



THEME: Higher education in Asia

Entrepreneurial change & challenges in Asian higher education

'Gentle power to change the world'

Sweeping out Japanese universities: a new era of drastic change

Reconceptualizing teacher education in the knowledge age:
balancing change & values development

Challenges for private universities in Bangladesh

The evolution of Japanese university education

HELP University education: a social business enterprise

Entrepreneurial universities: reshaping the world

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"As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the locus of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability."

... "Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two overriding positive effects: first, the very best of them stay in the States and – like immigrants throughout history – strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students." – Yale University President Richard Levin (2006) "Universities branch out." Newsweek, 21 & 28 Aug 2006, pp. 43 & 48.

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HANDELSSHØJSKOLEN

Nordic countries and the higher education market in Asia

This issue of NIAS Nytt provides us with some interesting insights into the changing university scene in Asia. The Nordic universities are also testing this scene. At NIAS, we are currently doing a preliminary study for our main sponsor, the Nordic Council of Ministers, on the opportunities for promoting Nordic interests through the Nordic Triple Helix formula in Asia, jointly with, in this case, Chinese and Indian partners.

What has struck me is that the Nordic universities are extremely active in pursuing collaboration opportunities in China and India. They engage in the whole gamut of academic collaboration and exchange as well as student exchange. Some have set up joint courses and programs, even campuses, and we receive considerable numbers of Asian students in our universities. Sweden has recorded more than 200 collaborative academic projects in India and more than 100 official agreements and MOUs between universities in Sweden and China. To some extent, these figures may show only the tip of a much bigger iceberg. There are no complete statistics to validate the depth and extent of these collaborative arrangements.

It will be difficult for us to predict what these developments will mean to our societies, but it is clear from our study that Asia's higher education market and its institutions will be a factor determining our future. They will be our partners, but also our competitors.

We will increasingly work with partners in Asia to generate new knowledge and publish in the best journals, we will deepen our academic networks in all disciplines, we will institute new and deeper institutional partnerships offering different types of educational programs. But we must also stimulate collaboration with the companies from our end of the world that increasingly move R&D activities and facilities to Asia. Otherwise, we will sever the ties between university and business that have been vital to the success of the Nordic countries, and leave them with our competitors in Asia.

We have also seen many Asian companies setting up shop in the Nordic countries over the years. What is new is that companies from Asia's emerging economies are also coming and some of them consider establishing R&D outposts here. A few have done it already. We need their knowledge, and they will need ours.

We may then ask if Asian universities would also wish to operate here in a longer term perspective? Will famous Asian universities join our universities in offering educational programs here? At this stage, the answer is blowing in the wind.

The new wave of internationalization of universities that sweeps the world will force us to rethink our approach to higher education and research. Are we facing the coming collapse of the nationalist approach? Again, there is no clear answer. One thing is certain, however, universities are gradually becoming global businesses and to stay in business they have to become more and more entrepreneurial without sacrificing their core mission: to provide an essential public good. Enjoy your reading!

Jørgen Delman

Entrepreneurial change & challenges in Asian higher education

Bruce Henry Lambert, NIAS

This issue of NIASnytt Asia Insights focuses on Entrepreneurial Change & Challenges in Asian Higher Education. Entrepreneurialism is one of the supposedly 'bold ideas' sweeping universities and regional development offices throughout the world. Communities and nations are coming to recognize the economic importance of entrepreneurialism and innovation, how these relate to local development, and how universities attract, develop and retain key people and resources. New formulas are being developed by existing universities, while new providers seek to fill a perceived 'service gap' and bypass old rigidities. Many examples of creative and exciting change are described by our authors in this issue of NIASnytt.

Universities are among the oldest human institutions in continuous operation, and some of their stability of operations stems from a hesitancy to embrace contemporary fashion trends over tradition. Looking over elapsed decades and centuries, however, it is clear that universities change substantially. The monastic or religious roots of many top institutions are often now nearly forgotten, while new programs and institutions are regularly created. Fundamental change often threatens – over the centuries, many generations of scholars have worked under threat of funding problems, curriculum interference by the state, potential loss of job security, etc. Details differ, but the basic problems are not at all new.

The higher education industry has differing characteristics around the world. The state-sector has predominated in most European nations; and while private non-profit providers have a long history in much of Asia, they are now being joined by for-profit corporate universities (a trend already strong in North America). Higher education markets almost everywhere have been protected and resistant to change, but this is rapidly changing, and universities are having to adapt to new competition from within and outside their borders.

New private schools are growing up successfully both as general comprehensive universities and in niche markets. Branch campuses of foreign universities, and international pro-

grammes taught in English, are multiplying. Where the older state universities do not offer attractive programs, they are being gradually marginalized. Especially with new mobility opportunities, top students can more easily choose to attend university in a neighboring region or a far-away country. Distance education is also growing, offering new opportunities via electronic communications technologies.

High-quality and widespread education is of great importance for developing a 'knowledge society' able to cope and thrive. One challenge is to supply proper teachers, in sufficient number. If we assume that formal education in schools and universities is a key component to success, there should be robust systems for training our educators. Some higher education systems sidestep that challenge: heavily utilizing imported professors or home nationals trained elsewhere. Indeed, while the university teaching profession is one of the most international labor markets in today's world, the profession still has major weaknesses and rigidities. In many nations, most of the professoriate has no teaching degree; many professors have no formal pedagogical training. Even top universities tragically assume that skilled researchers with the Ph.D. are able to teach; and inefficient, boring lectures are far too common. A new competitiveness among universities promises some improvement. ✦

The contributors to this special issue

This issue of NIASnytt is much too small to fully sample the great changes in Asian higher education, but each of our authors is a gateway to added detail and wider networks. Please follow-up with any of them, or with me (bruce@reorient.com), for further information. Aloha & happy reading!



Prof. **Bruce Henry Lambert** has bases worldwide: as a NIAS Associate, Senior Researcher; as researcher on entrepreneurial universities at KTH, Stockholm, and as a professor for Le Cordon Bleu Hospitality MBA in Seoul, Korea.

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'Gentle power to change the world'

Ahyoung (Chyun) Cho

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Sookmyung Women's University (SMU) was founded in 1906 by Empress Sonheon of the Chosun Dynasty; she had the vision and inspiration to establish an institution that would educate Korean women to become leaders of our country. Korea's first royal private educational institution for women, SMU has grown as a comprehensive university which now enrolls 10,000 undergraduate students in nine colleges and 3000 graduate students in 13 graduate schools. The many transformations that our university has undergone in its history reflect the changes which have occurred in our nation as well as in women's education.

Since President Kyungsook Lee was inaugurated as the 13th President of Sookmyung Women's University in March, 1994, she has served her Alma Mater for four consecutive terms. Sookmyung declared the 2nd Founding Movement on February 22, 1995 and opened up a new development era. Over the past decade to the Centennial year, all members of Sookmyung have done their best to realize the vision of making Sookmyung a world-renowned women's university, placing our graduates in the forefront of the national and globalizing world.

Under the banner 'Contribute One More Semester's Tuition to Your Alma Mater', alumnae fundraising succeeded in marshalling over 12,000 participants and raising over KRW 107,800,000,000 (approx. US\$115 million). Many spheres of Korean society provided further donations, which has led to construction of 20 major new buildings, and helped generate a strong sense of pride in both former and present students.

