

The 5th University Administrators Workshop



The Role of International Officers in Globalized Higher Education

**January 27-28, 2010 Kyoto
Kyoto University**

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January 27 - 28, 2010
Kyoto

Kyoto University

Preface

On January 27 and 28, 2010, the “5th University Administrators Workshop: The Role of International Officers in Globalized Higher Education” was held in Kyoto. The workshop was built upon the discussions of the previous four workshops, which were held in Kyoto during the winters of 2006 to 2009. The purpose of these workshops were to enhance the quality of international activities at leading Asian universities through an exchange of information and opinions by administrative staff members in charge of international affairs and student exchange.

We invited members of the Association of East Asian Research Universities (AEARU), Asian members of the Association of Pacific Rim Universities (APRU), and partner universities in Asia with which Kyoto University has concluded academic exchange agreements. We also invited representatives from Japanese universities which have been selected for the Ministry of Education, Culture, Sports, Science and Technology (MEXT) “Strategic Fund for Establishing International Headquarters in Universities” Program. In addition to a guest speaker, who hailed from the University of Hawai’i at Manoa, seventy-one representatives from twenty-four universities, including Kyoto University, participated in the workshop.

During the workshop, two presentation and discussion sessions were held on the following themes: “Challenges for International Circulation of Students” and the “International Networking of Administration Officers”. All participants actively contributed to the workshop by making presentations in one of the sessions and/or by chairing a session.

This booklet contains all of the abstracts and slides from the presentations this year, as well as the workshop schedule and list of participants.

The workshop convened supported by MEXT’s Strategic Fund for Establishing International Headquarters in Universities. The entire content of this booklet is also posted on the website of Kyoto University’s Organization for the Promotion of International Relations (OPIR). (<http://www.opir.kyoto-u.ac.jp/e/workshop/workshop4.html>)

This 5th University Administrators Workshop was the last one of its kind to be held in the style of a workshop. Kyoto University would like to thank all of the participants, whose contributions made this and the past four workshops a success. It is our hope that this booklet will be of value to all universities aiming to further internationalize their research and education activities.

Participating Universities

Chulalongkorn University

Fudan University

Hong Kong University of Science and Technology (HKUST)

Korean Advanced Institute of Science and Technology (KAIST)

Kasetsart University

Korea University

Nanjing University

National University of Singapore

Peking University

Ritsumeikan University

Seoul National University

Taiwan University

Thammasat University

Tohoku University

Tokyo Institute of Technology

Tsing Hua University, Hsinchu

Tsinghua University, Beijing

University of the Philippines Diliman

Wuhan University

Yonsei University

Zhejiang University

Kyoto University

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5th University Administrators Workshop

The Role of International Officers in Globalized Higher Education

January 27 - 28, 2010

Kyoto University Clock Tower International Conference Hall

Kyoto, Japan

January 27, 2010 (Wednesday)

9:30 - 9:45	Welcome Address	(International Conference Hall II)
	Dr. Hiroshi Matsumoto (President, Kyoto University)	
9:45 - 10:25	Overview Speech	
	Global 30 : Integrating the Japanese University System to Global Higher Education	
	Prof. Junich Mori	
	(Vice-President for International Relations, Kyoto University)	
10:25 - 10:50	Guest Speech	
	Learning to Dance the Hula: Is this International Education?	
	Dr. Gay Satsuma (Center for Japanese studies, University of Hawai'i at Manoa)	
10:50 - 11:10	Coffee Break	(International Conference Hall III)
11:10 - 12:10	Session A- I	(International Conference Hall I)
	Challenges for the Global Circulation of Students	(3 Presentations)
	Moderator: Prof. Masayasu Aotani (Kyoto University)	
11:10 - 11:30	Rattachat Mongkolnavin (Chulalongkorn University)	
	Challenges for Students Mobility in ASIA: Chulalongkorn University's Perspective	
11:30 - 11:50	Hu Jie (Nanjing University)	
	Enhancing Nanjing University Undergraduate Students International Mobility	
11:50 - 12:10	Sunju Park (Seoul National University)	
	International Student Mobility	
12:10 - 13:20	Lunch	(International Conference Hall III)
13:20 - 15:00	Session A- II	(International Conference Hall I)
	Moderator: Mr. Takeshi Uemura (Kyoto University)	(5 presentations)
13:20 - 13:40	Gengo Goto (Ritsumeikan University)	
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13:40 - 14:00	Paul Forster (HKUST) Institutionalizing Internationalization
14:00 - 14:20	Pongthep Vorakitpokatorn (Thammasat University) The Future Success of the Student Exchange Program relies on working more actively with partner universities
14:20 - 14:40	Janet M. So (Yonsei University) Special tailored programs: an alternative to exchange program
14:40 - 15:00	Chen Duan (Wuhan University) Strengthening Global Collaboration for the Improvement of Student Exchange Programs

15:00 – 15:20 Photo Session

15:20 – 15:40 Coffee Break (International Conference Hall III)

15:40 - 17:00 Session A- III (International Conference Hall I)

	Moderator: Dr. Ruqing Zheng (Peking University)	(4 presentations)
15:40 - 16:00	Elizabeth L. Enriquez (University of the Philippines, Diliman)	
	Curricular and structural challenges to the global circulation of students	
16:00 - 16:20	Tsuguhiro Shimura (Tokyo Institute of Technology)	
	Challenges, countermeasures and findings on student exchange programs by Tokyo Tech	
16:20 - 16:40	Jongkeun Kim (Korea University)	
	The Internationalization of Korea University Strategies, Status, Challenges	
16:40 - 17:00	Anne Pakir (National University of Singapore)	
	The Role of NUS' International Relations Office in Globalizing Higher Education	

17:00 - 17:50 Discussion Session for Session A (International Conference Hall I)

Moderator : Prof. Kar Yan Tam (HKUST)

18:00 - 19:30 Dinner Reception (International Conference Hall III)

January 28, 2010 (Thursday)

9:10 - 10:30 Session B- I (International Conference Hall I)

	International Networking of International Administration Officers	(4 presentations)
	Moderator: Assoc. Prof. Shikiko Kawakami (Kyoto University)	
9:10 - 9:30	Tamami Kojima (Kyoto University)	
	The Potential of Administrators Networks	
9:30 - 9:50	LI Yun (Peking University)	
	Peking University's International Networking – Sustainable Development	

9:50 - 10:10	Wei-Chung, WANG (Tsing Hua University - Hsinchu) Current International Networking for International Administration Officers at National Tsing Hua University	
10:10 - 10:30	Yong Taek Im (KAIST) A Paradigm of Global Networking through International Presidential Forum	
10:30 – 10:40	Coffee Break	(International Conference Hall III)
10:40 - 11:00	Session B- II	(International Conference Hall I)
	Moderator : Prof. Elizabeth L. Enriquez (University of the Philippines, Diliman) (3 presentations)	
10:40 - 11:00	Wang, Hui (Tsinghua University - Beijing) International Administration Officers as International Exchange Factors	
11:00 - 11:20	Ma.Crisanta N. Flores (University of the Philippines, Diliman) International Networking strategies and Challenges for Administration Officers : The Philippine Experience	
11:20 - 11:40	Kentaro Ebihara (Tokyo Institute of Technology) Use of International Networking at International Office	
11:40 - 12:30	Discussion Session for Session B	(International Conference Hall I)
	Moderator : Prof. Junichi Mori (Kyoto University)	
12:30 - 12:40	Closing	(International Conference Hall I)
	Prof. Junichi Mori (Vice-President for International Relations, Kyoto University)	
12:40 - 13:20	Lunch	(International Conference Hall III)
13:30 - 17:00	Excursion (Optional) Sanjusangendo – Temple Kyoto Handicraft Center	

List of Participants

Institution	Name	Title
U of Hawai'i at Manoa	Dr. Gay Michiko Satsuma	Associate Director, Center for Japanese Studies
Chulalongkorn U	Assoc. Prof. Rattachat Mongkolnavin	Assistant for the President
Fudan U	Ms. Wang Ying	Deputy Director Undergraduate Academic Office
Fudan U	Mr. Bao Jun	Senior Exchange Officer Foreign Affairs Office
HKUST	Prof. Kar Yan TAM	Dean of Undergraduate Educate
HKUST	Prof. Paul FORSTER	Acting Director, Global Students and Programs Office
KAIST	Prof. Yong Taek IM	Dean of External Affairs
KAIST	Mr. Jungil Lee	International Programs Coordinator
Kasetsart U	Mr. Somsakdi Tabtimthong	Director of International Affairs Division
Korea U	Prof. Heung Suk CHOI	Vice President for International Affairs
Korea U	Mr. Jongkeun KIM	Exchange Programs Manager
Nanjing U	Ms. Hu Jie	Program Officer, Office of International Cooperation and Exchange
National U of Singapore	Assoc. Prof. Anne Pakir	Director, International Relations Office
National U of Singapore	Ms. Bridget Tee	Associate Director, International Relations Office
National U of Singapore	Ms. Valerie Wan	Senior Executive, International Relations Office
Peking U	Dr. ZHENG Ruqing	Deputy Director, Office of International Relations
Peking U	Ms. LI Yun	Program Officer, Office of International Relations
Ritsumeikan U	Mr. Gengo GOTO	Administrative staff, Office of International Planning and Development
Ritsumeikan U	Mr. Makoto Max SAGANE	Managing Director, Div. of International Affairs

Institution	Name	Title
Ritsumeikan U	Ms. Miki HORIE	Global Gateway Program coordinator, Associate Prof., Div. of International Affairs
Ritsumeikan U	Ms. Saori Hagai	Associate Professor, Division of International Affairs
Ritsumeikan U	Mr. Matthew WORTLEY	Administrative staff, Office of International Planning and Development
Ritsumeikan U	Ms. Aki HAMA	Administrative staff, Office of International Planning and Development
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Taiwan U	Ms. Kelly Chang	Regional Program Manager, Office of International Affairs
Taiwan U	Ms. Patricia Yang	Student Exchange Programs Manager, Office of International Affairs
Thammasat U	Dr. Pongthep Vorakitpokatorn	Director, Office of International Affairs
Tohoku U	Mr. Hiroyuki SHIMA	Staff, Student Exchange Division
Tokyo Tech	Mr. Tsuguhiro SHIMURA	International Cooperation Coordinator (International Office)
Tokyo Tech	Mr. Kentaro EBIHARA	Staff (General Affairs G., International Cooperation Div., International Affairs Dept.)
Tokyo Tech	Ms. Tomomi NARITA	Staff (General Affairs G., International Cooperation Div., International Affairs Dept.)
Tsing Hua U - Hsinchu	Mr. Wei-Chung WANG	Dean, Office of International Affairs
Tsing Hua U - Hsinchu	Ms. Hsiao-Chi WU	Secretary, Office of International Affairs
Tsing Hua U - Hsinchu	Ms. Ching-Ju TAI	Program Manager, Office of International Affairs
Tsinghua U - Beijing	Mr. Wang, Hui	Chief of the Adm. Div., Office of International Cooperation and Exchange
U of the Philippines, Diliman	Prof. Elizabeth L. Enriquez	Vice Chancellor for Student Affairs

Institution	Name	Title
U of the Philippines, Diliman	Prof. Ma.Crisanta N. Flores	Director, Office of Extension, Office of the Vice-Chancellor for Academic Affairs
Wuhan U	Ms. CHEN Duan	Director of Study Abroad, International Office
Wuhan U	Ms. FANG Xianyan	Director of International Service Center, International Office
Yonsei U	Ms. Janet SO	Study Abroad Coordinator
Yonsei U	Mr. Bruce K. Lee	Chief, International Relations Team
Zhejiang U	Prof. FAN Jieping	Assistant President, Director of International Relations
Zhejiang U	Mr. HU Zhengming	Deputy Head, office of European-Asian Affairs
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Institution	Name	Title
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Kyoto U	Ms. Mami HAMADA	Staff, General Affairs Section, Center for Southeast Asian Studies
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Kyoto U	Mr. Takayuki ISHIKAWA	Administrative Staff, Graduate School of Agriculture
Kyoto U	Mr. Daisuke YAMADA	Administrative Staff, Graduate School of Agriculture
Kyoto U	Mr. Naoki MORI	Chief in charge of Safety and Health, Environmental management, Faculty of Science
Kyoto U	Mr. Takeshi UEMURA	Group Leader, Student Affairs Division
Kyoto U	Ms. Fumiyo SAKODA	Staff, International Affairs Division
Kyoto U	Ms. Miko Frances HAYASHI	Staff, International Affairs Division
Kyoto U	Ms. Tamami KOJIMA	Staff, International Affairs Division

Overview Speech and Guest Speech

January 2010

Global 30: Integrating the University System to Global Higher Education

Junichi Mori
Vice President for International Relations
Kyoto University

Internationalization of Higher Education

It is my honor to have an opportunity to talk to you today about the current situation regarding the internationalization of Japanese universities.

The internationalization of higher education is a phenomenon which we can observe all over the world. Both research and education are becoming increasingly internationalized. An increasing number of research activities are being undertaken as collaborative ventures between universities in different countries.

With regards to education, an increasing number of students are going overseas to study in another country or region. At the moment, the most obvious example of the great mobility of students is the Erasmus Plan of the EU, and in the United States, the Senator Paul Simon Study Abroad Foundation Act – a plan to send one million university students per year to various locations around the world during their junior years – is being proposed in the Senate. In Asia, an increasing number of student exchange programs are being implemented with European, American and other Asian universities. No university can ignore this strong trend if it intends to pursue excellence in higher education.

Global 30

In order to enhance the international competitiveness of Japanese universities, in July 2008, the Japanese government publicized a new initiative to increase the number of international students studying in Japan. The project was named the Global 30 Project for Establishing Core Universities for Internationalization, or Global 30 (G30) for short. The project aims to increase the number of international students in Japan from 120,000 to 300,000 by 2020. Implementation of the project began in April 2009, and 13 Japanese universities – including Kyoto University – were designated as its frontrunners. The selected universities comprise seven national universities and six private universities. Each of the universities is committed to increasing their number of international students to almost three times the current number.

At the time of the project's launch, the Japanese government pledged to provide 4.1 billion yen (45 million dollars) a year in funding. In reality, however, although the former government provided 4.1 billion yen for the first year, the recently elected government has decided to decrease the annual budget to 3.1 billion yen (34 million dollars). This means that those 13 universities will have to partially provide their own funds from next year. Despite the cut in funding, however, the universities are committed to continuing the project.

Even though the budget will be cut in the next fiscal year, I am personally quite sure that there is no other way for Japanese universities to continue their efforts to internationalize. There are two major reasons for this. The first reason is that the demographic situation of Japan requires us to recruit more young talent from overseas. The second reason is that the Japanese economy is highly integrated into the global economy, and we need international talent if we want to maintain our position as one of the world's major industrial countries. Japanese universities need to educate international talent for the benefit of our society.

Preparation of Universities

Last year, the thirteen selected universities each submitted their plans for the next five years, and the plans were accepted by the government. Their proposals are all rather similar because they follow the guidelines set by the government, although there are some variations which reflect the history of individual universities. In order to realize their commitments the universities need to profoundly change of their approach to university management, and adjustments are necessary in various aspects of the universities' administration.

The adjustments required include hiring international staff, recruiting international students, changing internal administrative procedures, and translating administrative documents. Implementing these changes will pose challenges for university staff. To give a concrete example, I will try to describe the changes that we are facing at Kyoto University.

Creating Courses Provided Entirely in English

Offering more courses in which students can obtain degrees in English is the main commitment of the G30 universities. The universities are obliged to offer undergraduate and graduate courses which are taught and supervised entirely in English. Kyoto University's range of English-taught courses, which we collectively call K. U. PROFILE (Kyoto University Programs for Future

International Leaders), comprises one undergraduate course and eleven graduate courses.

Organizing graduate courses is easier than organizing undergraduate courses. In fact, many graduate courses in Japan already include a large number of lectures given in English. Despite this, however, Japanese universities have little experience of offering undergraduate courses in English. Another reason for the difficulty is that it is necessary to offer a wider variety of classes in an undergraduate course than in a graduate course. Some of the all-English courses will start in April 2010, but most will begin in September 2010, and April and September 2011.

In order to offer these courses, Japanese universities are having to make many changes to their system.

Hiring International Faculty Members

The hiring of international faculty is essential for providing the internationalized education required by the G30 Project.

Hiring international staff is not an entirely new concept in Japanese universities, however, in the past, most international scholars hired by universities have been foreign language teachers, and the numbers of international faculty have also been rather limited. The ratio of international faculty in Japanese universities has generally been low.

For the G30 Project, each university is hiring many international scholars, and they may not be proficient in the Japanese language. In order to hire high quality international scholars, there are several factors which must be considered. For example, living conditions are very important, especially when the scholars are coming to Japan with their families. The provision of relevant information in English is also important.

Providing English Translations of Documents

The preparation of English translations of many documents is also an urgent concern for the G30 universities. Japanese universities generally operate in the Japanese language. In the past, the Japanese economy was strong, and even large corporations mainly hired Japanese graduates. In such an environment there was no strong incentive for Japanese universities to educate students in English. But now, the 13 G30 universities are starting to provide English syllabi for new courses. In the past, Japanese was not only the normal language for education, but it was also the language for administration. There are many documents, therefore, which are important for the daily lives of international staff which are currently only available in Japanese. In order to establish an

international environment, it is vital to translate relevant documents into English. Documents such as the declaration form for tax and the description of employment conditions, to give a couple of examples.

Therefore, the G30 universities need administrative officers who have a high level of proficiency in English. It is also important for administrators to have cross cultural knowledge. Accordingly, the universities have started to hire administrators with English proficiency. At the same time, the universities are also offering English training courses to their administrators.

Recruiting International Students

Recruiting international students is the most important and difficult part of the G30 Project. Up until now the recruiting systems of Japanese universities have been geared towards recruiting domestic students. Japan's national universities have a uniform selection process in which applicants for undergraduate courses take an entrance examination on campus in February or March every year. However, the system is becoming obsolete in the international environment. The G30 universities will begin holding entrance examinations outside of Japan using IT technology. Such new approaches to student recruitment will have to be further explored in the future.

Last year and this year Kyoto University conducted market research on higher education in Asia. We sent recruitment staff to China, Indonesia, Thailand, Vietnam and other Asian countries to see whether they could recruit students from those countries. The market research found that a more targeted approach to recruitment is important.

Publications in English

In the past, most Japanese universities didn't pay attention to public relations in an international context. Public relations is also important to attract quality international students and researchers. The G30 universities have begun making efforts to improve their international PR. There are two aspects to effective international PR: the first is the production of PR materials and the second is the maintenance of an effective website. Using IT technology effectively is very important in this respect. At Kyoto University we are developing video courses, known as Open Course Ware (OCW). OCW is becoming an increasingly efficient tool for universities.

The Kyoto University OCW website is the most frequently visited OCW site in Japan. However, the amount of English content has been limited until now. Dr. Naoko Tosa, the supervisor of the OCW project at Kyoto University, added a K. U. PROFILE section to the OCW website. The number of English-taught

lectures is still limited at present, but we plan to expand the available material in the future.

Enhancing Exchange Programs

G30 is intended to benefit not only degree seeking students, but also short-term exchange students. G30 encourages universities to accept short-term exchange students from overseas by permitting them to include such students in their statistics as international students. Summer programs were not commonly run by Japanese universities, but now they have strong incentive to take them into consideration. In order to operate successful summer programs, the Japanese universities still have obstacles to overcome, namely, the difference in term times among different countries, the provision of appropriate housing, and securing administrative and educational staff to run the programs. In addition to short-term exchange programs, more substantial programs, such as dual degree programs will also be introduced by Japanese universities.

More cooperation will be necessary among universities in order to develop advanced distance learning programs. Many universities are already holding joint courses with other international universities. Kyoto University is holding such a course jointly with Tsinghua University in Beijing and the University of Malaya, and also with National Taiwan University.

Impacts on Universities

The G30 projects are university-wide projects lead by top university management. The projects involve many different functions of the universities. Not only the relevant scholars, but also faculty and staff in other areas, such as education, research, human resource management, finance, and IT will be involved in this process.

Role of the International Office

In each of the G30 universities, the international office plays the role of the agent for change. The question is why an international office can, and should, become the center of change in a university. Universities are constantly under pressure nowadays to compete for students, researchers and funds. International competition for these resources is getting serious. The international office is a window through which universities can participate in such international competition. The international office has the ability to initiate change, because it has the best understanding of the changing international environment. It therefore has a role to play in staff development.

For this reason, international offices will become increasingly important. At the same time, it will be necessary for international office staff to have a more thorough understanding of the entire organization of a university, and more skills in order to deal with a wider variety of situations.

Challenges for University Administrators

As I have explained, G30 offers good, positive, challenges for university administrators. However, this is just one example of the efforts being made to revitalize universities in this globalized world. All universities, not only in Japan, but also in other countries, are under the same pressure due to globalization.

The challenges posed by globalization require us to review our traditional ways of doing business. Until now, Japanese universities have been insulated from international competition as far as student recruitment is concerned, but we now have to adjust our ideas so that our institutions are no longer isolated from the globalized higher education system. It is often the case that when you have a good international reputation, your domestic reputation also improves. However, the inverse may also be true: a poor international reputation may lead to a lower reputation within one's own country.

Recently, many tourist areas in Japan are seeking recognition as UNESCO World Cultural Heritage sites. When they are recognized internationally, they also attract more domestic tourists. The same thing may happen in higher education. International reputation may lead to a higher evaluation within one's own country. In order to create excellent programs it is also necessary to work effectively with partner universities.

Sessions of the UAW

Today, university administrators from many leading Asian universities have gathered together, providing an excellent opportunity to find ways to meet the challenges I have discussed.

In this workshop, we plan to have two sections. In the first section we will deal with the always-relevant question of how to enhance student exchange programs, and we have the most qualified experts here to talk about it. The second section will focus on deepening the relationships among university administrators of different universities. We need to have better communication skills and, if possible, advanced IT skills.

Finally, I have to convey one important message. This UAW meeting is the fifth UAW at Kyoto University. These workshops have been financed by the Ministry of Education budget for the last five years. The budget for the

promotion of university international strategy will run out this fiscal year. Therefore, this will be the last UAW. Due to the severe budget constraints of the next fiscal year, it will be very difficult for Kyoto University to support this workshop financially.

I have attended all of the UAW meetings, and I have enjoyed them and learned a great deal. During the course of this workshop, I would like to talk to you about whether there is some way we can continue to hold this meeting at another venue in Asia.

It is my sincere hope that many innovative ideas will be developed through the discussions and presentations of this workshop. Thank you for your attention.

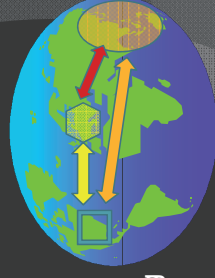
End

Kyoto University
Junichi Mori
Vice President for International Relation

GLOBAL 30 INTEGRATING THE JAPANESE UNIVERSITY SYSTEM TO GLOBAL HIGHER EDUCATION

Internationalization of higher education

- Internationalization of Higher Education is occurring around the world
 - More research collaboration
 - Increased mobility of students
 - Erasmus Mundus
 - Developments in the U.S.
- We cannot resist this strong trend



Global 30

- The Japanese government's policy to internationalize Japanese higher education
 - Aims to increase the number of international students from 120,000 to 300,000
 - Appointed 13 universities (7 national and 6 private universities) as pilot universities
 - Project began in July 2009
 - Forty one million dollars annual budget will be cut to thirty million dollars. However, the project will continue



Preparation by universities

- Profound change of ideas
 - Hiring international staff
 - Recruiting international students
 - Translation of administrative documents
 - Faculty development for English lectures
- These changes pose challenges for university staff
- Traditional ideas need adjusted



Offering courses in English

- Universities will offer
 - Undergraduate courses
 - Graduate Courses
- All courses will be given in entirely English
- Admission procedures will be undertaken in English
- Most courses will start in 2010 and 2011

Preparing business documents in English

- The university must provide adequate services to attract international faculty members
- English translation of documents is very important for this purpose
- Examples:
 - Tax Return forms
 - Details of employment conditions
- Hiring staff who have good English proficiency



Hiring international faculty

- Ratio of international faculty
 - Currently low ratio of international staff
- | Kyoto University International Staff ratio | Current Ratio | Target Ratio 2013 | Target Ratio 2021 |
|--|---------------|-------------------|-------------------|
| | 5% | 6.9% | 10% |
- Living conditions of faculty members
 - Information
 - Employment agreements etc.



