

Autumn Entry into Japanese Universities

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How a structural change enhanced global citizenship development opportunities for Japanese students

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1 . Autumn entry in Japan

Why is it a challenging issue in Japan?

- Out of 215 countries/regions, nearly 70% have autumn entry.
- Japan has kept spring entry for over 90 years, since 1921.
- Emotionally, we all love Sakura or cherry blossoms.



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1 . Autumn entry in Japan (2)

Why is it important for foreign universities?

- More Japanese students will find it easier to study abroad.
- More international students will find it easier to study in Japanese universities.
- More opportunities for credit transfer.



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1 . Autumn entry in Japan (3)

- **However**, the fact is that there is a sharp contrast between Japan and other nations.



In Japan, "*Autumn entry is a big issue!*"

But internationally, universities say,
"so what ? " or ignore it.

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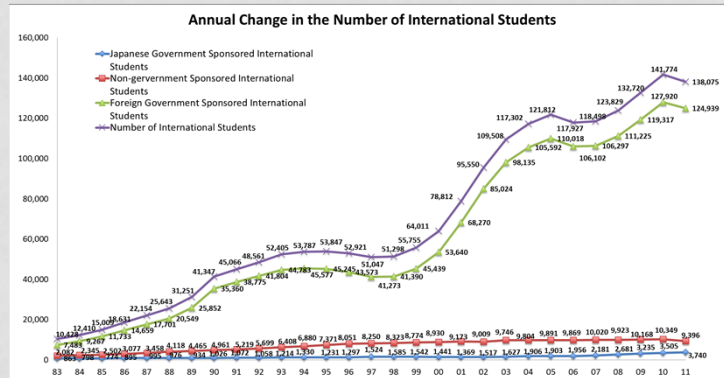
2 . Background

- Nikkei Newspaper report: the University of Tokyo to seriously consider a transition to autumn entry
(July 2011)
- Keyword: **Internationalization**
 - (1) Japanese universities want to increase the number of international students and faculty.
 - (2) Japanese universities also want Japanese students and faculty to go abroad to study and do research.

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3. Some facts about international students in Japanese universities

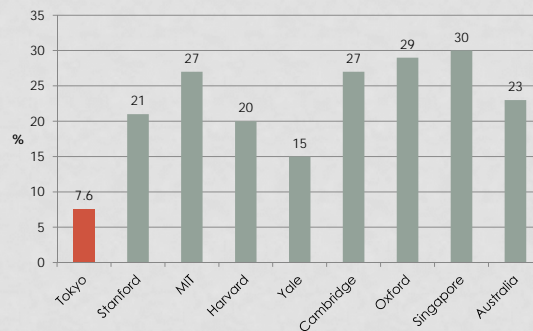
- The number of international students has been steadily increasing. *But...*



(Source: JASSO) 7

3. Some facts about international students in Japanese universities (2)

- We want more, because we have fewer international students than major foreign universities.



(based on the research done by the U of Tokyo, 2007)

3. Some facts about international students in Japanese universities (3)

- As a result:

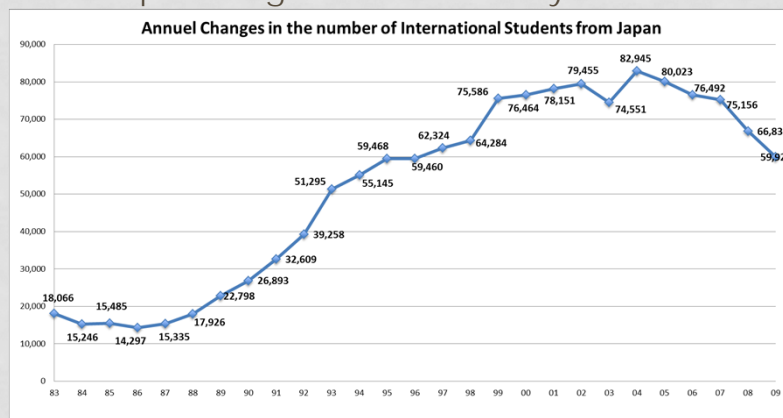
	Harvard U	NU of Singapore	U of Tokyo
Overall score	93.6	77.5	78.3
Teaching	94.9	74.4	87.9
International outlook	63.7	92.3	<u>27.6</u>
Industry income	39.9	77.4	59
Research	98.6	87.2	89.9
Citations	99.2	67.2	71.3
World ranking	4	29	27

(based on Times Higher Education WUR 2012-13)

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4. Some facts about Japanese students studying abroad

- Fewer Japanese go abroad to study now.