Prior to the Centennial celebrations in 2006, SMU fully remodeled the cultural space for students, completed Renaissance Plaza, improved personnel management of faculty and staff, promoted academic-industrial relations, and introduced dual-degree programs with foreign sister universities

Further fruitful outcomes have been harvested

The SMU campus was the first in the nation to

install full-scale wireless LAN (in 1998). Our university is currently in the middle of creating a Ubiquitous Campus, an upgrade version of a digital campus. Not only can SMU students access the internet and our integrated one-stop information system from any place within the campus, but we also set up the first mobile campus in the world (2002). Sookmyung has been designated UNESCO's administrative center to run an international networking program in the Asia Pacific basin region. In addition, we have recently launched the APEC E-Biz Center at our university's Centennial Hall, housing an advanced & cutting-edge high-tech ICT learning environment. The Graduate School of Distance Learning was designed to make learning facilities and educational support available to people living in Korea's provincial communities. The program is also aimed at graduates as a type of continuing education. Partly due to the variety of specialized courses offered, this social education program has received wide acclaim from participants.

Under President Kyungsook Lee's continued leadership since March 1994, dedicated administrators and faculty, enthusiastic SMU alumnae, and cooperation from various parts of our society made it possible for Sookmyung to develop and prosper in a miraculous way. We not only doubled enrollment and tripled the campus size, but also we successfully implemented innovative transformation within the Departments of School and Gen-

eral Affairs in line with changing times.

We launched administrative reform to manage financial, human and physical resources effectively and efficiently toward achieving our strategies. Since 1997 we have had an integrated information system and consolidated telecommunications network for more efficient administrative work. Our goal was to incorporate concepts of *user friendliness*, *maximum communication efficiency*, *accountable administration staff*, and a *performance based reward system* among our staff.

In our endeavors to achieve such goals, we implemented business process reengineering, contracting with an outside consulting firm. University staff and consultants worked together closely for seventeen-months from May 1996 to review and redesign the whole administrative process. Ongoing efforts led to Sookmyung Women's University meeting international standard requirements in the year 2000 to receive ISO 9001 (certification of quality management procedures). In 2003 we were the first Korean university to achieve ISO 14001, for proper operations with regard to the environment.

We formed Sookmyung Office Challenge (SOC) in 1997 in order to launch our administrative reform program, and a further upgrade to SOC 2000 followed, generating various activities to improve SMU staff efficiency. These efforts redefined the responsibilities of different units and enhanced understanding of the flow of administrative networking among all staff. Subsequently, we were able to streamline our former structure and eradicate discrepancies among different administrative units. In addition, a Sookmyung Challenge Board was created to facilitate internal communications within our community; the issues raised on this electronic bulletin board are delivered to top management through the channel of consolidated networking and then implemented in our university's policy making. With the opening of our new administrative complex in July 1998, all SMU

administrative units moved under one roof to achieve maximum efficiency among staff.

Internationalization in Korean universities is a high priority, and we believe that we must look beyond our own Korean society. Future generations must learn to deal with the complicated interconnectedness of the world. We think that it is vitally important that we educate our students to look for ways to build bridges between citizens of different cultures, different languages and different backgrounds.

As a part of our global leadership development initiatives, we have launched dual degree programs with American University in the USA, Ritsumeikan University in Japan, Wuhan University in China, and Griffith College Dublin in Ireland. Overall, we have 134 international partner universities. Through such cross-cultural exchange programs, we train our students to be more effective in promoting a better understanding among people of diverse backgrounds. In addition, we have also reached out to our global educational partners on all the continents to establish exchange relationships that enhance cross cultural understandings in our students.

In today's high-tech society, our university administration has endeavored to transform Sookmyung Women's University into a competitive, digitally sophisticated, knowledge and culture-oriented university which can meet the challenges facing the higher educational institutions in the 21st Century. In this spirit we founded the Research Institute of Women's Health with Samsung Hospital in 2005: industry-academia cooperation that boldly invests in research relating to women's health and well-being. We are working toward establishment of an Education & Research Center for Industry-Academy Cooperation. We also aim to create more public and private sector internships, and to integrate them into the regular curriculum. We've generated a detailed future plan, VISION 2020, designed to turn outlook into reality.

As Sookmyung Women's University prepares for the next 100 years under the theme of



Some of the recent construction at Sookmyung Women's University

'Centennial Sookmyung and Millennial Lights', we set the new vision for launching the world's top notch leadership university under our university motto which offers 'Gentle Power to Change the World.' Supporting our leadership endeavors, the Ministry of Education and Human Resources recognized Sookmyung Women's University as a specialized school for leadership programs for four consecutive years from 2004 to 2007, attracting over US\$8 million in leadership education grants from the Korean government.

SMU recently held its 101st Anniversary Ceremony on May 21st, 2007, when we declared a new 'S leadership' brand for our leadership programs. This globally-preminent model is based on four leadership characteristics needed for the 21st Century: Scholarship, Skill, Service, and Soundness. Leadership with 'Scholarship' embodies professional and practical knowledge of humanities, science and culture. Leadership with 'Skill' embodies

digital technology, language proficiency and communication skills. Leadership with 'Service' embodies service-minded caring, cooperation and trust. Leadership with 'Soundness' embodies the possession of good health and sound mind. The Sookmyung Global Leadership Institute will play a central role in realizing this vision, empowering SMU to produce 10% of our national leaders by the year 2020 from among SMU graduates trained with 'S leadership'. We also launched the 'S Leadership Fundraising Relay' in which two batons soliciting donations now circulate among Sookmyung supporters; they'll be passed onward hand-to-hand until we raise \$100 million dollars.

As the snowflakes (symbol of Sookmyung) land softly, and quietly cover the whole world, touching various dimensions of living, Sookmyung graduates trained with 'S Leadership' will freshly go out and work their ways with 'Gentle Power to Change the World.' ✧

Sweeping out Japanese universities: a new era of drastic change

Hitoshi Uno

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This paper introduces some of the key ways that higher education and universities are changing in Japan. Both improvements and less-positive points are discussed.

Changing social circumstances in Japan

Japan is an aging society in demographic decline. The proportion of younger people (0–14) has been narrowing since 1982, and the overall population began to drop in 2005. The supply of higher education opportunities meanwhile has been a growing. Thanks to this, from 2007 all those interested in higher education can become university students if they are flexible about their field of study.

Many Junior colleges and some universities are operating below their regular capacities (private universities typically have enrolled ten or twenty per cent more than their official capacity). Demand has greatly declined for certain types of courses: some two-year Junior Colleges have closed, others have converted to four-year colleges. Recruitment is reaching deeper into the prospective student pool. Meanwhile, the classroom study hours required for high-school graduation have been reduced (through curriculum guidelines coordinated by MEXT, Japan's Ministry of Education, Culture, Sports, Science and Technology). Now many students are unsuitably prepared for university programs. It is a new trend that some students are being admitted under the condition that they take improvement courses (high school supplementary classes) prior to university entrance.

Many companies are facing the retirement of their 'baby boom' workers, and have a strong need to hire well-educated graduates. But there are insufficient student numbers to meet demand, and at lower standard than

before. Some students get multiple *naitei* (official job offers) ten or eleven months in advance of graduation, while others with graduation requirements fulfilled find nothing after long periods of job hunting.

Universities have sought to address such vocational needs by adjusting their curriculum to be much more specialized and narrow. Details are often 'learned' through mindless cramming systems. Short-term regurgitation is granted credit and allows graduation, but little attention is directed toward long-term retention and synthesis. The result is students with narrower vision and outlook than in the recent past. Chances for broader and deeper work include *zemi* (seminars conducted by a set of students with faculty member) and personal efforts beyond university programs.

In science and engineering fields, advanced studies sometimes backfire. PhDs are left unhired as many companies regard those with specialist doctorates as hard to deal with. Others hire such a person for work outside of their research specialty – truly a regressive and shallow approach to human resource utilization.

National Universities

On 1 April 2004, all National Universities (*kokuritsu daigaku*) and national research centers were transformed into Independent Administrative Institutions (*dokuritsu gakkou / gyōsei hōjin*), a form of corporatization (<http://www.mext.go.jp/english/org/struct/020.htm>).