Recruiting international students

- Recruiting international students is the most difficult and challenging part of G30
 - Research survey of high school students
 - Very targeted recruiting is necessary
- The current entrance examination system is becoming obsolete
- Recruitment from outside Japan
- Interview through video conferencing system

Kyoto University International Student ratio	Current Ratio	Target Ratio 2013	Target Ratio 2021
	5.9%	9.3%	14.1%



Publications

- Improving advertising
 - Websites in English
 - OCW (Open Course Ware)
- Cooperation to produce a universal recruitment brochure by frontrunner universities



Enhancing exchange programs

- Short-term exchange students
- Short-term programs
 - Summer School
 - Language Courses

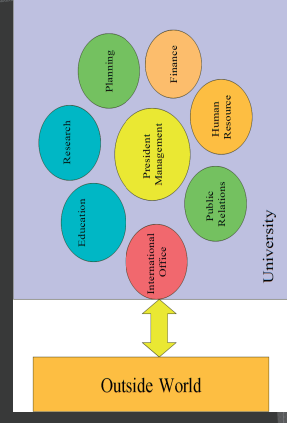


What kind of changes are occurring?

- G30 projects are university-wide projects lead by top university management
- The projects involve many different functions of universities
- Not only faculty members, but also other areas are involved
 - Education and research
 - Personnel
 - Finance
 - Information services
- G30 has university-wide impacts

Role of the International Office

- Role as agent for change
- Staff development
- Increasing importance



Challenges for university administrators

- To review their traditional ways of doing their business
- No longer isolated from the globalized higher education system
- Must work effectively with partner universities
- Communication skills and application of IT technology

Expectations for the UAW 2010

- This is the final UAW meeting supported by the Ministry of Education (MEXT) budget.
- Mutual understanding among universities
- Innovative ideas
- Improved communication among universities

Learning to Dance the Hula: Is this International Education?

Dr. Gay Satsuma, Associate Director
Center for Japanese Studies, University of Hawai'i at Mānoa (UHM)

Presentation for
The 5th University Administrators Workshop: The Role of International
Officers in Globalized Higher Education
(January 27 -28, 2010)

ABSTRACT
(revised, as of Feb. 22, 2010)

Internationalization has become an absolute priority for universities. This opinion and others like it have motivated universities worldwide to establish agreements with overseas institutes, encourage students and faculty to go abroad, and launch entire new programs. To compete for students, for dwindling resources, for government funding, we are all rushing to be “first” in the race to internationalize. In my presentation, I would like us to pause and consider what international education means for students, highlighting the experiences of one of our UH exchange students, and focusing on student learning outcomes. Then, I place these experiences within the context of UHM’s international initiatives, identifying successes along with challenges. Finally, I identify challenges and offer solutions based on conditions in American and Asian universities.

Learning to Dance the Hula: Is this International Education?

The 5th Administrators Workshop: The Role of International Officers in Globalized Higher Education, Jan. 27-28, 2010

Gay Satsuma, Associate Director, Center for Japanese Studies, UHM

I set two goals for this presentation: 1) To focus on the student in international education, looking at student learning outcomes; 2) To identify challenges and offer suggestions. Much of what I say will resonate through your own experiences and will be repeated in the other presentations at our workshop.

In recent years, we are under pressure to internationalize--to internationalize curriculum, to conclude student and faculty exchange agreements and MOUs, to send students overseas, and to recruit international students. Part of the pressure comes from the race to get grants. In Japan last year, universities competed for a grant called Global 30 which calls for universities to become the engines for social change, basically through the halls of higher education Japan's government aims to internationalize society. I congratulate colleagues at Kyoto University and Ritsumeikan University for being part of this select group of thirteen universities, who have answered their country's challenge and are busy meeting this challenge. In the U.S., too, there are substantial government grants. At the University of Hawai'i at Mānoa (UHM), we compete every four years for a grant called, National Resource Centers (NRCs); we currently have three NRCs in East Asia, Southeast Asia and Pacific Islands; and, we are preparing for another competition this spring. In this race for funding, we create outreach activities (i.e., conferences, workshops), new courses, and all sorts of projects in order to attract more students and obtain more grants for our universities. I would like us to pause and consider what international education means for students. By focusing on students, we may be able to do a better job in facilitating their international education and in the end reach more students.

Before I turn to student learning in international education, I want to introduce myself. I started working on student-exchange programs when I became the Associate Director at the Center for Japanese Studies over fourteen years ago. To be honest, I was never trained to be an administrator; at the time of my hiring, I was writing my dissertation on the Japanese woman writer, Sata Ineko, for a doctorate in Japanese history at UHM. A biography on a proletarian woman writer has nothing to do with many of the duties that I am responsible for as an administrator. Perhaps there are those of you who have similar experiences, although I was not trained and I was unprepared to coordinate our student-exchange program, that was one of my

main responsibilities at the Center. Without planning on it, the student-exchange program became the most rewarding aspect of my position, because I became directly involved in facilitating not only the global movement of students from one place to the next, but because I helped them to learn and grow as individuals. Our Center offers other opportunities in addition to student-exchanges, thus at times I worked with the same student for different programs.

Allow me to narrate the story of one of these students. Jaime participated in our student-exchange program with Sophia University (Tokyo) as an undergraduate student majoring in secondary education with a specialization in Japanese language; when she returned to UHM for a master's degree in Japanese language, she became the Resident Advisor for our new learning community, called the Japanese Language and Culture Floor, in one of the UHM dorms; last summer she worked as one of two interns at the Ehime Prefectural International Center on the island of Shikoku. Through each of the programs, she developed her Japanese language proficiency, and the last two challenged her leadership, coordination, and teaching skills in addition to providing her opportunities to practice what she had learned in the classroom.

At Ehime, Jaime and another UHM student worked for three months over the summer, giving lectures about Hawai'i in Japanese, visiting local schools, teaching at the annual summer English camp, and coordinating the annual Hawai'i Day where she taught community members about hula. She not only taught them the dance movements but also the words to a Hawaiian chant and lectured on the value system of the Hawaiian people. She tried to impart not only the art of a dance but the worldview that encircles the art. And, this is what I mean by international education. It goes beyond the rote movements or rote memorization, and brings to life the minds and heart of a people. Yes, learning to dance the hula in this particular situation is international education. I should also include when I advise exchange students from Japan, I encourage them to take the UHM course on hula/chant.

Moving from this individual example, I want to circle back to learning outcomes for students participating in international programs. What kinds of skills do we want our students to have by the end of the program? Foreign language proficiency is always high on the list, but what else? Some examples are inter-cultural understanding, knowledge of major political, historical, economic issues facing the target country, and an understanding of the interrelationship among countries in a regional context. That being said if we want our students to not only improve their foreign language abilities but also increase their cultural awareness, how do we do this in a program that has them sitting in a class with other students from the same country four hours/day, five days/week? Because we are in this race to get grants and develop new programs, I would like to encourage us to plan carefully what our goals are for students in the programs,

how will they attain these goals, and how these goals help them advance toward their academic degrees and career goals. We are not tour operators but educators. It is pointless to have a student-exchange agreement or an MOU with a university where students would not be able to fulfill their academic degree requirements or where students have no interest in going because it is too isolated. When I advise a student who comes to see me for an overseas study program in Japan, I ask them their level of Japanese, their major, where they would like to live, and what they hope to accomplish in Japan. With this information, I can help students to find the best fit, but that is not always the case. I have been working with one student who wants to do a semester in Korea and a semester in Japan on exchange; in Japan, she wants to take courses as a regular student but she has only passed level two on the Japanese Language Test, *nôryoku shiken*.

This brings me to another point—the necessity to develop different types of programs for students so that they can choose according to their language levels, majors, and interests, and so that they can develop their skills in stages (i.e. Jaime’s example). Many of you are already doing this, and several of you have worked with UHM already on programs, but bear with me as I highlight some of the programs on the UHM campus, focusing on East Asia (China, Japan, Korea).

One of the ways through which our students go overseas is the UHM Student-Exchange Program; we currently have eighteen partners in Japan, twelve partners in Korea, and four partners in China/Hong Kong. In this AY 09-10, UHM sends out twenty-nine to Japan, twenty to Korea, and seven to China/Hong Kong. Overall, more than seventy-five UHM students participate in exchanges, and we receive an equal number of exchange students at UHM.

Another path for students is the Study Abroad Program in which students study at overseas institutions and are often accompanied by UHM faculty resident advisers; the program grants UHM credits and can accommodate ten or more UHM students per site. It is not an exchange program, thus UHM does not accept students from overseas through this program. We have two Study Abroad sites in Japan and three sites in China. In the AY and summer of 08-09, UHM sent out ninety-five to Japan, twenty-four to China (two of the sites are not schools but are teaching practicums for architecture students). Annually, close to 500 students participate in study abroad. Surprisingly, the most popular geographic destination is Europe.

UHM has a Korean Language Flagship Center (KLFC) which receives funding from the U.S. government. UHM’s Department of East Asian Languages and Literatures and KLFC have developed bachelor’s and master’s degree programs in Korean for professionals, which requires one year at Korea University (Seoul). Annually, approximately ten undergraduates and ten graduates are studying at Korea University’s Korean Language and Culture Center.

The Shidler College of Business is recognized for international business, and it has multiple international programs. There is the Asian Field Study; in this program, students receive six credits of business courses, pre- and post- classes, and participate in a field trip to several countries in Asia (Korea or Japan, China, India or Malaysia, and Vietnam). Twenty MBA or BBA students participate annually over the summer. Shidler College also offers the Japan-focused MBA Program which requires a 3-month internship in Japan and the China International MBA Program which requires 9-months at Sun Yat-Sen University and 3 months internship in China.

As mentioned previously, the Center for Japanese Studies offers the Ehime Prefectural Internship Program; we also offer scholarships for graduate students, and we offer a scholarship for the Japan-America Student Conference, targeting the undergraduate student.

One of the enterprising programs that UHM has initiated is the Short-term in Hawai'i Program through the School of Pacific and Asian Studies. Students and faculty outside of UHM participate in custom-designed curriculum focusing on Hawaiian, Asian, and Pacific Studies for four to six weeks during the summer and winter intercessions.

In terms of students studying overseas, let us take UHM as an example. We have approximately 20,000 students (14,000 undergraduates and 6000 graduates). Roughly, 650 UHM students annually participate in an exchange, study abroad, or overseas experience through the University. We have just a little over 3% of the entire student body going overseas every year. Yet, UHM regularly teaches twenty-five languages, mostly Asian and Indo-Pacific, and has the capacity to teach fifty more according to demand. UHM has the largest Japanese program in the country; in the 07-08 year, there were 3144 students enrolled in Japanese (multiple sections in the lower levels). UHM has a multi-ethnic student body—Caucasian 26%, Japanese 17%, Hawaiian/Part-Hawaiian 10%, Filipino 8%, Chinese 7%, Pacific Islander 4%, Mixed 9%, and all others 19%. Although we have a diverse population and are teaching numerous languages, UHM is sending a modest number of students overseas.

[In Spring 2009, UHM welcomed approximately 1738 international students, of that number 1204 came from East Asia--462 from Japan, 220 from S. Korea, 158 from China, sixty-seven from Taiwan, and twenty-three from Hong Kong.]

On a national level, the IIE (Institute of International Education, a non-profit New York-based group that tracks international enrollments trends with U.S. State Department funding) reported that American college students studying overseas has increased by 8.5% and has increased four-fold in the past two decades. In the 2007-08 academic year, there were 262,416 Americans studying abroad. Destinations that experienced increased numbers of American

college students were: China, Ireland, Austria, India, Costa Rica, Japan, Argentina, and S. Africa. Europe remained the most popular destination grabbing the lion's share of 56%, Latin America 15%, and Asia 11%. While this year, 07-08, was before the economic recession, it still marks a heightened interest in overseas study across the board at universities in the U.S.¹ A milestone in the U.S. is the Senator Paul Simon Study Abroad Act which calls for 1 million undergraduate students to study overseas. The Act passed the House and has bi-partisan support in the Senate Foreign Relations Committee. According to the U.S. Census Bureau, in 2007 there were 17.6 million students enrolled in colleges and universities in the country. Even with the increased numbers going overseas, the statistics are not impressive with just 1.5% of college students studying overseas annually. At least UHM is double the national average.

What prevents us from expanding the global exchange of students are the heavy investment in manpower to develop and run the programs, difficulties with recruiting students, housing, and the cost if students normally live at home with families while attending college.

Here are my suggestions. When it comes to staffing our international education offices, we basically need to ask our governments and universities to provide more funds, if they prioritize internationalization, then we need more staff. Included in this issue is training staff. Workshops like this one are excellent for expanding administrators' purview. In fact, when I met with the UHM Study Abroad Director, Dr. Sarita Rai, she told me she is interested in organizing a workshop for Japanese university administrators who work on study abroad and exchanges. We should also send the administrators, who advise students, on site visits. As for recruitment, we must integrate international programs into the curriculum and we should encourage departments to make study abroad a requirement for graduation. Few degree programs do this, including the Asian Studies Program at UHM, where I teach. On housing, we do not have enough for our existing students let alone international students. When I asked the Dean of the School of Pacific and Asian Studies what are the challenges in international education, housing was the first word out of his mouth. At UHM, we do not have the capacity to offer dorm space to all exchange students. We resolved this situation temporarily by working with the YMCA Atherton which is across the street from the University, and the YMCA has been accommodating our exchange students. A home-stay program would be great to have but the manpower to review each and every home that we place a student prohibits this option. The cost to go on exchange or study abroad is often cited as the biggest stumbling block for students. Some government scholarships

¹ "Americans Study Abroad in Increasing Numbers" in *Open Doors 2009: U.S. Students Studying Abroad IIE Network* (Nov. 16, 2009), pp. 1-2, <http://opendoors.iienetwork.org/?p=150651> (accessed 1/23/10).

are available; in the new grant cycle for NRCs, undergraduate students will be eligible (\$10,000 for tuition and \$5,000 living stipend) for Foreign Language Area Studies scholarships which can be used at their home institutions or overseas, but the number is limited. In the U.S. when the economy soured, university students lost the Freeman-Asia awards. Money dried up. There is no way getting around the cost of higher education, and my response is to demonstrate to students the value of studying overseas—as far as job placement and life experiences.

In closing, I urge you to find paths for your students. Circling back to the title of this presentation, students taking a hula/chant class gain more than learning dance movements, they gain an understanding of Hawaiian culture, language, and art; they open up a new world for themselves, and that is what we hope and dream for our students.

Learning to Dance the Hula: Is this International Education?



Internationalization



- Funding, in part, drives internationalization
- U.S. Title VI, Higher Education Act, example, National Resource Centers
- Japan-Global 30

Focus on the Student

Program

- Student exchange for one year
- Resident Adviser position on J-Floor
- EPIC Summer Internship Program

Outcomes

- Foreign language proficiency, cultural understanding
- Leadership skills
- Coordination, teaching, office management skills in international setting

EPIC Summer Internship



- Giving presentations in Japanese on Hawaii
- Visiting local schools
- Teaching English at the annual English Camp
- Coordinating Hawaii Day

What do we want our students to learn?

- Foreign language
- Cultural understanding
- Knowledge of political, historical, economic issues facing target country
- Understanding of the global context



Highlights of UHM Programs (Multiple Opportunities)

- | | |
|--|---|
| Student Exchange | Study Abroad |
| • 18 partners in Japan | • Konan University |
| • 12 partners in Korea | • Obirin University |
| • 4 partners in China/Hong Kong | • Hainan University |
| | • Special architecture practicums |
| 56 students in 09-10 to EA, overall 75 | 119 students in 08-09 to EA, overall close to 500 |

UHM

- Korean Language Flagship Center
- Shidler College of Business-Asian Field Study
- Shidler College of Business, Japan-focused MBA and China International MBA Program
- EPIC Summer Internship
- Short-term in Hawaii
- CJS Scholarship for a UHM student to participate in the Japan-America Student Conference

How does UHM fare in sending students overseas?

- | | |
|--|--|
| Profile: | Students in overseas programs through UHM: |
| Population: 20,000 | Approx. 650 annually |
| Teaching of foreign languages: 25, with ability to teach 50 more | 3% of the total student population. |
| Largest JPN program in the U.S. | |
| Multi-cultural population | |

American Profile

- In 07-08, American universities sent 262,416 students overseas, an increase of 8.5% over the previous year.
- Main destinations: Europe (56%), Latin America (15%), and Asia (11%)
- Paul Simon Study Abroad Act
- Reality: 1.5% of students go on study abroad annually

» Source: Open Doors 2009: U.S. Students Studying Abroad IIE Network (Nov. 16, 2009).
<http://opendoors.iienetwork.org/?p=150651>

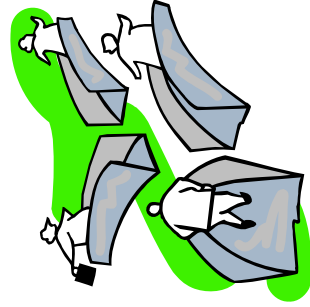
What are the problems?

- Manpower and training of administrators
- Recruitment of students
- Housing
- Cost



Suggestions

- Funding, workshop training
- Integrate overseas programs as part of the curriculum, require it
- Partner with other agencies
- Scholarships, demonstrate value to students



Find a Path





Session A

Challenges for the Global Circulation of
Students

5th University Administrators Workshop
The Role of International Officers
in Globalized Higher Education
Kyoto, January 27-28, 2010

**Challenges for Students Mobility in ASIA: Chulalongkorn
University's Perspective**

Assist. Prof. Rattachat Mongkolnavin, Ph.D
Assistant to the President (International Affairs)
Chulalongkorn University, Bangkok 10330, Thailand

Abstract:

Undoubtedly in the past couple of years there has been much talk about student mobility and internationalization among Universities in Asian region. As a result, governments of many countries have policy to support these changes in their respective higher education institution in striving to achieve a world class education status. In order to realize this, international officers in this new globalized higher education arena face many great challenges. Not only devising appropriate internationalization policy and strategy, one faces challenge in making that strategy a successful one. Among the different challenges, student mobility is one of the important indicators for success, especially in Asia where culture, religion and standard are very diverse.

Since Chulalongkorn University is being regarded as the nation top university, it is inevitable that the university is expected to provide best opportunities for its students and staff in global academic arena. It was realized that one important action is to create more mobility among staff and students through cooperation with its partner universities, as well as trying to gain better international exposure through consolidation of activities both research and academic exchange program. In this regard, a well defined role of Office of International Affairs is crucial.

In this presentation, issues related to student mobility, both inbound and outbound from Chulalongkorn University's perspective will be highlighted and the idea for overcoming the challenges will be shared. Different issues that one could address related to the mobility are the suitability of the academic programme offered and the benefit gain by student and universities. Currently, this may lead to awarding of a dual or a double degree. Also issue of sustainability of the activities should be considered carefully.

Despite all difficulties, Chulalongkorn University is striving to strengthen research partnerships and student exchanges through improvement of support, services and facilities provided to all students and staff from our international partner institutions. It can be concluded that international officers from every institutions must take a leading role to tackle the challenges in order to realize this common goal in this fast changing Globalized Higher Education Arena.



จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University
Pillar of the Kingdom

Challenges for Students Mobility in ASIA: Chulalongkorn University's Perspective

Assist. Prof. Rattachat Mongkolnavin, Ph.D
CHULALONGKORN UNIVERSITY

5th University Administrators Workshop
Kyoto, January 27-28, 2010

Chulalongkorn University

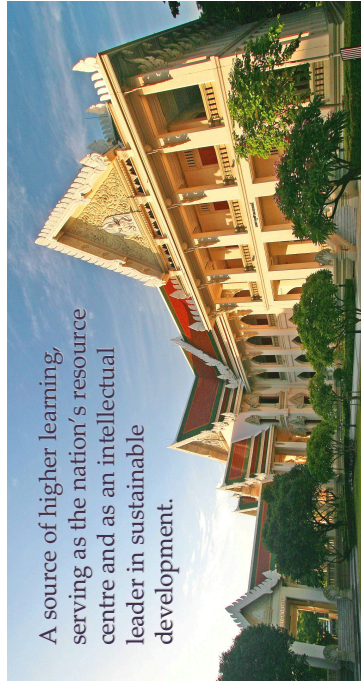
จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University
Pillar of the Kingdom

*All of our subjects, --
be they royals, nobles or
commoners-- will have
the same opportunity
to study.*

Established : March 26, 1917 by H.M. King Vajiravudh (Rama VI) and named after his father H.M. King Chulalongkorn (Rama V)

“Pillar of the Kingdom”

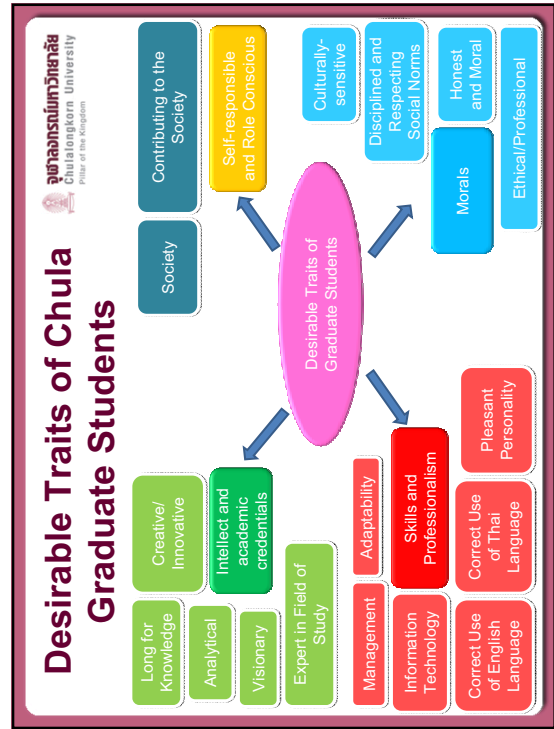
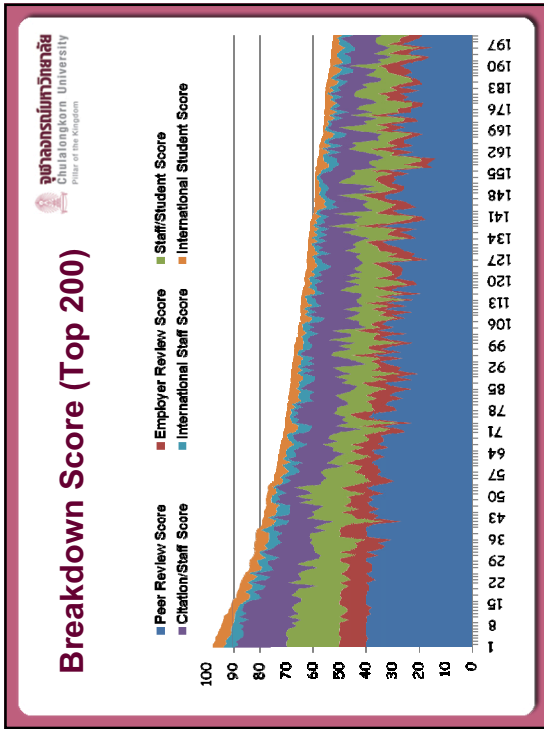
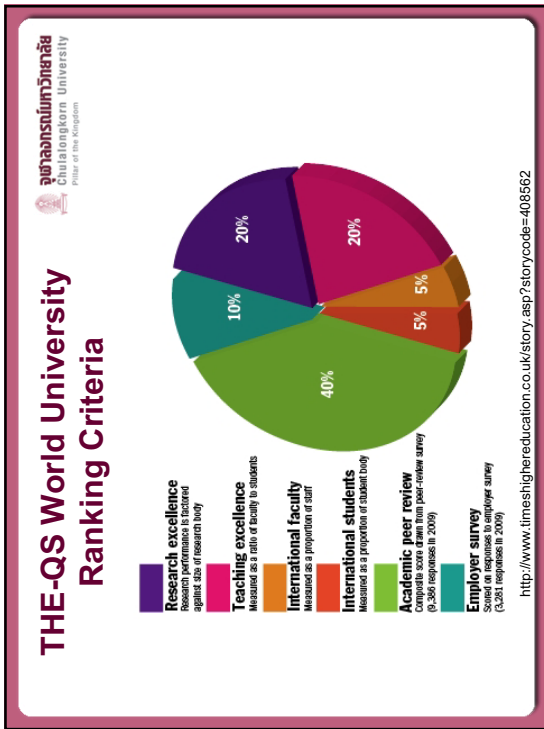
A source of higher learning,
serving as the nation's resource
centre and as an intellectual
leader in sustainable
development.



