



Association of International
Education Administrators

2020 ANNUAL
CONFERENCE

*Rethinking Comprehensive
Internationalization for a
Global Generation*

The Rise of SIOs in Japan and the Emerging Trend of SIOs in the US: A Comparative Analysis between the Two Countries:

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Differences between Japan and the US

Japan

- Membership-based employment: **Generalists**
- No job description in general
- Seniority-based promotion with a retirement age
- High **internal mobility** (job rotation)
- Manager: Coordinator and Harmonizer
- Governance and management are mixed

US

- Job-based employment: **Specialists**
- Clear job description
- Performance-based promotion without a retirement age
- High **external mobility**
- Manager: Leader and goal setter
- Developed governance: e.g., Shared governance

Differences between Japan and the US

Japan

- Clear binary between staff and faculty
- **Academic administrators** are tenured faculty with a strong academic background
- **Internal presidential appointments**
- Sidetracked from an academic career to serve for a university, "**Scarifying oneself for the organization**"

US

- Less clear binary between staff and faculty
- Career path to be **professional administrators** with a variety of academic background
- Open recruitment and executive search services
- Aspiration to build a successful career

Changing administration and management at Japanese Universities

■ Government initiatives

- Strengthening **the leadership of the president** with board members and weakening the power of faculties/schools, encouraging the **top-down approach** (decentralized -> centralized).
- Increasing board members from outside a university
- Top Global University Project requires selected unis. to reform and improve institutional governance and management

■ Changing employment practice

- Job-based employment is prevailing but only for junior-level practitioners, and they are non-regular employees (fixed-term contracts) with a job description.

Issues on international education are becoming complex and require professional expertise and experience.

How can we cope with this situation?

Could we learn lessons from the US model SIOs to apply for this situation?

The trend of SIOs in the US and Japan

72%

Institutions reporting that internationalization
has accelerated in recent years
(as compared with 64% in 2011)

ACE Mapping Internationalization, 2017

Priority activities for internationalization

- #1 Increasing study abroad for US students
- #2 Recruiting international students
- #3 Partnerships with institutions abroad
- #4 Internationalizing the curriculum/co-curriculum
- #5 Faculty development

ACE Mapping Internationalization, 2017

58%

Respondents who indicate that internationalization activities and programs are led by a single office
(up 22% from 2011)

53%

Institutions that have a full-time administrator who oversees internationalization activities
(up 13% from 2011)

SIOs are catalysts for internationalization

- Presidents are seen as the top catalyst for campus internationalization
- SIOs are seen as the #2 catalyst, ahead of chief academic officers, faculty, and administrative leaders

59%

SIOs who do not have a tenured position
at their current institution

46%

SIOs who have been in their position for
less than 5 years

Rationales for the survey in Japan

- To identify similarities and differences in the profile of SIOs between the US and Japan
- To contribute to research on SIOs, in order to deeply understand the trends in the management of Comprehensive Internationalization

SIOs survey in Japan

Purpose: To explore the profile of SIOs in Japan

Period of the survey: April to June, 2019

Target: 201 SIOs in 106 Japanese universities which have strongly promoted internationalization

Questionnaire: Applied the questions used in the AIEA's 2017 survey to the survey in Japan and added some questions that might be relevant to the Japanese case

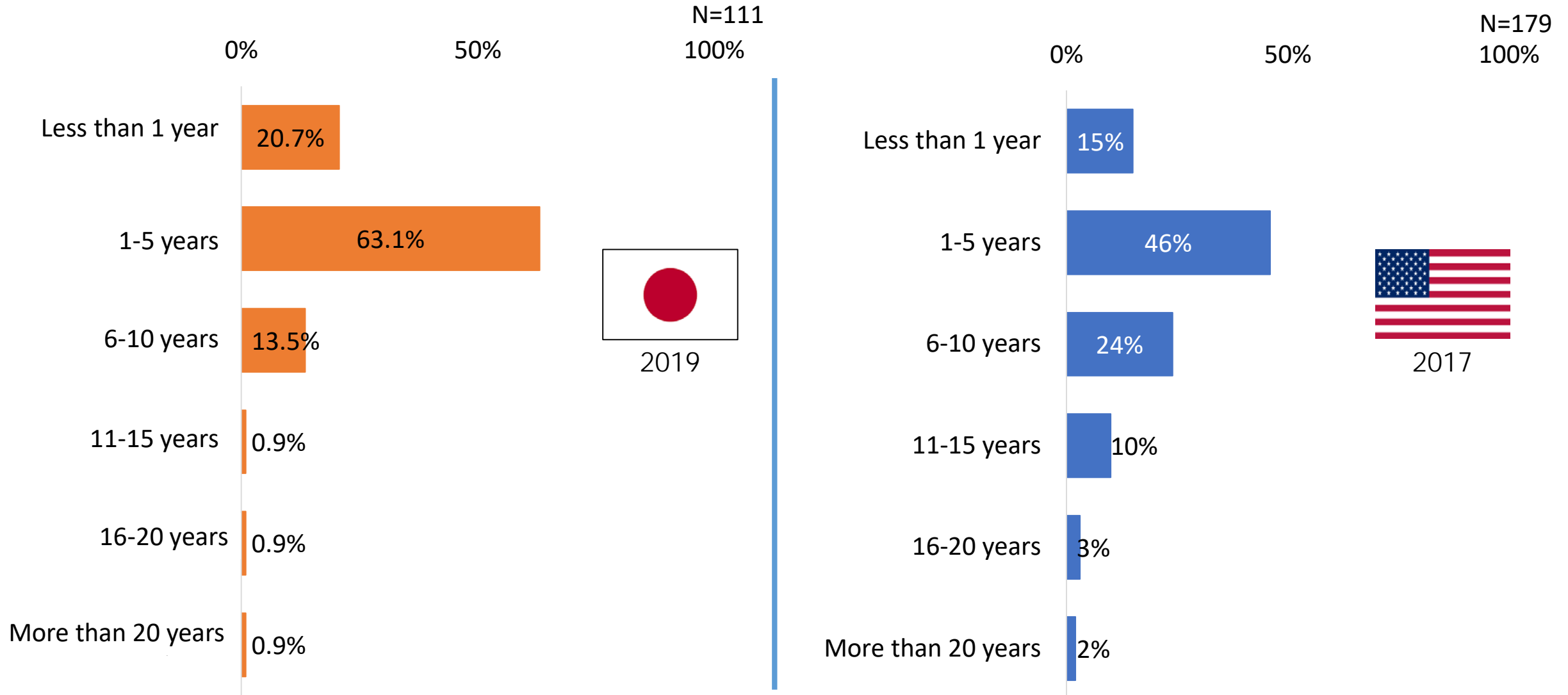
Method: Distribution of the survey sheet through email