They now have wider discretionary powers, but more responsibility for their own finances.

Smaller specialized universities have been encouraged to merge; their number has fallen from 101 to 86. Government financial support is scheduled to fall 1% each year from 2004 to 2009. This budget-cutting effort is explained as mainly aimed at limiting recruitment of non-faculty staff. But universities are faced with finding other revenues in addition to student fees. Faculty members who've been guaranteed research funding now face the prospect of competition, for a smaller pool of funds. This often forces the need to change research themes to those where rapid results are more easily displayed.

Private universities

Private-sector higher education is in a battle for survival. While the population of those under 18 is decreasing, new universities and programs seek to attract market share. Even traditional major universities must do something new each year – not only to maintain the influx of new students, but also to attract prospective students to their entrance exams. A university's ability to attract more successful, high-achieving students is an important measure for high school teachers, students, and their parents in selecting a prospective university department, where students aim to enter as good a program as possible.

"Universities want to attract high achievers: they are easier to teach, and they are more likely to be better, more successful future graduates."

Ultimately, some universities will have to merge, perhaps with universities newly entering the Japanese market from overseas. A wave of US universities that opened in Japan in the late 1980s did not fare well however: at least 19 separate efforts closed after a few years. The problems included typically high costs, lack of demand, poor siting decisions, low English ability among students, etc. (<http://www.nier.go.jp/homepage/kyoutsuu/kyoutsu2/kiyou132-199.pdf>). Other difficulties are temporary. Pharmaceutical colleges face a

sudden major pinch since 2006 as pharmacist programs newly require six years instead of four; meanwhile, those taking entrance exams for such courses has declined.

New programs

New program types spread quickly. Following MBA and policy study schools, professional law schools have been established recently at major universities (the national bar exam system was recently revised). But there is oversupply; programs are struggling with each other to acquire new students. The legal format to allow new professional graduate schools was adjusted in 2003, and over 120 such programs were founded in the first two years. (http://www.mext.go.jp/a_menu/koutou/houka/houka.htm; <http://www.mext.go.jp/english/org/struct/022.htm>)

Universities run by corporations are still quite new in Japan, and are not yet common. Some people feel that it is somehow unsuitable that companies operate universities, though existing programs concentrate both on efficient operations and student effectiveness. While not yet a major alternative to higher education access, the impact of for-profit universities is growing.

Continuing education and lifelong learning have been common in community centers and small private schools across Japan; universities are just beginning to move into such markets, as these are likely areas for great future growth.

Faculty under pressure

Faculty members are operating under much busier conditions. Due to reductions in non-faculty staff, department operations and student recruitment work have fallen more on faculty members. This reduces the hours available for education, research and continuing self-development. At the same time, many more concrete results must be generated; these are evaluated more rigorously than ever before.

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Reconceptualizing teacher education in the knowledge age: balancing change & values development

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The 21st Century has been characterized as the Knowledge Age. As we move into this Knowledge Age, where a country's economic competitiveness is based on knowledge and expertise rather than products, the people's ability to create knowledge becomes the key asset of a society. Peter Drucker, the renowned management professor, aptly argued that knowledge workers should be the dominant workforce group in any economy, and that creativity and innovation should be pervasive among the masses in any society, rather than merely among a few privileged elites. Such expectations greatly impact educational institutions. Graduates with higher-order skills like problem solving, creative and critical thinking, and collaboration and advanced communications abilities are in high demand.

In response to this, Singapore's Ministry of Education has deliberately shifted from an 'efficiency-driven' to an 'ability-driven' education system. It is a move away from an industrial mode of production to an environment where the individual's talents and abilities can be developed, contributing to multiple peaks of excellence within the society. The notion of 'Thinking Schools Learning Nation' epitomizes the nation's vision in meeting the challenge of the future. While economic imperative drives the changes in education, Singapore is also well aware that a balanced holistic education is essential towards meeting future challenges. In the globalized world, most people are on a stormy road full of trials and tribulations; uncertainty and variability is the norm. Competition is keen and there is immense pressure to keep ahead of others. Beyond academic achievements and higher-order skills, values and character building form a bedrock foundation to survive in the competitive world. In short, we are gearing towards an education system that balances the development of academics, skills and character.

Education reforms and school-restructuring initiatives are taking place worldwide, and forcing many to reconceptualize the role of

teachers. The traditional role of the teacher at the centre of student learning is no longer deemed adequate to meet new demands, and is being replaced by programs in which students take greater ownership of their learning. Conceptualizations of what the teacher should be able to do in this new setting have become the focus of attention. Certainly teachers have to be prepared differently, and those now in the teaching force must adapt and change to meet this challenge. To meet these new demands, the sole teacher preparation provider in Singapore, the National Institute of Education (NIE), undertook a major review of teacher preparation programs. A VSK (Values, Skills and Knowledge) framework (Figure 1) was developed to guide this review. Society is changing and the types of students that teachers have to work with are also changing. This paper looks at how the VSK framework provided the NIE with the conceptual foundations for developing teacher preparation programs that will be more flexible, market oriented and responsive to the needs of society.

The 2004 review of the pre-service programs provided the NIE with the opportunity to rethink concepts and terminologies. It was important to refocus initial teacher preparation

as teacher ‘education’ rather than teacher ‘training’ which has been used in the Singapore context for many years. In evolving a model of teacher preparation for the NIE the following issues were considered:

- a. We looked at best practices and progressive models developed in well-known institutions in the world, and how well these are supported by research and the literature.
- b. There was effort to appreciate the domestic context within which the teacher preparation program is to be designed – local needs, type of education system, socio-cultural and political characteristics, etc.
- c. There was attention to future scenario/objectives with respect to national long-term development needs, school education reform initiatives, and the professional development and status of teachers.

- d. Basic assumptions, beliefs and terminologies characteristic of the teacher preparation program were defined, in order to avoid ambiguity in understanding the final model.
- e. There was awareness and some degree of acceptance that no one model fits all. Neither is there consensus in the attributes of the final product of teacher preparation. The final product must be tailored to the demands of the school education system of each country.

Given this ‘education’ rather than ‘training’ focus, a conceptual framework was developed. The VSK (Values, Skills and Knowledge) framework articulated in broad terms those skills and knowledge components desired in a beginning teacher, with the underlying core values as the essence permeating the curriculum. The guiding premise in the framework is that teaching is a dynamic and lively profession