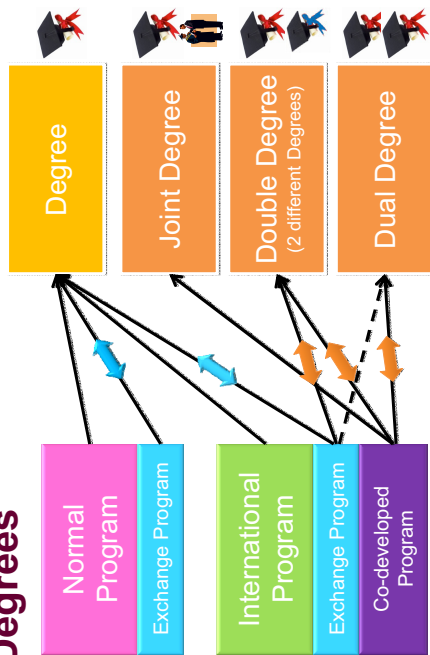
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Overview

- Chulalongkorn University (Chula) is approaching 100th year of establishment.
- Chula has a mission to become “World Class National University”.
- Chula is 138th Rank in THE-QS World University Ranking 2009: 20th in Asia and 3rd in ASEAN.
- Currently Chula has 3,548 Staff, 38,380 Student and 409 International Students 120 Inbound Exchange 199 Outbound Exchange.

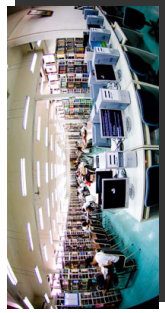


Possible Programs and Degrees



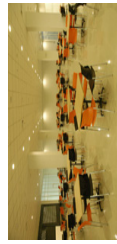
Improve Facilities

- Libraries
- Internet
- Student learning center



Chamchuri 9

Multi-purpose student learning center



Chamchuri Square



Edutainment Center

Conclusion

- Mobility is ASIA is Challenging.
- Mobility in SEA is even more Challenging.
- Identifying student's interest is a priority.
- Seek, provide and publicize Scholarship to promote more mobility.
- Agreeing upon workable Credit Transfer System.
- Consider changing structure of the existing Program to promote mobility.
- Exploring possibility of awarding different degree types.

Contact Us

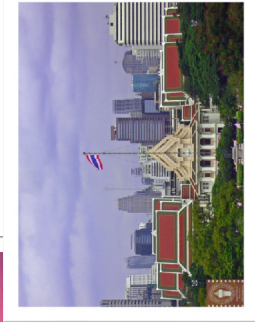
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**THANK YOU FOR YOUR
ATTENTION**

Enhancing Student Mobility at Nanjing University

Hu Jie, Nanjing University

At Nanjing University, 4 international strategies are emphasized, among which Student Internationalization is one of the top priorities. Recently, an undergraduate reform characterized with the 3-stage, 3-track Model has been launched. This reform aims to give students more choices and wider horizons. International experiences are naturally an important component of such a reform. Right now, we have a student body of 48,000, including 13569 undergraduate students, 11984 graduate students and 2500 international students. NJU is among the first group of Chinese universities to start enrolling international students since 1955. Since 2008, over 2000 international students have been studying on campus each year. As for the outgoing student programs, both semester or year-long programs and short-term programs have been running. We are now doing exchanges with more than 50 international partners from Japan, Korea, U.S., France, Germany, Australia and Taiwan, Hong Kong areas and so on, most of which are world-class research universities.

Coming to the challenges, or obstacles that have prevented us from getting bigger and better in student mobility, limited scale has been bothering us, i.e., less than 10% of present domestic students have international experiences. Lacking in Publicity and promotion is another noticeable disadvantage. Other challenges include limited number of English-taught content courses and incomplete system of student service.

To respond, we have taken various measures to provide more opportunities of international educational experiences for students. Existing student exchange program agreements are activated; the pool of student exchange partners has also been enlarged, especially with world top universities. In the meanwhile, it is realized that short-term mobility programs are actually more appealing to the students. Study Abroad Programs, i.e. fee paying programs are also encouraged. The plans and what are undergoing to improve Nanjing University's international visibility, to increase the number of English-taught content courses and to mature student service are also introduced in this part.




Encouraging Student Mobility at Nanjing University

Hu Jie
Nanjing University
January 27-28, 2010




Outline

- Part I Introduction
- Part II Challenges of Student Mobility
- Part III Our Responses




Introduction

- 4 strategies of internationalization
 - Internationalization of students
 - Internationalization of faculty
 - Internationalization of disciplines
 - Internationalization of research




Introduction

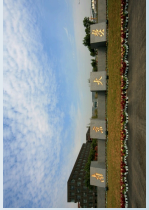
- Reform of Undergraduate Education
 - Three Stages: Liberal Education, Professional Training and Individualized Training;
 - Three Tracks: Academic Track, Cross-Disciplinary Track and Employability & Entrepreneurship Track



Introduction

- Student Body:48,000
- Undergraduate:13569
- Graduate Students:11984
- International Students:2500





Pukou Campus
Gulou Campus
Xianlin Campus



Introduction

Yvonne Turner, Sue Robson.(2008). Internationalizing the University.

Theme	Definition	Dimensions
Mobility	Flows of students, academics, employees into and out of institution	International student recruitment; international educational partnerships, international staff, employment, academic exchanges, international career development for institutional employees, student exchanges, placements, etc.
Programming and curriculum	Shifts in programming, style, content, range, point and mode of delivery; international covery within teaching content	Development of 'international' programs; transnational projects; new/bespoke programming for international participation; convergence on international programme types, e.g. Bachelor's Master's and Doctoral models for degree programmes, ...source of learning materials and resources; redesign of curriculum to take account of international participation.



Introduction: Student Mobility Programs (Incoming)

Among the first group of Chinese universities to start enrolling international students:1955

- Since 2008, over 2000 international students;
- 2009:2500 (degree students over 700), largest sending countries including the U.S.(No.1), Japan, Korea and Germany.







Introduction: Student Mobility Programs (Incoming)

Programs:

- Degree Programs
 - Chinese Language Program (from 0 Level to Advanced Level)
 - Language +Professional Training Program (Chinese language courses + content courses)
- Short-term Programs:
 - Tailor-made programs (Institute for International Students)
 - E.g.: Training program of UN officials; Flagship Program; Study China Program (Manchester University, 09);Chinese Bridge Winter Camp (Georgetown University,09)
 - Contemporary China Summer Program(School of Social Welfare and Social Work)



Introduction: Semester/year-long Mobility Programs (outgoing)

With more than 50 international partners from Japan, Korea, U.S., France, Germany, Australia and Taiwan, Hong Kong area and so on, most of which are world-class research universities




2006, NUPACE, Nagoya University

At University of Waterloo



Introduction: Short-Term Mobility Programs (outgoing)

Summer&Winter School;UCLA CSST Program (2007-)
AC 21 International Student Forum

- Conferences
- Research Trips & Cultural Exchanges







Challenges

- Limited Scale : less than 10% of present domestic students have international experiences;
- Publicity and promotion
- Limited English-taught content courses
- Incomplete system of student service



Responses: To provide more opportunities of international educational experiences for students

To provide more opportunities of international educational experiences for students;

- To Activate existing student exchange program agreements;
- To enlarge the pool of student exchange partners, especially with world top universities
- Providing more opportunities of Short-term mobility programs
- Increase Study Abroad Programs
- Actively participating in international academic organizations' Student Mobility Programs
- Financial support



Responses: To provide more opportunities of international educational experiences for students

- 2009 Statistics:
- Activated Programs:
 - SUNY (U.S.)
- New Programs:
 - Asia: short-term: AEARU Summer School, APRU Summer School
 - Europe——Erasmus Mundus Program: LISUM, Oslo University (Norway), University of Iceland (Iceland), York University (U.K.), EPSCI (France), University of Goettingen [the number of exchange students increases under a new agreement] (Germany);
 - America——Jiangsu-Antario Program, University of Mississippi, University of Indiana, Benemerita Universidad Autonoma de Puebla
- Number of Students: 500



Responses: To increase international visibility

- Taking a more active approach
- Student Ambassadors
- Brochures, newsletters
- International Conferences
- Educational Exhibitions in partner universities



Responses: To increase the English-taught Courses

◆ Various measures to increase the number of English-taught courses



Responses: To Improve the Service for students

- To streamline the internal management:
- Setup of Section for Student International Exchanges under the Office of International Cooperation and Exchanges
- Under the Section for International Student Exchanges, OICE:
 - A. Advising: e.g. Departure and Reentry Orientation Programs
 - B.Study Abroad Fair
 - C. Program Guidebooks
 - D. Visa Services
 - E.Exchange Students association, student ambassadors



International Student Mobility

Sunju Park

Exchange Student Manager

Office of International Affairs,

Seoul National University

Internationalization has been always a center of attention for many years in every respect and the whole world seems to be making tremendous efforts to become more internationalized. Academia is one of the most active internationalization areas, thus this presentation will look into some of the measures and efforts that can enhance student mobility, which is big part of internationalization, while visiting problems and changes need to be made by looking at some of the examples of SNU. First, rationales for internationalization will be briefly mentioned and then move onto the analysis of SNU student mobility. After that, students' expectations about exchange program and obstacles preventing students from active participation will be discussed to find ways to improve the exchange programs. Finally, the presentation will be concluded with thinking about challenges ahead.

International Student Mobility

Sunju Park
Office of International Affairs
Seoul National University

Contents

- Rationales for Internationalization
- Analysis of SNU Student Mobility
- Students' Expectations about Exchange Program
- Obstacles of Active Students' Participation in Exchange Program
- Enhancing Measures
- Challenges ahead
- Conclusion

Rationales for Promoting Student Mobility

- As economic and social life become more globally connected and challenging, there is increased need to develop societies with the capacity to connect, engage, and prosper internationally (Daly & Barker, 2005; Desai-Trilokekar & Shubert, 2005; DEST, 2004a; NAFSA, 2003)

Rationales for Promoting Student Mobility

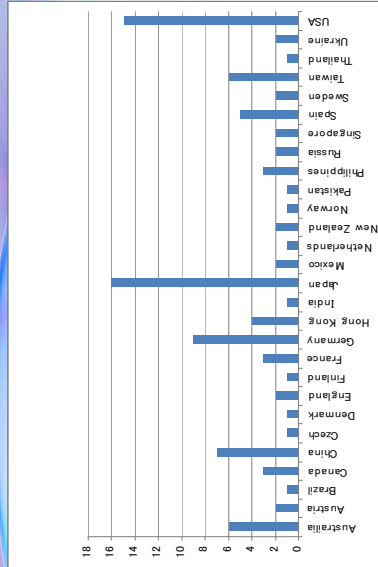
- Events such as 9/11, strife, and famines, along with the growing economic importance of China, India, and other Asian countries accentuate the need for citizens with the skills, knowledge, and understanding to engage meaningfully in international contexts (Dodd, 2008; Doyle et al., 2008; Fitzgerald, Jeffrey, Maclean, & Morris-Suzuki, 2002; Levin & Lorimer, 2005; NAFSA 2003; Shubert, 2004; Smith, 2005)

Rationales for Promoting Student Mobility

- Consistent with trends in higher education, student exchange agreements with overseas universities have been a major component of institutions' internationalization strategies (Doyle et al., 2008; NAFSA, 2009)

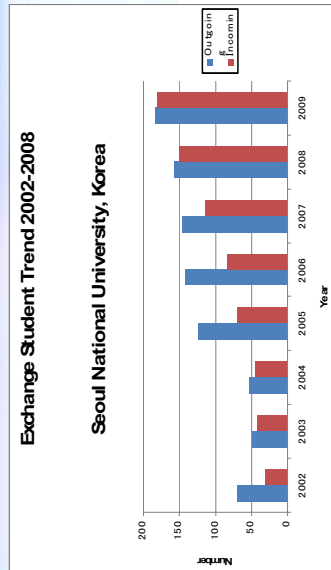
SNU Exchange Student Trends

- Number of Academic Agreement



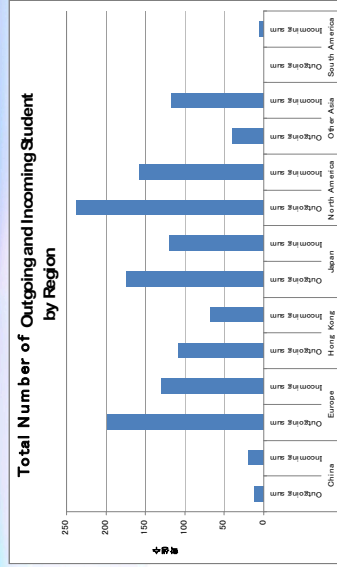
SNU Exchange Student Trends

- Noticeable Increase of exchange students in quantity



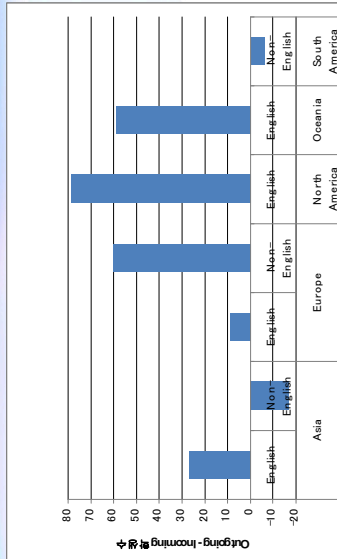
SNU Exchange Student Trends

- Significant imbalance between out-going and in-coming in Europe, North America, Oceania, Hong Kong and Japan



SNU Exchange Student Trends

- English-speaking countries' dominance of outgoing exchange student



Some Key Trends in Student Mobility

- Eight countries host 72 percent of the world's tertiary-level mobile students: the U.S.(20%), the U.K(13%), Germany (8%), France (8%), Australia(7%), China (7%), Canada(5%) and Japan (4%) (Institute of International Education)
- North America (U.S. and Canada) has the lowest outbound ratio with only 0.4% of the region's territory students pursuing their education abroad. (Institute of International Education)
- Countries that were primarily "sending" countries have now also developed their own internationalization strategies to attract foreign students and encourage international educational exchange.

Students' Expectations about Exchange Program

(Source: IBS Report)

- Approach to study topic
- Be in contact with a "New way of teaching"
- Better teaching
- Get to know another culture
- Learn a new language
- Get easy credits
- Enhance the CV
- Find acceptance abroad + adaptability
- Other courses (not existing at home)

Obstacles to Studying Overseas

(Source: Journal of Studies in International Education)

- The cost of studying overseas
- Studying in a language other than English
- Leaving friends and family
- Prefer to finish degree first
- Grades not good enough for an exchange
- Don't know enough copying at an overseas university
- Inflexibility of degree
- Concerns about eligibility for student loans and allowances
- Difficulty of organizing a suitable overseas program

Obstacles to Studying Overseas

Subsequently,

- Finance is the most commonly identified barrier. (Sussex center, 2004)
- Linguistic and cultural factors identified as the major obstacles to student mobility (Commission of the European Communities, 1996)

Ways Increasing Attractiveness of Student Exchange

- Creating financial support
- Increasing classes conducted in English
- Developing curriculum appealing to overseas students
- Offering free language classes
- Creating inter-cultural activities
- Organizing student exchange program information session
- Strategic planning or process development at an institutional level
- Providing systematic moral support
- Government's effort improving Korea's brand image
- Reasonably priced accommodation

Challenges Ahead

- Many European universities now use English as their language of instruction as do a growing number of Asian universities, but this may not have the desired impact on student mobility unless English is also widely used in the communities where these universities are located.
- Current exchange programs are overly reliant on individual placements. Being a member of a group of just two or three students could make study abroad a less intimidating prospect for many students.

Challenges Ahead

- Enhancing multicultural understanding among faculty, wider student body and staff
 - “multicultural indifferences” (Surridge 2000): using institutional resources to increase funding for those already motivated to learn from study overseas should not be at the expense of other initiatives to internationalize the institution. Funds may be better spend on enhancing multicultural understanding.
- Quality assurance
 - Quality sometime versus Quantity

Conclusion

- Many English-speaking countries rank first amongst the most popular destination countries for overseas studies. They are the leaders in the international student market not just because they annually record the highest number of foreign students but also because they take considerable steps towards internationalizing their higher education systems with a sound awareness of the contribution that foreign students make to host nation economies, both culturally and financially, including substantial amendments to immigration requirements and procedures. Likewise, we, Asian Universities, can be a more attractive market for international students by investing substantial resources in the development and implementation of international higher education initiatives.

Thank you!

Global30 – Ritsumeikan University's International Strategy

Gengo GOTO

Administrative Staff Office of International Planning and Development
Division of International Affairs Ritsumeikan University
56-1 Toji-in Kitamachi, Kita-ku, Kyoto, 603-8577 JAPAN
<http://www.ritsumeik.ac.jp/eng/>

Ritsumeikan University Located in the historic city of Kyoto, Japan, offers a wide range of international programs to its more than 36,000 students. Kinugasa Campus provides interdisciplinary education in the humanities, while Biwako-Kusatsu Campus combines the study of science, engineering and technology with the study of business and economics. Suzaku Campus, conveniently located in central Kyoto, hosts the graduate schools of law, management and public policy as well as the Ritsumeikan Academy headquarters.

The mission of the Ritsumeikan Trust is to build “an institution where many cultures coexist in the spirit of international mutual understanding”. By fully utilizing the experience and achievements gained by APU, and developing of Ritsumeikan University into a center for internationalization home to more than 4,000 international students, the Ritsumeikan Trust will take a leading role in achieving the objectives of the “Plan for 300,000 Exchange Students.”

1. Ritsumeikan University - Center for Internationalization Plan Targets

Goal	Number of incoming international students	Percentage of international students	Percentage of foreign faculty members	Number of outgoing Japanese students
2020	4,005	11.3%	15.0%	2,400
2008	1,119*	3.1%	9.9%	1,517

2. Educational Courses for Incoming International Students

English-taught Degree Courses (2 courses to be established in 2 undergraduate colleges and 3 courses to be established in 2 graduate schools by 2012)

3. Improving Conditions for Incoming International Students

(1) Admissions & International Offices

By utilizing APU's experience, we will expand our one-stop service centers at overseas offices, provide a system that allows students to receive acceptance to the university in their home countries without coming to Japan, and also increase recommendation-based direct admissions. We will also strengthen alumni organizations as well as education and research exchanges.

(2) International Dorms and the Enhancement of Scholarships

Fiscal measures will be included in annual planning for the establishment of new international dorms in order to provide 350 rooms by 2011 and approximately 1,000 rooms in total by 2020.

4. Measures to Promote Study Abroad Programs for Japanese Students

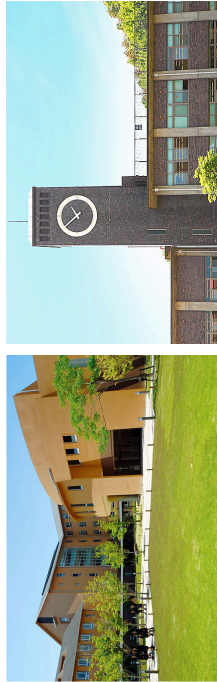
Based on the experience Ritsumeikan University has gained from sending students on various overseas study programs (1,517 students in 2008), Ritsumeikan University will strengthen the current academic system for study abroad (matriculation → preparations prior to studying abroad → language acquisition → study abroad → studies after returning to Japan → career development). By making use of our broad overseas network, programs will be expanded in order to increase the number of students studying abroad to 2,400 by 2020 (with the aim to have 30% of all undergraduate students gain at least one studying abroad experience during their studies).

5. Organizational Structure - Academic and Administrative Staff

While the existing Global Strategy Board head by the Chancellor will serve as the foundation, of the organization to oversee and promote internationalization at Ritsumeikan University, Ritsumeikan International (existing), an organization responsible for Ritsumeikan University's international academic activities, and the Global 30 Promotion Board (to be established) will work together to actively promote Global 30 initiatives.

Global 30 - Ritsumeikan University

Selected as one of the first thirteen universities in Global 30 Project



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What is the Global 30 Project for Establishing Core Universities for Internationalization?

- The 300,000 International Students Plan formulated in July of 2008, with the aim of receiving 300,000 foreign students by 2020.
- 30 Core Universities to boost the number of foreign students educated in Japan as well as Japanese students studying abroad
- 3000 to 8000 foreign students to be recruited by each university
- Prioritized financial assistance of 200 to 400 million yen per annum over the next 5 years



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13 Universities to lead Internationalization!

In 2009, the following 13 universities were selected as global centers

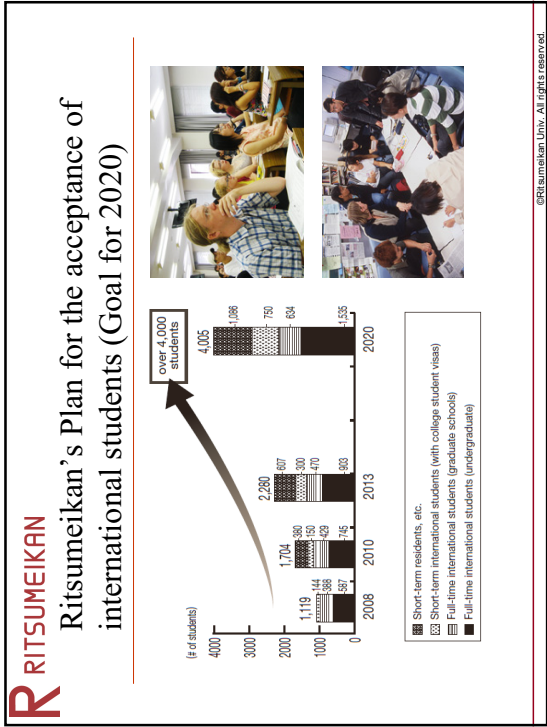
Tohoku University	University of Tsukuba	The University of Tokyo
Nagoya University	Kyoto University	Osaka University
Kyushu University	Keio University	Sophia University
Meiji University	Waseda University	Doshisha University
Ritsumeikan University		

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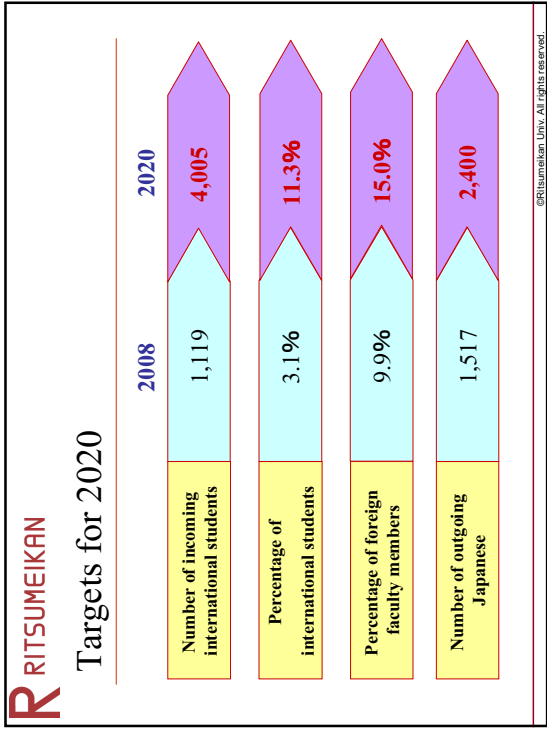
Overseas Office for Shared Utilization by Universities



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RITSUMEIKAN
Ritsumeikan Asia Pacific University (APU)

- Established in 2000 as the first full-fledged international university in Japan.
- Half of the faculty and students hail from overseas
- Highest number of international students in Japan
2,644 students from 81 different countries & regions as of May 1st, 2008 (Ritsumeikan University is ranked No.12 with 1,119 students.)

