big enough to offer seats to new undergraduate international students, and therefore depending on the rules of MEXT and your institution, setting higher requirements for academic excellence can bring out unexpected consequences. In national universities especially, international students are also necessary for keeping the large graduate programmes going and not facing closure (More information: Hiroshi Ota at Hitotsubashi University).

2) Academic warnings and Dean's List

In many universities, acceptance to the university almost guarantees graduation in four years. For students to take an academic program seriously there needs to be an assortment of carrots and sticks, preferably carrots (More information: John Mock at Temple University).

If GPA is under 2.0, the student gets an academic warning, The student goes to the curriculum chair to discuss improvements. The third warning means expulsion from the university. There is a Dean's List for students of all As and there are also merit based scholarships (More information: Helen Lee at Yonsei University).

3) Missing classes for job hunting prohibited

Temple University is an American university with American standards of class participation

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requirements, and it does not allow missing classes because of job hunting (More information: John Mock at Temple University).

NO ACCOUNTABILITY OF FACULTY JOB PERFORMANCE

In Japanese universities there seems to be a confusion between “Academic Freedom” and “Faculty Autonomy”. Any information about what a faculty member is teaching is not required, because this is considered to be an infringement of academic freedom. Faculty hired because of paper credentials and maintained for reasons other than teaching excellence are not likely to be excellent teachers. In addition, there are no effective rules to guarantee equal employment opportunities (EEO). Therefore, hiring and retaining high quality teaching staff can be difficult, because there is no accountability for job performance. (More information: John Mock at Temple University).

1) Teaching evaluation system, rewards and prizes, student evaluation forms, decreasing administrative workload of faculty

APU is systematically trying to bring in faculty development and increase professionalism of the teaching staff. First it had a complicated teaching evaluation system, but it is moving towards rewards and prizes to encourage innovation. It has the AACSB accreditation for its business school which has increased the level of the teaching staff enormously, because accreditation requires a large percentage of teaching staff with ongoing research and publications or with high level qualifications for business (More information: Jerry Eades at APU).

At Miyazaki International College bilingual student evaluation forms of 5-point Likert scale are delivered in the tenth week of each semester. The college has recently conducted a survey to re-evaluate this evaluation form, and its results will be published in *Comparative Culture*, the journal of the college, and it provides an example of how to build a tool to measure students’ perception on accomplishment of teaching objectives, in this case critical thinking, across various pedagogical formats and disciplines. The results showed that the first year students valued English language courses the most, while the third and the fourth year students valued the upper division content classes taught in English the highest (More information: Debra Occhi at Miyazaki International College).

Japanese universities carry an enormous administrative work load. A dean John Mock worked for previously asserted that faculty at Japanese universities could not compete well with European and North American universities because of the administrative trivia. In order to allow faculty to take part and compete in the international arena, this workload should be decreased (More information: John Mock at Temple University).

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Underwood International College at Yonsei University encourages hiring and retaining of high quality faculty by offering 3000 US dollars for each publication in English in internationally indexed journals and 6 years of free housing. All the family members and parents get 50% off of all the medical bills. Only international faculty (holders of non-Korean passports) are hired. There are 18 career tenure tracks and 2 new ones in the fall. (More information: Helen Lee at Yonsei University).

2) Faculty development

APU has found the rotation of the senior academic and administrative staff between the international and domestic campuses beneficial, because it has increased understanding inside the Ritsumeikan Trust of the unintended consequences of creating an international campus (More information: Jerry Eades at APU).

Half of the teaching at APU is in languages, and first it tried to hire highly qualified language teaching staff with Ph.D.s, but as the number of the students grew, it had to start hiring more junior staff in the beginning of their teaching careers (More information: Jerry Eades at APU).

3) Administrative support for faculty

Osaka University offers administrative support for international scholars and faculty and it has created Osaka University Staff Handbook for them (More information: Kiho Tanaka at Osaka University).

COMMUNICATION PROBLEMS AMONG FACULTY/ BETWEEN FACULTY AND ADMINISTRATIVE STAFF

Recruiting both Japanese and international teaching staff can create cultural clashes, because diverse staff also brings in different experiences and expectations.

1) Increasing communication between full-time and part-time faculty

One secret to create a coherent curriculum is to increase communication among faculty, particularly between full-time and part-time faculty which seems to be lacking in many Japanese universities. For example, in one university the teacher of the first-year language class did not know what the teacher of the second-year language class was teaching. A coherent curriculum also helps students to understand connections between different courses they are taking (More information: John Mock at Temple University).