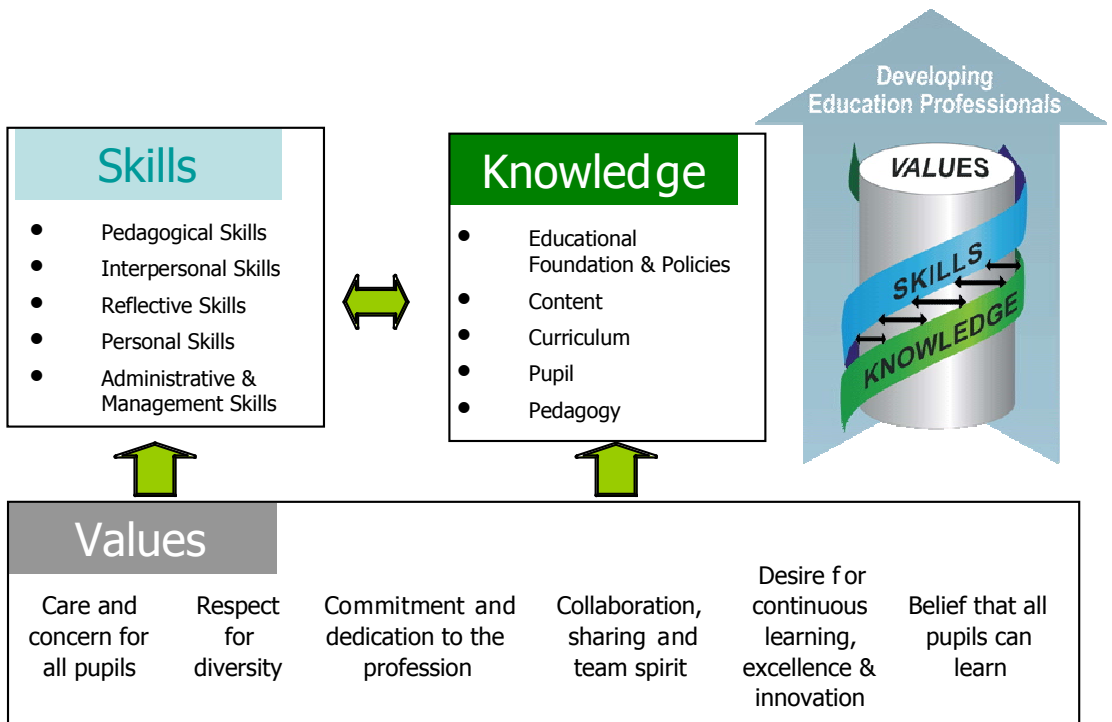


Figure 1 : The VSK Framework

and within this knowledge economy, teachers are lifelong learners with specific professional needs. It is the NIE's conviction that the VSK framework will prepare teachers who will be able to operate effectively in a new and challenging environment.

The key foci used in developing the different attributes in the framework are elaborated below.

1. **Values and Dispositions** – personal beliefs, dispositions, and attributes are essential. Friendliness, openness to others' opinions, helpfulness, and ability to work as a team through fostering relationships with school colleagues, parents, and agencies in the larger community who support students' learning and well-being. Strong civic, moral, citizenship values and environmental awareness and literacy. Commitment to the national education goals, pupils' learning and welfare, and professional development.
2. **Skills** – A good teacher understands and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills; Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom; Plans instruction based upon knowledge of subject-matter, students, the community, and curriculum goals; Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
3. **Knowledge** – knowledge of both subject matter and students. *Knowledge of subject matter* includes understanding of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches so as to create learning experiences that make such subject-matter meaningful for students. Ability to use knowledge to decide what to do in a situation, to act on that decision, to bring about some objective, and to do this in an effective and appropriate manner. Some awareness of the possible linkages between different domains is important, such as between history and literature and ability to integrate knowledge. *Knowledge of students*

refers to understanding how children learn and develop, how children differ in their approaches to learning. Teachers should be able to provide learning opportunities that support student intellectual, social, and personal development. They must be able to create instructional opportunities that are adapted to diverse learners, understand individual and group motivation and behavior, and establish a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Through the VSK framework the NIE initial teacher preparation programs strive to develop future-oriented teachers who are adaptable and flexible to meet the uncertain demands of a changing environment. The programs are designed to emphasize inquiry, innovation, reflection, mutual respect, personal connection, collaboration and community and these should be developed and articulated more fully and applied more systematically throughout.

An important way of bringing about this emphasis and to help link theory and practice of teacher education is through the Practicum. A Practicum (internship or student teaching period) is a very important and essential component of virtually all initial teacher preparation programs; this is certainly the case at the NIE. Student teachers need to value and understand educational principles and theories and be able to apply these intelligently to practice situations. It is a period for them to acquire the competencies required of a beginning teacher as outlined in the VSK framework (Figure 1). It is a time of intensive development for student teachers, during which they are provided with opportunities to examine and practice the knowledge and skills learnt during their course, and to develop an appropriate set of values befitting the profession. In order to achieve this objective, the NIE increased the developmental nature of the Practicum. This entailed:

- increasing the number of school attachments between semesters so that student

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Challenges for private universities in Bangladesh

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Private universities came into existence in Bangladesh following the enactment of the Private University Act of 1992 (amended in 1998). Since then the sector has grown considerably: 56 universities have been approved by the University Grant Commission (UGC) by 2006, and about 50 have begun operations. This is phenomenal growth considering that there are only 12 public universities operating in the country. These public-sector universities survive from the days of the British Raj, the oldest being the University of Dhaka, established in 1921. The rapid growth of the private sector has created certain opportunities and also concerns for policymakers and other stakeholders. To better understand the problems, and to develop possible solutions, one has to identify the characteristics of these universities.

Unlike in some developing countries where government plays a key role in promoting private sector education, the government of Bangladesh has contributed little apart from enacting the private university authorization law, which itself came into existence after years of haggling between authorities and promoters. The seed money for private education has come from individuals and corporations. Bangladesh has a population of over 145 million crammed in a space of 144,000 km² and is a relatively poor country, but there are *nouveau riche* in a position to send their children for private domestic higher education at fees sometimes half that of similar courses in North America, Europe and Australia. A key motivational factor for most promoters is social recognition. However, in some cases there is a prime profit-making motive, despite the fact that all universities are registered not-for-profit organizations. In most such cases, universities are controlled or dominated by family boards. To gain a deeper insight into the challenges ahead, it is important to have a better understanding of private-sector university key characteristics.

Major characteristics of the private sector universities in Bangladesh

- The major area of concentration for almost all these universities is the School of Business, mainly offering BBA (Bachelor of Business Administration) and MBA degrees. Other popular faculties include Economics, Natural and Bio-sciences, Engineering, Computer and Fine Arts.
- The universities vary to a great extent in terms of the quality of student intake and standard of teaching. Students and parents are usually at a loss to choose the right institution for their desired programmes. There is no ranking or accreditation to assist students and parents in making the right choice.
- Most of these universities, apart from a relatively established half-dozen, rely heavily on part-time faculty borrowed from other private or public universities.
- There is little or no incentive for faculty to invest in their own future through further education and research. Time beyond contractual obligations is likely to be dedicated to teaching extra courses for additional income. Faculty members thus get stuck.
- Universities of more solid reputation charge high fees from existing students for future development and expansion.

This is an easier option than raising funds from alumni or other donors. Places in public-sector universities are scarce (since they are almost free), so most students are forced to pay the very high private university fees.

- Most universities have some quality control mechanism in place, but a good number (as much as one third of the total) have little or no restriction on entry if candidates fulfill eligibility criteria. But in education generally, the quality of input has a direct bearing on the quality of output. The job market recognizes such variation, as entry-level starting salaries for BBA graduates vary considerably from average US\$100 to US\$450 per month.
 - Even though some universities have successfully conducted programmes for over a decade now, none as yet has any post-graduate programme such as M.Phil and Ph.D.
 - In respect to career counseling and job placement, only perhaps 6 of the 50 private universities offer a proper career office to support their students. This is particularly significant when for most universities, more than 50% of students do not find a job within three months of graduation.
 - The leading private sector universities of Bangladesh, such as North South University (NSU), Independent University of Bangladesh (IUB), BRAC University, American International University of Bangladesh (AIUB), and East West University, collaborate with foreign universities in North America, Europe and Australia for credit transfer, student exchange and curriculum development. In this respect the private universities are ahead of the public ones, which can be considered as a remarkable development. There is some regional collaboration but it is still insignificant.
- ties and faculties, regulatory bodies and other stakeholders. Recently, there has been talk of forming such a council under the auspices of the UGC (University Grant Commission). To my mind this would not be a good idea: the UGC today is not equipped to carry out such an important and challenging task with its existing capacity and organizational set-up. It is a fairly lethargic and bureaucratic organization, devoid of professional management and lacking in vision.
- More resources should be made available by the university, government and development agencies for the purpose of higher education and the training of faculty. International and regional academic institutions can extend assistance in this regard to help young academics.
 - To be fair to students and parents, universities should not charge exorbitant fees to the students for the purpose of future university development and growth. Instead, each Board of Governors should mobilize others concerned, and raise expansion funds through donations or commercial borrowing.
 - In general, the universities should have a quality-control mechanism in place for admissions and subsequent processing of students, and adhere strictly to it.
 - Proper career counseling and job placement are recipes for a programme's long term success, and successful branding of good educational providers. Each university should focus attention on this vital issue.
 - Collaborative efforts with foreign universities and other academic institutions demand much greater emphasis to be effective. The opportunities for regional collaboration should be explored further, which could be more effective and less costly for each partner. International agencies and global and regional providers of higher education need to come forward to expedite the process.