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RITSUMEIKAN
Collaboration with APU

Ranked 12th in Japan in international student admissions (Ritsumeikan University)
1,119 international students from 47 countries & regions (students with college student visas as of May 1st, 2008 survey)

Ranked 1st in Japan in international student admissions (APU)
2,644 international students from 81 countries & regions (students with college student visas as of May 1st, 2008 survey)

Global Stage
international organizations, government, corporations, local government, alumni, domestic

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RITSUMEIKAN
Ritsumeikan's Action Plans as one of the Core Universities

- Expansion of Global Network
- Enhance International Educational Programs
- Multicultural Campuses
- Support for Daily Life
- Financial Support
- Learning & Career Support
- Expand the number of English-taught degree courses




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RITSUMEIKAN
Expansion of Global Network

	2008	2020
International Partners	379 univ. (59 countries & regions)	500 univ. (90 countries & regions)
DUDP programs	Undergraduate 4 univ. Graduate 11 univ.	Undergraduate 8 univ. Graduate 20 univ.
Student exchange	25 countries & regions 108 univ., 207 placements	40 countries & regions 150 univ., 300 placements
Students studying abroad at partner universities	1,517 students	2,400 students

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RITSUMEIKAN
Enhance International Educational Programs

- Increase the number of classes taught in English
- Increase the number of combined classes of international and Japanese students
- Develop a variety of study abroad programs
- Offer extra-curricular courses
- Provide educational support, such as multilingual textbooks



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RITSUMEIKAN
Multicultural Campuses

Develop a variety of programs for international students

- from introductory to advanced level
- from short to long-term
- from cultural content (e.g. historical Kyoto) to state-of-the-art technology



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Support for Daily Life

- Construct international dorms with approximately 1,000 rooms by 2020
- Provide an additional 500 rooms through contracts with private corporations
- Establish a “Residential College” where international and Japanese students can live and learn together
- Provide multilingual campus facilities, hompages, library services and information
- Provide bilingual (English and Japanese) health centers and Cafeterias



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Financial Support

- Enhance scholarships for international students
- Improve the scholarship allocation process for incoming students



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Learning & Career Support

- Enhance Japanese language and culture education
- Enhance language support
- Improve the tutoring and counseling system provided by faculty, staff and student organizations
- Establish a career counseling system for English-speaking international students



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Expanding the number of English-taught degree courses

New Courses

College of International Relations (Bachelors), College of Policy Science (Bachelors), Graduate School of Technology Management (Master's and PhD), Graduate School of Policy Science (PhD)

Existing English-taught Courses

Graduate School of Economics (Master's), Graduate School of International Relations (Master's), Graduate School of Policy Science (Master's), Graduate School of Science & Engineering (2 Master's programs/1 Doctoral)

**In total, 11 degree courses will be offered in English
(2 courses in 2 undergraduate colleges and 9 courses in 5 graduate schools)**



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Faculty Development

- Recruit internationally to appoint exceptional faculty members
- Continue to support a system of broad-ranging external research
- FD activities that meet international standards



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Staff Development

- International/Domestic graduate school study abroad system (degree acquisition)
- Executive staff training system
- Expand staff training at partner institutions
- Provide a wide variety of language training programs

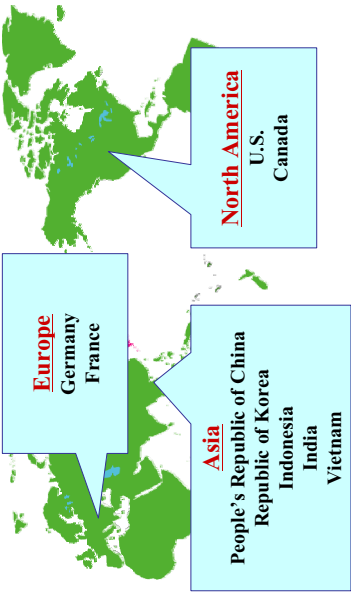


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International students from around the world heading to Ritsumeikan

Target Nations (10 countries & regions)



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International students from around the world heading to Ritsumeikan

Overseas Offices

- Establish 3 new offices for a total of 8 centers

Existing Offices (5 centers)

- Vancouver, Canada
- Seoul, Korea
- Jakarta, Indonesia
- Shanghai, China
- Hanoi, Vietnam

+

New Offices (3 centers)

- London, U.K.
- New Delhi, India
- Guangzhou, China



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RITSUMEIKAN
International students from around the world heading to Ritsumeikan

5 Existing Offices + 3 New Offices = 8 Centers

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RITSUMEIKAN
International students from around the world heading to Ritsumeikan

Activities at Overseas Offices and in Target Nations

- Provide one-stop service centers
- Admission system that allows students to receive acceptance to the university in their home countries without coming to Japan
- Advertising, forming networks overseas
- Recruit international students
- Admissions based on recommendations received from local schools
- Support for the Alumni Associations, Parents' Associations and Graduates' Associations in international students' home countries

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RITSUMEIKAN
International students from around the world heading to Ritsumeikan

Collaboration with Japanese government, foreign governments and overseas universities

- International Priority Graduate Programs
- Career Development Program for Foreign Students from Asia
- Japanese Grant Aid for Human Resource Development Scholarship (JGS)
- Indonesia Linkage Program
- Chinese Government Scholarship Program
- Malaysia Twinning Program
- Various scholarships provided by international organizations (World Bank, Asian Development Bank, etc.)
- Dual degree programs with overseas universities

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RITSUMEIKAN

Thank You

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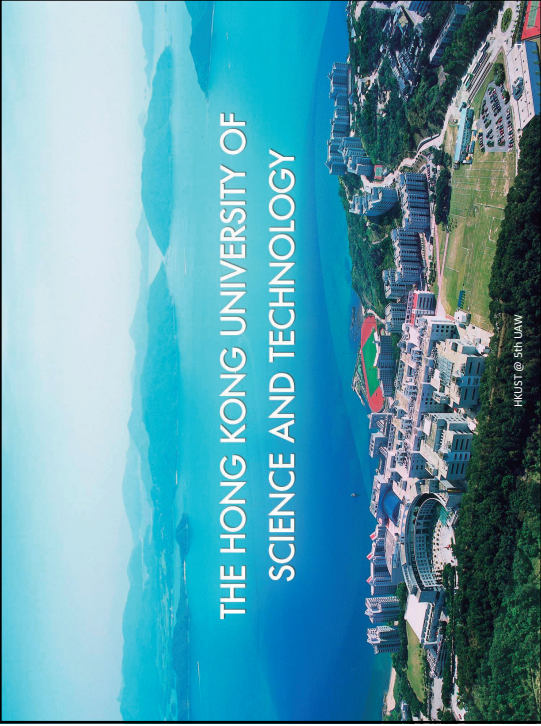
Institutionalizing Internationalization

Paul Forster

Acting Director, International Students and Programs Office

Hong Kong University of Science & Technology

As the number of international students on campus increase are we fully capturing the benefits of “internationalization”? The total number of inbound and outbound international students is often used as evidence of internationalization success. However, moving students about is just one element in an internationalization strategy. This presentation briefly explores some of the ongoing challenges of implementing a vision of internationalization and institutionalizing internationalization in university structure and culture.



HKUST Quick Facts

Founded: 1991

No. of Students: 9,271
Undergraduate: 5,969
Postgraduate: 3,302

No. of Faculty: 483

Ranking: 35th (Times Higher Ed. Suppl.)

Schools:

- Science
- Engineering
- Business & Management
- Humanities & Social Sciences
- Fok Ying Tung Graduate School

Exchange Partners: 150+

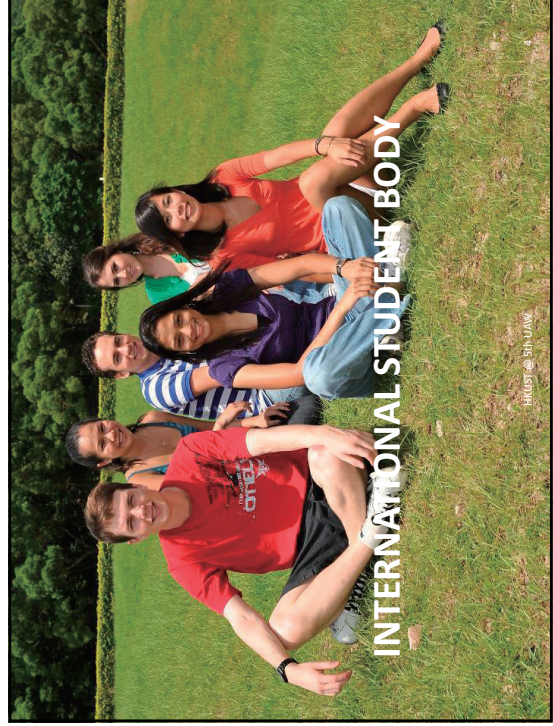
Mode of instruction: English

HKUST @ 5th UAW

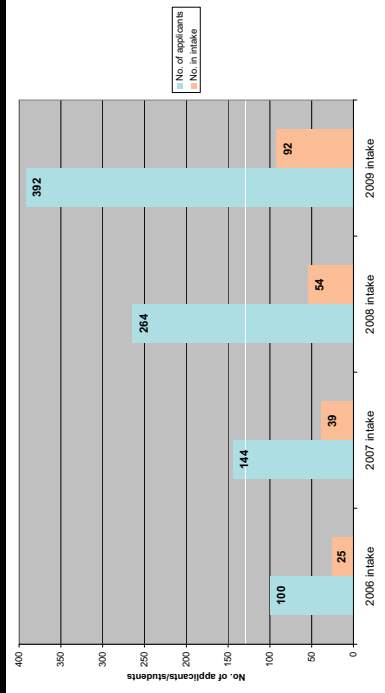


Institutionalizing Internationalization

- Introduce international students and exchange at HKUST
- Institutional challenges to capturing the benefits of student mobility



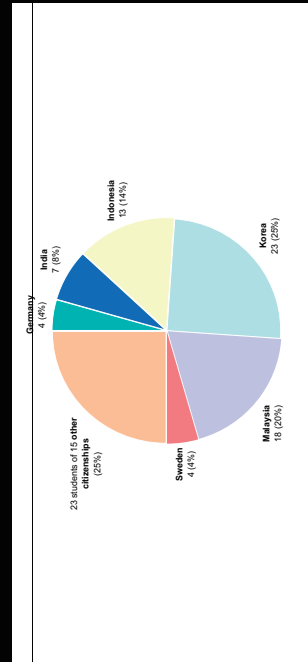
Growing full-time international student body



5

HKUST @ 5th UAW

Profile of 2009 Intake

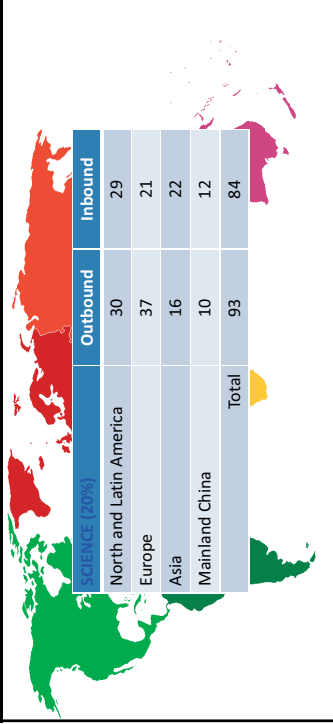


TOTAL: 92 students in intake

HKUST @ 5th UAW

6

Student Exchange

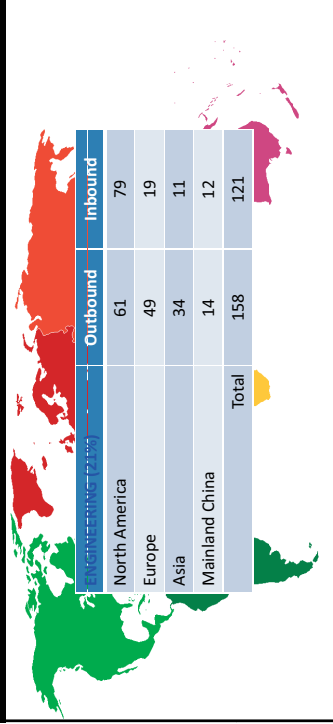


* 2009/2010

HKUST @ 5th UAW

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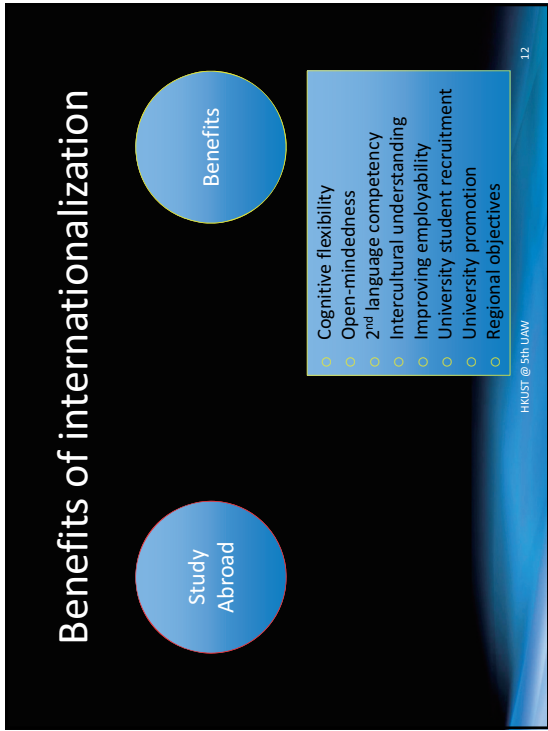
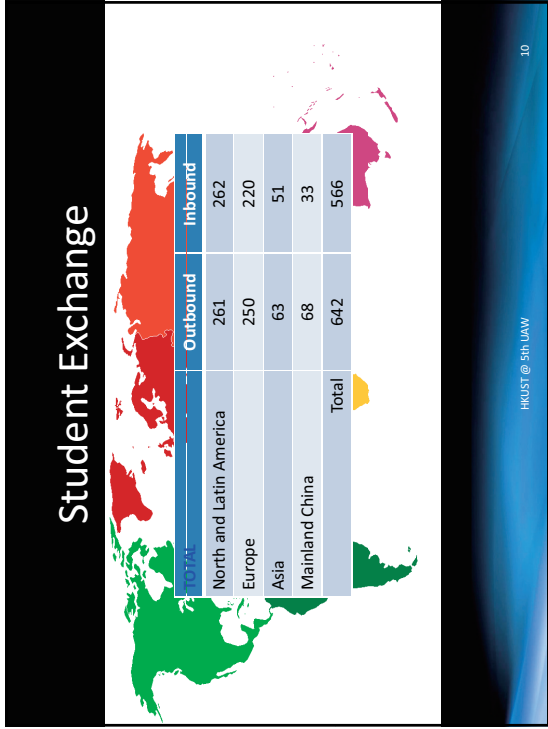
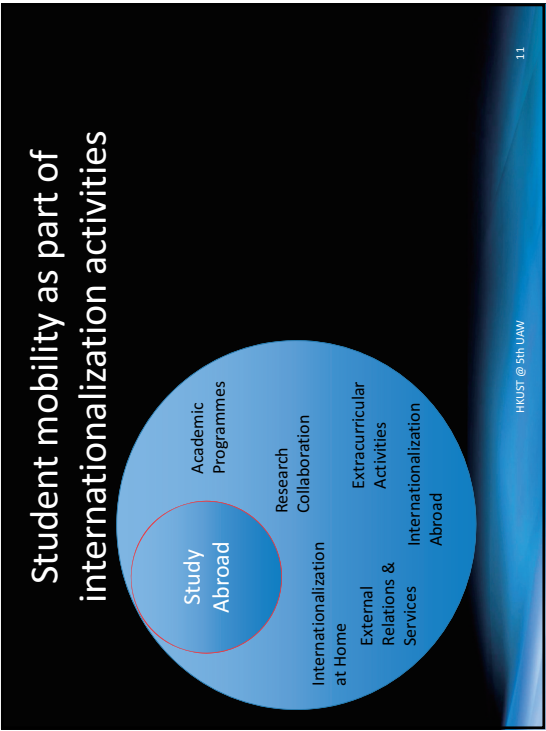
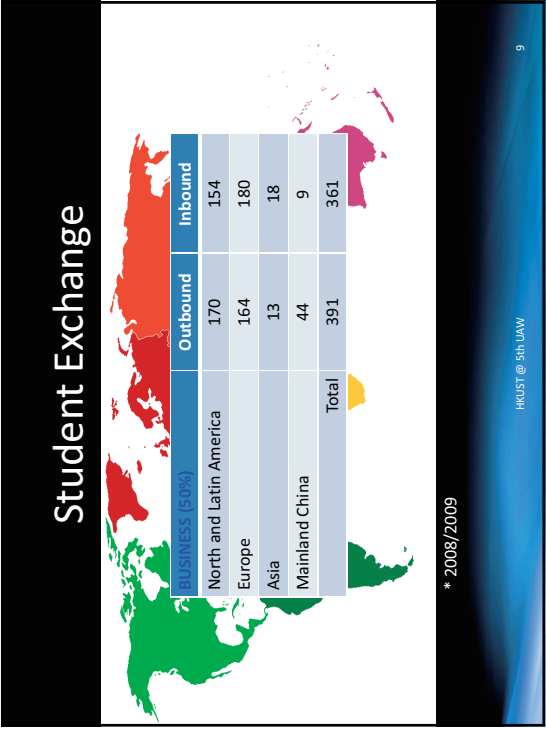
Student Exchange

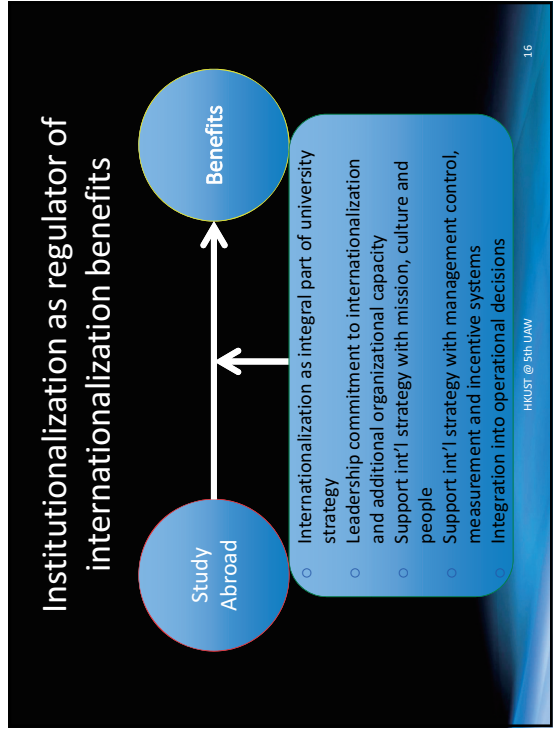
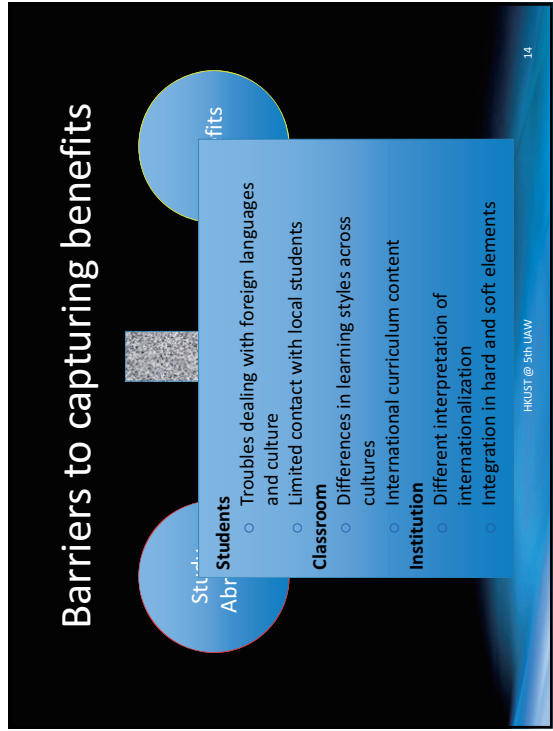
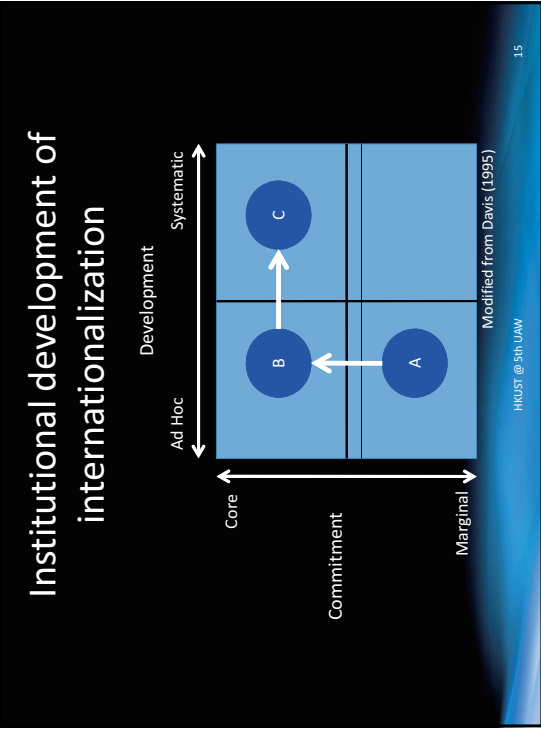
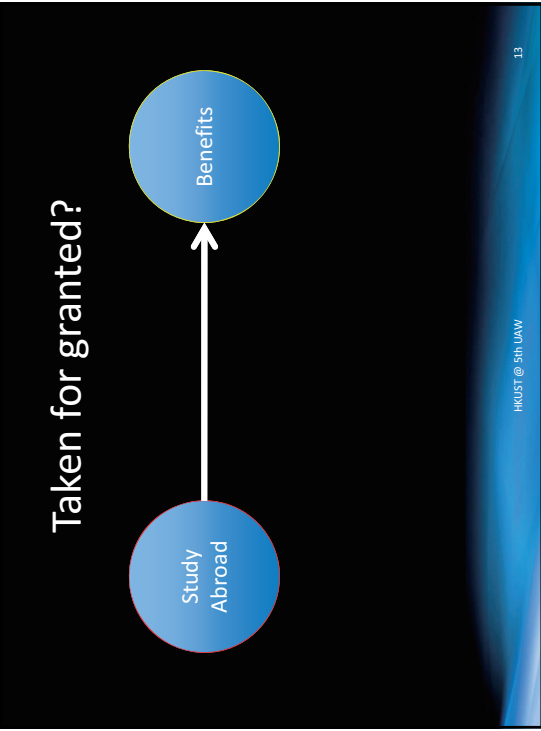


* 2008/2009

HKUST @ 5th UAW

8







THANK YOU!

HRUST @ 5th UAW

17

***The Future Success of the Student Exchange Program
relies on working more actively with partner
universities.***

***By Dr. Pongthep Vorakitpokatorn
Thammasat University, Thailand***

The student exchange program has been one of the major activities among the international university collaboration. One of the key elements of the success is to maintain the balance of student exchange as equally as possibly, namely inbound and outbound of the student mobility. Many universities have attempted to handle the problems effectively in order to keep the activity move forward. The solutions are such as improving the credit transfer process, negotiating on language (English) requirement, and managing an overlapped timeframe on study periods.

Thammasat University has been on this pathway. The university has realized such problems and proposed many solutions to tackle them. One of the examples is to establish the Thai Studies Program or Buddhism Studies Program as well as other tailor-made programs. These programs have a flexibility in studying period which meet foreign students' demand , attracting them to enroll to Thammasat University. This hugely helps remain the student exchange balance at the end.

There is very clear that now the future of student exchange program can be brighter in the future, if both host and home universities seek for more partner universities and change their attitudes in the following ways:

1. No unfinished argument as we all believe and trust in “broaden the intellectual horizon through international experience”.
2. We must insist and support our universities to have flexible curriculums in order to accredit the acquired the credits and international experience as a part of the curriculums offered at the home universities.
3. The most importance is the “attitude”. It is important to encourage our students to have wonderful experience in the universities and placed different from those in their original counties. The host universities do not need to be those well known and/or in developed countries like U.S.A., European Countries, Japan, Australia, etc. , but can be others in the world. We have always encouraged our students to go to the counties whose name may not be much familiar but offer well recognized programs. This will make them very unique and valuable when returning home.

The success of the student exchange program can not be expanded further if still only in the hand of the international affair. The other university units should collaborate together in order to succeed the program. In the bigger picture, one university will not be successful in achieving this program. All partner universities must collaborate to make the program successful.



