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Japan Association of University Administrative Management
20th anniversary commemoration project

Overseas Higher Education Study Tour Report

Study Group Members

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1. Introduction

From September 16 to 26, 2018, we visited Sweden and the United Kingdom as the Overseas Higher Education Study Tour organized by the Japan Association of University Administrative Management (JUAM) on its 20th anniversary commemoration and conducted the interview survey in the higher education institutions.

This survey group consisted of five Japanese university administrators, and their background was diverse as we belonged to the national or private university located in Tokyo, Nagoya, and Kyoto. After selected in October 2017, we had meetings over 10 times including one two-day intensive camp and finally traveled to Europe. The background of each member such as the application motivation, the areas of interest, the belonging institution, the place of residence absolutely differed. For, in the process of the preparation for traveling, we have positively exchanged opinions while paying attention on how to contribute to the JUAM which supported us very much and also how to build the powerful team for the study tour success.

In deciding where to visit, we firstly agreed to visit more than one country including the English-speaking one and the non-English-speaking one(s) in order to take geographical advantage of Europe. As a result, we decided to visit three universities and three institutions in total so that we could conduct the basic survey of the associations that JUAM could make a new partnership in the future. The theme of the interview survey was "the relationship between the motivation and the mobility of university staffs in Europe". In addition to the interviews on that theme, we looked around the educational environment and the history of the campus in each site visited through the interviews on the library and the campus tours.

This study tour gave us a lot of insight about the internationalization and the career development of the university administrative staffs, and about the possibility of the higher education institutions. Moreover, the individual team member obtained much valuable experience everywhere he visited and even from the other members. This experience exactly embodied the purpose of the JUAM which aims to mutually deepen the awareness raising and training of cross-staff among the universities across Japan. We are proud of being selected for the delegation that represents the association.

We sincerely appreciate for those supported us in this project. Without any of those support and cooperation, we could not gather for the preparation meetings and not succeed in the study tour, and neither make this report. We would like to thank deeply for the International Committee and the other members of the JUAM, the participants who gave us comments in the subcommittee of the annual JUAM conference just before our leaving Japan, the colleagues of the group members, and finally all persons who warmly welcomed us in Sweden and the UK.

In Japan, the Grand Design for Higher Education toward 2040 report has been released by the

MEXT, the Ministry of Education, Culture, Sports, Science and Technology. The new era of the higher education is about to start. In this important transition period, the roles that university administrative staffs can play get much wider than ever and could not be limited only in the trend of the staff development. We sincerely hope this 20th anniversary commemoration project report would be useful or helpful for the staffs.

2. Tour schedule

Visited universities: Uppsala University (Sweden)
 KTH Royal Institute of Technology (Sweden)
 The University of Manchester (UK)

Visited institutions: SUHF (Association of Swedish Higher Education Institution) (Sweden)
 AUA (Association of University Administrators) (UK)
 AHUA (Association of Heads of University Administration) (UK)

Date	Destination	Overview
9/16 (Sun)	Stockholm (Sweden)	Team meeting
9/17 (Mon)	Uppsala (Sweden)	Visit to Uppsala University (interview & library tour)
9/18 (Tue)	Stockholm (Sweden)	Interview with SUHF representative
9/19 (Wed)	Stockholm (Sweden)	Visit to SUHF secretariat (interview) Visit to KTH Royal Institute of Technology (interview & campus tour)
9/20 (Thu)	From Stockholm to Manchester (UK)	Move to UK, team meeting
9/21 (Fri)	Manchester (UK)	Morning: visit to AUA (interview & lunch) Afternoon: visit to AHUA (interview)
9/22 (Sat)	(weekend)	(weekend)
9/23 (Sun)	(weekend)	(weekend)
9/24 (Mon)	Manchester (UK)	Visit to the University of Manchester (interview & library tour)
9/25 (Tue)	From Manchester to Japan	Return to Japan
9/26 (Wed)	Japan	

3. Interviews at the universities and the institutions

Interview Flow

In all interview sessions, after introducing each other, the study tour members firstly explained the theme and purpose of the visit. Based on the survey sheets we sent in advance, we secondly asked questions and started to exchange opinions with the host members which enabled all members to deepen their understanding.

3.1 Sweden

3.1.1 Uppsala University

City	Uppsala
Institution Name	Uppsala University

Session		Corresponding person (title)/Contents
1	Interview	1) Ms. Erika Dabhilkar ((Director, International Office) 2) Mr. Bjorn Nystrom (Officer, International Office)
2	Presentation on the university library	3) Ms. Gunilla Sundstrom (Head of Division, Subject Library Division) 4) Ms. Lota Lundell (Administrative Manager, Uppsala University Library) 5) Ms. Annika Windahl Ponten (Visitors Coordinator)
3	Campus tour	1), 2) and 5)
4	Lunch	1), 2), 3) and 5)
5	Tour to University Library Carolina Rediviva	6) Mr. Krister Ostlund(Senior Librarian, Special Collections, Uppsala University Library) 2) Mr. Bjorn Nystrom (Officer, International Office)

[Interview]

(1) Summary

Regarding the mobility, in Sweden, the job changes or transfers seem socially and culturally common, and they make beneficial use of those opportunities based on their own motivation and intention. Meanwhile, the mobility between universities considered as a training program is about two weeks for the longest cases, and the number of the staff mobility programs is not much. In the context of the employment, all the job positions at Uppsala University are open to the public. There is no promotion by entry years or personnel transfer by organization's resignation like in Japan. They must apply by themselves and pass the selection to get hired. There are many job positions. For example, it is divided into about 40 positions in the libraries. The requirement or qualification is defined for each job position.

When they get hired, they work for two years maximum at first. And if their performance during that period is acknowledged by the university, their employment will switch to lifetime employment in the same position. Therefore, the jobs and the task management seem to be built on the individual motivation for the position. Because the salary system is not rigid, the salary is decided through the annual negotiations with the boss. The heads of the department own the authority to decide the job description for the position, and then their responsibility is highly required.