2) Increasing communication between international and Japanese faculty/ administrative staff

In many universities there seems to be an adversarial relationship between faculty and administrative staff where sometimes administrative staff can seem to block the faculty's work. In

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order to solve this problem, APU provides simultaneous interpretation in the meetings. All the administrative materials are also translated. APU has had three foreign vice presidents so far, and only one of them spoke Japanese. Administration was set up in a way that foreign staff without Japanese skills could survive. To accomplish this, it hires Japanese administrative staff with high English competency and also those foreigners who have participated in the JET programme and settled in Japan after that. This staff is in charge of translation of materials and phone calls and simultaneous interpretation in the meetings. Recently APU has also started to hire Japanese teaching staff with foreign Ph.D.s., or foreign academic staff who is specialized in Japan, and also trilingual Chinese teaching staff which may lead to trilingual education depending on how the Asia Pacific region develops (More information: Jerry Eades at APU).

For the past several years in many Korean universities newly recruited faculty is required to teach a certain number of courses in English (More information: Stephanie K. Kim at University of California, Los Angeles).

STUDENT LIFE

INTEGRATION OF INTERNATIONAL AND JAPANESE STUDENTS DIFFICULT

The student body at your institution/ programme may consist only of Japanese or international students or both, but in any of these cases, integration of Japanese and international students may be problematic because of the language barrier. One way to overcome this barrier is to create opportunities where Japanese and international students can interact with each other outside the academic context.

1) Student residences of mixed nationalities

APU has 900 places of residence on campus which has become a part of the APU experience, and the Japanese students are competing to get a place there because of the multicultural and multilingual environment it offers, and it has also become a language teaching tool. Students have found that mixing with other students has been the main benefit of coming to APU (More information: Jerry Eades at APU).

2) Shared activities

The Ritsumeikan Asia Pacific University has cultural evenings with two-hour performances put together by students from a particular country. APU also holds theme weeks such as an African or Polynesian week. Jerry Eades sees this also as a way to promote multiculturalism in Japan (More information: Jerry Eades at APU).

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The Kobe University International Center has programmes to help international students to integrate with Japanese students on the campus. The first one of them is KIS Kobe University International Symposium. It is a two-day symposium held in December every year. 25 international and 25 Japanese students participate in it. Students are divided into discussion groups which give presentations on the second day. The symposium is bilingual. The symposium is run by the students themselves in a form of 10-member bilingual committee which prepares the symposium.

3) Supporter training courses for Japanese students

Kobe University offers training courses with credits for the Japanese students who act as supporters of international students who take part in three week summer programmes (More information: Richard Harris at Kobe University).

4) Informal spaces for gathering

Kobe University International Student Center has set up informal spaces called IC cafes (Intercultural Cafes) as informal spaces for gathering for both Japanese and international students to drop in for language exchange, helping with homework etc. (More information: Richard Harris at Kobe University).

5) Social media

All the three programmes at Kobe University to integrate international students with Japanese students have also web pages and they use social media. Social media is an important tool to help international students to adapt to a campus life in Japan (More information: Richard Harris at Kobe University)

6) Japanese students as TAs

At the Institute for the Liberal Arts at Doshisha University the usage of Japanese students as TAs in English taught classes have been helpful to create friendships between Japanese and international students (More information: Bruce White at Doshisha University).

7) Highly structured activities

Japanese students need structured activities to interact with international students. A barbecue is too unstructured .

INTERGRATION WITH THE LOCAL COMMUNITY PROBLEMATIC

1) Host family programs

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Osaka University has host family visit programmes for international students to help students to integrate in the local community, and almost all the international students participate in it.

2) Local school visit programs

International students of Osaka University also visit local schools to tell about countries (More information: Kiho Tanaka at Osaka University).

3) Field trips

FINDING GUARANTORS FOR HOUSING DIFFICULT

1) University as a guarantor and special contracts with local real estate agencies

Osaka University has limited on campus residence. Instead it has a contract with a local real estate agency so that international students do not need a guarantor or to pay special deposits to the landlord.

2) Special fund for problems international students might cause

Kobe University has a special fund to cover the financial burden of possible damages caused by international programmes.

LACK OF INTERNATIONAL STUDENT FOCUSED ADMINISTRATIVE SUPPORT

1) Monthly orientation

Osaka University offers orientation for international students each month to make their start in Japan smooth by providing information on how to open a bank account and etc.

2) Information room

Osaka University has an Information Room for International Students (IRIS) which provides following services: advising, counseling, support, information on life in Japan but also information on studying abroad. It also functions as the place enhancing exchange with foreign students and Japanese students.

3) Research team

Osaka University Center for International Education and Exchange (International Students Center) has three research teams: Japanese Language Education and Research Team, Short-term Program Team and Intercultural Exchange and Advising Research Team, and like Kobe University it has appointed faculty as staff members (More information: Kiho Tanaka at Osaka University).