The Future Success of Student Exchange Program Relies on Working More Actively With Partner Universities

By Dr. Pongthep Vorakitpokatorn
Thammasat University
Thailand



Thammasat Student Exchange

- Beginning in 1980's
- Mostly were out-going students.
- Mostly got scholarships.
- In-coming students began in 1985-6.

Waseda University was one of those university which indicated the "student exchange" in MOU.

- Early in-coming students were not indicated in MOU.
- There were increasingly MOUs in late 1980's and 1990's, indicating the student exchange.



Student Exchange Active MOU

Year	MOU	SE Active MOU	Percentage
2007	184	44	23.91%
2008	202	44	21.78%
2009	213	52	24.41%



Thammasat Exchange Students

	Outgoing (2 Semesters basic)	Incoming (Student /Semester)
2007	71	118/142
2008	97	110/117
2009	122	119/150



Thammasat University

Student Exchange Problems

1. Credit Transfer
2. Language Proficiency
3. Semester System
4. Balance VS Imbalance
5. Course offering



Thammasat University

Thammasat Experience in Problem Solving

- *Flexible credit transfer*
- *Selection process*
- *Exchange as one year basis*
- *Offering Japanese-Speaking Program*
- *Thai Studies Program*
- *Buddhism Studies Program*
- *Tailor-made Program*
- *Increasing of International courses/program*



Thammasat University

Experience with Partners

- Meiji Gakuin University
“Short Exchange Study Project”
- University of Wisconsin
In-Student
Out-Instructor



Thammasat University

A Proposal to Dear Partners

- No unfinished argument
“broaden the intellectual horizon through international experience”



Thammasat University

A Proposal to Dear Partners

2.To insist our students
to have a positive attitude



Thammasat University

A Proposal to Dear Partners

3.To insist and Support our
universities to have Flexible
Curriculum and Offer our
International Programs and
Courses



Thammasat University

A Proposal to Dear Partners

4.Much more cooperative work
and sharing in order to solve
our confronted problems

• THANK YOU

 Thammasat University

Korea

- Ajou University
- Sejong University
- Yonsei University



China

- Beijing Language and Culture University
- Fudan University
- Shanghai International Studies University



 Thammasat University

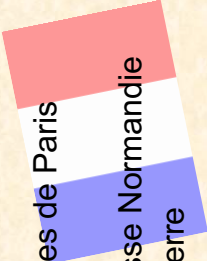
Australia

- Australian National University
- Flinders University
- Macquarie University
- University of Queensland



France

- Institut d'Etude Politiques de Paris (Science Po)
- L'université de Caen-Basse Normandie
- L'université Paris X Nanterre



 Thammasat University

Germany

- University of Applied Sciences at Kempten



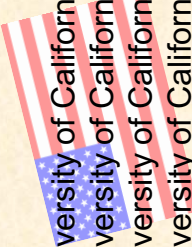
Austria

- The Johannes Kepler University Linz



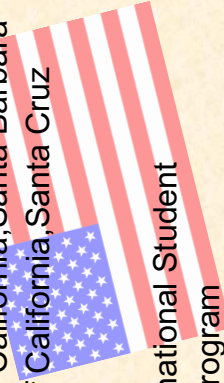
USA

- University of California
- University of California, Berkeley
- University of California, Davis
- University of California, Irvine



 Thammasat University

- University of California, Los Angeles
- University of California, Riverside
- University of California, San Diego
- University of California, San Francisco
- University of California, Santa Barbara
- University of California, Santa Cruz



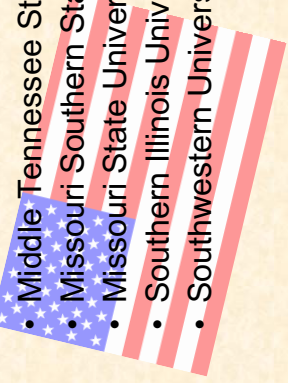
ISEP*

- ISEP : International Student
- Exchange Program



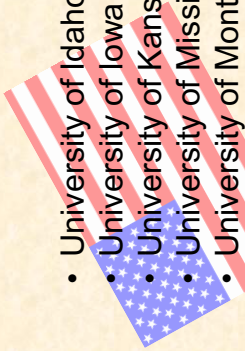
Thammasat University

- Butler University
- Hendrix College
- Indiana State University
- Louisiana State University
- Middle Tennessee State University
- Missouri Southern State University
- Missouri State University
- Southern Illinois University
- Southwestern University




Thammasat University

- University of Idaho
- University of Iowa
- University of Kansas
- University of Mississippi
- University of Montana
- University of Nebraska, Lincoln
- University of Northern Colorado
- University of Tennessee
- University of Utah
- University of Vermont

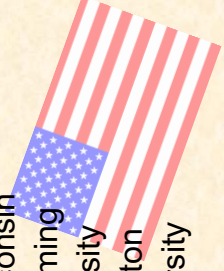
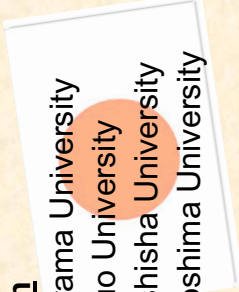



Thammasat University

- University of Wisconsin
- University of Wyoming
- Utah State University
- Western Washington
- Wittenberg University

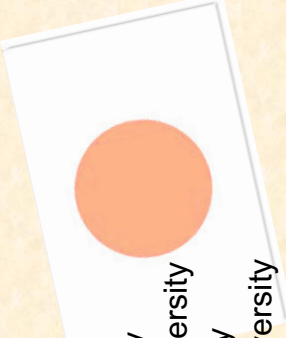
Japan

- Aoyama University
- Chuo University
- Doshisha University
- Hiroshima University


Thammasat University

- IUJ : International University of Japan
- Kansai University
- KUIS
- Kyoto University
- Kyushu University
- Meiji Gakuin University
- Nanzan University
- Ochanomizu University
- Osaka University





Thammasat University

- Ritsumeikan APU
- Saitama University
- Soka University
- TIT : Tokyo Institute of Technology
- Tokyo Gakugei
- University of the Ryukyus
- Waseda University

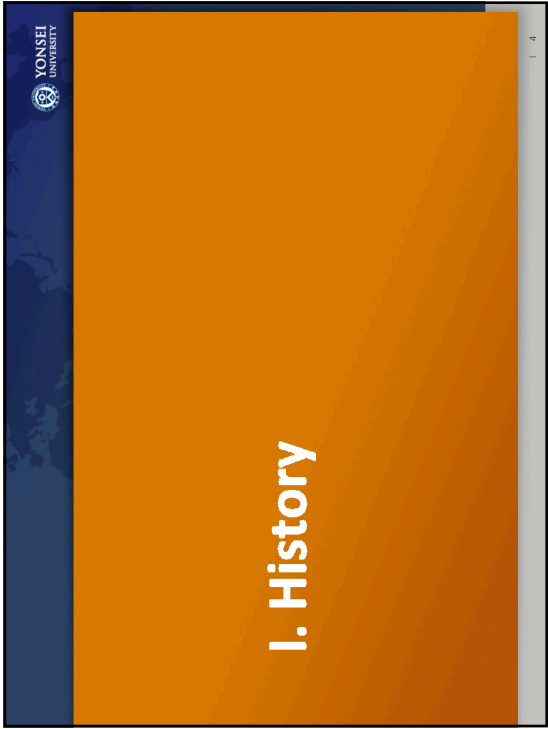
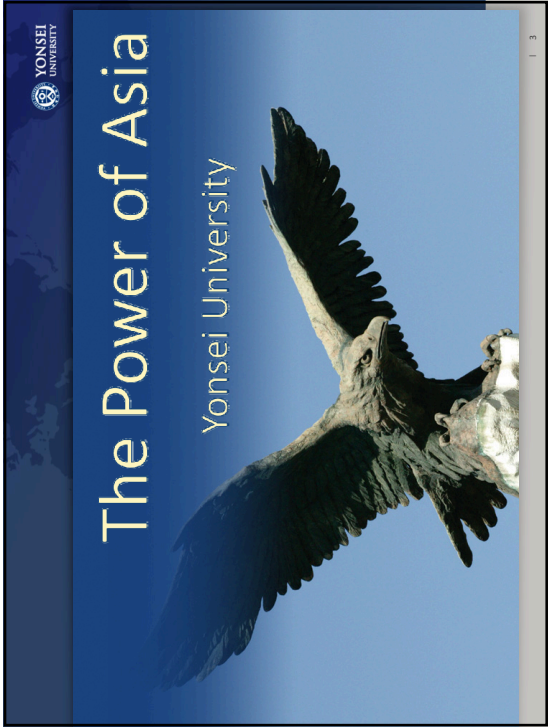
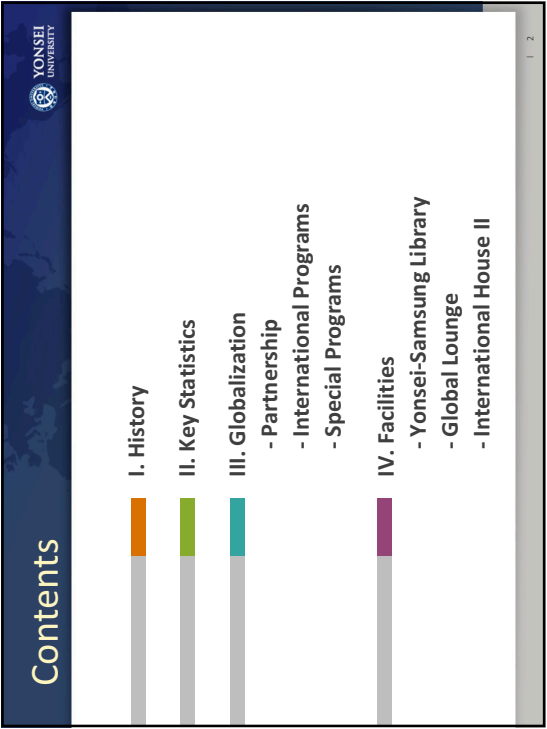
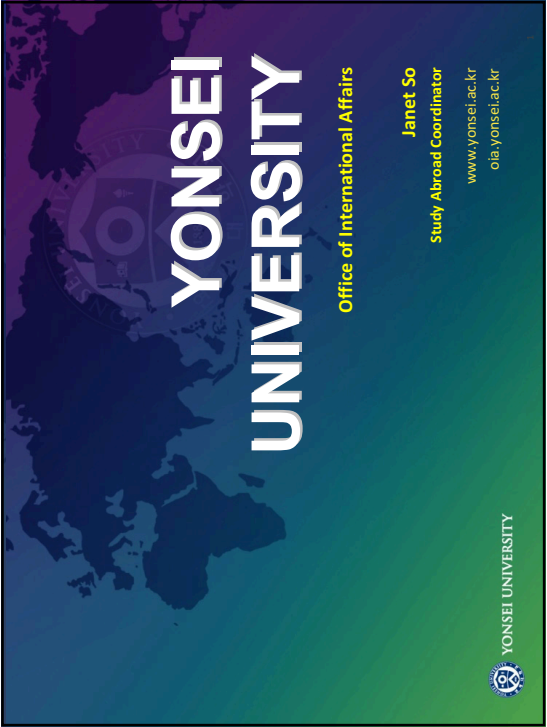


Special tailored programs: an alternative to exchange program

Janet M. So
Study Abroad Coordinator (Asia, Canada & Oceania)
Study Abroad Center
Office of International Affairs
Yonsei University

Special tailored programs offer opportunity to accommodate larger number of students from a partner university than through exchange program with much more flexible schedule and cultural activities and academic courses tailored to the needs of the group.

This presentation will introduce the tailored programs that Yonsei University currently operates for several exchange partner universities as an alternative to existing exchange programs.



YONSEI UNIVERSITY

I. History

Pioneer of Western-Style Higher Education in Korea

Founded in 1885

May 2010
125th Anniversary

YONSEI UNIVERSITY

II. Key Statistics

YONSEI UNIVERSITY

II. Key Statistics

Students & Others		Foreign Students	
- Under. 18,588 / Grad. 10,488 29,086 - Alumni 426,582 - Administrative Staff 5,209	- Under. 1,345 / Grad. 413 1,758 - Certificate Programs - Full-time. 1,975/ Part-time 504 2,479	Total 4,237	
Faculty		Foreign Faculty	
- Full-time faculty 1,495 - Part-time lecturers 1,292 - Emeritus/Visiting/Research 544	- Full-time faculty 81 - Part-time lecturers 15 - Emeritus/Visiting/Research 34	Total 130	
Annual Scholarship (USD)		Annual Budget (USD)	
- Awarded per Annum 57,354,820 - Endowment 38,840,085 - BK21 sponsored 17,260,551	- Yonsei Corp. 577,466,303 - Univ. Budget 798,052,298 - Health System 1,065,476,702	Total 2,420,955,303	
Annual Research Funds (USD)			
210,044,081			

YONSEI UNIVERSITY

III. Globalization



YONSEI UNIVERSITY

A. Partnership

Annual Academic Exchange

	2008		2009			
	Spring	Fall	TOTAL	Spring	Fall	TOTAL
IN	341	361	702	339	413	752
OUT	394	443	837	483	498	981

YONSEI UNIVERSITY

B. International Programs

Degree Program

-Undergraduate

17 Colleges

International Students: 1,345

English Degree Program: Underwood International College

- Graduate

18 Graduate Schools

International Students: 413

English Degree Programs:

Graduate School of International Studies

Global MBA Program

YONSEI UNIVERSITY

B. International Programs

Korean Language Institute

Website: yskli.com

Established in 1959

: First institute to provide intensive Korean language courses

Over 60,000 students from 120 countries have studied at KLI

Over 1,000 students enroll every quarter

B. International Programs

International Summer School

Yonsei International Summer School (YISS)

Summer 2009 @ a Glance

Courses	Approx. 80 courses in 8 areas Korean Studies, East Asian Studies, Korean Language, Arts & Humanities, International Studies, Social Sciences, Business & Economics, Science & Engineering
Student Enrollment	Total 1292 students International Students (1121) Yonsei regular students (171)

B. International Programs

International Summer School



C. Special Programs

Special Tailored Programs (2009)

Institutions	Dates	Program Duration	No. of participants	Note
St. Olaf College	1/2–25	3 weeks	29	
Kelo University	2/9–21	2 weeks	13	
Kwansei Gakuin University	3/10–15	1 week	5	
Indiana University	5/12–23	2 weeks	23	University Subsidy
The University of Akron	5/27–6/1	1 week	11	University Subsidy
The University of Hong Kong	7/11–19	1 week	78	
Hosei University	9–1	16 weeks	14	

C. Special Programs

Tours & Activities



- Seoul City Tour
- DMZ Tour
- Ski Camp
- Excursion to Jeonju Hanok Village
- Art Performance
- Korean Food Cooking Class
- Korean Crafts Class
- Taekwondo Class



Tours & Activities



C. Special Programs

Building New Networks

Mentors Club
Buddy Program
Welcoming Party



Yonsei Global
Community Service Program
Language Exchange

C. Special Programs: Lectures



Seoul, Korea

Japan-Korea Relationship: Current Issues and Prospects

Contemporary Korean Pop Culture and the Cultural Wave of "Hallyu"

Environmental Protection and the Role of NGO's in Korea

North-South Korean Relations: Challenges and Opportunities

Political Economy of Korean Development

Modern and Pre-Modern Korea: A Historical Overview

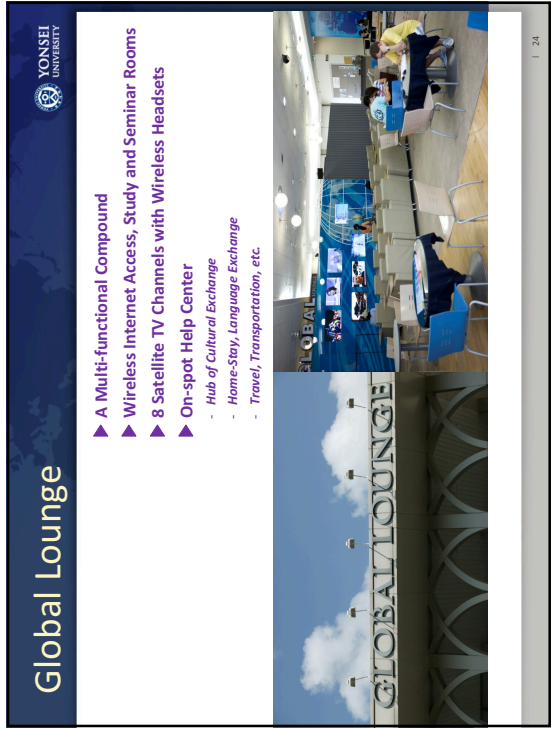
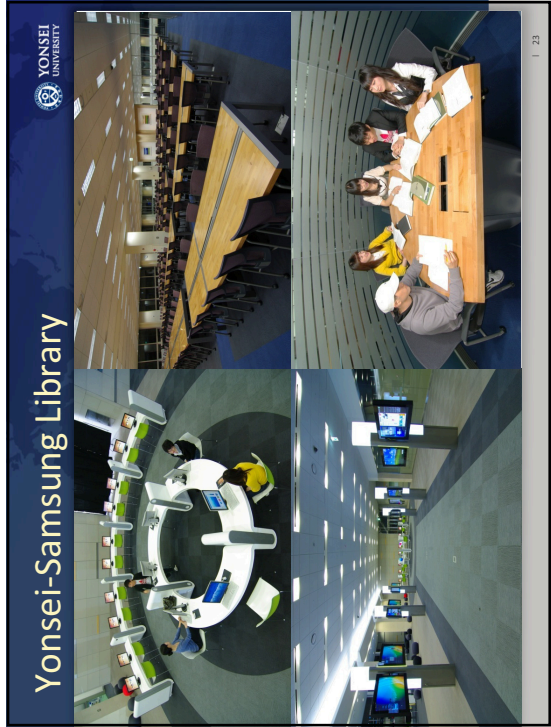
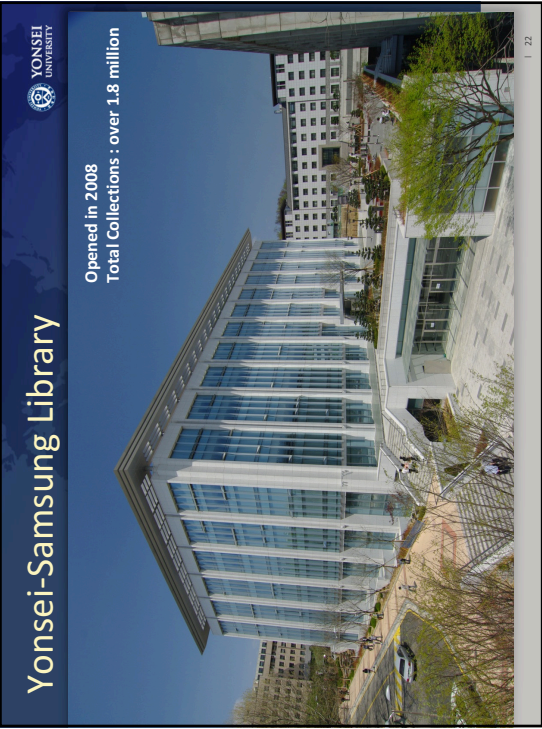
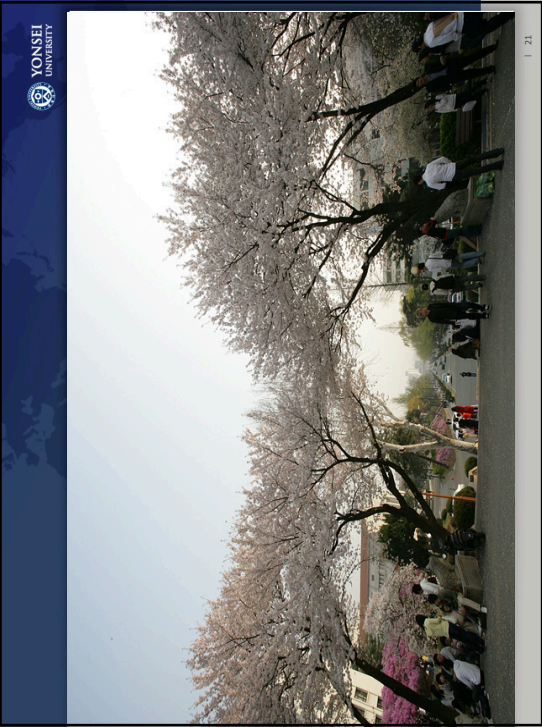
The Role of Trade and Industrial Policies in Korean Economic Development

Democracy and Politics in Korea

Peace on Korean Peninsula in a Newly Emerging Regional Security Order

Dynamics of Population Changes and Civil Society in Korea

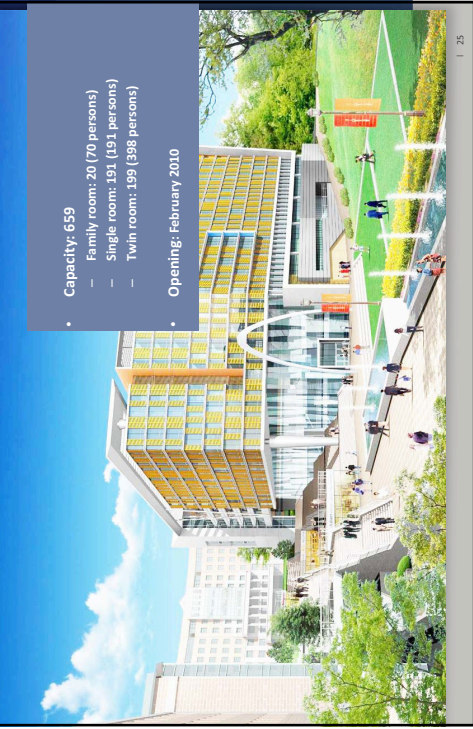
IV. Facilities



YONSEI
UNIVERSITY

2nd International House

- Capacity: 659
 - Family room: 20 (70 persons)
 - Single room: 191 (191 persons)
 - Twin room: 199 (398 persons)
- Opening: February 2010



25

YONSEI
UNIVERSITY

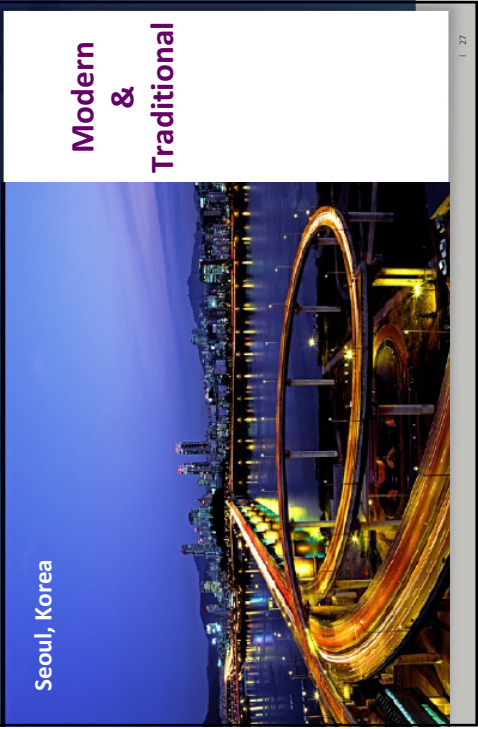
Thank you

26

YONSEI
UNIVERSITY

Seoul, Korea

Modern
&
Traditional



27

Abstract

Strengthening Global Collaboration

for the Improvement of Student Exchange Programs

CHEN Duan

Director

Study Abroad

International Office

Wuhan University

In this globalized age, in order to enhance the quality of exchange programs and enrich the international communications, it is essential to emphasize international collaboration among universities. With well-designed programs, thoughtfully-executed management and innovation-oriented reforms, international collaboration will be a stimulus to the improvement of student exchange programs. Wuhan University endeavors to construct meaningful exchange programs and attractive summer programs and determines to transfer 100 courses into English-instructed within 2010. All our efforts will approve the significance of international collaboration to the improvement of student exchange programs.



Wuhan University



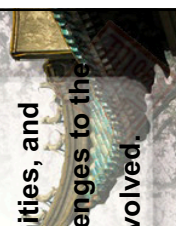
**Strengthening Global
Collaboration for the Improvement
of Student Exchange Programs**

By CHEN Duan
International Office, Wuhan University, China




Wuhan University

- In this globalized age, more and more students are attempting to explore a greater world by exchanging abroad.
- The increasingly multiplied global circulation of students generated opportunities, and simultaneously, produced challenges to the students and the institutions involved.