(2) Other

In terms of the welfare, the allowance for the health maintenance is provided. The worktime reduction could also be given for 1 hour out of 40 working hours a week. We found another unique system which is difference from Japan. In the case where the overtime work of a staff is excessive, the boss has to order him/her to get day-offs instead of paying for the overtime work. The university management system is also different. The student representatives and the staff representatives participate in the management which cannot be seen in Japan.

[Comments]

- (1) "The relationship between the mobility and the motivation" and the related hypothesis that we set before traveling were to be reconsidered from the fundamentals by knowing the actual situation in Sweden which demonstrated us that the motivation could be followed by the mobility. We had to change the mindset obtained in Japan and to rebuild the interview contents. But it was meaningful, because we were able to find the essential difference between Sweden and Japan on the first day of our visit and we could make good use of it for the following interviews.
- (2) Uppsala University was our first destination in this trip. We encountered the situation where we couldn't understand not only the counterpart, but also the other delegation members. However, we learned to revise the way to share the information we got, and the interviews got better and better after Uppsala University. We believe that the internal communication of the delegation which we had started before leaving Japan resulted in this performance improvement.
- (3) The job offers at Uppsala University are open to the public. They will get hired through the fair process regardless of the current position: internal or external. This system is based on the Swedish social and cultural background. Because the application is done according to the individual intension, the self-management is required. The career opportunity looks wider, and this system would help to maintain or improve the staff

motivation.

- (4) Uppsala University welcomed us in the very traditional old room where the professors used in 1880s when the main building was build. In the library tour, we got the opportunity to touch the valuable collection of the animals and plants in Japan written in the Edo period. Besides, on campus tours, the Uppsala University staffs often explained with citing its relationship with Japan. At the beginning of the interview, one Uppsala University staff said to us that I would like to deepen our understanding on the Japanese universities and university staffs through this session. It was impressive we were always surrounded by their warm consideration to make this opportunity effective and productive for each other.

[Photos]



3.1.2 SUHF

3.1.2.1 Interview on the Leadership Program

City	Stockholm
Institution Name	SUHF, the Association of Swedish Higher Education Institutions

Session		Corresponding person (title)/Contents
1	Interview	Mr. Jörgen Tholin (The person in charge for the University Administration Leadership program, pro-Vice-Chancellor at Borås University)

[Interview]

(1) Background of the leadership program

- It is one of the programs that the SUHF offered to the academic and the administrative staffs of its 37 member universities in Sweden. The scale of the member universities varies from small to large.
- In the Swedish universities, it is urgently necessary to develop the next generation administrators because the current good administrators will get retired in the next five or ten years.

(2) Program target

- The target is the staffs of around 30 to 40-year-old. Each university recommends two people who have experience of the leadership and are expected to be leaders in the future. The SUHF screens the candidates through their CVs, the personal statement and the recommendation letter. Because the SUHF also respects gender balance of the participants, there is possibility not to approve the members. This year the SUHF presumed the number of participants would be among 25 to 30 staffs, but now 36 people from 28 universities in Sweden participate in this program.
- Joining the program for this 30 to 40-year-old generation is a meaningful way to think of their individual career because most of them start having children and thinking about making their work-life balance better.

(3) Program goal

- Although every participant has his/her individual profession, it's also important for them to understand the Swedish higher education system comprehensively. For the Swedish higher education functions as one system that consists of the universities which collectively contain the professions. They need to understand the EU research trend.

- It's also good opportunity for the participants to establish the network with the others from the different universities.

(4) Program contents

- The leadership program divides the participants into five groups and conducts two-day workshops for six times a year. The program is held at the universities in Sweden for five times, and one time in Brussels, the Kingdom of Belgium.

Two-day workshop example:

On the first day, the participants learn the university management through the role and the history of each stakeholder. The SUHF invites the governors or the student association members so that the participants could understand their personal experience and careers.

On the second day, the members participate in the leadership training lead by the management consultants.

- The program not only contains the training and learning, but also provides the participants with the opportunity to get along with each other through the social activities such as the sightseeing at Gotland. Some of them take pictures there and post them on their SNSs.
- They use their mother tongue, Swedish in the program. However, at Brussels, the Kingdom of Belgium, they use English. Therefore, it is required for the participants to have enough English language ability.
- The participants are likely to have strong motivation because they join the program with the recommendation of their university.
- The cost of the program, including meetings after the program, is paid by each university.
- The whole program makes good reputation from each university. However, the participants are not assured to become director in the future.
- After the program, each university's directors will be a mentor for the participants to follow their career. The SUHF matches the mentors and the participants if the participants want.
- The experienced retired staffs sometimes attend the SUHF activities.
- There are different characteristics of participants. To give an example, people from the larger universities tend to be specialist, on the other hand, staffs from the smaller universities are likely to be generalist. However, in order to understand the big picture of the university system, it is important to make good balance of them.

- The participants' network is continuous. Some networks established around 15 or 20 years ago still work now and the members gather to have the meeting.

[Comments]

- (1) We understood that the leadership program has the requirement of the administrators' skillset and mindset, and they show the participants the goals implemented from the senior staffs', including retired staffs', career and experience.
- (2) The goals, offered knowledge and opportunity given in the program seem accepted with the certain sympathy, because the universities still owe the program cost and recommend their staffs to join it, and the participants give good evaluation on it.
- (3) We think that there are three program goals. First one is to equip special major or profession. The second is to obtain comprehensive knowledge on both the inside and outside of the university. And the last is to have the human network. Through the interviews with Uppsala University and Mr. Tholin, we think it is difficult to accomplish the second and the last goals by the individual. Then we believe that the SUHF plays significant role in that sense. The institutions aim to develop young staffs' career to become the potential directors through the leadership program. The universities promote their staffs to join the program so that the participants could obtain the wide knowledge and build their own network. As a result, it is a good way to make the Swedish higher education better, even though the staffs make good use of the mobility by changing their workplace.

