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< Report >

## Researcher Mobility in Japan and United Kingdom

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### 日英における研究者流動性調査

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**Japanese Abstract :** CGEI アニュアルレポート 2011 では、英国と日本に焦点をあてた、研究者の流動性の傾向に関して、英国ブルネル大学の Senthila Quirke 博士との共同研究に関する短い報告を行った。我々はウェブベースの調査を実施しており、調査結果は 2012 年 12 月の国際会議 (Society for Research into Higher Education, SRHE Annual conference) にて発表を行った。

英国と日本に関するデータを用いた最初の調査結果によって、類似した学問領域にて、キャリアグラフの早い段階で、高いモビリティスコアが達成されたことが示された。顕著な流動性の相違は、日本のデータではアカデミアと産業界の流動性が支配的であることである。

日本語訳：崔 舜星 (大学院教育イニシアティブセンター 特任助教)

**Abstract :** In the CGEI Annual Report, 2011, we briefly reported on collaboration work with Dr. Senthila Quirke (of Brunel University, UK) on trends in researcher mobility focusing on United Kingdom and Japan. We have now conducted a web-based survey and the findings were presented at an international conference in Dec, 2012 (Society for Research into Higher Education, SRHE Annual conference).

Initial findings show a range of mobility scores within comparable academic fields, with higher scores attained towards the early phases of the career graph. Of notable difference is that mobility between academia and industry is predominant in the Japanese data.

[Key Words: Researcher mobility, internationalization, CV analysis, STEM, Head of Research Group (HoRG)]


#### 1 Introduction


With internalization of education, there is an increased realization that both students and members of faculty have to have the ability to work out-with their 'natural' environments, and adapt to working in a flattened world [1]. This requires changes in restrictions/barriers to


mobility. Programs such as the European Action Scheme for the Mobility of University Students (ERASMUS), ERASMUS Mundus and University Mobility in the Asia and the Pacific (UMAP) aim to improve mobility [2]. The effectiveness of such programs and other similar efforts are themselves a subject of intense interest. The last decade or so has seen a huge movement towards understanding the impact of the mobility programs in higher education [3,4].


Our research focuses on capturing trends in researcher mobility through analysis of publicly available curriculum vitae of senior academics in STEM. We have chosen to look at two specific countries, Japan and United Kingdom, to start with. These two countries have rich and strong higher education systems. They also are very different in many ways, besides geographic locations. Our aim was to reveal any similarities and differences in mobility trends that may exist and how these may relate due to intrinsic cultural differences and/or differences in responses to internationalization of education. Curriculum vitae of current Heads of research groups (HoRGs) are studied to establish mobility patterns from their first postgraduate qualification through to their current academic positions. So far we have limited our subjects to those who have been HoRGs for a period between 5 and 20 years. Their mobility is given a score that describes their movement geographically. We also input parameters that describe the achievements and academic status of the individuals. In the later stages of this research, we aim to compare the “mobility score” the individual attained as a result of their geographic mobility to academic ‘achievements’.

### Aims of the study

 Obtain information on the career trajectories of current STEM Heads of Research Groups (HoRG).

 Categorise the information and draw out pertinent factors to reveal the trends that exist in relation to academic mobility.

 Identify common parameters that characterise academic profiles of the HoRGs.

 Compare and contrast the parameters in relation to the mobility and career trajectory.















### 2. Methodology, approach and sample

Curriculum vitae of current Heads of research groups (HoRGs) in the STEM subject areas will be

studied to establish mobility patterns from their first postgraduate qualification to their current academic position. The study is limited to HoRGs who have been in their current role over a period of 2 years to 20 years. Their mobility will be given a score that describes their movement geographically. Heads of research groups based in UK and in Japan will be studied separately to understand the similarities and differences in the two culturally, politically and geographically different countries. In the initial phase of this research, we aim to interpret the trends in conjunction with the intrinsic cultural differences of the two countries and their responses to internationalization. In the later stages of this research, parameters that characterize and quantify the achievements and academic status of the individuals will be compared with the “mobility score” the individual attained as a result of their geographic mobility.

### Scoring Mobility: The Criteria

 5	Person moves a different continent (outside Europe).	Person moves to a different country.	 5
 4	Person moves a different country within Europe.	No score of 4 for the Japanese data.	 4
 3	Person moves to a different region of the UK.	Person moves to a different major island in Japan.	 3
 2	Person moves within the same region of the UK.	Person moves to a different sub-region.	 2
 1	No prefectures; only boroughs. NO score of 1 for the UK data.	Person moves to a different university but within the same prefecture.	 1
 0	No mobility. Person stays in same institute or work place.		 0

#### 4. Results and Discussion

Initial findings in data from UK and Japan show a range of mobility scores within comparable academic fields, with higher scores attained towards the early phases of the career graph. Of notable difference is that mobility between academia and industry is predominant in the Japanese data.

The main challenges incurred during the study:

- Due to the non-intrusive data collection method we used,
  - some of the data may have been incomplete
  - we had problems finding CVs with ‘complete’ data
  - some of the new information may not have been uploaded on websites
- We had some problems finding CVs written in English in some Japanese institutions. The choice of the CVs we got, may have caused some bias.
- There is always a problem in assuring that the sample was adequately random

## II. 活動報告

The quantitative method we have developed could be easily applied to other countries. This is a notable contribution in its own right.

### **4 Concluding Remarks**

The research itself reveal the challenges incurred in undertaking such research in countries \_although similarly globally-driven\_ have their own strong historic foundations in education. In revealing researcher mobility trends in UK and Japan, the study will likely influence decision makers of the need to support internalization efforts even further.

### **5 References**

- [1] Freidman, T.L. (2005) *The World Is Flat: A Brief History of the Twenty-first Century*. Farrar, Straus and Giroux, NY.
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- [3] N.V. Varghese, (2008) *Globalization of higher education and cross-border student mobility*
- [4] Allan M Findlay, Russell King, Fiona M Smith, Alistair Geddes and Ronald Skeldon, *World class? (2012) An investigation of globalisation, difference and international student mobility* *Trans Inst Br Geogr NS 37 118–131*.

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