

&lt;学界動向&gt;

## Internationalization from a European Point of View: Where Does Kyoto Sangyo University Stand?

Matthew CLAFLIN<sup>1</sup>

This paper seeks to examine what can be learnt for Kyoto Sangyo University (KSU) from attendance at this year's European Association for International Education (EAIE) conference in Geneva and to reflect on what models and best practice in internationalization this, in combination with attendance at four previous EAIE conferences, can suggest. It outlines how, despite the natural disasters recently in Japan and growing isolationist political trends, there is still very strong interest in Japan, what potential partners seem to be looking for and how that relates to the current situation at KSU, what changes have been observed over the years of attendance at EAIE, and how these relates to KSU.

**KEYWORDS** : Internationalization, internationalization at home, EAIE

Japan Ravaged By Deadly Typhoon: See the Most Shocking Photos of Worst Storm in 25 Years. (*People magazine, September 4, 2018*)

Devastation as typhoon Jebi's toll rises. (*Sydney Morning Herald, September 5, 2018*)

Japan earthquake: death toll rises in Hokkaido: Dozens missing after tourist hotspot hit by landslides during Thursday's 6.7-magnitude quake (*Reuters in The Guardian, September 7, 2018*)

Japan's deadly summer: floods, typhoons, earthquakes heat (*The Washington Post, September 6, 2018*)

With headlines such as the above in the week leading up to departure, there was significant concern about how these natural disasters would affect the image of and interest in Japan in general and Kyoto Sangyo University (KSU) at the 2018 European Association for International Education (EAIE) conference, in particular in combination with what appears to be a growing insular or nationalist political outlook represented by phenomenon such as the Brexit

vote.

This paper seeks to outline the results of attendance at this conference, the fifth EAIE conference attended by KSU staff (including this author) since 2013, reflect on trends and concerns that experience of the conference over the years has given and consider what all of this could mean for KSU.

### 1. Background

Founded 29 years ago, as it says on its website, "EAIE is the acknowledged European centre for expertise, networking and resources in the internationalisation of higher education." (EAIE, n.d.) EAIE, along with APAIE (for Asia) and NAFSA (for the Americas) could be said to represent the three top conferences in the world for internationalization in the field of higher education.

The 2018 EAIE conference attracted 5,700 attendees from 95 countries<sup>1)</sup> and was held in Geneva, Switzerland from September 11 to 14. Attendees included representatives of companies related to the field and ministries of education as well as staff from higher institutions of education - both administrative

<sup>1</sup> Faculty of Foreign Languages, Kyoto Sangyo University

staff up to and including director level, academic staff from academic deans to regular teaching staff and senior university management, including university presidents or vice-presidents.

As noted, this is the fifth EAIE conference that KSU has sent delegates to, with past conference attendance being responsible for significant increases in numbers of partner institutions, a wealth of knowledge of current and best practice in the field as well as professional contacts and a range of ideas brought back to KSU.

Partner and potential partner visits before the conferences over the years have also proved vital in facilitating the success of partnerships as university global standing, size and history and the story of how staff met as well as individual staff beliefs about the potential of partnership (areas required on the form to make a new partnership) do not reflect on campus student support for exchange students, local living conditions, how the schedule of language classes may clash with attractive English-taught faculty classes, or the overall student experience in terms of accommodation and integration with local students. Visits have helped KSU weed out potential problem partners and open a range of exciting new possibilities while also providing personal contacts and extensive material beyond what is available officially, adding a personal touch for KSU staff to relay to potential outgoing students that has often been vital in enhancing communication and processes with partners and thus making partnerships successful.

## **2. Pre-conference university visits in 2018**

Before attending the conference in Geneva and despite the delays and problems caused by typhoon Jebi (which hit Kansai airport the night before departure,) visits were possible to Griffith College, Dublin, which is our most popular single partner for students for study abroad in English in recent years as well as being a short-term program and the new EBJ program destination, and Pôle University Léonard De Vinci in Paris, a non-partner who

sends fee-paying students on KSU's Year Abroad Program (YAP program.)

As has been the pattern in past years, these visits both proved very beneficial as, in Dublin, KSU students on the short-term program could be interviewed on their last day about overall program satisfaction (which was very high), new staff could be met and briefed before a significant Griffith change in staff allocation, KSU needs for documentation format and content for short-term, long-term and the EBJ program could be efficiently covered, and content and organization for the first round of the upcoming EBJ program gone over in depth. In Paris, meeting staff face-to-face who have been dealing with KSU and program discussion led to a range of exciting new possibilities, including a possible doubling of the number of fee-paying students and information on how KSU can further improve what is offered to attract more similar international students.