Wuhan University

- The key to enhance the quality of exchange programs and enrich the international communications is to enlarge international collaboration among universities.
- With well-designed programs, thoughtfully-executed management and innovation-oriented reforms, international collaboration will be a stimulus to the improvement of student exchange programs.



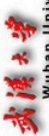

Wuhan University

Program Development

(1) Wuhan University has created more and more opportunities for students to study abroad.

In 2009, as planned, the university newly signed the agreements with 40 institutions and started 15 study-abroad programs with foreign partner institutions.

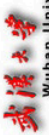


Program Development

• 2006	47 programs	327 students
• 2007	73 programs	627 students
• 2008	76 programs	1172 students
• 2009	89 programs	1494 students



Program Development

In order to balance the students exchange, we mapped out the international summer programs and the winter program in 2009. The winter program was co-hosted with NUS of Singapore.

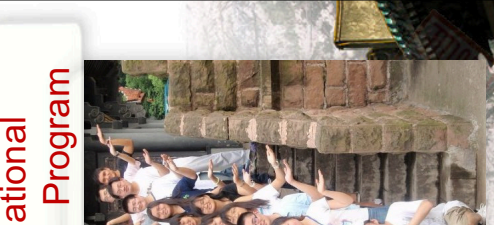







International Summer Program

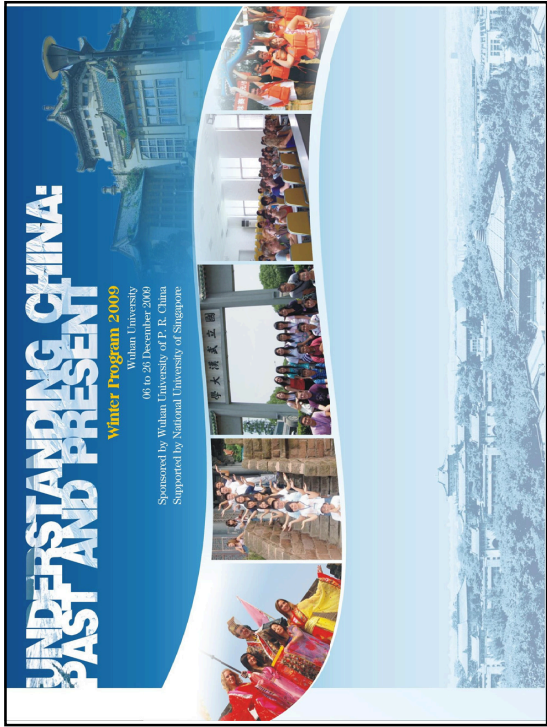


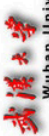



Wuhan University



International Summer Programme

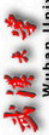


International Summer program

In 2010 three international summer programs will be organized.

four-week program	May 23-June 19
four-week program	June 27-July 24
two-week program	July 10- July 24

Program Development

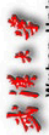
(2) The university, collaborating with foreign partners, offered a range of international special programs, such as Sino-French Economics Program, Sino-French Medical Program, Sino-German Law Program, Sino-British Business Program, Sino-British Engineering Program and Sino-Australia Engineering Program.

(3) The university, taking advantage of funding programs of the China Scholarship Council and other sources like DAAD, offered postgraduates more chances of study or research abroad. And we strive to seek fixed international PHD students education bases among close partner universities.



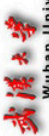

Program Development

Through broadening international cooperation and networks with our current and future partners, Wuhan University diversified its exchange programs and explored much more opportunities for inbound and outbound students.

Innovative Exploration

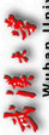
(1) Through international cooperation, teaching and research strength in certain fields are greatly upgraded. In 2002, the university and the World Health Foundation (Project HOPE) jointly started the Project HOPE Nursing School of Wuhan University. In 2005, the HOPE Nursing School became one of the only two nursing schools in mainland China which are entitled to grant doctoral degrees in nursing.

Innovative Exploration

(2) Transferring more major courses into English-instructed. We used to offer Chinese language courses for overseas students, and now we are developing **100** major courses taught in English, by our own professors and international visiting scholars. The newly developed courses will provide more choices among subjects for overseas students.



Innovative Exploration

(3) Attractive extra-curriculum programs targeted for international students are also under construction. Host family program, cultural awareness workshops and excursions, Chinese language courses. Hosting about 1,795 international students from over 94 countries in 2009, Wuhan University is striving to create a cross-cultural atmosphere for overseas students to enjoy much exposure to diverse cultures and beliefs.

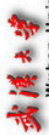





Innovative Exploration

(4) Sharing overseas advanced management experiences and promoting the quality and integrity of the administrative staff. Facilitating the administrative offices to make innovations and forming an atmosphere of internationalization is what the university tries to achieve. For this purpose, the university sent several study groups overseas and carried out several overseas training classes, and this proved successful.



Conclusion

- Strengthening global collaboration can mobilize universities to involve in internationalization, stimulate universities to reform in international competitions and expand students' global horizons and the knowledge structure, improved students' comprehensive capabilities and therefore, produce good results in the improvement of student exchange programs. Better program choices are provided and fresh initiatives are to be equipped.





Wuhan University

Conclusion

To work together to deepen and broaden the international cooperation and yet to evoke rewarding promotion of the student exchange programs in our universities.



Wuhan University

Thanks for your attention!



Curricular and Structural Challenges to the Global Circulation of Students

Prof. Elizabeth L. Enriquez, Ph.D.
Vice Chancellor for Student Affairs
University of the Philippines Diliman

The University of the Philippines has been a steady destination of a small number of foreign students. However, in spite of an increase in the interest of foreign students to enroll in UP, especially since the institutionalization of the UP Open University, there seems to be no significant increase in the size of the foreign student population.

This paper looks into the variables that may hinder the growth of the international student population, despite UP's comparative advantage over other universities in the region in terms of medium of instruction, which is English – currently the language assumed to aid the internationalization of universities. Among these variables are curricular directions and the character of the structure of UP as the National University, which means, among other things, that it is funded by the State.

On the other hand, the global circulation of our Filipino students is also a concern if they, too, are to acquire a global perspective. This issue may be addressed by reviewing the concept of internationalization. Is physical re-location a requisite of student mobility? Cannot the internationalization of the orientation of curricula afford all students, not only those who can travel, a significant degree of exposure to concepts with a global view?

Curricular and Structural Challenges to the Global Circulation of Students

by Prof. Elizabeth L. Enriquez, Ph.D.
Vice Chancellor for Student Affairs
University of the Philippines Diliman

Introduction

The evolving trend towards the internationalization of education is not new. Many universities around the world have been internationalizing in one way or another since the last century. However, it must be noted that different academics and university administrators may have different understandings of the concept, even within the same academic organization. Moreover, there is a wide range of ideas about the challenges to internationalization and the ways in which these challenges may be met.

This paper is a synthesis of the the ideas of twenty-one (21) university administrators who shared with me their ideas about internationalization of education in the last three weeks. My respondents include the Chancellor of the University of the Philippines Open University and several College Deans and directors of various institutes as well as senior professors in UP, who have had experiences in dealing with issues that affect the internationalization of

the University. I also consulted the paper, "On International Research Collaboration", a UP Centennial Professorial Chair lecture by UP Diliman Chancellor Sergio S. Cao.

Concepts about internationalization

A generic understanding of the concept of internationalization of education is in terms of interconnectedness of people and their educational institutions. It is a development of education worldwide owing largely to the natural course in the development of education and its attendant modernization. Operationally, it is put into practice through programs like mobility of both professors and students; the use of a common language or medium of instruction, presumably English; student access to professors and mentors as well as other resources like libraries located in different parts of the world, even while the student remains in one campus; other collaborative models like twinning programs, joint degrees, split PhD programs, and sandwich programs; activities like public lectures and roundtable discussions through videoconferences, field trips and foreign internships; as well as research collaboration among scholars from different universities, countries and cultures. The distance mode or Open University also provides one model of the internationalization of education. One other articulation of internationalization is the establishment of branch campuses offshore.

There is an increasing focus on the function of curricula and content of programs in the internationalization of education. While mobility of scholars

and accessibility of offshore resources remain important, it is the international character of academic programs that provides a student the opportunity to acquire an international education even without leaving the home campus. In some disciplines, like Engineering and the Sciences, this implies a certain level of standardization or complementarity of curricular offerings across collaborating institutions. Degree programs are designed such that knowledge and insights learned are applicable not only at the local or national cultural, environmental, or scientific setting but also applicable elsewhere in the world.

In the Social Sciences and the Humanities, partner universities may also offer some common courses, but perhaps a more general approach is the introduction or integration of international and intercultural dimensions or perspectives in the teaching, research and service functions of universities. In other words, as one senior professor has put it, curriculum-wise the disciplines must address international and global issues and must not remain parochial or focusing only on domestic concerns. One strategy is to offer courses that use the comparative approach to understanding and linking the developments in one's country with the rest of the world. Another is to view phenomena that interest scholars as transnational or borderless.

Concerns about globalization

As an ideal, the internationalization of education resonates with a universal dream of a unified humanity where a single government enforces a

policy of understanding and cooperation. As one Dean visualizes it, the idea of internationalization of education where one belongs to a vast, global network is electrifying. Universities and other institutions of education from around the world become partners and collaborators in working for the advancement of knowledge, enhancement of expertise and utilization of valuable experiences to solve human and social problems.

However, one concern is that the concept may also produce a less than ideal manifestation, and that is the globalization of education in economic and market terms. Shaped by the influence of the globalization of trade and commerce, this implies the treatment of education as a commodity responding to market forces such that demands for certain skills dictate the supply of particular types of graduates, i.e. labor, that are moveable across borders for the overriding purpose of profit by a few global players rather than for the welfare and interests of societies. Given such a scenario, a measure of inequality is inevitable in that less developed economies become the supplier of skills required by more developed economies, breeding new modes of inequities, dislocation and other problems especially in countries with weaker economies.

Meantime, the stronger economies provide the worldview or the perspective used as framework for training students for such a market. Thus, the idea of globalization of education, as opposed to internationalization of education, is viewed as problematic by some academics. For one, globalization may imply the standardization of curricula to the extent of ignoring the complexity of the many different cultures around the world. One

question is, “whose standards?” So the anxiety about globalization is both about its economic and cultural impact.

On the other hand, while internationalization presents new challenges and risks, it also presents new opportunities. What is critical is to consciously work towards mutual benefits from the wealth of experience and cultures we and the universities we partner with gain from each other. Internationalization should create solidarity through free and equal access to and circulation of knowledge and its application towards the improvement of lives. On the pragmatic side, internationalization will push everyone to elevate its standards to be at par with universities that have strong academic programs. Collaboration encourages multidisciplinary, helping to melt boundaries so we can find comprehensive solutions to complex problems. International partnerships allow for the sharing of laboratories, libraries, and other resources, as well as the transfer and exchange of knowledge and skills.

Internationalization efforts in the University of the Philippines

In the University of the Philippines, several Colleges and programs have been or are currently in partnership with international universities. There is a general perception that internationalization is desirable and that it is the way of the future of education. Some of the experiences illustrate clearly the practical benefits of internationalization. In our College of Engineering, for example, a group of Filipino, Vietnamese, Cambodian and Laotian scholars are engaged in finding a common solution to the common problem of

resuscitating and sustaining the ecosystems in rivers. Our Pasig River serves as the case study. The perspectives come not only from the experience with Pasig River but also from the diverse experiences with the Mekong River since the Mekong traverses several countries including Vietnam, Laos and Cambodia. These scholars expect to find a richer understanding of and a more far-reaching solution to the problem of both the Pasig and the Mekong Rivers.

Here's another example: The Dean of our School of Statistics was invited to write an entry in the upcoming International Encyclopaedia of the Statistical Sciences. Two other scholars, from the USA and Spain, submitted similar entries but each had unique ideas. Not knowing each other previously, the three decided to collaborate and co-author the entry. The result is a more comprehensive and superior reference on the topic. Moreover, the newly established network expands opportunities for international cooperation in their particular discipline.

Several of our degree-granting programs are necessarily international in their content and approach. For example, the students of our Asian Center, who come from several countries in and out of Asia, study not only the particularities of individual countries but also the dynamics among these countries. The scholars in our Institute of Islamic Studies harmonize Islamic thought with the liberal framework of education and the multi-dimensional character of the Social Sciences. In fact, UP is a pioneer in this area, establishing the Institute of Islamic Studies in the 1970s.

We have a Center for International Studies that offers essentially courses with globalized dimensions, such as geopolitics, geo-economics, international affairs, the politics of territorial disputes, diaspora, and cultures on cyberspace. A good number of courses across the various disciplines in the Humanities and the Social Sciences consider the cultures, political structures, and economic configurations of populations across the globe. We also have courses in Linguistics and various Languages around the world that inevitably compare and reflect on various civilizations.

We currently manage a twinning program with a German university in our School of Urban and Regional Planning. We are part of international research partnerships and consortia, particularly in Science and Engineering. We enjoy a good number of exchange and visiting programs both for our professors and a small number of students. Our scholars, as individuals, participate actively in international conferences and publications. We are developing our network that will hopefully lead to joint degrees and other programs of cooperation.

The UP Open University offers formal and non-formal programs to Filipinos and non-Filipinos located all over the world. One of its goals is to build what it calls global learning communities. It has collaborative programs with Open Universities in Canada, the United Kingdom, Israel, and South Africa; while it is a member of the Asian Association of Open Universities. Its faculty members engage in research and development projects under the auspices of international networks such as the World Health Organization, the

Food and Agricultural Organization, and the International Development Research Centre of Canada.

Curricular challenges

While these examples of collaboration are encouraging, the University contends with several challenges to a truly international program. One way of understanding these challenges is to see them along two lines: curricular and structural. Let me begin with the curricular issues, which comprise a shorter list but is not less daunting than the structural issues:

One ally of internationalization is the multi- or trans-disciplinary approach to education. Enlisting this ally is easier said than done. Most of the degree programs have been firmly established along traditional disciplinary lines and crossing such borders is still a conceptual challenge to many academics. As one senior professor put it, many refuse to leave their academic cubicles, jealously protecting their turf.

Another curricular challenge pertains to anxieties about the impact of theoretical frameworks and worldviews particularly in the Social Sciences and Humanities. One Dean laments that Filipino nationalism is still weak, and a global curriculum can further weaken the Filipinos' sense of nation. Another Dean insists that scholars must not automatically assume that foreign concepts are always applicable to an understanding of Philippine realities. It

should be noted that these apprehensions are absent among scholars in the Sciences and Engineering.

A few other challenges are both curricular and structural. One is the length of the basic education program in the Philippines. Private schools in the Philippines have one year less of basic education compared with most systems around the world, while public schools have two years less. The other issue is the reckoning of credit unit. There is reluctance, sometimes refusal, among colleges and universities in the Philippines to credit units that have been earned by our students in foreign universities. This discourages Filipino students from joining exchange programs abroad.

Another issue is the grading system. Even among Philippine universities, the grading systems are so disparate. An issue that affects graduate students is the recognition of degrees. When a graduate, for example, enrolls in a Master's or PhD program in a foreign university that does not recognize the particular baccalaureate degree of said graduate, he or she is compelled to take additional courses in his or her program. Needless to say, this has served to discourage some to pursue graduate studies in particular institutions of higher learning.

Finally, the policies and procedures followed in revising the curricula are described by one interviewee as too rigid. The course of review follows many steps where any proposed curriculum change can be vetoed, making it a painfully slow process.

Structural challenges

I will now go to a list of structural challenges to internationalization of education:

For UP in particular, the greatest challenge is the institutionalization of a funding structure whose sole objective is to support programs and activities that will push the agenda of internationalization. Because we lack this at the moment, we are prevented from playing major roles in international collaborations. For example, our scholars may have the brain power but our lack of state-of-the-art cutting-edge laboratories and funding equity often relegate them to the role of minor partners in international research projects. We are also limited in our capacity to send our professors and students for advanced training abroad, or even to participate in international conferences, science and technology exhibitions, and international cultural fairs, which are among the best settings for exchange and networking. Our poor visibility in such events limits our opportunities for forging partnerships with other Universities; and these limitations also diminish prospects for such critical academic activities like publication in international journals.

Another consequence of the lack of a focused funding structure for internationalization is the poor quality of support services such as foreign faculty and student housing. We have a special dormitory for international scholars, but its maintenance has not been a priority given the competing demands for funds in the University. In fact, activities such as those I have

mentioned above are at the moment vying with other obligations of the the University to long-established programs. As a result, there is also a lack of experienced and knowledgeable personnel in the University overseeing internationalization. While we have such an office, it is saddled with other duties not connected to internationalization.

Perhaps the best way to explain this is the nature of UP, that of a state-funded University whose purpose is to provide subsidized quality tertiary education to Filipinos. One offshoot of this is that the tuition fee structure is the same for all students in UP, whether Filipino or foreign. Thus, there is understandably some measure of hesitancy in actively promoting foreign enrolment, which explains the vicious cycle of lack of attention to support services that should enhance internationalization.

Another constraint in UP that negatively affects efforts at internationalization is the Constitutional prohibition against granting tenure to foreign professors in State universities and colleges. Needless to say, this reduces our ability to bring in the critical mass of foreign talent that will help provoke more varied discourses in the classrooms and stimulate more advanced or even radical research ideas.

The centralized bureaucracy of the University constrains the ability of Colleges and other academic units to join international programs. In UP, only the Chancellor and the President are authorized to sign memoranda of agreements or understanding. In practice, agreements develop from the ground up as networks are initially forged between and among scholars who

wish to engage each other. In most Universities, College Deans are empowered to enter into agreements without requiring top-level approval. Because this power has not been devolved, some projects lose steam or the participants lose interest.

Finally, the academic calendar in the Philippines is not in synch with the academic cycles of many countries where there are Universities we wish to partner with. This is a serious deterrent to the mobility of both our and international students, who lose a semester or a term when they spend part of their program in another university.

Strategies to meet challenges

The desire to pursue internationalization is evident in the strategies suggested to address the abovestated challenges:

First and foremost are a conscious decision to internationalize and the political will to implement it. Then, we need structural adjustments. A strategic program must be crafted. The University must identify the fields and disciplines which are most ready for internationalization, and start there. An office focused on the goal of internationalization should be organized. This office should pro-actively coordinate and facilitate international activities and train its eyes on international opportunities and competitiveness. It should study the best practices of other institutions and recommend what we may adopt or try. The University must explain to its constituents why and how

internationalization will benefit not only the University but the country in the long run, to address the generally conservative attitudes towards change.

The University bureaucracy must de-centralize enough to empower the Deans and give them the flexibility to more aggressively pursue international collaborations. Corollarily, continuing training and planning workshops must be conducted for Deans, program directors and other academic administrators to equip everyone for internationalization. The University should study how an exemption may be obtained from the civil service rule against the hiring of foreigners so that there is greater latitude in attracting more foreign professors and experts.

Opportunities for international collaboration must be encouraged among the faculty. The environment for research, whether at home or abroad, must be improved by greater incentives and better facilities such as laboratories, libraries and Information Technology resources. Libraries and other reference centers must be digitalized for easy access. The faculty, as well as the University as an institution, must be members of reputable academic consortia. We must join global associations or unions of university faculty or teaching personnel. One of the most powerful boosts for the internationalization of curricula is the influence that such global unions have on a university's academic programs. There must also be a system of recognition of the faculty's international initiatives. People are our most important resource.

Speaking of the curriculum, course offerings must be reviewed and Departments must be encouraged to include an international dimension. Real-world problem-focused programs and courses as well as research that address international issues must be encouraged. A campaign to seek international accreditation of our programs should be pursued. On the other hand, mutual accreditation should also be considered.

One strength of UP that we should not take for granted is English as the medium of instruction. While we strengthen Filipino languages, we should not neglect to reinforce the teaching of English from the basic education level in order not to erode this advantage.

Both the academic cycle and the physical environment of the University must be examined. There must be a way around the June-to-March academic calendar to encourage scholar mobility. Facilities for foreign scholars, such as campus housing, must be improved to attract them and to enhance their learning experience in our country.

The biggest question is how to finance all of these grand plans. At least three ideas were brought forward. First is the review of the tuition structure. One of the Deans I interviewed recalled that she paid more than four times what her American classmates paid in a US university where she took her doctoral studies. In this university, Americans were subsidized while foreigners paid the actual cost of education. If we can do the same, we can more aggressively attract foreign students without running counter to the mandate of the University to provide subsidized quality tertiary education to

Filipinos. Scholarships, on the other hand, should be sought from donors to enable scholars from less developed countries come to UP. Right now they compose most of our foreign student population and many of us recognize the value of providing them educational opportunities that may not be available to them.

The second strategy is to develop linkages with other stakeholders such as business and industry. The scarcity of talent and skills in certain industries is an impetus for the establishment of scholarships, research grants, and endowment funds. In some cases, businesses with global reach may fund the modernization of laboratories, access to other resources, scholarships and other incentives to attract faculty and students into programs that may be linked to the research and development department of companies. This way the University may enjoy guaranteed benefit from the commercial applications of products and services it may develop through research.

The third is to make the land assets of the University work for it. UP is the recipient of vast land grants from the State precisely for this purpose. This is politically controversial as the radical left among the University's constituencies insist that utilization of said land for profit is inconsistent with the mandate of the State University. However, a careful management of such a program may ease the perennial financial constraints that the University faces and may help enable us to pursue the type of internationalization of education that will in the long run give us not only financial returns but, more importantly, the rewards of membership in an international effort to use knowledge for the health of the planet and the improvement of our lives.

Final word

Finally, the initiatives we must undertake must be truly international – not focused only on Europe, Japan, or the US, but also inclusive of Africa, Latin America, South Asia, and other regions of the world. We should create networks between the so-called North and South if we are to fulfil the more noble goals of internationalization of education.

Sources:

Sergio S. Cao, Ph.D., "On International Research Collaboration," The Philippine Stock Exchange Centennial Professorial Chair Lecture, 16 December 2009, College of Business Administration, University of the Philippines Diliman. (Professor Cao is Chancellor of University of the Philippines Diliman.)

Interviews:

1. Ramon Ma. G. Acoymo, Ph.D. – Dean, College of Music
2. Grace J. Alfonso, Ph.D. – Chancellor, UP Open University
3. Jose Maria P. Balmaceda, Ph.D. – Director, Institute of Mathematics
4. Erniel B. Barrios, Ph.D. – Dean, School of Statistics
5. Mario delos Reyes, – College Secretary, School of Urban and Regional Planning
6. Rowena Cristina L. Guevara, Ph.D. – Dean, College of Engineering
7. Ben Paul B. Gutierrez, Ph.D. – Professor, College of Business Administration
8. Cynthia T. Hedreyda, Ph.D. – Director, National Institute of Molecular Biology and Biotechnology
9. Juliet C. Mallari, Ph.D. – Director, UP Extension Program in San Fernando, Pampanga and Olongapo
10. Florinda FDF Mateo, Ph.D. – Assistant Vice President for Academic Affairs and Director, Office of Institutional Linkages

11. Adelaida V. Mayo – Dean, College of Home Economics
12. Mario I. Miclat, Ph.D. – Dean, Asian Center
13. Flora Elena R. Mirano, Ph.D. – Dean, College of Arts and Letters
14. Caesar A. Saloma, Ph.D. – Dean, College of Science
15. Ma. Lourdes San Diego-McGlone, Ph.D. – Director, Marine Science Institute
16. Danilo A. Silvestre, Ph.D. – Dean, College of Architecture
17. Teresa E. Tadem, Ph.D. – Director, Third World Studies Center
18. Vivien M. Talisayon, Ph.D. – Dean, College of Education
19. Rolando B. Tolentino, Ph.D. – Dean, College of Mass Communication
20. Julkipli M. Wadi, Ph.D. – Dean, Institute of Islamic Studies
21. Cynthia N. Zayas, Ph.D. – Professor, Center for International Studies

With assistance from Maricel Rodriguez,
Office of the Vice Chancellor for Student Affairs

Curricular and Structural Challenges to the Global Circulation of Students

Prof. Elizabeth L. Enriquez, Ph.D.
Vice Chancellor for Student Affairs
University of the Philippines Diliman



Concepts about INTERNATIONALIZATION

- mobility of both professors and students
- common medium of instruction, presumably English
- access to professors and mentors as well as other resources like libraries located in different parts of the world, even while the student remains in one campus



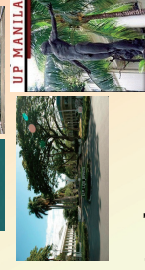
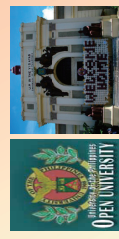
Concepts about INTERNATIONALIZATION

- twinning programs, joint degrees, split PhD programs, and sandwich programs
- public lectures and roundtable discussions through videoconferences, field trips and foreign internships
- research collaboration among scholars from different universities, countries and cultures



Concepts about INTERNATIONALIZATION

- distance mode or Open University
- branch campuses offshore
- standardized or common courses
- international perspectives in the curriculum



Concerns about GLOBALIZATION

- education as commodity
- new modes of inequities, dislocation and other problems
- whose standards? whose worldviews?