[Photos]



3.1.2.2 Interview with the Secretary General

City	Stockholm, Sweden
Institution Name	SUHF, The Association of Swedish Higher Education Institutions

Session		Corresponding person (title)/Contents
1	Interview	Ms. Marita Hilliges (Secretary General, SUHF)

[Interview]

(1) SUHF structure

- The SUHF consists of 37 universities and higher education institutions in Sweden and aims to develop the leadership ability. Before 1995, there were two different institutions; one focused on the larger universities and the other focused on the smaller universities. But then the SUHF merged those institutions in 1995.
- The core board members are eight people; seven vice-chancellors and one director, the head of administrator.
- The SUHF action plan is decided by the core members according to the policy to pursue the positive effect on all member universities.
- The SUHF hires four staffs directly, and other members belong to both their universities and the SUHF.
- The SUHF also is responsible to connect the government and the universities through the discussion beyond the member institutions.

(2) Three leadership programs

- To promote the role of the Swedish universities in the society, the SUHF enhances the leadership competence for the staffs through three programs:
 - newly appointed vice-chancellor
The target is the new vice-chancellors, and the program period is for one year. The program provides the basic knowledge and the meaning of the position, and the opportunity to establish the new human network.
 - leadership below vice-chancellor
The target is both the academic and the administrative staffs, and the period is for eight months. Now 25 people from various universities join the program. The participants could understand more the universities environment and seek the way how to promote the collaboration between the academics and the administratives.
 - leadership program for the university administrators
This program is led by Mr. Tholin who we met the day before this interview. (See on

(3) SUHF Activities

- The SUHF activities aim for the good collaboration between the academic staffs and the administrative staffs by joining the program altogether. The essential skills and knowledge to lead the teams are the same for both academics and administrators. So the opinions or ideas from both sides are important for the leaders. Therefore, to understand each circumstance, the conflicts between the academic staffs and the administrator staffs should not be avoided.
- Through the communication during the program, they come to know about the needs and the opinions. It also helps them to make the human network.
- The programs got good reputation from the participants and their home universities.
- The SUHF holds the annual conference where hundreds of the members participate. In addition, the SUHF offers the program for the new administrator staffs.
- The programs which includes both the academic staffs and the administrative staffs together are very unique. In other countries, there seems no other programs like this.

(4) Program examples

- There are practical contents such as the role play on how to make conversations, or how to explain to others. The discussion on the actual university, the management method, or the team management/building are also the practical ones.
- It is necessary to understand not only the university environment, but also the current situation in the country and the society around the university. Based on those factors, the staffs reckon how to build the effective network.
- From 2001 to 2007, the SUHF implemented the program that focused on the women leadership from the aspect of respecting the gender equality, and it was greatly successful. After the program, the number of women appointed to the senior positions gradually increased, and nowadays the gender ratio in the senior positions is equal. The woman vice-chancellors were only a few ten years ago, but now women work in that position is as same number as men in Swedish universities. It becomes a kind of problem to increase the men staffs in the universities, especially in the young generation.
- The SUHF sometimes invites famous person who talks about the globalization at the international conferences.

(5) Relationship between the larger universities and the smaller ones

- There is clear difference between the larger and smaller universities. For instance, Lund University, one of the largest universities in Sweden, eagers to invest large

amount of money on its infrastructure. On the other hand, the smaller universities tend to pursue improving their educational activities. That difference is well-accepted, and it enforces the diversity of the higher education.

- The larger universities have much resources which the smaller ones cannot own, but the smaller universities often have great programs. And, in some cases, some smaller universities in Stockholm collaborate with the larger universities in their featuring fields. This kind of practice are often found in the Nordic countries.
- The smaller universities can research efficiently even though their resources are limited.
- It is significantly important to cooperate with the other universities in Sweden and the Nordic countries.

(6) Others

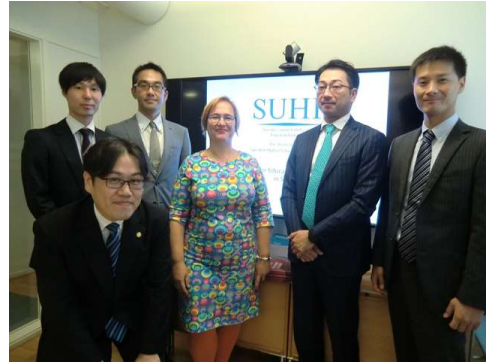
- The SUHF welcomes to have relationship with the other institutions in the world. Now, the SUHF holds the relationship with the Directors Conference, the Nordic University association, the European University Association, the AUA, and the world president conferences.
- The Nordic countries have similar system in some areas such as the culture or society, but the government policies are different. Therefore, in the policy making process in Sweden, it's also helpful to understand the policies in other countries.
- There is a way to learn even if the higher education system and research circumstances are different from the Swedish ones. Nowadays, the mobility expands especially in the academic field all over the world. Therefore, the SUHF makes some study visits to other countries and gets feedbacks.

[Comments]

- (1) Through interviewing with the SUHF core members, Mr. Tholin and Ms. Hilliges, we came to understand the SUHF policies and their ideas. The two interviews focused on the different subjects of the SUHF activities; the leadership program and the organization.
- (2) We think that the SUHF leadership program is originally based on the cooperation with the human network, while they clarify the requirement on the knowledge and experience which are necessary to be a leader.
- (3) They try to make best use of their local characteristics, including the Nordic pride, in order to make the programs much better.
- (4) We were surprised that the programs seemed very practical. It could apply not only in Sweden, but also in other countries.