Response rate: 55.2% (111 respondents)

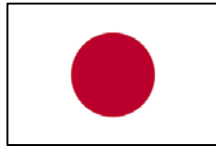
SIOs survey in Japan: The results to show you today

- Years of experience in the current SIO position
- Educational background
- Ethnicity
- Gender
- Age distribution
- Years of experience in working for International Education
- Tenured or not
- Desired career after the current SIO position
- Reason to become an SIO (only Japan)

Years of experience in the current SIO position

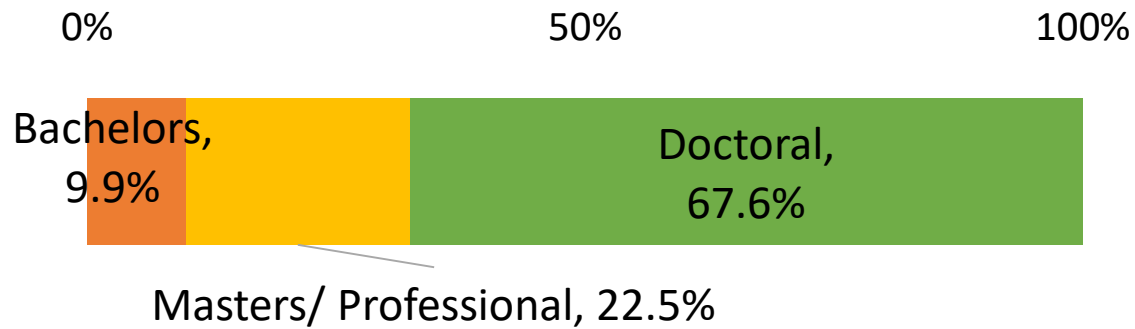


Educational background



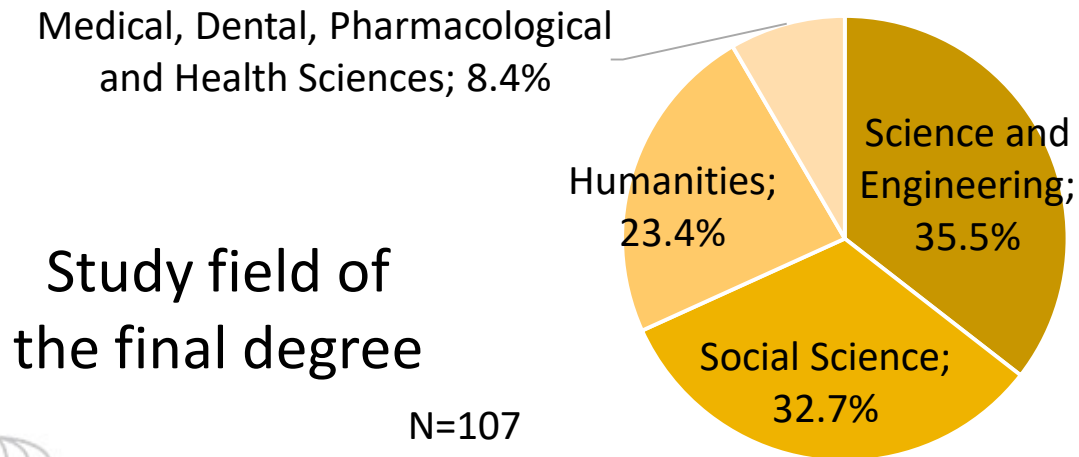
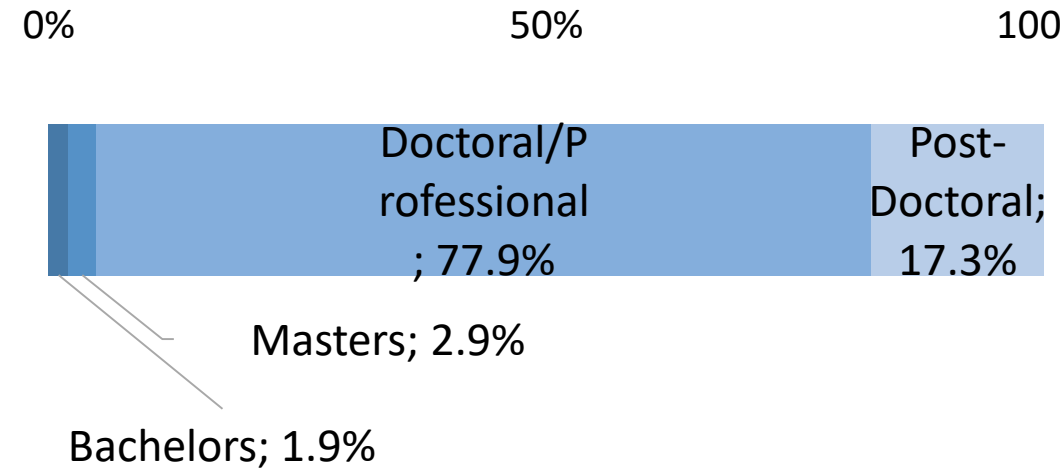
2019

