Comments

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Prof. Ellen Hazelkorn
A very insightful discussion on Rankings and HE

- Systemic analysis at global, national, institutional and individual dimensions
- Broad perspectives based on the international social sciences
- Rich ideas and tips in practices of university management
- Japan is chosen as one of the key country cases with Germany and Australia

What are written on Japan?

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<th>Universities/Academics</th>
<th>Government</th>
<th>Market</th>
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<tbody>
<tr>
<td>Japan</td>
<td>Sato:</td>
<td>Kimiwada:</td>
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<td></td>
<td>• Univ as a driver for knowledge economy</td>
<td>• Adjust the approaches in human resource development</td>
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<td>• KPIs for attracting external support</td>
<td>• Global student/industrial marketing</td>
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<tr>
<td>Germany</td>
<td>Eckert:</td>
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<td>• Be smart! Rankings tend to underestimate our academic performance</td>
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Chapter 5

Indeed, what’s interesting about Japanese example is the extent to which this “ambition [is] shared by the Japanese government and the universities”.

実のところ、日本というケースで興味深いのは「日本の政府と大学が「日本の政府」が「日本の政府と大学がこうした強い願望を共有して密接に協力し合っている」という点である。

Post-script by the translators

我々がヨーロッパの大学関係者やOECDの教育部などでヒアリングを行った際に異口同音に言われたのは、日本は近年の高等教育における世界的な変化から取り残されているのではないか、という点であった。

What we heard from the stakeholders of universities in Europe and OECD Directorate for Education was their unanimous remarks that Japan has been left out of global change in higher education in recent years.
Intention of the governmental policy: Virtuous circle between university finance and national economy through the innovation

**Academics/Universities**

- Cabinet Office
  - Council for Science, Technology and Innovation (CSTI)
  - Council on Economic and Fiscal Policy
- Ministry of Education, Culture, Sports, Science and Technology (MEXT)
- Ministry of Finance (MOF)
- Ministry of Economy, Trade and Industry (METI)
- others

- Students (customers)
- Society and industry
  - Development and employment of high skilled workers
  - University-industry linkage including exchange of staff and managers as the representative from business and industrial world

**States**

- Clark (1983)

**Market**

Diversification of the Stakeholders

Concern: Vicious circle through the mal-practices of resource dempcent theory

**Intention of the governmental policy:**

Virtuous circle between university finance and national economy through the innovation

**Concern:**
Vicious circle through the mal-practices of resource dependence theory

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**Tohoku University**

Established in 1907 as Third Imperial University

Selected among 5 Distinguished National Universities from 2017

**Leading Synergy of Excellence and Innovation**

Creation of Knowledge via Excellence in Research & Education

**Leading Innovation of Society & Economy**

- IR Education
- Research Capabilities
- Collaboration with Society
- Governance Reform

**The Diploma Disease**

Nobel laureate James Heckman argues that money spent on preschoolers brings returns that can’t be matched by any other stage of life. Why? First, the earlier we’re educated in life, the more time we have to earn returns on that investment. Second, learning young makes it easier to go on learning throughout life, which increases human capital and, thus, earnings.

Ask not what your country can do for you; ask what you can do for your country.

J.F. Kennedy (1961)

What does international/global perspectives on HE make difference?