However, both visits' most surprising discovery was that the recent string of natural disasters in Japan as well as current political climate have in no way decreased European student and institution interest in Japan as a study and partner destination. In fact, interest in Japan seems to have increased. This factor became one of the principal reasons for what was felt as a very successful EAIE conference overall.

## **3. The 2018 EAIE conference**

Discussions at the conference itself led to a surprising number of new possibilities for partners including one in Romania, one in Spain, two in the United States, two in Germany and, in an exciting development, two from the Netherlands and two from Belgium, despite the fact that at previous conferences it was felt that northern European countries were a difficult market to enter due to their high demands in terms of student English level.

While not all of these will be possible and details are one of the main subjects of the official report on the conference, it should be noted that, as in past years, many of these are well-known institutions and the possibility of exchange came from informal chance meetings

over lunch, at a dinner or reception or through mutual acquaintances at the conference as continued attendance by almost the same members has meant KSU has built a network of contacts amongst the regular attendees at the conference.

One of the American institutions was particularly interesting as, not only do they want a new partner in Japan, they are also potentially looking for a potential training site in Kansai as, for a number of years, they have been responsible for the training of Universal Studios Japan engineers in America and feel that it is inefficient to bring all the engineers to the States every year.

From individual and institutional discussion at the conference, it became clear that there are three areas potential partners and current partners and their students are looking for:

1. In terms of traditional exchange, a one-semester program which gives foreign students in Japan the opportunity to learn some basic Japanese and learn, in English, about a range of issues in the humanities and social sciences about Japan. Put simply, a semester-long Japan experience that does not need a significant amount of Japanese language study. This KSU already does with our Japanese program and GJP program and associated courses packaged in GET, but it was pointed out we are missing significant areas in what we offer taught in English such as manga and anime studies. It would seem that now would be a good time to revitalize what KSU offers in GJP and other English-taught programs to continue to attract students from current partners to ensure we will continue to be able to send students abroad on exchange.
2. Similarly, there are many university business schools where a semester abroad is compulsory (such as Pôle University Léonard De Vinci, who are sending their first five fee-paying students this semester – fall, 2018) and it is very clear that what KSU offers in the fields of management and economics (but in particular,

management) is significantly below what Pôle University Léonard De Vinci and other current partners as well as potential future partners need now or in the near future. While improvement here would be a challenge as it would involve a range of departments including General Education as well faculties such as the Faculty of Business Administration and the Faculty of Economics, if KSU wants the YAP program to be a success and to meet the needs of current exchange partners, then improvement here is urgently required. (Note: Improvement does not need a full degree taught in English – many of the needs could be met with 3 or 4 carefully chosen for content courses per semester taught in English at a higher level of content than first year level.)

3. Opportunities to create partners to apply for funding, in particular Erasmus+. While Japan has certainly become a more affordable study abroad location over the years (and educating European partners to this fact has been a significant part of the mission while attending EAIE conferences,) for many students in Europe, in particular in Eastern Europe, study abroad in Japan is unattainable without funding support. The appeal of Erasmus+ for KSU would be that funding goes both ways, so not only would European students gain support, but so would our outgoing students, many of whom face significant financial hurdles to study abroad. Talking to a range of institutions, it was discovered that there are already a significant number of Japanese institutions benefitting from such arrangements, and it would seem important that KSU students have the opportunity to benefit as well.

#### **4. Reflection on attendance of the 2013, 2014, 2016, 2017 and 2018 conferences**

As stated in my 2013 report (published after attendance by KSU staff at their first EAIE conference with Kunimasa and Churton)

entitled, "Globalization" in European Universities: A Different World? The view from EAIE 2013,"

One of the benefits of attending an international conference in a field such as this is that through participating in a range of formal events such as presentations, poster sessions and plenary sessions combined with informal events such as welcome parties and chance encounters at booths and over lunch, one gains a more comprehensive grasp of what is current thought important in a field, and where developments might be going as people will say informally much more than they are willing to write down.