4) Appointed staff in each faculty

5) Predeparture support

6) Carefully planned and managed materials, handbooks , facilities

Osaka University has over 1600 international students. In order to provide necessary information it has created a wide variety of materials and handbooks such as Coming to Osaka, Living in Osaka,

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Childcare Support Guide and Housing Support Guide. They have also created a website for international students to fill out documents for the Immigration Office which are taken there by the staff later. Nagoya University will adopt this system from April on (More information: Kiho Tanaka at Osaka University).

7) Student mentors and volunteers

At Miyazaki International College upper students offer peer support to freshman students through regular meetings during the first semester to make sure they will integrate well (More information: Debra Occhi at Miyazaki International College).

8) Support for international scholars

Osaka University receives over 3000 visiting scholars per year, and therefore, the Support Office for International Students and Scholars offers support also for international scholars (More information: Kiho Tanaka at Osaka University).

DIVERSE STUDENT BODY HAS DIVERSE HEALTH ISSUES

Non-Japanese , multilingual counselors and faculty specialized in counseling

Osaka University has professional counseling section at the student center where they have multilingual counselors and also faculty with a counseling license. Students talk about issues they cannot talk with their professors, and they do not feel like going to health care center, because students are not really sick but just stressed out. Also faculty comes for advice on how to look after international students (More information: Kiho Tanaka at Osaka University)..

INTERNATIONAL STUDENT FOCUSED CAREER SUPPORT COMPLEX

The career possibilities for international students vary depending on their language skills and whether they are looking for jobs inside or outside Japan. Therefore, their careers support is more complex than that of Japanese students (More information: Kiho Tanaka at Osaka University).

1) General seminars on job hunting and work life in Japan

Osaka University offers Japan Career Seminars where former and presently enrolled international students tell their stories and advice is given on how to get an official employment offer. Information on what it is like to work at Japanese companies in Japan is also provided. (More information: Kiho Tanaka at Osaka University).

2) Career counseling

Osaka University offers career counseling to international students. This counseling is conducted by the Osaka Labor Society Job Café (More information: Kiho Tanaka at Osaka University).

3) Company seminars inside the university

Depending on the location of an institution, students may have difficulties attending regular job

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interviews/seminars organized by companies for example in the Tokyo area. Ritsumeikan Asia Pacific University has solved this problem by inviting companies to hold interviews at their rural campus in Beppu, and it has about 400 companies coming in each year (More information: Jerry Eades at Ritsumeikan Asia Pacific University).

4) Company tours

5) Business Japanese classes

Osaka University offers business Japanese classes for international students to help them to look for jobs in Japan, because special Japanese vocabulary is needed in job interviews (More information: Kiho Tanaka at Osaka University).

6) Internships

7) Student portfolios managed by academic advisors

At foreign universities academic advisors manage students' portfolios to prepare them for job hunting in the best possible way.

8) Follow-up after graduation

FUNDING

PROBLEM OF ECONOMIC VIABILITY

1) Sponsorship from prefectural and city governments and local companies, and governmental awards for programmes of excellency

As after the Great Tohoku Earthquake the funding for the G30 programmes is diminishing, new ways to guarantee economic viability are necessary. The Ritsumeikan Asia Pacific University was founded well before the G30 programme was launched, and its student body was too small to apply for CEO programmes. Therefore, it could not rely on the same financial support from the central government as the G30 programmes today, so it had to look elsewhere. APU succeeded in getting this support from the city of Beppu (4.2 billion yen) and the Oita Prefectural Government (15 billion yen) as well as from local businesses (3.9 billion yen as donations) and the Ritsumeikan Academy (10.8 billion yen) which is affiliated with the mother institution Ritsumeikan University. According to Jerry Eades from APU, the contacts with the local businesses have been proved useful also in the context of finding jobs for students after graduation and thus can be connected to careers support as well.

Furthermore, APU has been successful at getting several government awards for its programmes which has led to additional government funding. (More information: Jerry Eades at Ritsumeikan Asia Pacific University).

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2) Increasing and sustaining the student body (See also recruitment section page 2)

a) International students' tuition reductions

In order to increase the international student body at Ritsumeikan Asia Pacific University a high level of subsidy has been necessary depending on the country where the students come from. APU has created a point system for international students' tuition reductions based on their ability. International students from new and developing countries also get extra points, and also students with extracurricular achievements and activities such as prizes, sports, volunteering, and time abroad. Tuition reductions vary up to 100%.

APU has had success with Japanese government agencies when recruiting overseas graduate students, because their courses are offered in English. This has created a positive cycle where government agencies keep sending overseas graduate students repeatedly to APU (More information: Jerry Eades at Ritsumeikan Asia Pacific University).

Increasing the number of international students may become even more crucial in the future as the population of Japanese high school students is shrinking.