- (5) Particularly, the programs explained by Mr. Tholin look very noticeable in terms of its targets of directors or women by integrating the academic staffs and administrative staffs together. We think that the program details about the plan and the management are very meaningful to introduce them into Japan.

[Photos]



3.1.3 KTH Royal Institute of Technology

City	Stockholm
Institution Name	KTH Royal Institute of Technology

Session		Corresponding person (title)/Contents
1	Presentation	1) Ms. Åsa Carrlsson (Head of division, International Relations Office)
2	Interview	1) Ms. Åsa Carrlsson (Head of division, International Relations Office) 2) Ms. Charlotte Almqvist (advisor for Australia & Japan, International Relations Office) 3) Mr. Ronald Nordqvist T (international staff, International Relations Office)
3	Campus tour (including the library)	1) Ms. Åsa Carrlsson (Head of division, International Relations Office)

[Presentation and interview]

(1) Presentation contents

KTH is the largest and central technical university in Sweden, founded in 1827, and the current campus in Stockholm opened on the 100th anniversary of its founding. KTH where 13,000 full-time students are enrolled is one of the top ten technical universities in Europe. Among them, 1,000 exchange students in the undergraduate programs, 2,500 international students in the master programs, and the doctoral program has 2,000 students including the international students. There are five KTH departments in Stockholm, and each holds its own campus. They focus on winning the world university rankings to obtain good international students. In 2017, KTH, the University of Stockholm, Stockholm University and Karolinska Institute concluded a strategic partnership with the University of Tokyo. In other Asian countries, they have concluded strategic partnerships with top universities such as Shanghai Jiao Tong University, Hong Kong Science University and Nanyang Technological University. Also, in recent 10 years, they have doubled the number of outgoing students aiming to foster their globalization, while keeping the balance with the incoming students.

(2) Interview contents

1) About mobility

The mobility of the KTH staffs within the EU area is relatively accessible due to the Erasmus programs, but the program is mainly for five days. There is not much programs for more than two months, and little mobility opportunity outside the EU. Also, they don't

transfer their position within the university. The international department holds staffs from about twenty countries and they use several different languages, mainly English. The educational background of the staffs is mainly master or bachelor's degree, and few have doctoral ones. They are very interested in the ongoing discussion in the EU academic associations on the desirable priority to staff background; the international experience or the academic background. The employment of the staff starts with the trial period of six months and there is also project based contract for limited period. After working over two years, the contract becomes permanent. In 2011, it became possible for each university to revise the tuition fee in Sweden. However, it sometimes means that the students are considered as the customers which is difficult to understand in the historical context.

2) About the staff motivation

As the practices to increase the motivation of the staffs, they offer some programs both inside and outside of the university that contribute to improve variety of skills. The popular one is the English learning program. Although the mobility program is not systematically equipped by the university, it is deemed that the international experience can be utilized in the workplace and the university offers opportunities for those who wish to obtain. In addition to those programs, depending on the work situation or the understanding of the boss, they are also encouraged for the postgraduate studies while working. By providing the diverse programs to enhance the individual skills/qualities, the motivation of staff is raised. The boss gives advice on the daily tasks, but not much on the individual carrier development. However, the bosses always try to establish the good relationship so that the staffs comfortably contact them for advices anytime they want.

[Comments]

- (1) Amid the sufficient globalized environment, they promote more the globalization through well-understanding the culture of the other universities by not only accepting but also sending students. We are very interested especially in the new project to send seventy students to the developing countries in South Africa with the scholarships which enables to promote the student exchange.
- (2) Like Uppsala University, all the graduate programs were shifted to English-basis by the influence of the Bologna process in 2007, and the opportunities of learning English for the faculty and non-faculty staffs started. Through those practices, in the last ten years the English has been finally penetrated on campus. We felt that the teachers and the staffs worked hard for globalizing the university.
- (3) Ranked outside of the top 100 in the world university ranking (the THE), KTH sets their

values in being evaluated in the field of the engineering and looks proud of having a different unique value from the other universities. Therefore, we found that their intention is to understand and share their mission correctly and to develop ambitiously the university.

- (4) Because belonging to the engineering university, we recognized the same impression that it's not easy to encourage students whose interest differ depending on their specialized field to study abroad.
- (5) In the library tour, most of the seats were occupied by the students even it was not before the examination period. We strongly felt that KTH's education and student learning are very active. Also, while there are historic brick buildings, we found the library innovatively designed. The integration of the tradition and the cutting-edge makes the campus charming as the one of the competitive institution technology in EU.

[Photos]



3.2 UK

3.2.1 AUA

City	Manchester
Institution Name	AUA, the Association of University Administrators

Session		Corresponding person (title)/Contents
1	Interview	1) Mr. Chris Ince, Chair 2) Ms. Jo Forsyth, Officer, Professional Development 3) Ms. Laura Harper, Officer, Marketing and Communications
2	Campus tour	2) Ms. Jo Forsyth (Officer, Professional Development) 4) a postgraduate female student who researches physics
3	lunch meeting	1), 2), 3), and other AUA and AHUA staff members

[Interview]

(1) Brexit Impact on UK universities

The Brexit is the world topic, and it is widely broadcasted by the media in Japan. In UK, some experts from UK industries show their opinions. In particular, the UK higher education considers the Brexit as a negative impact on them for the following three aspects.

1) Students

Due to the Brexit, the tuition for the euro zone students will change to twice or triple higher than now. Therefore, the UK universities might decrease those students who have occupied about 25 percent of the student body. For that reason, the universities might lose the students' diversity, and it might also have a negative effect on the local economy in UK.

2) Faculty and administrative staffs

It will be difficult to get the number of faculty and staff members in UK universities who come to work from the euro zone. In addition, some of the current staff might return to their countries by the Brexit.

3) Research

The UK universities get the research funding from EU, but it might be difficult to get them after the Brexit. By decreasing the research funding, the universities probably reduce their ability to research.