Recommendations

Considering the rapid growth of private-sector universities over a period of only 15 years, there are areas which need immediate attention by the providers and policymakers to improve service quality and to take these institutions in the next phase of development:

- Formation of an accreditation council composed of representatives of universi-

Conclusion

Like the ready-made garments industry, which is the largest source of foreign exchange earning for Bangladesh, private sector university education in this country has developed on its own with little support from the govern-

ment. The time is now right for these universities to put their house in order and to move forward by adopting corrective measures that lead to quality education in a vibrant environment. Regional and global collaboration could boost private-sector education in Bangladesh. Promoters of private sector education should

seek to raise funds from alumni, development partners and other stakeholders, rather than charging exorbitant student fees. By keeping fees low in this way, the private universities can service the less fortunate sections of the community, and thus help in bringing about a more balanced society. ✧

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There are few natural resources in Japan; by far the most important are our human resources. The foundation of higher education is in a state of hyperventilation. No one can climb up without solid footing. It would be welcome if the government focused on creating systems of ample funding of student education, instead of simply promoting competition among all universities and colleges. ✧

Further references & sources:

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<http://www.stat.go.jp/english/data/handbook/c02cont.htm>

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<http://www.mext.go.jp/english/statist/>

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teachers have the opportunity to consolidate their learning and be able to translate theory learnt into practice in their classrooms;

- structuring the school attachments in such a way that they build on one another, starting with observing experienced teachers teaching in the initial attachments and moving on to helping mentor teachers plan lessons, prepare resources, manage pupils, and co-teach. In the later attachments, student teachers take on greater responsibilities of teaching full lessons independently. In their final practicum, they are provided a more holistic school attachment experience which could include exploring other aspects of a teacher's life, e.g., being in charge of co-curricular activities;
- incorporating reflection time for the student teachers, that is, when the student

teachers observe experienced teachers teaching, they are provided a guided reflection journal to think about and discuss with the teachers what they observed during the lesson.

In short, in the new and challenging environment of the Knowledge Age, we advocate a reconceptualization of teacher education programs, from one that emphasizes training to one that focuses on teacher professional development. In addition, due emphasis should be given to fostering values and dispositions that can stand the test of time, and appropriate to the culture and context of the environment. Our effort of curriculum review at the NIE using the VSK framework marks the beginning of our journey towards a progressive and enhanced teacher education curriculum. ✧

The evolution of Japanese university education

Katsuo Sorimachi

President, Tokyo University of Career Development & President, Tokyo, Legal Mind K.K., Japan

The focus of Japanese higher education is gradually shifting from state-centered universities toward a broader range of institutions, including corporate-run universities. The innovative curricula offered by these institutions are aimed at enhancing human capital, encouraging life-long learning, and further strengthening the Japanese economy.

University Education at the Dawn of Modern Japan

Japan began its modernization in the latter half of the 19th century. At the time, European and American Capitalism was expanding globally and many Asian nations risked being colonized. Japan thus aimed to rapidly expand its economic and military strength, and began investing heavily into education, especially higher education. In 1877 Tokyo's *Kaisei Gakko* (a national school of Western studies) and *Tokyo Igakko* (a national medical school) merged to form Tokyo University, the first such modern university in Japan. Other national universities followed, and private universities were also chartered. The emphasis was placed on studying advanced Western science and technologies – the foundation of the massive dominance of Western nations.

Post-War University Education

Upon signing the Instrument of Surrender, Japan faced the task of rebuilding under Allied rule. A new Constitution (May 3, 1947), and a Fundamental Law on Education (March 31, 1947) both came into effect while still under occupation, exerting a great influence on the direction of post-war Japan. Major reforms were carried out in primary education (ages 6 to 15) and secondary education (ages 16 to 18), but the reforms in university education were minimal. The structure of universities, lecture systems, the rank and power of the faculty, and

the authority of the Ministry of Education (now known as the Ministry of Education, Culture, Sports, Science and Technology – or MEXT), remained mostly unchanged. University education systems in Japan (including private universities) had been mostly modeled on their German counterparts, and this pre-war influence remained throughout post-war university education.

Economic Growth and University Education

The devastation and confusion left by the war began to fade rapidly in the 1950s. Although wartime bombing raids had destroyed most of Japan's military factories and razed many major cities, this actually resulted in the construction of state-of-the-art facilities using technologies imported from U.S. corporations. Increased demand resulting from the Korean War (June 25, 1950 to July 27, 1953 – the day of the armistice agreement) played a large part in the reconstruction of the Japanese economy. By 1955 economic growth had recovered to pre-war levels, and continued rapidly expanding from the mid-1950s to the early 1970s.

As the Cold War divided the world, Japan thrived as a civilian industrial nation – a 'factory of the world.' By 1993 Japan's per-capita GDP had risen to the highest of all nations. This unprecedented industrial productivity was achieved by absorbing U.S. management techniques and incorporating

the latest industrial technologies and patents. But it must be said that Japanese university education – especially in the humanities – did not play a large role in this economic growth. This is because Japanese higher education did not go through any post-war reformation, but instead retained pre-war methodologies. This prevented the adoption of U.S.-style industrial-university corporations or any such systems that could merge research into practical learning and lead to actual societal gains.

Recent University Reforms

The collapse of communism and the world structure that it had built had a decisive impact on Japan, which had long enjoyed peace and prosperity. This impact was arguably more significant than the Meiji Restoration of 1868 or Japan's defeat in World War II. Economically, the role of 'factory of the world' had begun shifting to developing countries such as China. By 2005, Japan's per-capita GDP had fallen to the 14th in the world. Politically, the Koizumi administration (April 2000 to September 2006) carried out many structural reforms and deregulations. In the educational front, the new Fundamental Law on Education took effect on December 22, 2006, and large-scale reforms were carried out in primary, secondary, and university education.

The revised Fundamental Law on Education touches on the importance of 'public spirit' and 'succession of tradition'. In Article 2, it lists 'respect for work and understanding of relationship between occupation and livelihood' and 'honoring customs and culture and cherishing the nation and homeland that harnessed these' among education goals. These words were newly added in light of the past 60 years of post-war education. The Law underscores 'lifelong learning', 'educational support for the disabled', 'university education', 'private schools', 'early childhood education' and 'home training' as educational fields that require strengthening in this era of mega-competition.

MEXT has been working to coordinate

university education with advanced specialists, proposing the formation of professional post-graduate schools in August 2002, and drafting a set of required standards in March 2003. This spurred the formation of many new institutions, including law schools, accounting schools, graduate schools of technology management and graduate schools of public policy.

New For-Profit Alternatives

Government reforms allowing for-profit corporations to found schools and universities were introduced mainly by a Cabinet Office initiative, as a way to improve the quality of education, and to help higher education to remain up-to-date with shifting business climates. MEXT, however, had long believed in the public education system, independent of market mechanisms, and therefore was reluctant to support this reform.

Eventually, however, MEXT compromised, and now there are already a junior high school and 11 high schools, two undergraduate universities, and six graduate schools. In general, students and parents have welcomed these schools, in expectation of the kind of education that will develop and enhance students' work productivity. In the U.S., professional-oriented graduate schools have been a fixture since the 1960s, and for-profit corporations currently run 17% of American universities. Japan is finally catching up, more than 40 years later.