Kyle Cleveland of Temple University pointed out that the tuition fees in Japan are competitive with those abroad. In many countries international students have to pay more than local students. In Japan the tuition fees are basically the same for both domestic and international students. It is the living costs which make Japan an expensive country (More information: Kyle Cleveland at Temple University)

b) Japanese degree-earning students

The tuition reductions for international students can be costly, and in order to make the tuition reduction point system economically viable, APU has increased the size of the Japanese student body and recruited more local students. This has caused a decline in the level of the Japanese students, partly due to the falling academic skills of Japanese students in general, and created a need for a balancing act between different qualities of the international and the Japanese students which is still an ongoing issue (More information: Jerry Eades at APU).

c) Japanese students in other English degree programmes

As increasing the student body of degree-earning Japanese students is one option, another option is to increase the number of Japanese students who take only one or few courses in a programme and complete their degrees in other English programmes inside the same university. The Institute for the Liberal Arts has this option available for students in other English degree programmes inside Doshisha university (More information: Bruce White at Doshisha University).

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This can also be one way to guarantee the English level of Japanese students, because they are already enrolled in English-only programmes.

d) Japanese students in Japanese degree programmes or programmes partly taught in English

Recruiting Japanese students from Japanese degree programmes inside a university can be more difficult, as Stephanie K. Kim from University of California Los Angeles has found out in her field research on English-mediated instruction in Korea and Yonsei universities where the third of the courses are taught in English. Korean students have mixed attitudes towards English taught courses. Generally they are afraid of taking them. Some of them see EMI courses as a challenge and beneficial for their future careers, while others take them because it is required or because of the easier grading scale. Compulsory English taught courses may also inspire reluctance and resentment in some students, as Stephanie K. Kim has also discovered. The newly elected president of the student body at Korea University won the election with an anti-English taught campaign (More information: Stephanie K. Kim at University of California, Los Angeles).

e) Short term international students: Japanese pop culture not a successful tool for recruitment (see also recruitment section page 2)

Temple University established a special summer programme in Japanese popular culture studies, and they expected this programme to be very successful, but it did not work well as a recruiting tool. At MIT they dropped teaching anime classes, because they got students who were only interested in anime and especially in their favourite anime but not in Japan in general (More information: Kyle Cleveland at Temple University).

f) Affiliated language and culture centre

Top universities in China, Hong Kong and Taiwan have affiliated language and culture centres which offer short summer courses and basic Japanese language courses. It is a good way to give the first exposure to international students of the institution. This experience may encourage them to come back for a longer period (More information: Hiroshi Ota at Hitotsubashi University).

Kobe University has a three week cultural and language summer programme in July and August. 40 students are invited from partner universities. 40 Japanese students act as supporters for them. A training course with credits is provided for these students in Japanese language teaching and intercultural communication. International students may come back as exchange students, but many of Japanese students go studying abroad afterwards which shows that their motivation was strengthened through interaction with international students in this programme.

Kobe University has recently seen also an increase in the number of one-year exchange students

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from Europe which is a growing market. Some UK universities require their students to spend their third year abroad, and Kobe University intends to increase the number of UK universities with which it has an exchange programmes (More information: Richard Harris at Kobe University).

UNSOLVED ISSUES

- 1) Screening of academic level of international students for natural sciences and engineering programs**
- 2) The high value of yen**
- 3) The widening gap between the level of international students who come on scholarships and the level of domestically recruited Japanese students**
- 4) Fear of natural disasters**
- 5) MEXT "standards" are such that it makes serious academic performance very difficult. For example, MEXT regulations does not allow graduate students to work as teaching staff at some universities**
- 6) Lack of incentives to develop and promote English programmes at national universities**
- 7) Homogenous international student body**

Most of the students come from East Asia. What could be done to diversify the student body? Also Korea shares the same problem. Stephanie K. Kim from University of California, Los Angeles may have information on further developments in Korea.

8) Unchangeable university ranking

The university ranking list is not going to change whether competent faculty is hired or not, and therefore, there is no advantage to hiring good faculty and no penalty for hiring poor faculty, thus other factors, like connections and political elements, may become more important than pedagogical and/or academic competency (More information: John Mock at Temple University).

9) Lack of central coordination of G30 programmes such as the British council and the brand image "Education in UK" (More information: Matthew Wortley at Ritsumeikan University). No co-ordination between existing government offices such as JASSO and Japan Foundation (More information: Hiroshi Ota at Hitotsubashi University).

10) Lack of national accreditation system for English taught programmes

Temple University did not apply for national accreditation of a legal educational body, because it might have led to lower academic standards compared to the mother institution in the U.S. due to the strict MEXT regulations (More information: Kyle Cleveland at Temple University).

11) Most scholarships available for application only after arriving in Japan

This limits the possibilities of less affluent students coming to study in Japan (More information: Hiroshi Ota at Hitotsubashi University).

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