On the other hand, the Brexit might bring a positive effect on the UK economy because UK is able to trade and negotiate other countries on their own policy. Although some experts say that the Brexit allows UK to control immigrants and labor force by themselves, the

higher education staffs think the Brexit has much negative aspects than positive ones.

(2) Mobility and globalization in EU

The excellent academic staffs and researchers have opportunities to work in other countries, such as US, Australia, and South Asia countries. In comparison, the administrative staffs have little opportunities to work in other countries. However, there are network among several universities in UK for promoting the staff mobility. The period of the staff mobility is for three or four years. It is beneficial for staffs to have experiences, and it also helps their career after the mobility. Apart from that, the UK universities have recruited the senior positions like the university president from abroad.

(3) Career development of the UK university staffs

Most of the UK universities have good programs for administrative staffs to develop their careers. Each university can get certain budget, mainly human resource department, to provide the staffs with pragmatic programs such as the PC skills and the personal skills. It is also usual to support financially the staffs who enroll in MBA or EMBA. The university owes more than half of the tuition. If the staff leaves their university before the certain period after getting degree or certificate, they have to reimburse the money to their universities. The AUA provides administrative staffs with the distance learning program which is for one year. The program is about the management and the leadership, and it gives the staff members postgraduate certificate in Higher Education Administration. The AUA has another program for the new administrative staffs. The program to become a leader is for two years. Furthermore, the AUA sets the framework, called the Continuing Professional Development framework, which is used in the various workshops in UK. A part of the workshops allows people to join for free.

(4) Others

In terms of the AUA's development, we asked about the problems caused by the fixed participants and about getting the new members. The AUA staffs answered it is the same situation on the JUAM. In order to solve the problems, the AUA makes effort to involve many people who have experience the AUA's activities. Particularly, we confirmed that senior position staffs promote and announce the good AUA's activities, and it leads to solve the problem and produce the good outputs.

[Comments]

- (1) The AUA has the permanent staffs who can plan programs. On the other hand, in the JUAM, the board members are responsible for the activities and the representatives of theme workshops or area workshops. Therefore, the JUAM's programs are likely to

depend on them. In this case, it can ensure the wide learning subjects by the various programs, but it is more difficult for participants to learn systematically compared with the AUA. We think that the quality of the JUAM's various programs rely totally on the participants. To be evaluated as a good institution, the JUAM should challenge to add more oriented and organized program like the AUA. If the JUAM can produce the good results by this challenging, we believe that the JUAM provides people with the learning more widely and deeply.

- (2) About strengthening the connection between the AUA and the JUAM, we should have more opportunities to exchange each staffs and to communicate with each other. Even though the JUAM has to support money on the participants, and participants need to get approval from their universities. We think it is very beneficial for the JUAM and its members to share information and good practices from abroad, especially, in terms of developing staffs' career. The AUA has the connections with other countries such as U.S. and Australia. By using them and add the JUAM to them, it might be able to establish the mega association, and it probably produces creative world in the higher education through worldwide staff interaction.

[Photos]



3.2.2 AHUA

City	Manchester
Institution Name	AHUA (the Association of Heads of University Administration)

Session		Corresponding person (title)/Contents
1	Lunch	Together with the AUA staffs
2	Interview	Ms. Catherine Webb (Executive Secretary)

[Interview]

(1) AHUA activities

The AHUA was founded in the 1960s and has a history after the AUA which was founded in the 1950s. It mainly develops and provides the career development programs in various fields, such as the professional services, the human resources, the finance, the legal affairs, and the student support for the senior management positions up to the vice chancellor level.

(2) Next-generation leader training program by AHUA

1) Flying Higher program

- The themes of this program are the role and qualifications of the registrar, and how to fulfill its role. Those who do not wish to become a registrar can also participate in this program.
- The maximum number of participants per program is 16, and each period takes 18 months in total. When applying, the recommendation from the registrar is required in addition to the individual application documents.
- This program has been carried out about ten times for nearly 20 years. For this reason, it is a standard program in the UK. About 45% of the current registrars at the university finished this program.

2) Impact and Influence program

- This program is considered as a preliminary step of the Flying Higher program. It aims to develop various skills required for leaders. The contents are fixed to learn about the team building method and the team work. This program has been implemented for about 16 years.

3) Ambitious Futures program (collaborated program by some partnership universities and sponsored by the AHUA)

- This program targets those who have obtained or are expected to obtain a bachelor's degree, and who would like to pursue their career in the higher education sector. The university staffs starting their career are limited in their opportunities to have a

broad perspective as they tend to focus on the assigned task. Therefore, this program aims to equip them a broader perspective for their career development. In 2018, 30 members participate in this program.

- The program began three years ago. This 18-month program consists of 3 terms each of which last for three months. In the 2nd term, they set up opportunities to work at another university. For example, when firstly accepted at the University of Manchester, they work at the University of Lancaster in their second term and come back again to Manchester for their third term.
- The program expenses are borne not only by the university, but also by the sponsor companies. In the UK, because individual university tends to actively develop the human resources by itself, some universities do not participate in the AHUA's programs. However, the program conducted by each university costs generally higher.

(3) Other programs provided by AHUA

- The essentials of the program are to improve the quality of university staffs and to contribute for their further growth. In order to develop these programs, the AHUA has established the strong inter-university network among the senior management staffs, and each staff provides useful information necessary for the development of a future program.
- The AHUA doesn't fix the career development frameworks like the CPD. However, many AHUA members have experienced of participating in the activities of the other associations such as the AUA.
- Regarding the globalization of the association, they sometimes invite professionals for lectures, and build the networks within the EU and with Hong Kong and the Asian countries through a consortium. They hold a yearly academic conference and provide opportunities to learn each other.
- As the qualities and requirements for the senior managers, they think it's important to obtain skills to create good teams, to motivate the members, and to communicate well.
- Many senior managers belonging to the AHUA hold a doctorate degree, however, a degree is not necessary.