Attendance at EAIE, along with visits to partners or possible partners, has proven a powerful tool for not only KSU's Center for International Programs (CIP) to create partners, maintain current partners, and keep up to date with best practice, but also for departments such as the English department in the Faculty of Foreign Studies and programs like the Tokubetsu Eigo program to keep up to date with best practice as well as find inspiration for new ideas and methodology.

Throughout the conferences, from 2013 to 2019, several themes have been prominent:

- University internationalization is no longer a matter of only exchanging students and staff. It now includes internationalization of the curriculum, classroom and university as a whole (with many top universities now decentralizing their international offices throughout the university.)
- While there are concerns about local language, English has become the academic lingua franca and there are now more non-native speakers of English than native speakers. Institutions should have a language policy and recognize, utilize and reward foreign language ability in students and both administrative and academic staff.
- Work in the international office (or related fields if the international office is decentralized) is now, more than ever, a professional field. Multi-lingual staff with a

background in the field and significant experience are necessary to ensure the successful development of partnerships and programs and efficient office management.

- Bringing international students to a university campus, either physically or using such online collaborative projects such as COIL, has a positive influence on the academic culture and students of the local university.
- If you want to bring international students in, you need to have courses taught in English, and those courses need to be well-packaged with attractive marketing.
- The use of summer schools to attract future potential students, give an introduction to incoming students and give an international experience to local students seems to be expanding.
- Teaching in English in non-English speaking environments is challenging, but it also provides a wealth of opportunity to change accepted methods of instruction and to encourage the teacher to break things down into the base component parts, thus potentially making them easier for students to absorb.
- Non-native teachers need motivation and support to teach in English, and find it motivating when they do. Also, if they have good pedagogy, they don't necessarily need native-like English abilities.
- Despite growing concern over isolationist or nationalist-centered tendencies (such as demonstrated by the Brexit vote,) interest and support for internationalization, both at home and in the traditional exchange sense, continues to grow.
- The presence and staff of Japanese universities present at such conferences has grown, with, in addition to JAFSA and JASSO, 53 Japanese institutions taking part in the 2018 conference in Geneva including not only high ranking public universities (Kyoto University, Osaka University) and private universities (Keio and Waseda,) but also Kansai universities such as Shiga University and Ryukoku University. It has been noted that staff from many of these

universities have become more professional and aggressive over the years and competition for new partners is becoming fierce. To bring several of these points together, to remain competitive, innovative, well-packaged programs taught in English marketed by bilingual professional staff are, more than ever, a requirement for universities who intend to have a global presence.

- Regular attendance by a team that includes similar members has also led to the development of a network of contacts that currently includes senior EAIE staff and academics and staff from world-famous institutions which has meant KSU has a higher profile than many of its competitors.
- KSU's process of approving the creation of new partners, while careful and considered, is comparatively complicated and time consuming. Potential partners attending such conferences as EAIE know their needs and have a quota they wish to fill. Their professional and experienced staff often are very aware of both the limits of how many Japanese incoming students their system can handle and also how much interest their outgoing students have in Japan. A lengthy approval process before negotiating MOUs (a Memorandum of Understanding being the basic agreement between partner institutions) leads to other Japanese institutions with simpler or more nimble processes gaining partners that KSU often then misses out on.

### 5. How this relates to KSU

As Claflin, Churton and Kunimasa also stated in 2014, "English learning support, opportunities and academic programs are vital to the future of any university – not just to educate students about the culture and language of English-speaking countries, but also to attract global talent and equip students and staff to participate on the global stage in the debate concerning cross-cultural goals in research and education." (p.138)

KSU has, as noted in 2013, a promising base,

and there has been some change over the years since 2013 as can be seen with the construction of the Global Commons, the growth in the Tokubetsu Eigo program and the curriculum change in the Faculty of Foreign Studies which led to the development of the English Career Course as well as changes in how General Education English-taught lecture courses were situated in the curriculum.

However, the Global Commons, while very popular with students and hosting such initiatives as the English Chat program, is perhaps not really making full use of the possibilities such a beautiful and well-equipped facility could provide, Tokubetsu Eigo is being down-sized with the end of the MEXT globalization grant and subsequent changes in the Faculty of Foreign Studies curriculum and continues to be under-utilized by most faculties, and teachers of the English-taught courses in General Education continue to struggle with the lack of effective screening of students for English and academic skill level. While the new Faculty of Sociology only provides one English-taught course, the Faculty of International Relations, to open in 2019, offers some hope for expanded English-taught classes, but with record numbers of incoming exchange students and an almost full international house, CIP seems to be struggling with how to handle potential increases in the number of international students and so the university has, in recent years, been rather careful and conservative in increasing the number of partner institutions.