N=111

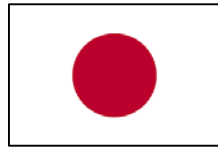


2017

N=104

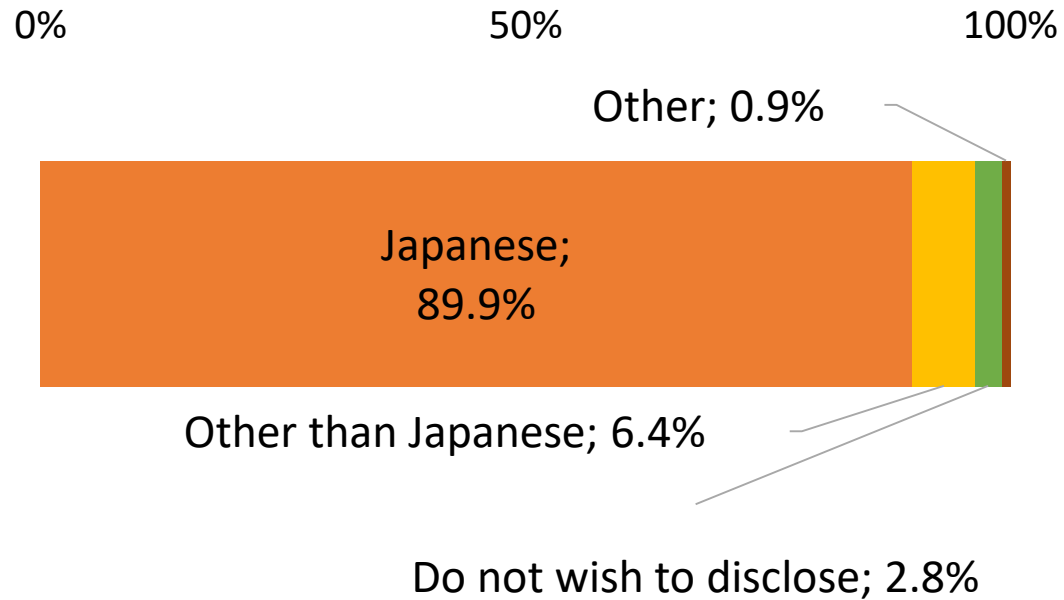


Ethnicity