[Comments]

- (1) The AHUA office is in the University of Manchester and is very close to the AUA office. We received the impression that the staffs of both organizations supporting the development of the UK higher education are trying to communicate well and to share the

information closer. When we visited them, we interviewed the AUA in the morning and the AHUA in the afternoon. Both the AHUA and the AUA staffs participated at the same time for lunch to deepen friendship.

- (2) Same to the AUA, the AHUA also develops and provides a systematic learning program suitable for the position of the senior managers. They are doing advanced efforts to contribute to growing university staff.
- (3) The JUAM structure where many senior managers belong is similar to the AHUA. In addition, it can be inferred that a certain fixed pipeline is being constructed through board system in JUAM. We felt that the JUAM has a foundation that could embody activities to add "deepness" that we learned through interviews with the AHUA to "wide and shallow learning" that the JUAM currently provides.

[Photos]



3.2.3 The University of Manchester

City	Manchester (UK)
Institution Name	The University of Manchester

Session		Corresponding person (title)/Contents
1	interview	1) Ms.Karen Heaton (Director of Human Resources) 2) Ms. Katy Woolfenden (Head of Teaching Learning & Students, University Library) 3) Ms.Alison Wilson (Head of School Administration, School of Social Sciences) 4) Ms.Shemsah Farooq (International Officer)
2	The tour of the Library, Learning Commons	5) Ms.Joanne Mitchinson (international relations Administrator) 6) The library staff

[Interview]

1) Administrative staff mobility and role

Regarding mobility, they have established the employment criteria for each position including the role, responsibility, expertise, soft skill, etc. There are not many opportunities to transfer to the other institutions or to participate in the training programs outside of the university. This environment comes from the British culture, so the mobility will not be realized unless there are special circumstances. However, within the collaborated universities and organizations, they provide a six-month program. They also conduct a joint program for researchers.

In the process to open the new department, the administrative staffs will also participate in the discussions such as on the curriculum design. Participating in the discussion gives them chances to pick up the actual student situation and the external reactions, so it brings them great significance though the staffs cannot participate in the decision making process. They sometimes collaborate within the various departments in the university. Under the collaboration strategy, they always take actions to provide the better academic research support, and to respect the social responsibility and the student diversity. As for the motivation, it seems that they feel motivated when gaining good productivity through working together with the colleagues or getting opportunities to support them.

2) Library

The library is one of the five national research libraries in the UK. In addition to the hardware like books and digital contents, they also work hard on enhancing software such as hiring professional staffs in the specialized areas and on continuously developing their skills. As they carry out these practices according to their own management strategy, they regularly check the user needs and provide best services so that their educational and research support for the university students and also the domestic and overseas users can be maximized. They also implement the mental support, the revision technique support, the online support services, and others. These professional efforts in the library have been highly evaluated from both inside and outside of the university and sometimes awarded.

[Comments]

- (1) Since the University of Manchester was the last place to visit in this study tour, we were able to proceed the interview based on the information we got in the previous interviews such as the organizational, social or cultural background. Because they kindly told us in advance that the responders will change for each question theme, we were able to step into the details. Then especially this time, we were satisfied with the visit as the final session.
- (2) At the University of Manchester, the Human Resources Department secures the fairness of staffing placement standards and recruitment process, and the managers are responsible for supporting the career development of the staffs they work with. They organizationally and personally provide the positive support on the step-ups of the staffs. There not many opportunities to transfer to the other universities or to participate in off-campus training programs. However, they maintain and improve the staff motivation through positively employing staffs from outside.
- (3) The learning commons introduced in the campus tour was a five-story independent facility and was designed to respond to all learning needs of students such as the report preparation, the research, the group learning. In addition to the fine design of the facility and the PC equipment, they also paid much attention to choose comfortable furniture as well. We were quite surprised that a nap space (private interior) was also prepared. Though we visited at the beginning of the new academic year, it was filled with the students. We strongly feel that it functions as the learning support place rather than the learning activity space which we often see in Japan.
- (4) Through the whole contacts with the University of Manchester including the pre-visit ones, we find that they are used to correspond the external requests. We were pleased with their sincere and respectful responses such as sharing the detailed visit program in advance or meeting in front of the university museum.

[Photos]



4. Result of the basic survey on the institutions for the future collaboration

Regarding the basic survey on the institutions for the future collaboration with the JUAM, we visited the SUHF in Sweden and the AHUA in UK to have the interview with both institutions' managers separately. Through the interviews we had, we came to understand the both institutions' principles and purposes, various activities, and their attitude toward the internationalization.

Based on the knowledge from the visiting, we considered the possibilities and the reasons to collaborate with the JUAM in terms of the JUAM establishment policy and the JUAM six principles for the international partnership and collaboration.

As the result, we thought the whole SUHF activities and AHUA activities are enough to adapt to the JUAM activities. Therefore, we judged the both institutions are possible to become for the future collaboration with JUAM. We show the result of the survey table below.