Striving for a Bright Future

Japan occupies a relatively small territory (370,000 km²) with few natural resources; it has a population of 127 million, and produces only 40% of the food calories it consumes. The birth-rate currently stands at 1.29 and the population is thus declining. Meeting the government's target of 3% annual GDP growth will require an unprecedented nationwide effort. To maintain affluence in the current era of mega-competition, Japan must draw upon its collective brainpower to produce and export advanced intellectual

products, patents and copyrights. This kind of productivity increase will require a substantial investment in education for all of our citizens. The concept of 'human capital' proposed 40 years ago and already prevalent in the U.S. is finally being embraced by Japan. The current administration under Shinzo Abe, recognizing

these unprecedented challenges, has declared education reform as one of its major aims. If Japan can successfully meet the challenge of increasing its GDP amidst a population decline, it may serve as a model for countries such as China and India as they plan for their own futures. ✧

Job-hunting Information (Tokyo University of Career Development)

Aiming for a 100% employment rate

During periods of lingering economic recession, companies have a strong tendency to hire only those who satisfy their needs, rather than simply to meet quotas. In such times, to get the very job they want, students must develop themselves to meet the company's criteria. From the outset, Tokyo University of Career Development strives to help students recognize these needs through our Employment Support System. Since it is extremely important for students to understand what employers are looking for in their prospective workers, LEC Tokyo Legal Mind, Tokyo University of Career Development's parent organization, has been offering LEC students the entire range of human resources needs through its three key services: Licensing Education Services, Employment Support Services and Employment Creation Services. In this way, Tokyo University of Career Development makes students recognize the skills needed to meet human resources needs, and provides them support for acquiring those skills via both education and employment support services.

Tokyo University of Career Development's Career Education Program incorporates all of these factors into its curriculum. Employment Support Services are not merely "optional", but rather an integral part of the process throughout your four-year education.

What distinguishes our Employment Support Services at Tokyo University of Career Development is the Career Education aspect. In Japan, the old employment system, which relied on students' self-guided efforts apart from educational programs in university, does not meet today's job market realities, and therefore eventually the "double school" phenomenon – in which many students attend a prep school for licensing examinations while studying at university - has become very common.

A Tokyo University of Career Development education embodies the essence of the know-how of nurturing professionals, which LEC has acquired within work support and employment creation business. It offers the specialized knowledge necessary for various types of jobs, through training for license acquisition and professional coaching. Courses in the Career Development Program enable students to acquire all the professional necessities – from professional ethics and professional awareness, to the knowledge required for navigating diverse business environments. Hence, high levels of specialized knowledge for different professions are acquired throughout this specialized program, and internship is also compulsory. Our Career Education Program enables students to truly meet the human resources needs of today's companies

Tokyo University of Career Development; quoted from website (retrieved 2007-05-28): http://www.lec.ac.jp/english/student/job_info/index.html

HELP University education: a social business enterprise

Paul Chan

Founder & President, HELP University College, Malaysia

The global education market is estimated to be worth US \$ 2.2 trillion. It is now regarded as an industry. At the international level, the World Trade Organization (WTO) has accepted liberalization of educational services as a legitimate item for multilateral and bilateral trade agreements as part of global trade in services.

At the governmental level, countries like UK, Australia and Singapore have integrated the education sector as part of its foreign exchange earnings strategy. They target around 5.5 to 6.0 per cent of their GDP to come from educational revenues.

In Asia, Malaysia and Singapore in particular, several countries are positioning themselves to be regional education hubs. To facilitate their success, the governments have developed an integrated set of policies to grow the education industry.

Malaysia is a pioneer in private tertiary education. It took about 20 years to evolve to the present sophisticated stage. HELP University College (formerly an Institute) is an example of such a development. It was set up by my wife and me in 1986 as a private enterprise in response to the socio-economic conditions of that time, where access to tertiary education was limited. HELP means Higher Education Learning Philosophy.

Its vision is 'To help people succeed in life and to live a life of significance through education.' Its philosophical values are based on: Pride of Achievement, Sharing Success, The Courage to Be, To be Compassionate, and To be Significant.

HELP was started with US\$ 6,000 and had 35 students. Presently, HELP University College has a wide network of partnerships and programs in Asia; staff strength is some 650 people, managing about 10,500 students.

HELP is a social business enterprise: it has strong social commitments, but it is managed as a robust business, underpinned by high aca-



Chancellor and Executive Chairperson of HELP University College, Tan Sri Datuk Paduka
Dr Hajjah Saleha Bte Mohd Ali
(Photo credit: HELP Intl.)

demical standards and quality assurances. As a private enterprise, it depends on its revenues to defray its expenses, and does not receive any government support. Prudent management and smart business strategy have built a strong cash flow, healthy returns, steady growth of student numbers, a growing portfolio of in-

tellectual property, a quality talent pool, and a branded reputation. HELP is known all over Asia.

To discharge its social responsibilities, HELP has developed the HELP Trust Fund (US \$7 million); this is a revolving fund that helps needy students. It has also a growing scholarship scheme to support students of particular merit. About US \$2.5 million was given out for this purpose in 2007.

Over the years, HELP has developed its own degree programs while also creating innovative partnerships with foreign universities and professional bodies. Many of the degree programs with which we are involved are market leaders; this includes psychology, accounting, and leadership studies.

Since 1986, HELP has sent numerous students and graduates overseas to complete their postgraduate programs, including a significant number to the Universities of Oxford and Cambridge, and the London School of Economics (LSE).

What is interesting about HELP as a social business enterprise is its ability to satisfy the needs of different stakeholders without com-

prising the quality of its graduates. This comes from strong corporate governance and a culture of performance, nurtured by the passion and purpose of the team.

The HELP group was recently rationalized into a public corporation, and was listed on the Malaysian Stock Exchange on 22 May 2007. The rationale for this is to share the prosperity of HELP with the staff who have contributed to its success. We now share emotional ownership and equity. The listing also means that we now have a useful platform to expand with value, diversify for stability, and internationalize for reach. It is a signal that we aspire to be a key international player in the education industry, which we believe will be a central pillar of the Asian Renaissance.

The destiny of the HELP Group will be shaped by having A VOW: Actualizing Values, Opportunities and Wealth. In Chinese, wealth is 'cai' (or chai: 財 / 财) composed from the homonym 'cai' 才; thus linking two meanings – intellectual knowledge and financial wealth. This provides the purpose and passion to our vision, which we live and practise daily as educationists serving society. ✨

HELP Convocation 2007, 21st Anniversary. (Photo credit: HELP Intl.)



Entrepreneurial universities: reshaping the world

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This work parallels a major three-year multinational European Commission FP 6-sponsored research project on entrepreneurial universities titled EUEREK, European Universities for Entrepreneurship: their role in the Europe of Knowledge (CIT2-CT-2004-506051), where eight multinational research teams are looking at 27 cases in seven nations longitudinally over ten years. That project continues to throw up provocative results (summaries at <http://www.euerrek.info>). My various EUEREK colleagues and associates are hereby thanked for long and challenging debate on the changing footprint of universities and the future of higher education.

This paper is brief and modest. It deals with entrepreneurial universities and innovation in higher education in Asia, with focus on global competitiveness and internationalization.

Universities are key place for the germination and spread of new ideas. Foreign faculty and students can be a key part of this circulation, in that they bring a different perspective both to their new host environment and (especially in the case of students), onward to their next home – which is sometimes back to their place of origin, sometimes elsewhere. For regions seeking to develop dynamic environments with sustained innovation, the style of education is also important. Asian universities are regularly criticized for too strong a reliance upon rote education, a preference for rigid lectures over seminars, and comparatively little classroom discussion. Yet new models are developing.