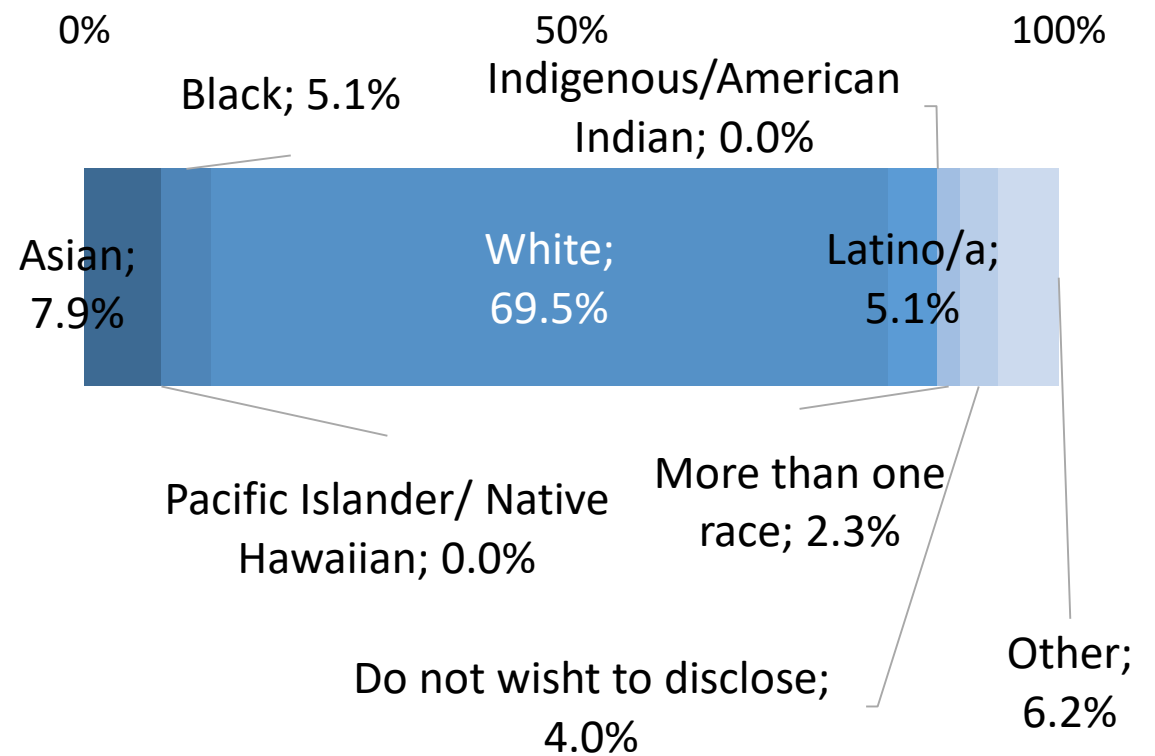
2019

N=109



2017

N=177

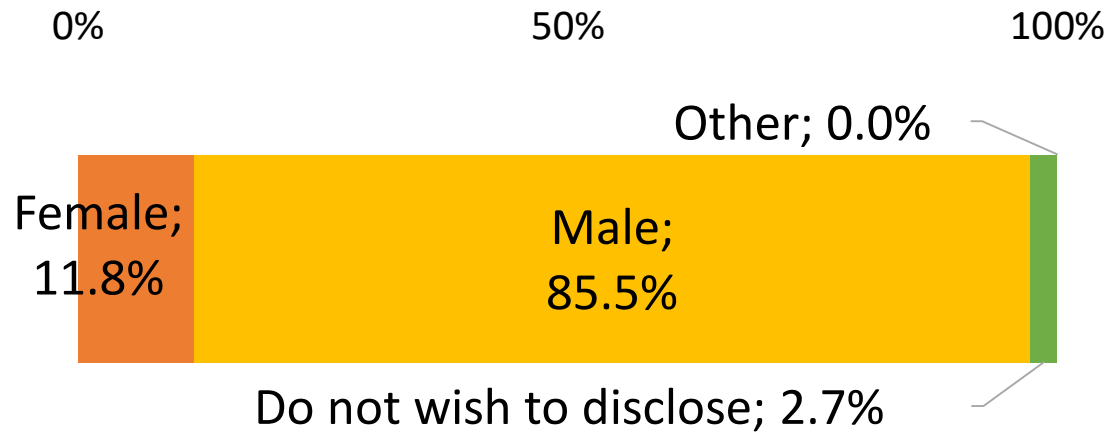


Gender