Table 1: Survey result on the suitability for the JUAM principles

Institution JUAM Principles		SUHF	AHUA
Establishment Policy	eligibility	✓	✓
	reasons	<ul style="list-style-type: none"> · Providing main 3 programs and other 150 workshops for the leadership · Consist of 37 Swedish universities 	<ul style="list-style-type: none"> · Providing three next generation leadership programs · Now 45% of registrars in UK experienced the program
Six principles for the international partnership and collaboration			
(1) Equivalency (2) Respect and belief	eligibility	✓	✓
	reasons	<ul style="list-style-type: none"> · Positive for the relation with the other countries · Gathering information from other countries and using them for the problem solving 	<ul style="list-style-type: none"> · Building the relation within EU and with Hong Kong and the Asian countries through the HUMANE
(3) Practical relationship	eligibility	✓	✓
	reasons	<ul style="list-style-type: none"> · Providing practical programs and annual 	<ul style="list-style-type: none"> · Providing practical programs and lectures

		conference · Targeting the next and the young generation	· Targeting the next and the young generation
(4) Merit for the members	eligibility	✓	✓
	reasons	· Providing leadership programs for administrators	· Targeting wide range of administrators
(5) Support	eligibility	Depend on the JUAM	Depend on the JUAM
(6) Clear cost burden	eligibility	(✓)	(✓)
	reasons	· Cost borne by universities *Discussion required for the international collaboration	· Cost borne by universities and companies *Discussion required for the international collaboration

5. Summary of the study tour

In this study tour, based on the survey theme of “the relationship between the motivation and the mobility for the university administrative staffs in Europe,” we set up a hypothesis that they consider the mobility opportunity as one of the way to maintain or improve the daily life motivation of the university administrative staffs and effectively utilize the chance. We conducted the interviews at each institution while focusing on two topics related to the university administrative staffs; their career development including the internationalization/globalization, and the possibility of the higher education associations contributing to the career development of the university administrative staffs. We also gained the good practices held in the university libraries through the interviews and the library tour.

5.1 Survey summary

We could not obtain enough information to declare that there is a clear relationship between the motivation and the mobility. We suppose that the position of the university administrative staffs in Europe is clearly different from that in Japan and this difference might raise due to the social culture and mobility.

It was found that there are more mobility patterns than we knew. We found it interesting that the patterns seem to be influenced by the external impact such as the nation or the closely related associations and also by the internal impact like the organization culture. We also found a case that maintains and improves the staff motivation through both the external and the internal originated parameters. While the external originated factors come from the requirements or the qualifications for each professional position, the internal one results from the individual engagement to participate in the career development programs provided by the university or associations.

Table 2: Information on the survey theme

Sweden

Institution Survey Contents	Uppsala University	KTH Royal Institute of Technology	SUHF
Practices of the staff mobility	<ul style="list-style-type: none"> Respect individuals when transferring to another organization Change positions with achievement, rather than staying at the same position for the long period 	<ul style="list-style-type: none"> Positive for exchange programs and career development programs Highly evaluate the experience of the other organization(s) or international career 	<ul style="list-style-type: none"> Provide opportunities to work together with other university staffs Carry out workshops and programs at the tourist city or in another country.
Staff employment	<ul style="list-style-type: none"> All positions open for everyone Positively support the staff career development 	<ul style="list-style-type: none"> All positions open for everyone Positively support the staff career development 	<ul style="list-style-type: none"> Few administrative staffs Belong to also the university
Cultural background	<ul style="list-style-type: none"> Mainly nationally established Transfer or change jobs based on the self-management Social mobility rate: 5.30 [Note] 0.56 in Japan Tend to work professionally as a specialist 		
Notable information	<ul style="list-style-type: none"> Participate in the MIRAI project 	<ul style="list-style-type: none"> Send students to the developing countries with scholarships Effectively reflect the fieldwork on the education 	<ul style="list-style-type: none"> Bridge between the government and the universities Provide programs contributing to each member university

UK

Institution Survey contents	University of Manchester	AUA	AHUA
Practices of the staff mobility	<ul style="list-style-type: none"> Not much programs to practice outside of the university 	<ul style="list-style-type: none"> Support/Encourage human resource exchanges within the agreed universities Administrative staff transfer to another university in the specific area *Both not conducted by AUA 	<ul style="list-style-type: none"> Support the 18-month program to experience two universities
Staff employment	<ul style="list-style-type: none"> Positively employ staffs from outside of the university Use the inner human resources for the career development programs 	<ul style="list-style-type: none"> Transferred from the membership university 	<ul style="list-style-type: none"> Transferred from the membership university
Cultural background	<ul style="list-style-type: none"> Not much positive for the mobility, especially for the outside of the country Respect the autonomy of each university Social mobility rate: 3.08 [Note] 0.56 in Japan The Brexit will be occurred at the end of March, 2019 		
Notable information	<ul style="list-style-type: none"> Russell Group member 	<ul style="list-style-type: none"> Provide some programs for free Seeking globally to build the new professional network 	<ul style="list-style-type: none"> Provide opportunities for the individual career development and for the network building

*Prior to the visit, we sent the survey sheet to all institutions. The sheet is attached as appendix.

5.2 Summary on the library research

We went to the libraries in every university we visited: Uppsala University shew the library management on the rare collection and the traditional building; KTH demonstrated the unique design and the environment suitable for the student learning; and the University of Manchester explained the 24-hour learning commons and the various academic support in the library. It was great opportunity for each of us to see those advanced practices that we cannot find in Japan.

Table 3: Library Information as of November 2018

Library information

Library Survey Contents	Uppsala University	KTH Royal Institute of Technology	University of Manchester
Year of establishment	1620	1825	1824
Collections			
Printed books	5,014,000	about 800,000	about 4,000,000
Digital books	557,428	about 300,000	about 500,000
Digital journals	30,020	about 11,000	about 41,000
Databases	331	119	hundreds
Open hours of main library (regular period)	Mon. - Fri.: 9.00 – 18.00	Mon. - Thu: 8.00 – 21.00 Fri.: 8.00 – 19.00 Sat.: 10.00 – 16.00	Mon. - Sun.: 8.00 – 24.00
Number of libraries	Main and other 12 libraries	Main and other 2 libraries	Main and other 10 libraries
Number of staffs	about 200	about 45	about 300
Services	<ul style="list-style-type: none"> · Reference · Information literacy programs · PC skill programs · Guidance for the rare collections · Workshops for the design thinking, the digital tool, etc. 	<ul style="list-style-type: none"> · Reference · Exhibition of the World Water Environment, daily energy, etc. · Lunch Science Lecture · Support for the various project · Support for the thesis 	<ul style="list-style-type: none"> · Reference · Guidance for the copyright · Workshops for the learning development, information literacy, research support, etc. · Online support
Notable information	<ul style="list-style-type: none"> · Consist of 40 professional divisions · Hold events for the local people 	<ul style="list-style-type: none"> · Central organization of the university for study and research 	<ul style="list-style-type: none"> · One of the five national research libraries · Awarded for it high quality service

5.3 Obtained knowledge and experience

The study visit in Europe gave us much useful information that could not be got within Japan. As well as the discussion with the staffs we met, the place, environment and the individual staff's background enabled us to see the non-verbal indirect information. Among a lot of information we got there, we'd like to deliver the impressive points from the aspect of the university administrative staffs and of the university. Moreover, we report the possible JUAM activities referred to the other associations and the suggestions on the further relationship with the other foreign associations.