Benefits of INTERNATIONALIZATION

- creates solidarity
- elevates standards
- encourages multi-disciplinarity
- allows the sharing of laboratories, libraries, and other resources
- transfers and exchanges of knowledge and skills.



Internationalization in the UNIVERSITY OF THE PHILIPPINES

- joint researches
- joint authorship of publications
- degree programs that are necessarily international
- twinning program, exchange/visiting programs, etc.
- global learning communities



Curricular challenges

- resistance to multi-disciplinary studies
- impact on national consciousness
- length of basic education



Curricular challenges



- reckoning of credit unit
- grading system
- recognition of degrees
- rigid process of curricular reform



Structural challenges

- no tenure for foreign professors
- centralized bureaucracy
- academic calendar



Structural challenges

- lack of funding structure
- poor quality of support services
- lack of experienced and knowledgeable personnel



Strategies to meet challenges

- conscious decision and political will
- craft strategic program
- create an office of internationalization
- information drive on internationalization
- de-centralize bureaucracy



Challenges, countermeasures and findings on student exchange programs by Tokyo Tech

Tsugihiko SHIMURA

International Cooperation Coordinator, International Office,
Tokyo Institute of Technology

ABSTRACT

1. Challenges

a. The number of outgoing students

Compared to the number of incoming students from abroad, that of outgoing, especially Japanese, students is small, much smaller than that of opportunities the university offers.

b. Opportunity for incoming undergraduate students

There are many request from Tokyo Tech's partners in the world for short term exchange program (internship) of "undergraduate" students for a few months, however, not all the requests are fulfilled.

2. Countermeasures

a. Providing more opportunities

i. Outgoing students

To encourage the students who are interested in studying abroad but hesitating because of lack of preliminary experiences, Tokyo Tech conducts variety of events and programs with lower barrier and with more useful information and training opportunity.

ii. Incoming (UG, short) students

Tokyo Tech makes effort to accept more UG students by offering various type of programs with different length of study.

b. Linkage of various programs for synergy effect

One of Tokyo Tech's program leads and encourage the participants to another program. Tokyo Tech utilizes the accumulated participants list of any program for promotional purposes.

3. Findings

a. Student can be the "cast" of the university.

They are not guests, even staffs.

b. Utilization of the power of students is spontaneous and sustainable.

With proper guidance and encouragement, they are willing to contribute to the internationalization of the university, inviting more students from abroad and encouraging their friends to study abroad.

[End]

Challenges, countermeasures and findings on student exchange programs by Tokyo Tech

The 5th University Administrators Workshop,
Kyoto University, 27 January 2010

Tsugihiko Shimura, International Cooperation
Coordinator, International Office, Tokyo
Institute of Technology, Japan

1.Challenges

1-1. Number of out-going students is small

Basic numbers about Tokyo Tech...

- 10,000 students studying at Tokyo Tech
- International 1,149 (11%) ← one of the top rate in JP
- China (431), Korea (143), Vietnam (82), Indonesia (74), Thailand (71), Malaysia (36), Philippines (23), Bangladesh(28) ...

- Compared with the number of in-coming students (international students), the number of out-going students (mainly Japanese) is very small.

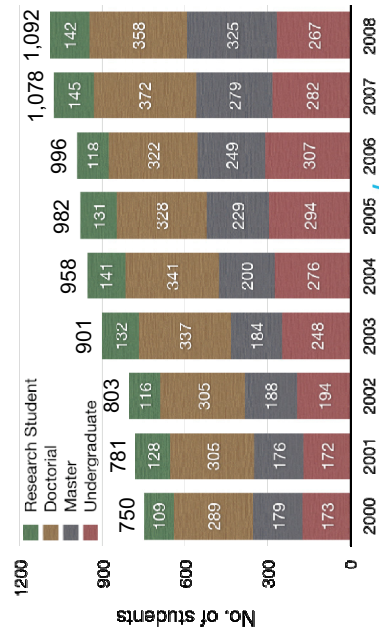
- ex) Only 50-60 students/year utilize the opportunity of “studying abroad program with tuition waiver”, even Tokyo Tech offers about 200 quotas.

Contents

- Challenges
 - The number of outgoing students is small
 - Opportunity for incoming undergraduate students
 - Countermeasures
 - Providing more opportunities
 - Linkage of various programs for synergy effect
 - Findings
 - Student/alumni can be the “cast” of the university.
 - Utilization of the power of ~~students/alumni~~ ^{TKYU TECH} ~~students/alumni~~ ^{TKYU TECH}

1-1. Number of out-going students (continued)

The number of in-coming students is increasing...



1. Challenges

1-2. Opportunity for incoming undergraduate students is very limited

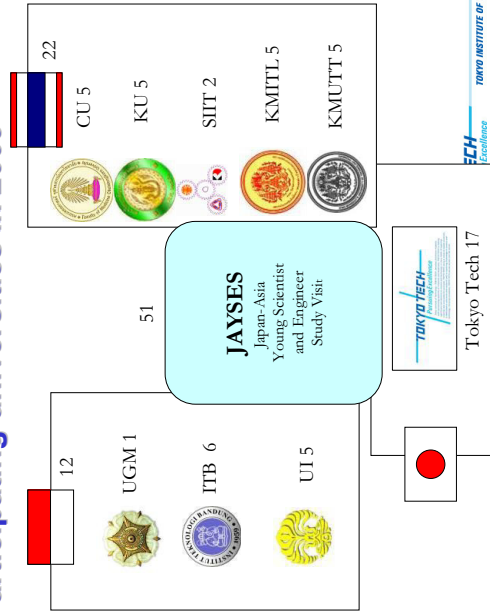
- There are many requests from partners of Tokyo Tech in the world for short term program (internship). Common request is "3 months internship for undergraduate students".
- However, not all the requests are fulfilled because Tokyo Tech has few English program for undergraduate students.
 - **Only YSEP (Young Scientist Exchange Program) , the 1 year program mainly for B4 students in English.**

2. Counter measures

2-1. Providing more various opportunities (for out-going)

- No short-term program offered to whole Tokyo Tech students. (except study tour conducted by each laboratory) →
 - **JAYSES (Japan Asia Young Scientist and Engineer Study Visit)**
- For those who don't have confident strong enough to apply for studying abroad in long term.
- 10 days study trip program in one or two Asian countries. (Thailand in 2007, Thailand and Indonesia in 2008, Thailand in 2009)
- Preparatory studies for 2 months including training program for upgrading the skill for presentation, discussion, facilitation of meeting in English.

Participating universities in 2009



2. Counter measures

2-1. Providing more various opportunities (for in-coming)

- New program under students initiative
 - **ASCENT (Asia Student Collaboration Encouragement Program in Technology)**
- Study tour program in Japan to accept students from partner universities. =counter project for JAYSES
- Organized and conducted by the group of ex-JAYSES participants.

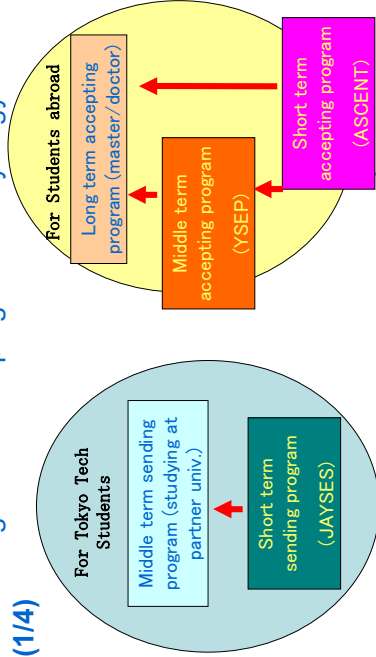
2. Counter measures

2-1. Providing more various opportunities (for in-coming)

- YSEP was 1 year program. →
– New YSEP program offers 2 types of duration, 1 year or 6 months (“YSEP for Experiencing Japan”)
- No framework for accepting short-term UG students. →
– Visiting students within 3 months don't have to pay tuition fee of research student.

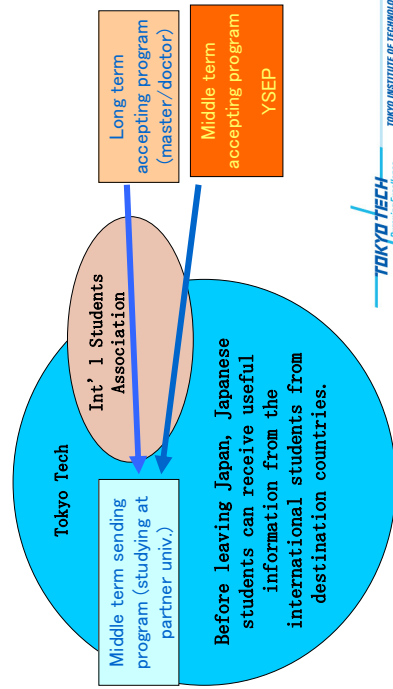
2. Counter measures

2-2. Linkage of various programs for synergy effect (1/4)



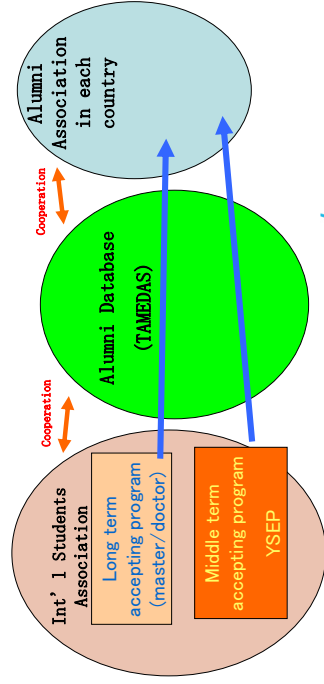
2. Counter measures

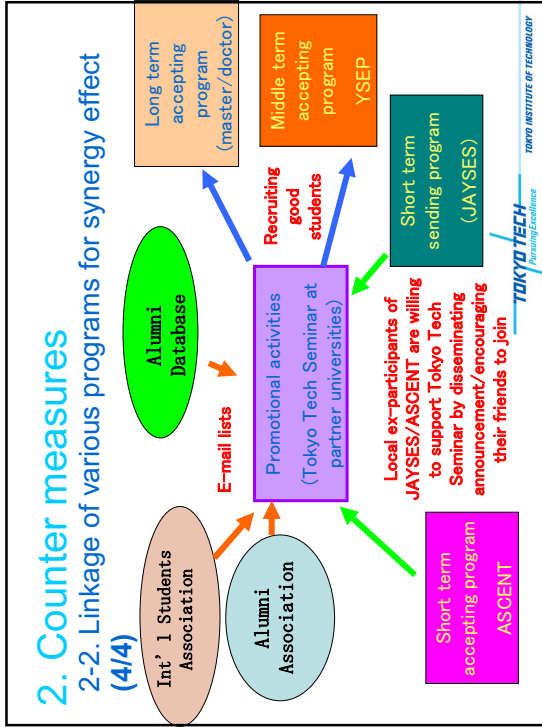
2-2. Linkage of various programs for synergy effect (2/4)



2. Counter measures

2-2. Linkage of various programs for synergy effect (3/4)





3. Findings

3-1. Student/alumni can be the “cast” of the university

- Ex) “Disneyland’s human components”
 - **Staff:** Organizer/coordinator/fixer in the backstage
 - **Cast:** Merchandise, actor on the main stage, Key player of main activity, selling point, (even cleaners, waiters/waitresses or sales persons at souvenir shops are called “cast” because they are exposed in the eyes of guests and expected to play their roles)
 - **Guest:** Financial resource. The target of entertainment

3. Findings

3-1. Student/alumni can be the “cast” of the university

- How about university?
 - **Staff** = Administrators, faculty members
 - **Cast** = ... students and alumni!! Why? Because university is evaluated by the quality and performance of students/graduates (one of final products of higher education) and they are the ones who should be on the main stage.
 - **Guest** = Who are the guests? The parents? Government? Funding donor?...

3. Findings

3-2. Lastly

- Provided they are given proper incentives, they are happy to cooperate and contribute to their “good old school”.
- Provided that the power of students/alumni is built in the programs properly, the outcome will be sustainable under spontaneous driving force. (we sometimes call it love or friendship)
- **Conclusion: Utilizing the power of students / alumni is spontaneous and sustainable!**

Maraming salamt po

ขอบคุณมากครับ

太謝謝祿了

감사합니다

Thank you very much

ありがとうございました

The Internationalization of Korea University

Strategies, Status, Challenges

By: Mr. Jongkeun Kim
Senior Manager, Office of International Affairs,
Korea University

~Abstract~

As one of the leading research intensive universities in the world, since 2004 Korea University has made a priority of internationalizing the university.

Over the last decade, the university has expanded its international student presence, increased the mobility of its domestic students, created partnerships with many of the world's top universities and participated and hosted a number of high-profile academic events intended to engage the university with the world.

By working to achieve its two main goals of fostering global leaders for the future and raising the institutional profile of the university, Korea University has invested significant resources to become a recognized leader in international education. Yet despite this success, there have been a number of challenges and difficulties experienced over the years.

This presentation will introduce the audience to Korea University, assess the status of its international programs and discuss key challenges the administration has experienced --- and is experiencing --- in the areas of student mobility, research promotion and institutional reform for internationalization.

The Internationalization of Korea University

Strategies, Status, Challenges

January 27, 2010

Jongkeun KIM, Exchange Programs Manager
Office of International Affairs, Korea University

A Century of Leadership

Korea University --- leading the nation in intellectual thought, and the democracy and freedom movements since 1905.

Intro: Facts at a Glance

Goal & Purpose of Internationalization

International Agreements

International Agreement (as of 2009. 10)

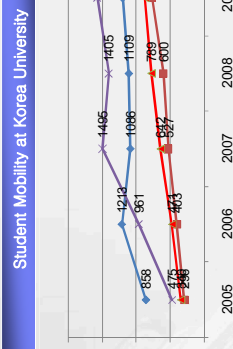
Agreement Type	Level	# of Nations	# of Universities
Bilateral	Korea University	47	291
	Departmental Level	32	129
	Total	53	370
International Student Exchange Program (ISEP)		44	289
Grand Total		71	675

International Organizations

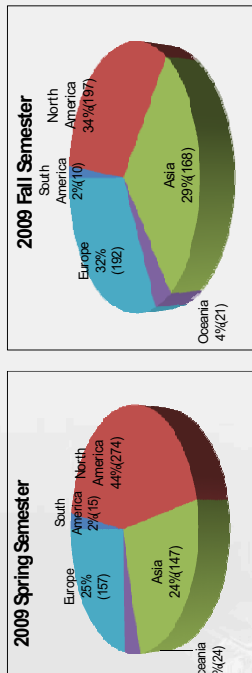
- Association of Pacific Rim Universities (APRU)
- Universitas 21
- International Student Exchange Program (ISEP)

Summary of Student Mobility at Korea University

	2005	2006	2007	2008	2009
Outgoing Exchange	858	1,213	1,086	1,109	1,205
Incoming Exchange	296	403	527	600	764
Degree Seeking	340	471	642	788	871
International Summer Campus	475	961	1,495	1,405	1,570

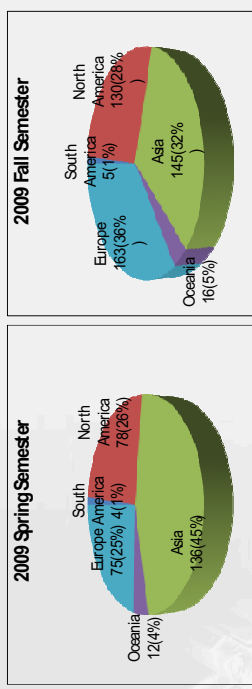


Outgoing Exchange/Visiting Students by Continent



Semester	North America	Asia	Oceania	Europe	South America	Total
2009 Spring	197	147	19	157	274	617
2009 Fall	157	168	24	192	15	588
Total	471	315	45	349	25	1,205

Incoming Exchange/Visiting Students by Continent



Semester	North America	Asia	Oceania	Europe	South America	Total
2009 Spring	130	136	12	75	4	305
2009 Fall	130	145	16	163	5	459
Total	260	281	28	238	9	764



Becoming a Top University



20% of Korean politicians and Korean company CEOs are alumni

Ranked #211 according to the Times Higher Education Supplement in the World University Rankings (2009)

Ranked #1 in terms of employment rate of KU graduates by the Korean Ministry of Education & Human Resources (2004-2009)

Ranked #1 University in terms of globalization by the Korean Ministry of Education & Human Resources (2003-2009)



Domestic Initiatives (1)

On Campus

- Over 40% of the courses in all disciplines delivered in the English language (over 60% in Business School and Engineering)
- Scholarships for 30% of incoming international students, e.g. travel, admission and merit scholarships
- Benchmarking against the best universities in the world to improve course materials and curricula
- Construction of top quality facilities for staff and students through alumni support



Domestic Initiatives - (2)

Top Quality Facilities for World Class Students

Centennial Memorial Samsung Hall

Wha-Jung Stadium

LG-POSCO Business School

CJ International House

Construction of over 22 new buildings since 2001, valued at over USD600 million



Challenges in Student Mobility

Challenges

- Maintaining Balance
- Risk Management
- Need of Financial Support
- Culture Shock
- Housing shortage

Action

- Global KU Scholarship
- Mandatory Insurance
- Orientation
- KU Buddy Program
- New Dormitory



Global KU
Frontier Spirit

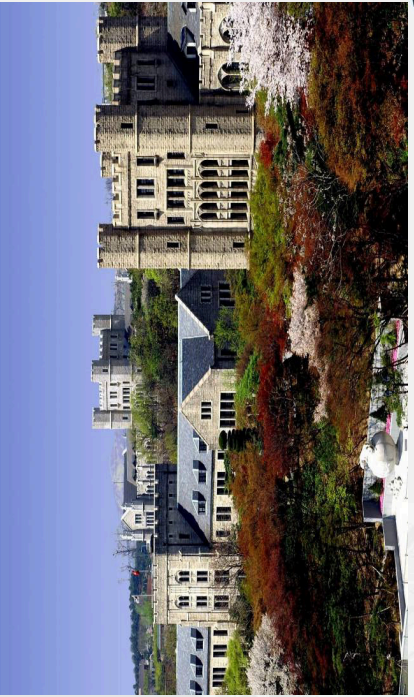
Student Mobility at Korea University

New Initiatives

- One-Stop Service Center for International Students
- New Website of KU International Affairs Office
- Global Entrepreneur Program



Global KU
Frontier Spirit



Thank You

5th University Administrators Workshop
Kyoto University
27 & 28 January 2010

The Role of NUS' International Relations Office in Globalising Higher Education

Associate Professor Anne Pakir
Director, International Relations Office, National University of Singapore (NUS)
3rd Storey, Unit 03-03, Shaw Foundation Alumni House,
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Tel: +65-6516-4355

Abstract

International Relations Offices in world class universities play an important role in globalizing higher education. For example, the International Relations Office (IRO) at NUS forges partnerships with premier institutions around the world to enhance the university's standing. In tandem with NUS' vision of becoming a global knowledge enterprise, IRO at NUS (established in 1996) has international engagements with many peer institutions. We foster interactions and collaborations in education, research and technology that benefit our students, staff, and other stakeholders.

In the area of global education for our students, IRO at NUS has achieved its quantitative targets for the Student Exchange Programme (SEP). Moving forward, IRO at NUS has in 2010 embarked on corporate re-organization in order to better attend to the qualitative aspects.

Another purpose of the restructuring is also to enable us to focus on engaging our Partner Universities and the World in new creative ways. In this short presentation, the re-structured IRO at NUS will be described with a view to the new challenges faced in globalizing higher education at NUS.

The Role of NUS' International Relations Office in Globalising Higher Education

5th University Administrators Workshop
Kyoto University
27 & 28 February 2010

Associate Professor Anne Pakir
Director, International Relations Office



NUS: A research-intensive university with an entrepreneurial dimension



2



NUS Vision

Towards a Global Knowledge Enterprise
A leading global university centred in Asia, influencing the future



3



NUS Mission

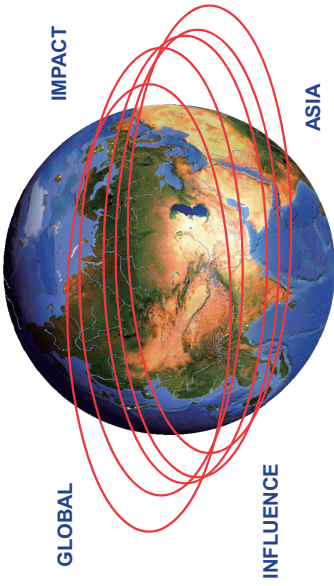
To transform the way people think and do things through education, research and service



4



A New Dimension



A leading global university, centred in Asia





A Truly International Campus

- Enrolled **25,800** undergraduates, **10,400** graduate students of whom **2,100** are engaged in research
- Attracted close to **10,000** international students
- 25%** of undergraduates are full-time foreign students
- Another **1300** students are exchange students
- 70%** postgraduates are foreign students
- 50%** of faculty are from overseas
- 75%** of research staff are from overseas







The Role of International Relations Officers at Universities?



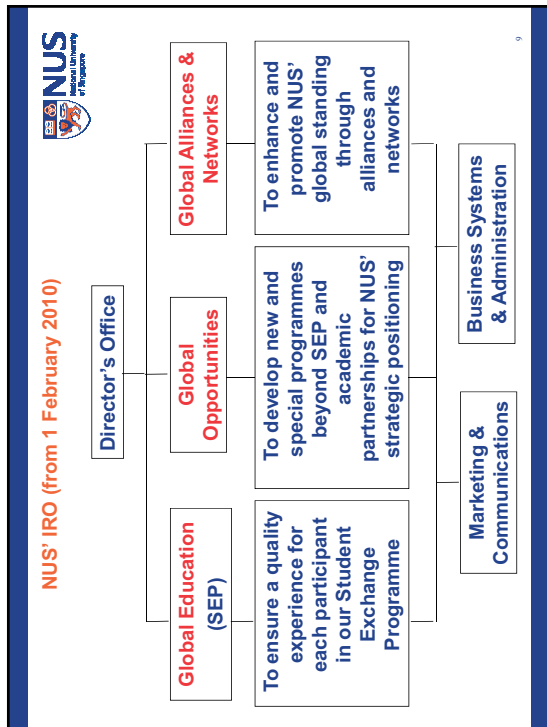


The Role of IRO at NUS: IRO Mission

Forge international partnerships for transformational programmes







Enhancing NUS Global Pursuits for Students

Partnering 180 active overseas universities from over 27 countries for:

- student exchange programmes
- language preparation programmes
- double/ joint/concurrent degree programmes
- field trips, research attachments
- summer programmes, etc

Global Pursuits for Students

- Target of 50% of NUS undergrads to get global exposure
- Achieved 50% in AY2009/10

- **Student Exchange Programmes (SEP)**
Semester or year-long academic studies abroad
- **NUS Overseas Colleges (NOC)**
Structured year-long overseas technopreneurship programme
- **Joint / Double Degree Programmes (JDP/DDP/CDP)**
Structured learning semesters/years across campuses
- **Overseas Enrichment Programmes (OEP)**
Summer Programmes, Field Trips, Research Exchanges, Internships, Clinical Attachments, Community Projects, Conferences
- **Language Immersion Programmes**
Sponsored by German, French and Swiss government agencies

New Global Businesses : an update from 4th University Administrators Workshop

A. International Internship (i-Intern)

B. International Research Attachment Programmes (i-RAP)



New Global Businesses : an update from 4th University Administrators Workshop



C. International Summer Programme (i-SP):



D. Internationalisation at Home (i@Home):

13



Global Alliances & Networks

- International Alliance of Research Universities (IARU)
 
- Association of Pacific Rim Universities (APRU)
 
- ASEAN University Network (AUN)
 
- Universitas 21 (U21)
 

14



Our Challenges

- ❖ Senior Management Support
- ❖ Funding for students
- ❖ Working with partners
- ❖ Not diluting country expertise
- ❖ Providing “transformative education”

15





Appreciating international communities and their issues.