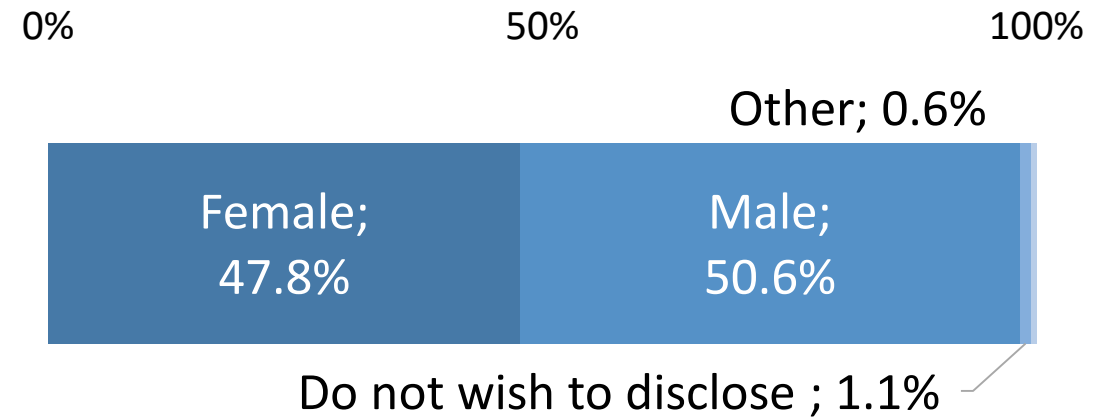
2019

N=110

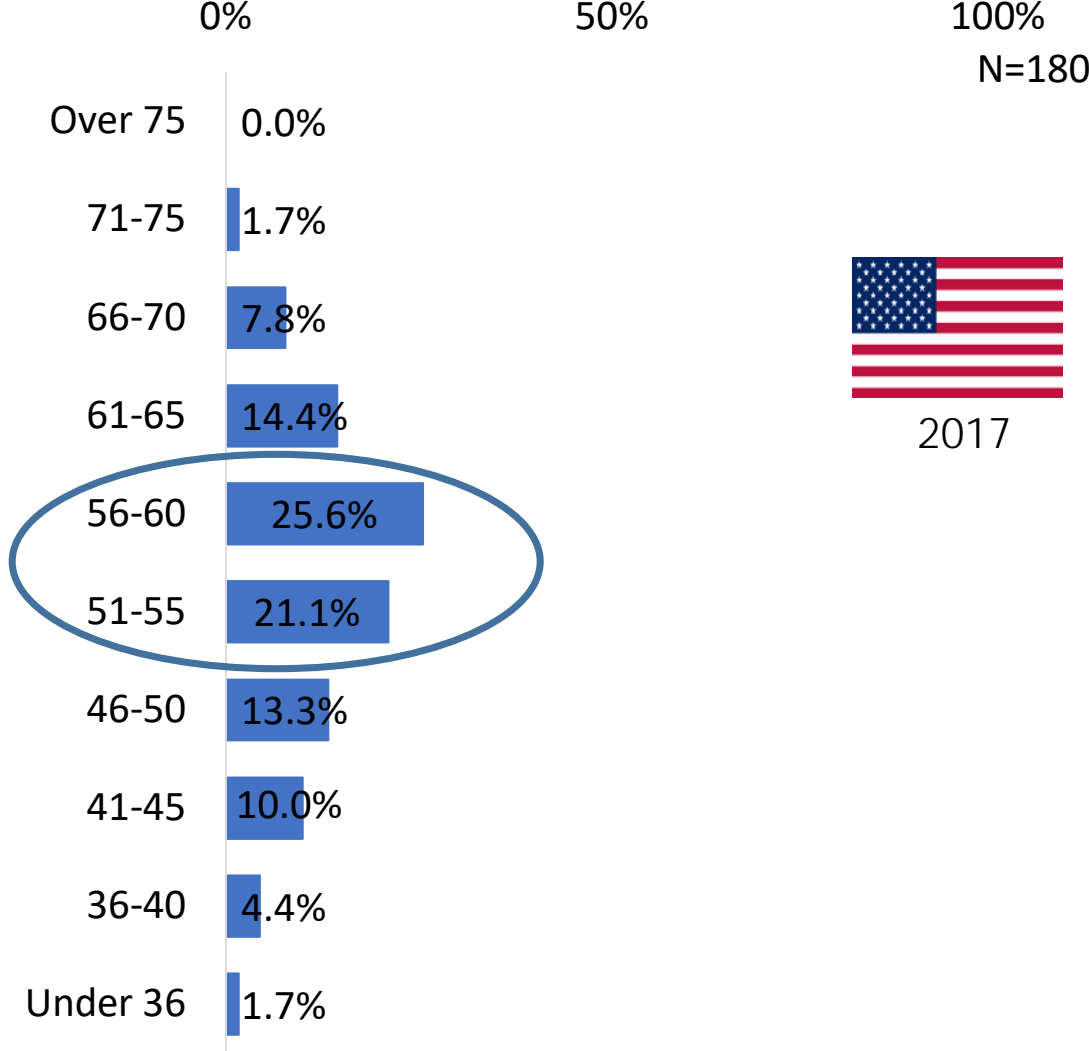
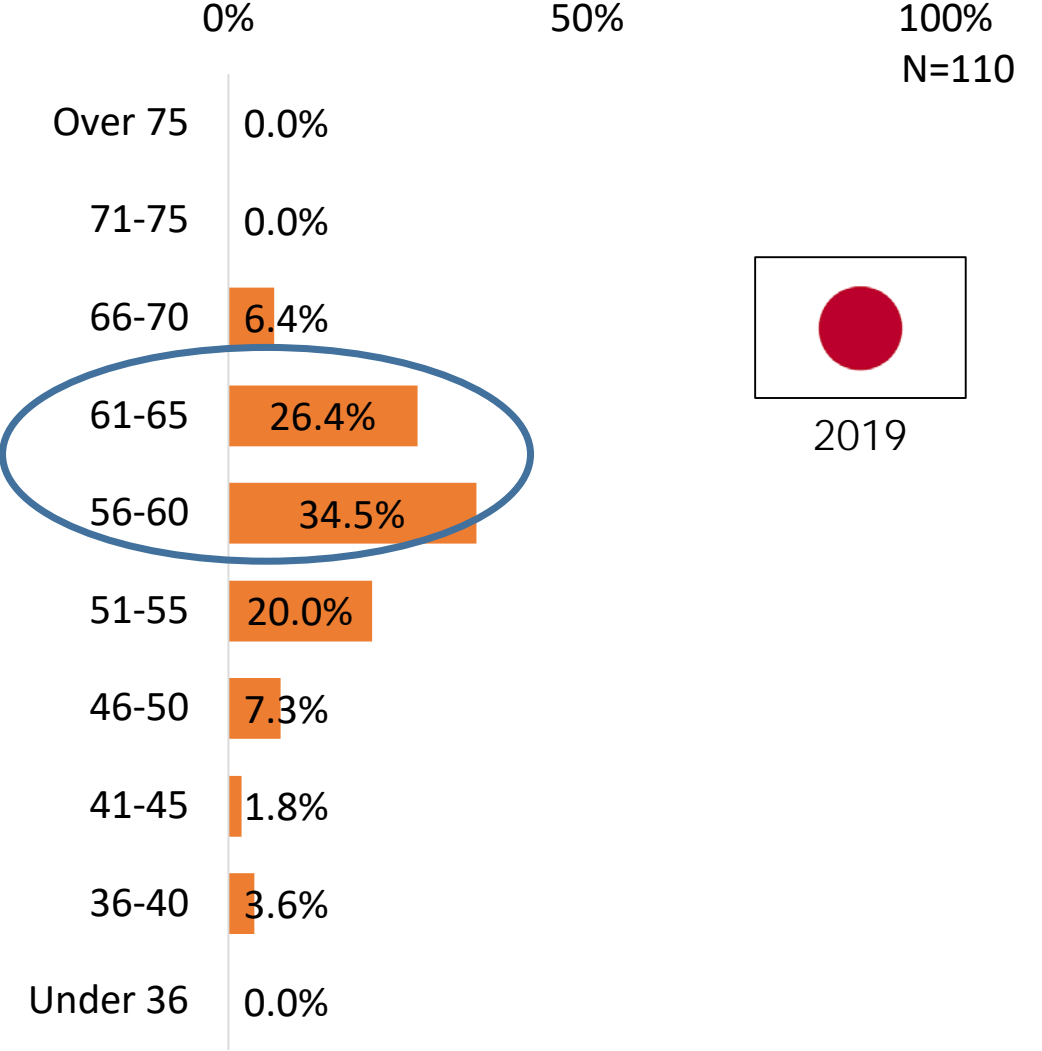