(Source: MEXT)

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4 . Some facts about Japanese students studying abroad (2)

	Country/ Region	# of Japanese students studying abroad in 2009 (# in 2008)	Relative change from 2008	
			in #	in %
1	USA	24,842 (29,264)	△ 4,422	△15.1%
2	China	15,409 (16,733)	△ 1,324	△7.9%
3	UK	3,871 (4,465)	△ 594	△13.3%
4	Australia	2,701 (2,974)	△ 273	△9.2%
5	Taiwan	2,142 (2,182)	△ 40	△1.8%
6	Germany	2,140 (2,234)	△ 94	△4.2%
7	Canada	2,005 (2,169)	△ 164	△7.6%
8	France	1,847 (1,908)	△ 61	△3.2%
9	New Zealand	1,025 (1,051)	△ 26	△2.5%
10	South Korea	989 (1,062)	△ 73	△6.9%
	Others	2,952 (2,791)	161	5.8%
	Total	59,923 (66,833)	△ 6,910	△10.3%

(Source: MEXT, 2012)

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4 . Some facts about Japanese students studying abroad (3)

Number of students studying in the USA

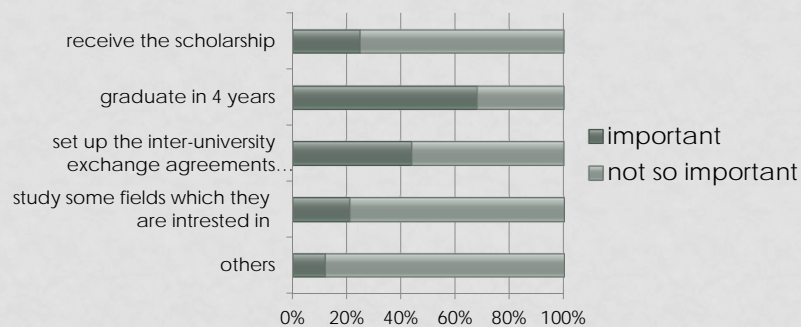
2001/02			2010/11		
	Country/Region	# of students		Country/Region	# of students
1	India	66,836	1	China	157,558
2	China	63,211	2	India	103,895
3	Korea	49,046	3	Korea	73,351
4	Japan	46,810	4	Canada	27,546
5	Taiwan	28,930	5	Taiwan	24,818
6	Canada	26,514	6	Saudi Arabia	22,704
7	Mexico	12,518	7	Japan	21,290
8	Turkey	12,091	8	Vietnam	14,888
9	Indonesia	11,614	9	Mexico	13,713
10	Thailand	11,606	10	Turkey	12,184
:	:	:	:	:	:
	Total	582,996		Total	723,277

(based on Open Doors Data, Institute of International Education)

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4 . Some facts about Japanese students studying abroad (4)

- What are the important factors for the Japanese students to go abroad to study ?



(Source: Ibaragi University, 2010)

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5 . Current Situation in Japan

- Most discussions focused on "gap term" or "gap year"

Students graduate from high school in March,
and enter university in September.

**What should they do
between March and September ?**

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6. Issues that need to be discussed

- “Gap term” is NOT a whole issue!

We have to think more about *articulation* between Japanese universities and those abroad.

Other than gap term, we need to review our

- course numbering system
- admission system
- English issues
- grading system...

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Hypothesis

Eight Categories of Articulation

- ① Universities and high schools (domestic)
- ② First two years and the final two years at university
- ③ Undergraduate and graduate
- ④ Master's and doctoral
- ⑤ Social science, humanities, and natural/life science
- ⑥ Higher education and professional career
- ⑦ Higher education and life-long learning
- ⑧ **Domestic and foreign education**

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7 . Autumn entry facts: Global 30 Program

- Started in 2009 by MEXT
- Selected top 13 research universities in Japan
 - National universities:
 - Tokyo, Kyoto, Osaka, Nagoya...
 - Private universities:
 - Waseda, Keio, Sophia, Doshisha....
- Encouraged to start degree programs in English
- For both undergraduate and graduate programs
- In most case, autumn entry was done on a small scale

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In the case of Osaka University

(1) Undergraduate programs

- ① Chemistry/Biology Combined Major Program (G30)
- ② Human Sciences Undergraduate Degree Program (G30)

(2) Graduate programs

- ① Special Integrated Science Course (G30)
- ② International Physics Course (G30)
- ③ Frontier Biotechnology
- ④ Quantum Engineering Design Course
- ⑤ Naval Architecture and Ocean Engineering
- ⑥ Engineering Science 21st Century



In the case of Osaka University (2)

Admission Data for the Two Undergrad English Courses

Course	Year	Capacity	# of applicants	# of entrants
CBCMP	2010	20	16	13
	2011	20	52	12
	2012	20	64	19
Human Science	2011	10	29	9
	2012	10	61	10

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In the case of Osaka University (3)

Number of students by country/region (2010~2012)

Country/Region	# Students
Japan	17
China (mainland)	13
Korea	9
USA	4
Macau	4
Canada	3
India	2
Sweden	2

Country/Region	# Students
Thailand	2
Taiwan	2
UK	1
Indonesia	1
Australia	1
Singapore	1
Portugal	1
Total	63

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8. Conclusion

Articulation !

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