KSU is no longer a beneficiary of MEXT Global Funding. However, looking at the vision document for the future of the university, Koyama Style 2030, significantly increasing student numbers going abroad and faculty and staff development related to this area is clearly stated, as is creating diversity (not just in terms of gender, age, religion and disability, but also nationality) on campus to international standards. To make these admirable goals attainable, significant change in current practice and direction would seem necessary.

## Note

1) The EAIE annual reports outline previous attendance at conferences attended by KSU as 2013 (Istanbul), 4,800 attendees from 90 countries, 2014 (Prague) 5,000 plus from 90 countries, 2016 (Liverpool) 5,200 from 85 countries and 2017 (Seville) 6,000 from 95 countries.

<https://www.eaie.org/about-eaie/annual-report.html>

## References

- Claflin, M., Churton, P. and Kunimasa, J. (2014) "Globalization" in European Universities: A Different World? The view from EAIE 2013. *Forum of Higher Education Research*. Vol 4: pp.135-142
- EAIE, (n.d.) About EAIE. *eaie.org*. <https://www.eaie.org/about-eaie.html> (accessed 2018.09.30)
- Kyoto Sangyo University (2015), 神山 STYLE2030 (Koyama Style 2030) [https://www.kyoto-su.ac.jp/about/granddesign/ahcetq0000006kxw-att/kyosan\\_outer\\_A4\\_fin2.pdf](https://www.kyoto-su.ac.jp/about/granddesign/ahcetq0000006kxw-att/kyosan_outer_A4_fin2.pdf) (accessed 2018.09.30)
- Schmidt, M. (2018, September 4) Japan Ravaged By Deadly Typhoon: See the Most Shocking Photos of Worst Storm in 25 Years. *People*. <https://people.com/home/japan-ravaged-by-deadly-typhoon-see-the-most-shocking-photos-of-worst-storm-in-25-years/> (accessed 2018. 9.30)
- Devastation as typhoon Jebi's toll rises. (2018, September 5) *Sydney Morning Herald*. <https://www.smh.com.au/world/asia/devastation-as-typhoon-jebi-s-toll-rises-20180905-p501zs.html> (accessed 2018.09.30)
- Reuters, (2018, September 7) Japan earthquake: death toll rises in Hokkaido: Dozens missing after tourist hotspot hit by landslides during Thursday's 6.7-magnitude quake (The Guardian) <https://www.theguardian.com/world/2018/sep/07/japan-earthquake-death-toll-hokkaido-rises-millions-without-power> (accessed 2018.09.30)
- Japan's deadly summer: floods, typhoons, earthquakes heat. (2018, September 6) *The Washington Post*. [https://www.washingtonpost.com/world/asia\\_pacific/japans-deadly-summer-floods-typhoons-earthquakes-heat/2018/09/06/e6edc320-b1ab-11e8-8b53-50116768e499\\_story.html?noredirect=on&utm\\_term=.4acc243f96d8](https://www.washingtonpost.com/world/asia_pacific/japans-deadly-summer-floods-typhoons-earthquakes-heat/2018/09/06/e6edc320-b1ab-11e8-8b53-50116768e499_story.html?noredirect=on&utm_term=.4acc243f96d8) (accessed 2018.09.30)

---

## 欧州の視点からの国際化： 京都産業大学はどんな立場にあるか

---

クラフリン・マシュー<sup>1</sup>

本稿では、京都産業大学（KSU）が今年ジュネーブで開催された欧州国際教育協会（EAIE）のコンファレンスから何を学ぶことができるのかを考察することを目的としている。また、今回を含む計5回の同コンファレンスへの出席から、国際化のモデルやベストプラクティスに関してどのような知見を得られたかについても考察を行う。そして、近年の自然災害や孤立主義的な政治傾向にも関わらず、依然として日本には強い関心があることを提示し、海外の大学が協定校に何を求めているか、それがKSUの現在の状況とどのように関係しているかを検討する。さらに、近年のEAIEでどのような変化が観察できるのか、そしてそれがKSUにどのような影響を与えるのかについても論じる。

キーワード：国際化、大学の国際化への取り組み、EAIE（ヨーロッパ国際教育団体）

---

2019年1月9日受理

1 京都産業大学 外国語学部