2017

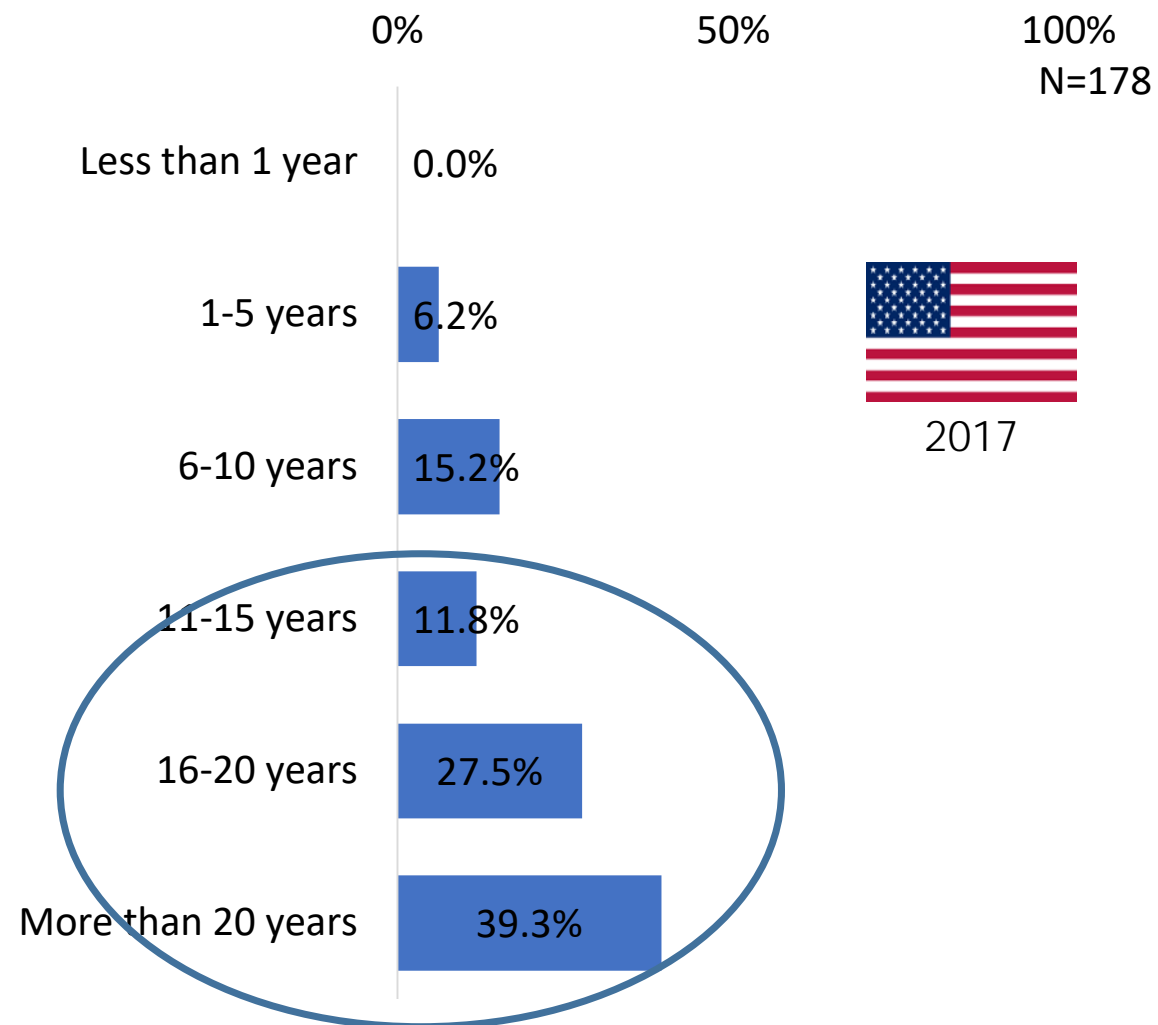
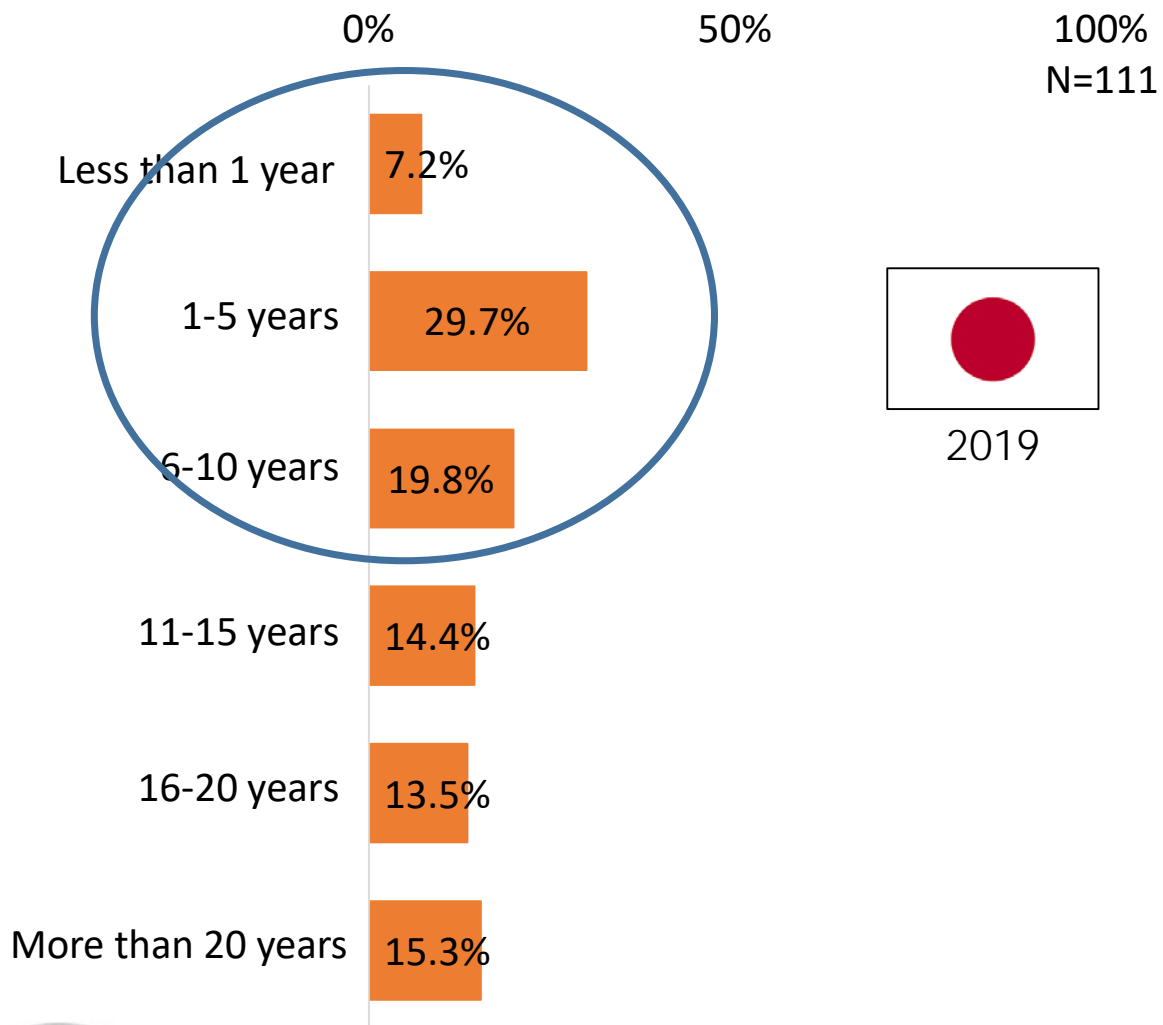
N=178



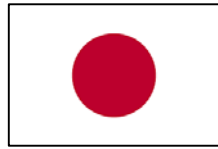
Age distribution



Years of experience in international education



Do you currently hold a tenured position at your institution?