Over the past fifty-plus years, most Asian nations have followed interventionist, ‘developmental state’ forms of policy and public investment. Universities have been a natural focus for such investment as an important part of future knowledge-based society. The trend to further develop universities is also fueled by a growing interest in many nations for developing their ‘education industry’ – a service export often of substantial scope. Worldwide, there are now some 2.5 million international

students in higher education outside their home nations (2006 estimate; Institute of International Education). In the USA for 2004–05, university-level foreign students and their families are calculated to have directly spent US\$13.3 billion (NAFSA: Association of International Education); the total impact is much more substantial if considering multiplier and other spillover effects. Australian foreign student education is estimated to directly employ some 50,000 people. Developing forms of university outreach are also growing in impact; Australia’s higher education enrollment is now 21% offshore (via overseas programs or distance education). These figures are likely to continue to increase, as means and opportunities for personal development grow with ambitions and the need for advanced technical training (China reportedly has had a 3.2 million place shortage in university places; Singapore *Straits Times*, 12 Dec 2001, quoted in ERC (Economic Review Committee), 2003 p. 2). Overseas institutions and expertise are advancing into new markets in Asia and elsewhere, while at the same time a growing number of students from those places are studying abroad.

There is great variation in both intake and outflow of foreign students. Most of the OECD nations receive many more students than they send out from their own population. Those

Foreign study & key tertiary education data: 30 OECD nations ranked

	data as of 2003 unless noted nation	# of foreign students incoming	population	incoming foreign students per 100,000 population
	Singapore	60,000	4,253,000	1,411
1.	Australia	188,160	19,873,000	947
2.	New Zealand	26,359	4,009,000	657
3.	Switzerland	32,847	7,339,000	448
4.	United Kingdom	255,233	59,554,000	429
5.	Belgium	41,856	10,376,000	403
6.	Austria*	31,101	8,118,000	383
7.	France	221,567	60,028,000	369
8.	Denmark	18,120	5,387,000	336
9.	Germany**	240,619	82,502,000	292
10.	Sweden***	25,523	8,958,000	285
11.	Ireland	10,201	3,979,000	256
12.	Canada	70,000	31,660,000	221
13.	USA	586,316	290,789,000	202
14.	Iceland	580	289,300	200
15.	Norway***	8,247	4,564,000	181
	OECD average	2,048,915	1,153,062,300	178
16.	Portugal	15,483	10,449,000	148
17.	Luxembourg	652	450,000	145
18.	Finland	7,361	5,213,000	141
19.	Spain	53,639	42,005,000	128
20.	Netherlands**	20,531	16,224,000	127
21.	Czech Republic	12,474	10,202,000	122
22.	Hungary	12,226	10,130,000	121
	Malaysia	27,731	24,425,000	114
23.	Greece	12,456	11,024,000	113
24.	Japan	86,505	127,619,000	68
25.	Italy	36,137	57,478,000	63
	Russian Fdtn**	68,602	144,566,000	47
	Chile	5,211	15,100,000	35
26.	Slovak Republic	1,651	5,379,000	31
27.	Turkey**	15,719	70,712,000	22
28.	Poland**	7,617	38,195,000	20
29.	Korea	7,843	47,849,000	16
	China	140,000	1,306,000,000	11
30.	Mexico	1,892	102,708,000	2
	India	7,738	1,065,462,000	1
	Indonesia	377	219,883,000	0

* Austria foreign student number of registrations, not head-counts.

** Excludes advanced research programmes.

*** Excludes foreign students of unknown citizenship.

China data all 2005; foreign student enrollment for public institutions only.

Year of reference for Luxembourg student data, 1999; Mexico & Malaysia, 2002; China 2005; all others 2003.

# of students going abroad	outgoing students per 100,000 population	% of tertiary graduates in science & technology fields	migrant stock as % of overall population
19,335	455	-	42.6
6,070	31	23	20.3
6,038	151	18	15.9
3,363	46	22	22.9
12,578	21	23	9.1
3,382	33	20	6.9
2,408	30	28	15.1
19,472	32	29	10.7
2,724	51	20	7.2
23,620	29	27	12.3
7,846	88	31	12.4
15,911	400	29	14.1
34,686	110	-	18.9
20,908	7	12	12.9
827	286	16	7.8
8,845	194	18	7.4
373,837	32	-	9.8
3,600	34	19	7.3
904	201	-	37.4
2,699	52	30	3.0
10,106	24	28	11.1
4,240	26	16	10.1
1,567	15	23	4.4
1,450	14	11	3.1
36,154	148	-	6.5
25,042	227	-	8.8
51,312	40	22	1.6
8,865	15	23	4.3
8,123	6	26	8.4
2,040	14	26	1.4
866	16	24	2.3
13,627	19	22	1.8
4,183	11	12	1.8
60,953	127	39	1.2
187,459	14	-	0.0
15,745	15	29	0.6
111,762	10	-	0.5
20,545	9	-	0.1

Sources: Foreign student data source: OECD: <http://stats.oecd.org/wbos/default.aspx> See Annex 3 for notes (www.oecd.org/edu/eag2005) // Singapore: incoming students estimated.

China data via Institute of International Education, <http://www.atlas.iienetwork.org/?p=53467>

Data on migrant stock as % of population from UN Population Div., http://www.un.org/esa/population/publications/2006Migration_Chart/2006Immig_chart.htm

Data on students going abroad: <http://www.uis.unesco.org/TEMPLATE/pdf/ged/2006/GED2006.pdf>

that send abroad more students than they receive are Norway (7% more students outgoing), Luxembourg (39%), Iceland (43%), Ireland (56% more), Greece (101%), and distant outliers, Korea (677%) and Mexico (732%). But the rate of students going abroad (per 100,000 in the overall population) varies even more. The OECD average is 32; Ireland is the highest in the OECD with 400, surpassed by non-OECD Singapore with 455; the USA is lowest of the 30 OECD nations at 7. Even given the fact that the USA has many good universities, and local students are influenced by incoming students of other cultures, it is arguable that US students and the nation might benefit from international experience in non-US settings. The rate is too low, and the USA now seeks to encourage more students to study abroad through funding programs such as the National Security Language Initiative.

For *incoming* foreign student stock (see attached table), the OECD average international student density at the tertiary level is 178 per 100,000 people in the overall population. Singapore has top place overall with an approximate figure of 1,411 foreign students per 100,000 population; some 50% of these students are from China, 12% from Malaysia, 12% from Indonesia. The Singaporean government hopes to double this number within five years, and keenly subsidizes incoming students (as do many nations; and of course in Europe some charge no tuition at all). While nations such as the UK and Denmark charge non-EU students a substantial premium, university courses are still considerably subsidized. Australia's large education industry is less subsidized, yet they top the OECD table with a ratio of 947 per 100,000 population, or 532% of the OECD average. Australia is also attractive in allowing top foreign students a possible route to subsequent permanent residence or citizenship. Among Nordic nations, the per-capita incoming student ratio is comparatively high, and only Finland is below the OECD average (79%). But the two Asian nations in the OECD rank far worse: Japan (68) is 38% of the OECD

average, and Korea (16) is 9% of OECD average, with barely 1% the international student density of Singapore.

We might expect that Japan and Korea would wish to encourage more inflow. Incoming foreign students bring new ideas and perspectives to the classroom and to the wider community. They become part of an increasingly global network for assorted peers and classmates, and their home and adopted communities. They also bring and spend substantial money from abroad to support themselves and any dependents. Some who discourage student exchange believe perhaps that isolationism is strategically beneficial. But in our globally interlinked world, protecting domestic specialties and local monopolies is highly costly both in terms of maintaining barriers and emerging opportunities lost to locked-in methods and technologies.