5.3.1 Impressive points from the aspect of the university administrative staffs

All universities we visited promote the internationalization in their own way. Their goals are not just increasing the number of incoming students, but they aim to take best advantage on both incoming and outgoing students. It's surely important for the Japanese university administrative staffs to acquire higher foreign language skills and to build more effective collaborative relation rather than only to communicate with others so that we could assist the globalization of the university. The internationalization could be great opportunity in terms of not only communicating with foreigners, but also establishing reliable and productive partnerships.

5.3.2 Impressive points from the aspect of the university

The universities we visited target their market for the international student recruitment or the partnership all over the world. As the human mobility and the information rapidly proceed world-wide, it's sure that universities are required to seize the world trend of the education and the research despite their geographical locations. Those universities aimed to contribute for the social development through providing good educational and research opportunity for the faculty members and the students. This situation is just same for the Japanese universities which seek their roles in the society and how to return their success to the society.

They also positively try to foster the next generation administrators so that their university management will continue for the long term. It's not easy to define the essential components for the administrative staffs' career development because the society, the social or the organizational culture might influence the way. However, the visited universities set the long term strategy and deal with the career development of the administrators not only by themselves, but also in strong collaboration with the external associations like the SUHF, the AUA or the AHUA.

5.3.3 Possible JUAM activities referred to the other associations

In JUAM, each research or regional group plans and manages the seminars/workshops, and the individual member can choose and participate in the interested one(s) that deal with the actual problems he/she faces. As we found that the three universities we visited in two countries provide programs to develop staff's skills and the capability of the staffs, the JUAM programs are meaningful and seem common in Europe. However, in addition to the programs that the individuals can join, it would be also necessary to offer programs which systematically cover wider range of the higher education and support the development of each university through answering its demand.

5.3.4 Suggestions on the further relationship with the other foreign associations

The three associations we interviewed during this study visit give the practical and high-quality programs for the staff career development. It's surely effective for the JUAM to continue the productive relationships as follows.

5.3.4.1 With the SUHF

- To send the JUAM member(s) to the SUHF annual conference or program, and develop their career. (The Swedish or English language ability required.)
- To collaborate in the program management. Especially, the SUHF's view for the training of female leaders and the mixture of the academic and administrative staffs should be transferred in Japan.
- To connect the member staffs or universities of each association and to share the information.

5.3.4.2 With the AHUA

- To send the JUAM member(s) to the AHUA programs, and develop their career. (The English language ability required.)
- To collaborate in the program management. Especially, the AHUA way for the training of senior managers in diverse fields would be useful in Japan as well.
- To connect the member staffs or universities of each association and to share the information.

5.3.4.3 With the AUA

- To send the JUAM member(s) to the AUA programs, and develop their career. (The English language ability required.)

- To collaborate in the program management.
- To connect the member staffs or universities of each association and to share the information

Based on the suggestions above, we would like to propose the following two actions that could deepen the JUAM internationalization through the collaboration with the foreign associations.

5.4.1 To launch the research group for the relationship with the foreign university staff association

Under the JUAM International Committee, this new group continuously seeks the best way to collaborate with the foreign associations. The group will be established as one of the research group and the group members will be called and selected across the association. The past career of the members doesn't necessarily include the international experience. The group aims to contribute for the internationalization of the university administrative staffs through the following example activities: researching the practical activities of the foreign associations; comparing the programs; conducting the survey on the JUAM members demand for the internationalization; and setting the practical strategy for building the relationship, internationalizing the members by the research and the report. This group especially focuses on enhancing the international mindset of the members gained through the team work rather than the career in the international division or the language ability.

5.4.2 Delegation to the foreign associations

It's effective to send continuously the JUAM members to the foreign association. In this study tour, we contacted directly the universities and the associations where we didn't have any relationship before. In spite of that situation, all universities and associations were so kind to receive us and we obtained much more information than we had expected. It was sure that some of them accepted our delegation because we contacted with the name of the JUAM which consists of the administrative staffs and which had them feel sympathy.

It was first time for most of the group members to contact the foreign institutions because they didn't work in the international divisions before. Their experience to contact the foreign staffs, to make the survey and to conduct interviews in English definitely made them confident, even though it depends on the individual capability to see the situation objectively. The experience we successfully had in this study group let us feel more confident and decrease the hurdle against the English language or the foreign communication. Based on what we obtained through this project, we believe that the opportunity to equip the necessary skills or to cultivate the

international mindset should be systematically launched and researched so that the current university administrative staffs could play more significant role in the higher education internationalization. This kind of program will create good environment where the members can analyze and share the information or experience they get through team working and the network with the other members.

The project contents would be planned by the new research group we suggest in this report in the collaboration with the JUAM and its International Committee. The project members will be in charge of discussing and deciding the details such as the destination or the theme, and also of contacting the institutions they wish to visit. This project will be announced and the members will be recruited every two or three years. It's desirable that the JUAM provide the financial support. Based on what we got through our project, we are sure that this future project will contribute for the further development of the JUAM as well as the internationalization of the members.