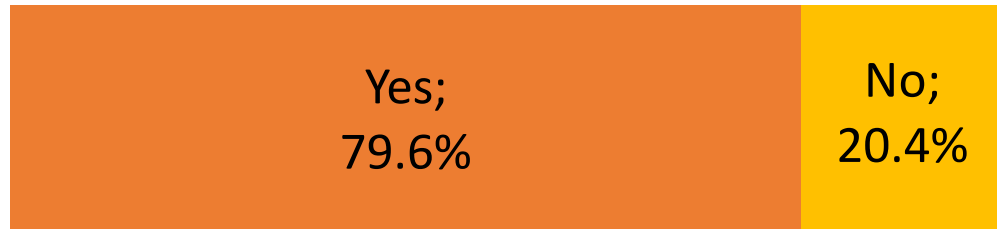
2019

N=108

0%

50%

100%



2017

N=179

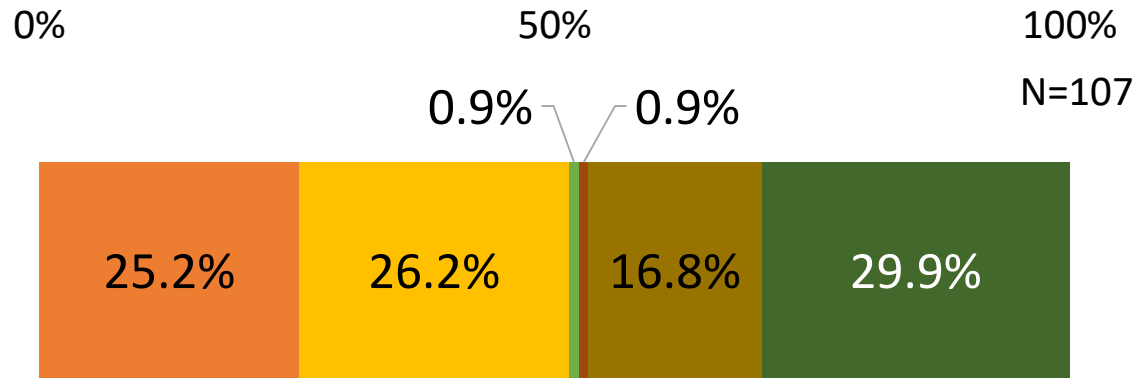
0%

50%

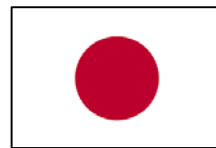
100%



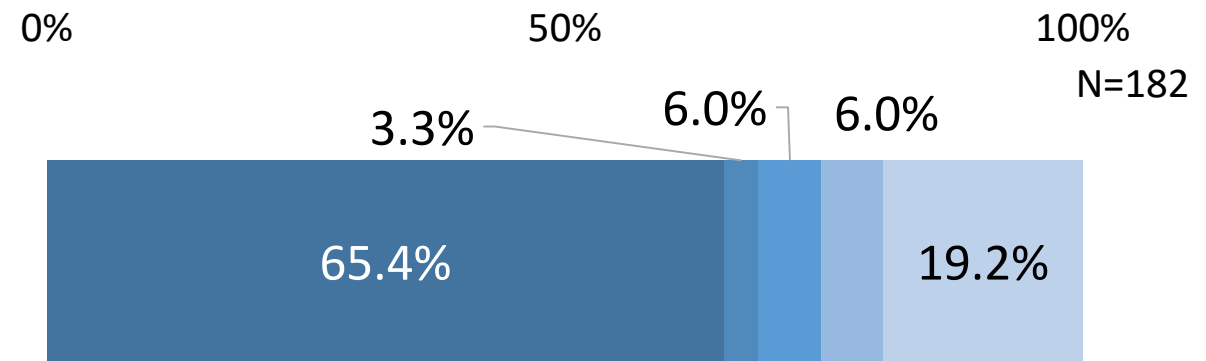
Desired career plan after SIO



- Remain in an SIO position
- Move from an administrative position to a teaching position
- Aspire to become a Provost
- Aspire to become a President
- Do not wish to answer
- Other