The term 'entrepreneurial university' means various things to different people. Some in academia look at dynamism and change, while others narrowly believe that entrepreneurialism only and always revolves around revenue streams and managerialism; some view entrepreneurialism itself as an impediment to their scholarly interests. Finlay (2005) traces the use of the term and compares it to alternatives, including 'the innovative university', 'the adaptive university' and 'academic capitalism'. He notes studies that use the entrepreneurial university term to focus primarily upon change and academia's response to turbulence, and urges looking more broadly than in education; the earliest relevant definition he notes is from 1755, a definition of entrepreneur as 'a specialised bearer of risk'. The definition that Finlay applies to his own studies (p. 76) recognizes that parts of an organization might be best served by conventional methods, while other parts are entrepreneurial in response to some environmental disequilibrium.

Clark uses the following definition in his book *Creating Entrepreneurial Universities* (1998 p. 3–4):

'Entrepreneurial' is taken in this study as a characteristic of social systems; that is, of entire universities and their internal departments, research centers, faculties, and schools. The concept carries the overtones of 'enterprise' – a willful effort in institution-building that requires much special activity and energy. Taking risks when initiating new practices whose outcome is in doubt is a major factor. An entrepreneurial university, on its own, actively seeks to innovate in how it goes about its business. It seeks to work out a substantial shift in organizational character so as to arrive at a more promising posture for the future. Entrepreneurial universities seek to become 'stand-up' universities that are significant actors on their own terms. Institutional entrepreneurship can be seen as both process and outcome.

This definition is a good starting point. Shattock (2003 p. 147) also mentions the risk-taker etymology (noting that the Oxford English Dictionary traces the word to 18th-century French origins, for one who hired a venue for musical performances hoping to subsequently profit from charging admission). These definitions are useful where risk (and reward) are focused on an individual, but risk is a less useful dimension if shared among thousands of stakeholders. My added caveat is that defining something as 'entrepreneurial' is often a moving target bound in time and place; what is now termed an 'entrepreneurial activity' might cease to be so after a period, or might not be at all in a different environment.

Some places are consistently innovative. Sookmyung University in Korea has been highly methodical with its entrepreneurialism and outreach to industry and wider society. For example, they shrewdly opened-up underutilized campus space on Sundays for lease to community activities (a 10,000-member church is a major tenant); such fundraising generates resources for new programs, scholarships and campus development. Sookmyung also is proactive: they not only developed their own administrative systems, but established a 'University Administration Academy' that has now helped train professional administrators

from over 100 other Korean universities.

Scholarship is quickly developing on the economic impact of novelty, creativity and innovation (as with Richard Florida (2002) *The Rise of the Creative Class*). Regions around the world are actively marketing themselves to entice the best, brightest, and most ambitious; and also somehow to retain top locally-raised talent. The blossoming of human capital requires resources; a recent trend is for universities to build business incubators and entrepreneurial support systems on campus, offering commercial and legal advice, space for small businesses, mentoring resources, and tutoring on market incentives. Such universities are steadily driven to interact better with wider society and the commercial world.

Very few Asian universities try to recruit the 'best and the brightest' internationally. They support an internal market for faculty labor, and limit hiring to local nationals, or even predominantly to their own graduates. Foreign staff, if existing at all, are on short-term contracts in the language department. This is a complex problem. Properly managing a diverse faculty requires robust management systems, but 'management' in most universities consists of co-opted academics with minimal administrative training. Most Asian nations don't yet have integrated faculty (with a substantive international component); this is thus an area for savvy entrepreneurial progress.

Repatriation is an important policy concern for university internationalization, especially in highly homogeneous East Asia. Many international students do not return to their former homes. This is perhaps natural; many domestic students also relocate, especially migrating from rural areas. More graduates might return to their place of origin if they'd no economic need to find employment; but most upon graduation must somehow survive in the globalized commercial world. Students naturally look for opportunity around them at university or near where they live. If these graduating students are from overseas, this is legally complex: are they allowed to stay and work?

There are also further dimensions of complexity. In parallel to university studies, a substantial number of young people learn something of love. Relationships develop, and strong cross-border alliances are formed. These cases might confront social prejudices, yet migration policy must somehow adapt.

For-profit (corporate) universities are a relatively new phenomenon in many parts of the world. Such higher education institutions are of many types; only a minority are accredited and degree-granting (many are primarily for internal corporate training). But those operating in the same domain as traditional universities are on the increase. Two Asian cases are reported in this issue, both with multiple successful systems. The overall largest university in the United States in terms of student numbers is such a university: the University of Phoenix, with 200,000 students and 17,000 mostly part-time faculty at 90 campuses and 154 learning centers (University of Phoenix 2007). They are a for-profit subsidiary of Apollo Group Inc., which has annual revenues of US\$2.6 billion and approx. US\$8.3 billion market capitalization. Education is thus big business, and it can be profitable.

Universities have many strategic dimensions and channels for outreach, but the future of the university as an open venues for knowledge exchange is under threat. Should the flow of people and ideas be regulated, perhaps in some national interest? Science, technology and innovation are of major importance, and progress in these areas can have substantial economic and political impact. Is it truly surprising if governments restrict access to certain laboratories or fields of inquiry? Perhaps some Asian nations now actively discourage foreign scholars and migrants through such considerations.

University mechanisms cannot easily adjust to mercantilism. For example, the exchange of information between scholarly colleagues, and academic service (voluntarism), are important dimensions for impartial quality control and for keeping higher education more affordable.

Loss of collegiality and voluntarism can easily lead to decreasing quality at higher cost.

Higher-education mobility is blossoming; opportunities abound. Within the European Union, the home treatment rule means that students from all 27 EU nation pay tuition at domestic levels (if tuition is charged at all; Sweden, Greece, Italy, etc. charge nothing). Germany, France, and Denmark are beginning to attract revenues through tuition, but charge domestic (and thus EU) students little or nothing. This is due in part to political considerations, but also because high fees might drive their own best students elsewhere. Substantial benefits can accrue from talented foreign students and immigrants; this is clear from key cases in the USA, Canada and Australia. Germany has recently revised its immigration laws to be more attractive to the highly skilled. From a student's perspective, international education is one way to 'get one's foot in the door' for multiple new opportunities.

Universities in Asia are beginning to encourage top students from elsewhere by offering scholarships and subsidies. Some such opportunities are developed at bilateral inter-governmental level, as policymakers invest in improving awareness of their nation among key trading partners.

Possible student mobility is a huge change underway in Europe, especially with the advent of the Bologna Process and growing emphasis on creating global centers of excellence. Students from Asian nations are eager, clever and ambitious to be part of a dynamic future world. Many higher-education providers now hope that a past focus on North America and Australia for foreign studies will expand to Europe and Asia. Many universities are now developing proprietary strategies. This is sometimes solely brand management, but it also includes asserting the right to enter into exclusive types of commercial arrangements in search of revenues from intellectual property. These considerations promise to alter the traditional liberal openness of universities, with a likely negative impact on scholarly ex-

change, voluntarism, etc. Higher education is blossoming otherwise in so many directions – truly changing our world. ✨

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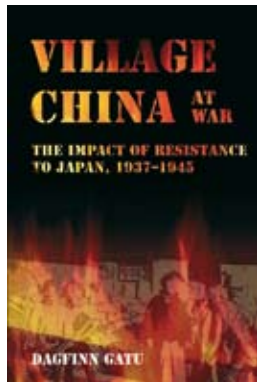
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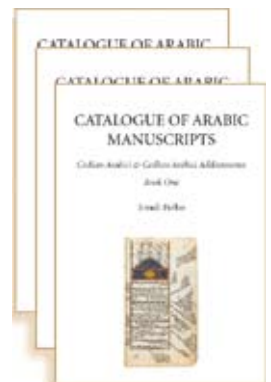
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