Internationalization at Home
-Goals, Outcomes and Strategies

Chair and Presenter:
Miki Sugimura, Professor, Sophia University, Japan

Presenter:
Sachihiko Kondo, Professor Osaka University, Japan
Bruce Stronach, Dean, Temple U., Japan Campus
Purpose of the JAFSA* Session

• To clarify the significance of “internationalization at home” from the Japanese perspective

• To compare two case studies of Osaka University which is a national and comprehensive university and Temple University Japan Campus which is an overseas campus of foreign university recognized by the Japanese government

• To point out the challenges of internationalization at home

What is “Internationalization at Home”? 

- The origin of term: Bengt Nilsson’s new challenge at Malmo institution in Sweden
- The term “internationalization at home” has been developed to bring attention to those aspects of internationalization which would happen on a home campus, namely,
  - the intercultural and international dimension in the teaching learning process,
  - the extracurricular activities
  - the relationships with local cultural and ethnic community groups

by Knight, J. (2004:17) 
Wachter, B. (2003: 6)
Significance of Internationalization at Home (1): system

Home Country Students

- More opportunities for more students without leaving home country
- Economical compared with study abroad
- Creating a globalized campus with inbound students.

Home and Inbound Students

- Experiments of cross-cultural activities
- Learning cultural competencies and communication skills
- Global citizens
- Creating a global network

students’ learning outcome
Significance of Internationalization at Home (2): program contents

International Higher Education’s new function
— bringing young leaders together beyond national boundaries
— thinking together about cross-fields issues from the trans-disciplinary approach

Preparing for an academic platform to discuss and to cooperate together without going abroad
Case of Osaka University - national and comprehensive university -

Sachihiko Kondo,
Professor Osaka University, Japan
Osaka University Overview

• Our roots – The places of scholarship
  - 1724 Kaitokudo
  - 1838 Tekijuku

• Foundation
  - 1931 Osaka Imperial University
    - The 6th Imperial University in Japan
    - founded through strong demand from the business and government sectors of Osaka, as well as the people of Osaka

• Recent & Future
  - 1949 Osaka University – Reborn as a national University
  - 2007 Osaka University merged with Osaka University of Foreign Studies
  - 2031 The 100th anniversary – from the foundation of Osaka Imperial University
10 Graduate Schools
- Letters
- Human Sciences
- Law and Politics
- Economics
- Science

6 Independent Graduate Schools
- Language and Culture
- International Public Policy
- Information Science and Technology
- Frontier Biosciences
- Law School
- United Graduate School of Child Development (with Kanazawa University School of Medicine, Chiba University School of Medicine, and Fukui University)

11 Undergraduate Schools
- Letters
- Human Sciences
- Foreign Studies
- Law
- Economics
- Science

23,498 (UG 15,358 / PG 7,930)
2,273 (Int’l students)
as of 2017
Percentage of Int’l Students
Institutions which admits Int’l students in Japan

Source: JASSO (2017)
Major Field of Study (Nation wide)

Source: JASSO (2017)
## Government or Private Funded? (@OU)

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<th>Field</th>
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English Speaking Programs

**BA / BSc**
- Human Sciences International Undergraduate Degree Program
- Chemistry-Biology Combined Major Program

**Master / Doctor**
- Science; 2
- Engineering; 4
- Engineering Science; 1
- Information Science; 1

As many (or little) as 20-30 annual UG enrollment in English speaking courses
Double Degree Programs

- Law and Politics; 1
- Science; 9
- Engineering; 6
- Engineering Science; 1
- International Public Policy; 2

- Partners are mostly Asian Universities
- All Graduate Schools welcome non-degree research students
Global Admission Office (2016)

Global Admission Office, Center for the Study of Higher Education and Global Admissions, Osaka University

Graduate English Course Exchange Program
Research Students

Global Admission Office

Special Entrance Examination for Privately-Funded Undergraduate International Students Living Overseas

Special Entrance Examination for Privately-Funded Undergraduate International Students Living Overseas

The Special Entrance Examination is for international students who
Typical Int’l students in the 2000s and early 2010s

- **Nation wide**
  - Under graduate
  - Japanese speaking
  - Asian countries
  - Social Science / Humanities
  - Self-funded
  - Finding job in Japan

- **@OU**
  - Post graduate
  - Japanese or English
  - Asia and other countries
  - Engineering / Science
  - Self- and Government funded
  - Academic career
comprehensive research universities and ‘internationalization at home’ in the 2020s

• demographic shift
• where is ‘home’?
• today universities are expected to serve for; either research communities? or local community?

※Employability?
※Future Career in Japan?
Case of Temple University, Japan
-overseas campus of foreign university recognized by the Japanese government-

Bruce Stronach,
Dean, Temple U., Japan Campus
# TEMPLE U., JAPAN CAMPUS (TUJ) WHO WE ARE

| HISTORY | 1982 ESTABLISHED  
2005 FIRST TO BE RECOGNIZED BY MEXT AS “FOREIGN UNIVERSITY, JAPAN CAMPUS” |
|---------|-----------------------------------------------------------------|
| RELATIONSHIP TO THE MAIN CAMPUS | CAMPUS: TEMPLE’S ONLY BRANCH CAMPUS  
SUBSIDIARY COMPANY:  
TEMPLE EDUCATIONAL SUPPORT SERVICES, LTD |
| DEGREE PROGRAMS AND ENROLLMENT (FALL 2017) | UG (10 Majors) 1218  
UG STUDY ABROAD 74  
LLM 57  
EMBA 22  
MS/ED 109  
PHD and EDD 82  
TOTAL DEGREE-SEEKING 1562 |
Overseas Campuses: How to Structure

• Ltd Incorporation as Opposed to University Incorporation
  • (+) Direct Control
  • (-) Not Accepted as University

• Branch Campus
  • (+) Operate as a Full University
  • (-) Simultaneously Administering US University Campus and Managing Japanese Ltd Challenging
The Outsider Within
The Outsider Within

• Fully Operating American University Presents Model for Japanese University Reform and Globalization
  • Admin Infrastructure
    • HR
    • IR
  • Academic Quality
    • Academic Advising
    • Student Responsibility
  • Competitive Ethos
    • Marketing and Branding
    • Institutional Advancement
Globalization a Two-Way Street

• TUJ Benefits from Partnerships With Japanese Unis
  • e.g., New Campus and Academic Relationship with Showa Women’s U.

• TUJ Becomes a Part of the Japanese Higher Education Infrastructure

• TUJ Students Study Japan From a Global Perspective
  • In English
  • With Students from 50-60 Different Countries
Challenges of Internationalization at Home

Miki Sugimura
Sophia University
Challenges of Internationalization at Home (1)

- Publicity and Governance
- Quality Assurance
- Accreditation system and credits transfer system
- Finance
- Medium of instruction (language issues) and matching academic calendars

Importance of Feasibility and Sustainability - using the current exchange systems
Challenges of Internationalization at Home (2)

1) Capacity of Faculty and Staff
   — Who can be in charge of programs?

2) Resource
   — Budget
   — Research based on contents

3) Governance and Administration in a home institution and with a partner institution
Challenges of Internationalization at Home (3)

Assessment of leaning outcomes

1) Knowledge of host culture
2) Consideration of multicultural perspectives
3) Intercultural communication
4) Language competency (listening, speaking, reading, writing)
5) Open mind