2019

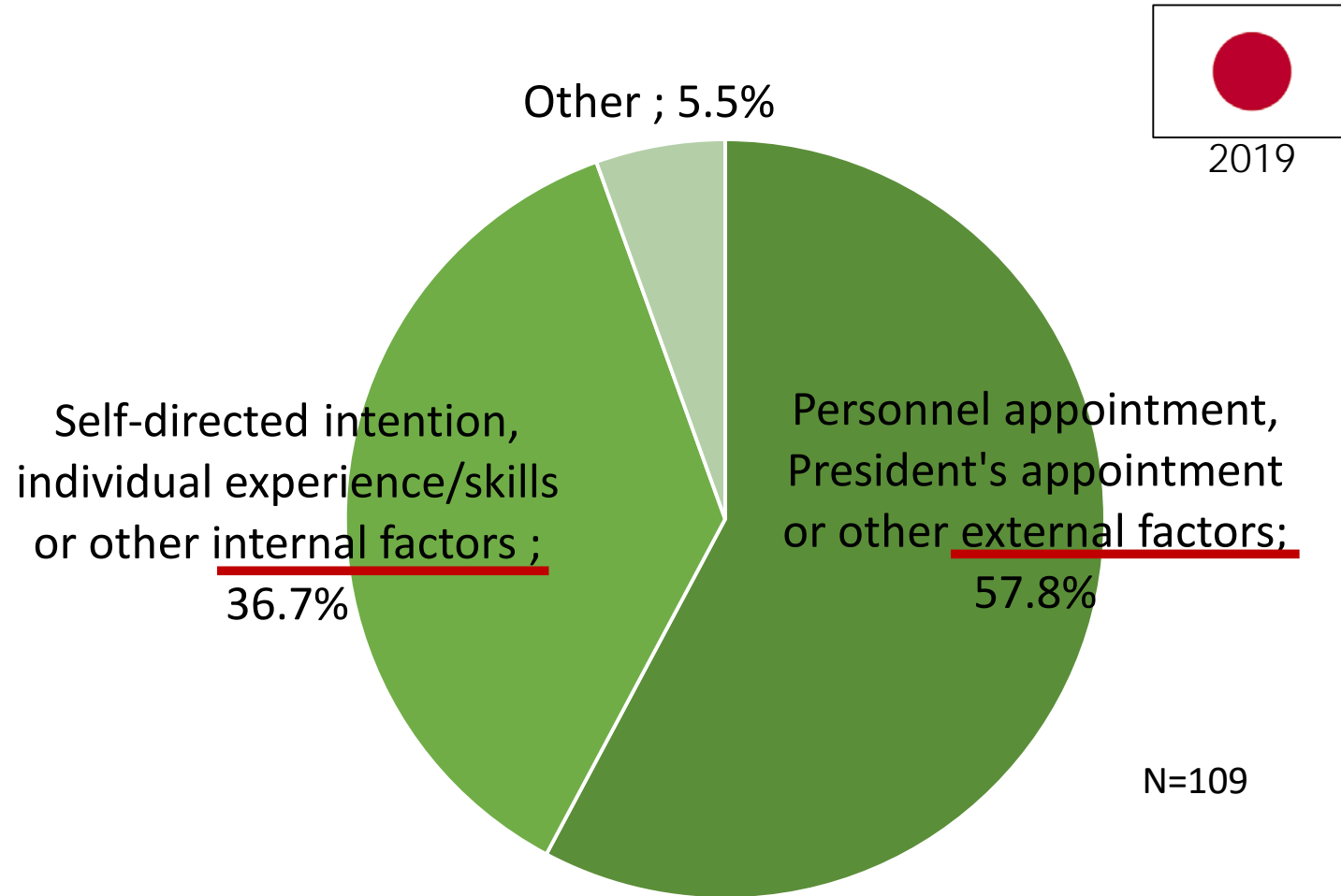


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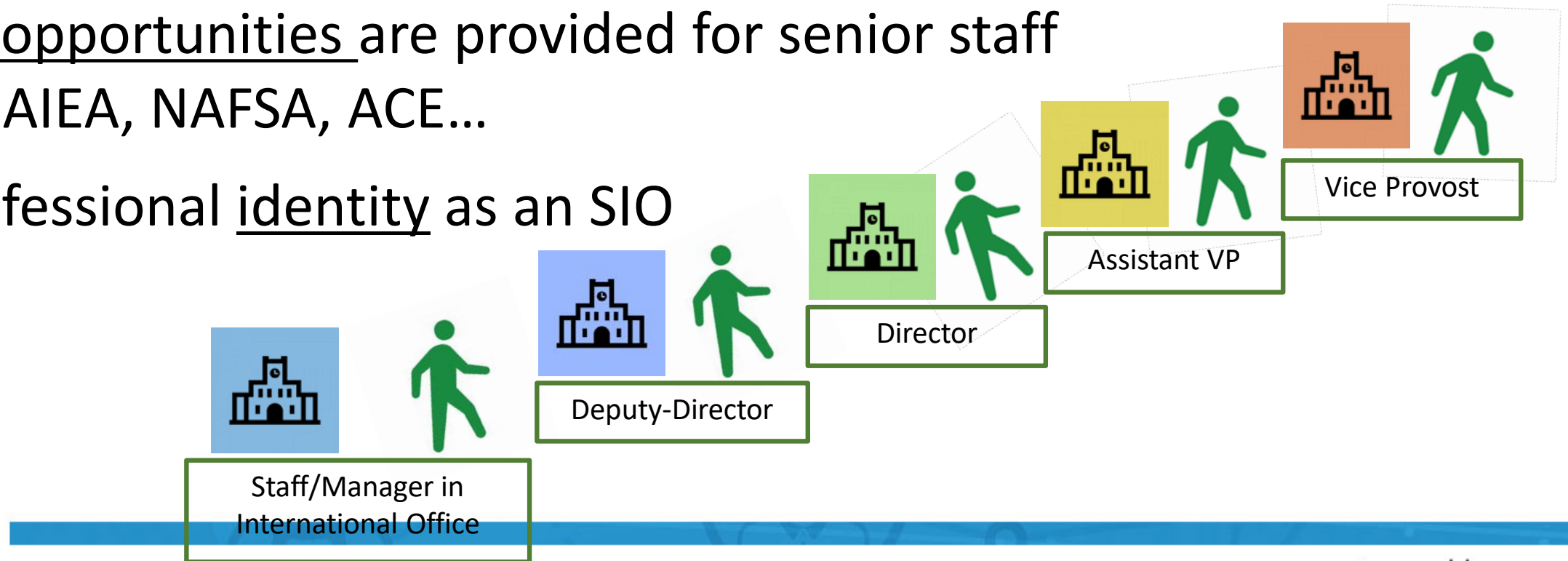
2017

What brought you to be an SIO?



Professionalization of SIOs is being established in **the US**

- High mobility of SIOs across institutions to step up their career as a professional of university internationalization
- PD opportunities are provided for senior staff
Ex. AIEA, NAFSA, ACE...
- Professional identity as an SIO



Professionalization of SIOs in **Japan** is at the stage of development

- Gap between demand and supply of senior managers for university internationalization
- Low mobility of SIOs across institutions: Internal appointment is a typical case
- Difficulty in developing a career path as an SIO
- Difficulty in promoting PD for SIOs



Questions for discussion on the professionalization of SIOs

- Can the US case provide a roadmap to Japan, or should Japanese universities find their own way to develop professionalization of SIOs?
- How does the “**Standards of Professional Practice for International Education Leaders and Senior International Officers**” help HE institutions in US, Japan, and other countries identify gaps in practice and find a way to fill?

<https://www.aieaworld.org/assets/docs/Standards/aiea%20standards%20of%20professional%20practice%20-%202019%20update.pdf>

Acknowledgements

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Thank you.

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