Enjoying the thrill of discovery, including new experiences in class, in the field, and in the lab.

TRANSFORMATIVE EDUCATION ?

16

Breaking barriers and building bridges.
Advancing the boundaries of knowledge.

BREAKING NEW GROUND

17

Promoting global citizenry and cultural sensitivity.

INTERNATIONALISATION @ HOME

18

NUS: “A learning environment with opportunities to stretch the best minds in Singapore and the region.
An energising milieu that will enable you to surpass yourself.”

NUS President Professor Tan Chorh Chuan

YOUR FUTURE OUR INFLUENC

19

NUS University Town

Kent Ridge and University Town
Aerial View →

Town Centre →

Residential College →

20



Session B

International Networking of
International Administration Officers

The Potential of Administrators' Network

Tamami KOJIMA

Staff, International Affairs Division

Kyoto University

This paper aims to express the importance and potential of the administrators' network. Beginning with a brief introduction of the administrative structure at Kyoto University, the World Universities Ranking is an essential topic to describe the importance of administrators' networks. At the last part, two suggestions are showed to make effective networks.

-Outline-

1. The Administrative Structure

Foreign Students Division

International Affairs Division

Planning and Coordination Group

External Policy Group

2. World Universities Ranking

Kyoto University

Analysis

Why are networks needed to raise university ranking?

3. Two Suggestions for networking

Networking through our Regular Job

Using IT Technology



The Potential of Administrators' Networks

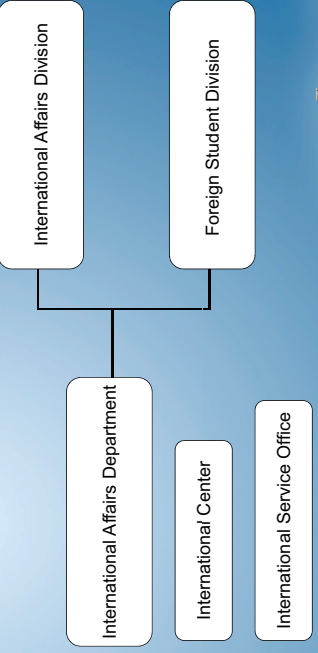
Tamami Kojima
Staff, International Affairs Division
Kyoto University



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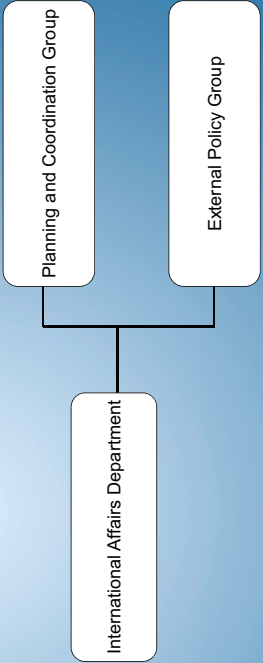
The Potential of Administrators' Networks




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The Potential of Administrators' Networks




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The Potential of Administrators' Networks

The Association of East Asian Research Universities (AEARU): 15th Annual General Meeting and 25th Board of Directors Meeting held at Tohoku University. Kyoto University served as the chair of AEARU in 2008/2009.




東亜研究大学協会
東アジア研究大学協会
キョウト大学は2008/2009年に
The Association of East Asian Research Universities



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The Potential of Administrators' Networks



13th Annual Presidents Meeting of the Association of Pacific Rim Universities (APRU) held at the California Institute of Technology, Pasadena, U.S. Kyoto University is on the Governing Board as well.





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The Potential of Administrators' Networks




The 11th Kyoto University International Symposium

The 11th Kyoto University International Symposium (KUIS-11) entitled "Frontier Bioscience in Modern Medicine" was held with great success at the Mingdao Reporting Hall on the campus of Shanghai Medical College, Fudan University.



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The Potential of Administrators' Networks

Times Higher Education - QS World University Ranking

The most famous ranking of higher education

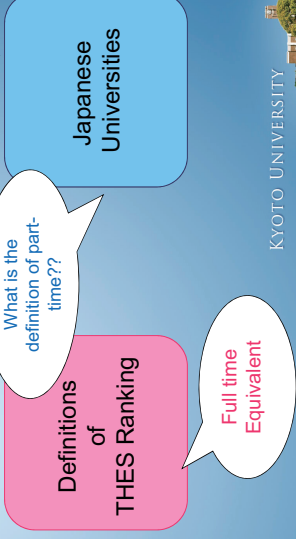


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The Potential of Administrators' Networks

The difficulty





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The Potential of Administrators' Networks

1. Harvard University US
2. University of Cambridge UK
3. Yale University US
4. University College London UK
5. Imperial College London UK
6. University of Oxford UK
7. University of Chicago US
8. Princeton University US
9. Massachusetts Institute of Technology US
10. California Institute of Technology US

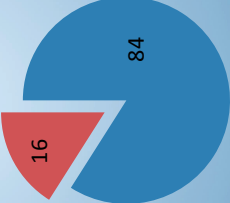


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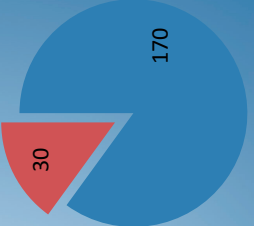
The Potential of Administrators' Networks

Top 100 Universities



■ "Western"
■ "Asian"

Top 200 Universities





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The Potential of Administrators' Networks



東亜研究型大學協會
 東アジア研究型大學協會
 동아시아연구중심대학협의회
 The Association of East Asian Research Universities

17 Universities from 4 Countries / Regions

Annual General Meeting, Board of Directors Meeting,
 Research Symposia, AEARU Summer Camps,
 Various Topical Workshops



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The Potential of Administrators' Networks



APRU
 Association of Pacific Rim Universities

42 Universities from 16 countries / Regions

Annual Presidents' Meeting, Deans Meeting,
 Research Symposia, Doctoral Student Conferences,
 Undergraduate Summer Camps

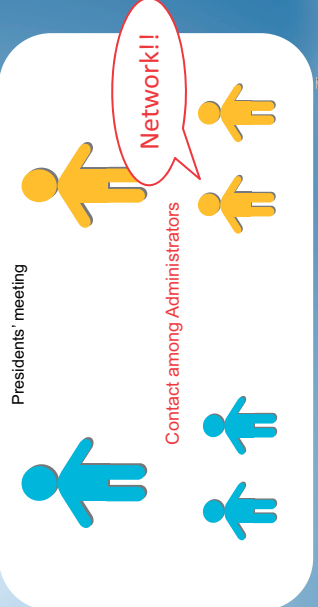


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The Potential of Administrators' Networks

Suggestion 1 –On Our Regular Job-



Presidents' meeting

Contact among Administrators

Network!!

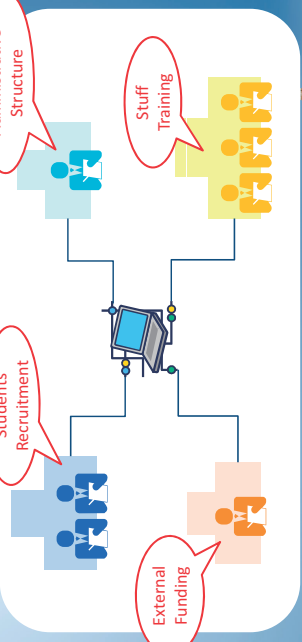


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The Potential of Administrators' Networks

Suggestion 1 –Using IT Technology-



Students Recruitment

External Funding

Staff Training

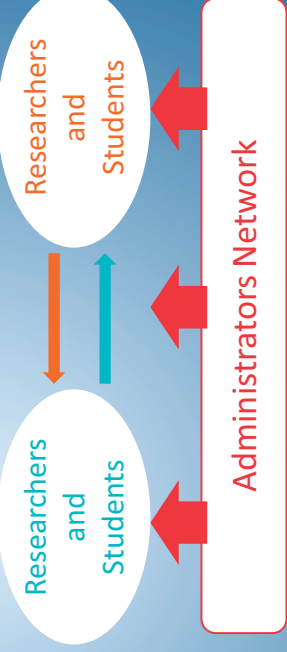
Administrative Structure



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The Potential of Administrators' Networks



Researchers and Students

Administrators Network

Researchers and Students



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The Potential of Administrators' Networks

Thank you for your attention.



KYOTO UNIVERSITY

Peking University's International Networking – Sustainable Development

Li Yun

Office of International Relations

Peking University (PKU), Beijing 100871, P. R. China

The "western" university based on Newman's idea of a university and Humboldt's principles has provided an almost universal model for modern higher education. In contrast to the globalization ushered in by the recent communication revolution, academic scholars have developed networks of international links since the early days of universities. Universities generate a wide diversity of outputs through research and education. The mission of an International Office is to build a wide and useful network, furthering the university's international engagement, promoting and improving the research and education carried throughout at the institution.

In this presentation, the networking of PKU's Office of International Relations (OIR) will be discussed, with a focus on the networking among international administrative officers. Several types of networking will be defined, with some examples from PKU's practice also outlined. The conditions required to make these different types of networks successful will also be discussed.



Peking University's International Networking

----- Sustainable Development

Li Yun
Office of International Relations
Peking University
January 28, 2010



The Idea of a University

www.pku.edu.cn

- ❖ Three principles:
 - ❖ Unity of research and teaching
 - ❖ Freedom of teaching
 - ❖ Academic self-governance

– by Wilhelm von Humboldt in 1810



The Idea of a University

www.pku.edu.cn

- ❖ *“A University is a place... whither students come from every quarter for every kind of knowledge; the communication and circulation of thought, by means of personal intercourse; ... the intellect may safely range and speculate; inquiry is pushed forward, ... discoveries verified and perfected, and ... error exposed, by the collision of mind with mind, and knowledge with knowledge.”*
 - by John Henry Newman in *The Idea of a University* in 1852
- ❖ The “western” university has provided an almost universal model for higher education.



The Idea of a University

www.pku.edu.cn

- ❖ The University and “Useful Knowledge”
 - American philosophical society, 1743
- ❖ Public engagement
- ❖ International engagement
 - A shared ethos enables universities to collaborate across cultural divides and deepen their students’ understanding of a complex world.

The mission of an International Office is to build a wide and useful network, furthering the university’s international engagement, promoting and improving the research and education carried throughout at the institution.



The Networking of a University

www.pku.edu.cn

- ❖ Universities, Research Institutes
- ❖ Governments, Enterprises
- ❖ Research Support Organizations:
 - ❖ DAAD, British Council, NESO, RCUK, etc....
- ❖ Foundations: DFG, EU's Framework Programs, ...
- ❖ Within Campus:
 - ❖ Schools/Departments, Administrative Offices, Scholars, Students, ...



The Categories of Networks with Universities

www.pku.edu.cn

- I. Bilateral Partnership
- II. Program- or Project- Oriented Networking
- III. Center- or Institute- Based Networking
- IV. Presidents' Meetings and International Alliances
- V. New Networking



The Categories of Networks with Universities

www.pku.edu.cn

- I. Bilateral Partnership
 - ❖ The already-existing links under the umbrella of framework agreements
 - ❖ Over 250 agreements with sister universities from about 50 countries and regions
 - ❖ Active & inactive bilateral networking



The Categories of Networks with Universities

www.pku.edu.cn

- II. Program- or Project-oriented Networking
 - Erasmus Mundus External Cooperation Window (EMECW)
 - ❖ Coordinated by one European university
 - ❖ 10 Chinese + 10 European universities
 - ❖ Full scholarships by EU (tuitions fees, international travel cost, insurance, visa application fees, life stipend, ...)
 - ❖ Extended networking to new partners



The Categories of Networks with Universities

www.pkuedu.cn

II. Program- or Project-oriented Networking

Framework Programs ---- People & Collaborations

Year	Projects	Program
2003	1	FP5
2004	2	FP6
2005	3	FP6
2008	2	FP7
2009	5	FP7

Subject	SS & Human.	Health	Environ.	ICT	MCA
No.	4	3	2	3	1



The Categories of Networks with Universities

www.pkuedu.cn

III. Center- or Institute-based Networking

German Studies Center (ZDS)

- ❖ Innovation on systems
- ❖ Inter-disciplinary development
- ❖ Innovations on teaching
- ❖ Active academic exchanges

Items	Number
Member of faculty staffs	24
International Conferences	7
Recruited students	64
Courses taught by German Professors	8
Speeches	30
Publications	7 series (17 books/volumes)



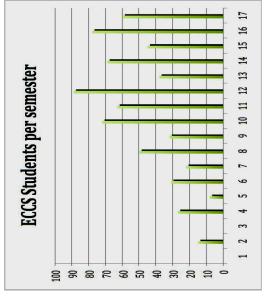
The Categories of Networks with Universities

www.pkuedu.cn

III. Center- or Institute-based Networking

European Center for Chinese Studies (ECCS)

Peking University; Copenhagen University; Wuerzburg University; Frankfurt University; Tuebingen University



Participants in the regular ECCS program (2001 - 2009, totally 17 semesters)



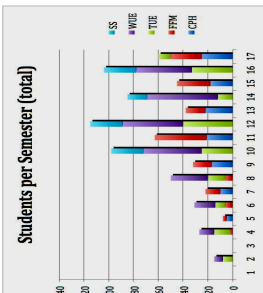
The Categories of Networks with Universities

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III. Center- or Institute-based Networking

European Center for Chinese Studies (ECCS)

Peking University; Copenhagen University; Wuerzburg University; Frankfurt University; Tuebingen University



SS = Summer School, WUE = Wuerzburg, TUE = Tuebingen, FFM=Frankfurt, CPH = Copenhagen



The Categories of Networks
with Universities

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IV. Presidents' Meetings & International Alliances

Presidents' Meetings/Forums Initiated by Universities, governments or others:

- ❖ Sino-German Universities Presidents' Meeting
- ❖ Sino-Russian Universities Presidents' Meeting
- ❖ Sino-Japanese Universities Presidents' Forum
- ❖ China- ASEAN Universities Presidents' Forum, etc.



The Categories of Networks
with Universities

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IV. Presidents' Meetings & International Alliances

International Alliances:

- ❖ International Alliances of Research Universities (IARU)

Annual meetings, joint researches, workshops, master programs, summer schools, student and academic mobility, etc.

- ❖ Association of Pacific Rim Universities (APRU)

Annual meetings, Human Capital Development, Research-Centric Activities, Student-Centric Activities



The Categories of Networks
with Universities

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IV. Presidents' Meetings & International Alliances

International Alliances:

Networking in Alliances:
members → participation → active involvement → leading roles → new networking



The Categories of Networks
with Universities

www.pku.edu.cn

V. New Networking

Through visits, meetings, email communications, ...


Santander Scholarship, Spain

Visits → Discussions → Scholarship provided → \$540,000 for 3 years → Other collaborations


www.pku.edu.cn

Importance of Networking

- ❖ Mobility
- ❖ Collaborations on Education and Research
- ❖ New Initiatives
- ❖ Partnerships




www.pku.edu.cn

The Requirement of a Good Networking

A good networking requires:

- ❖ Coordinative interaction
- ❖ Good communications (personal skills + language abilities)
- ❖ Active participation
- ❖ *"Knowing yourself and knowing the others, you will win every battle as you wish."*




www.pku.edu.cn

THANK YOU!

Current International Networking for International Administration Officers at National Tsing Hua University

Wei-Chung Wang

Dean, Office of International Affairs,
National Tsing Hua University

With the rapid progress of internationalization at National Tsing Hua University, administration officers in charge of international affairs have gradually played a pivotal but challenging role in assisting the promotion of international affairs. Under this umbrella, the cooperation and communication with administration officers worldwide has become obviously essential. Several substantial practices we have currently applied to increasing the communication efficiency with the international administration officers in our sister universities and with European Union for European Union Framework Programme (EU-FP) will be shared. Besides, some discussions will address on the utilization of IT technology to overcome the barriers of distance. For future improvement, difficulties and challenges we have encountered will also be discussed.

Current International Networking for International Administration Officers at National Tsing Hua University

Presented by
Professor Wei-Chung Wang
Dean
Office of International Affairs
National Tsing Hua University
TAIWAN

2010/3/18

國際事務處 Office of International Affairs

Current International Networking for International Administration Officers at National Tsing Hua University (NTHU)

Outline:

- Brief Introduction of Office of International Affairs, NTHU
- Current Practices on International Networking at NTHU
- Difficulties and Challenges Faced by Our International Officers

2010/3/18

國際事務處 Office of International Affairs

Our Mission

- Assist in bringing international components into NTHU's academic activities and creating an environment that nourishes open mind and global vision
- Assist NTHU students to prepare themselves to serve the global village
- Assist NTHU scholars to globally network and cooperate with scholars in the foreign universities, research institutes, and companies
- Assist foreign scholars and students integrating into NTHU Community

2010/3/18

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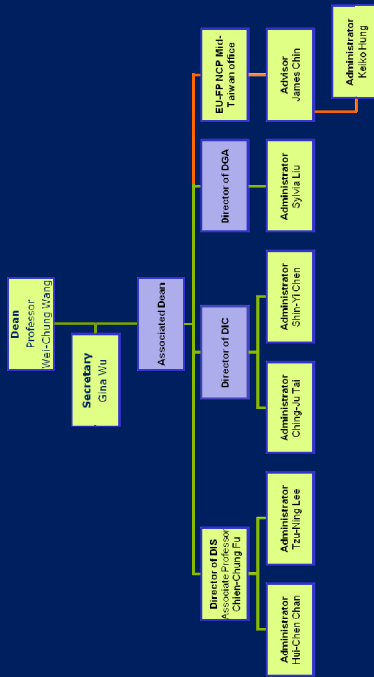
About Office of International Affairs (OIA)

- Established on August 1, 2008
- Office Segments
 - Division of International Cooperation (DIC)
 - Division of International Students (DIS)
 - Division of General Affairs (DGA)
 - European Union (EU)-Framework Programme (FP) National Contact Point (NCP) Mid-Taiwan Office

國際事務處 Office of International Affairs

4

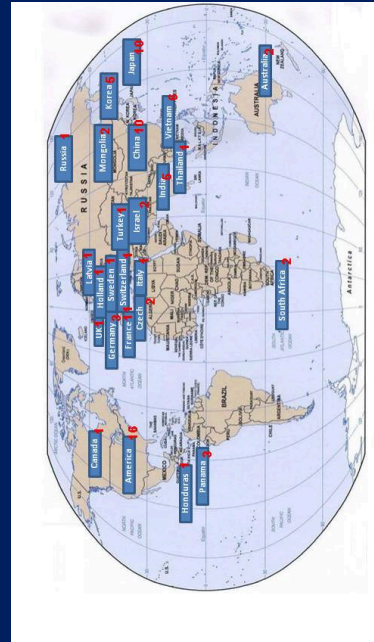
About OIA Members



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Demographic Distribution - Growth of Global Academic Cooperation



Host Foreign Guests – Major Events

Date	Institute/ Country	Event
2008.09.09	French National Academy of Sciences, France	Saying Wen Lectureship of Academic Excellence (溫世仁卓越學術講座) Visitor: Prof. Jules A. Hoffmann , President of the French National Academy of Sciences
2008.12.08-12.09	Czech Technical University in Prague, Czech Republic	Academic Visiting Visitor: Prof. Anton Fojtik , Associate Professor, Nuclear Science and Physical Engineering Head of Nanoscience and Nanotechnology Research and Education



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Host Foreign Guests – Major Events

Date	Institute/ Country	Event
2009.01.23	Université Paris-Sud., France	Nobel-Prize Winner Visitor: Prof. Albert Fert Note: Incorporated with Office of the Secretariat
2009.04.19-04.21	Rhodes University, South Africa	Academic Visiting and Signed the MOU Visitor: Prof. Marius Vermaak , Dean of International Office
2009.09.24-09.30	University of Jena, Germany	Academic Visiting Visitor: Prof. Klaus Dicke , Rector



2010/3/18

國際事務處 Office of International Affairs

10

Plan and Execute Outgoing Academic Visits

Date	NTHU Faculty	Visited Institutes
2008.06.16-06.25	- Prof. Shih-Lin Chang, Vice President - Prof. Wei-Chung Wang - Prof. Nyan-Hwa Tai - Prof. Sue-Lein Wang - Prof. Yu-Chen Hu	- Europe - University of Twente - Universiteit Leiden - Universite de Technologie de Troye - EPFL - ETHZ - Technische Universität Dresden - University of Pardubice - Czech technical University in Prague



Academic Visit to Europe

2010/3/18

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11

Plan and Execute Outgoing Academic Visits

Date	NTHU Faculty	Visited Institutes
2008.07.07-07.11	- Prof. Wen-Tsuen Chen, President - Prof. Wei-Chung Wang - Prof. Youn-Long Lin - Prof. Rong-Long Pan - Prof. Wei-An Chang	- Japan - Osaka University - Kyoto University - Nagoya University



Academic Visit to Nagoya University

2010/3/18

國際事務處 Office of International Affairs

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Plan and Execute Outgoing Academic Visits

Date	NTHU Faculty	Visited Institutes
2008.09.28-10.01	■ Prof. Wen-Tsuen Chen, President ■ Prof. Wei-Chung Wang ■ Prof. Youn-Long Lin ■ Prof. Hong Hocheng ■ Ms. Ching-Ju Tai	- Japan ■ University of Tokyo ■ Tohoku University ■ University of Tsukuba



Academic Visit to University of Tsukuba



Academic Visit to Tohoku University

2010/3/18

國際事務處 Office of International Affairs

13

Plan and Execute Outgoing Academic Visits

Date	NTHU Faculty	Visited Institutes
2009.04.21-04.27	■ Prof. Shih-Lin Chang ■ Prof. Wei-Chung Wang ■ Prof. Tai-Bor Wu ■ Prof. Li-Jen Chou ■ Prof. Keh-Chyang Leou ■ Prof. Rong-Long Pan ■ Prof. Shiang-Cheng Lu	- Germany ■ Bilateral Workshop, Technische University Dresden



Bilateral Workshop, Technische University Dresden

2010/3/18

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15

Plan and Execute Outgoing Academic Visits

Date	NTHU Faculty	Visited Institutes
2009.03.28-04.04	■ Prof. Wen-Tsuen Chen, President ■ Prof. Wei-Chung Wang ■ Prof. Huan-Chin Ku ■ Prof. Hong Hocheng ■ Prof. Chin Pan ■ Prof. Jyuo-Min Shyu ■ Ms. Shin-Yi Chen	- India Institute of Technology, Delhi ■ University of Delhi ■ Anna University Chennai ■ India Institute of Technology, Madras ■ India Institute of Science, Bangalore ■ Infosys Technologies Limited ■ Wipro Technologies



Academic Visit to University of Delhi



Academic Visit to Indian Institute of Technology Delhi

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International Conferences and Educational Exhibitions

Date	NTHU Faculty and Staff	Event/Country
2009.04.14-04.18	- Ms. Jean Tai - Ms. Gina Wu	APAIE 2009 Annual Conference and Exhibition, China Note: Asia-Pacific Association for International Education (APAIE)
2009.05.24-05.29	- Prof. Wei-Chung Wang - Ms. Sindy Chen - Ms. Vicki Chan	NAFSA 2009 Annual Conference and Exhibition, USA Note: National Association of Foreign Student Advisers (NAFSA)



APAIE 2009



NAFSA 2009

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International Conferences and Educational Exhibitions

Date	NTHU Staff	Event/Country
2009.07.22-07.29	Ms. Jill Lee Ms. Sylvia Liu	Taiwan Higher Education Fair 2009 (THEF), Malaysia
2009.09.14-09.20	Ms. Cindy Chen Ms. Gina Wu	EAIE 2009 Annual Conference and Exhibition, Spain Note: European Association for International Education (EAIE)



THEF 2009



EAIE 2009

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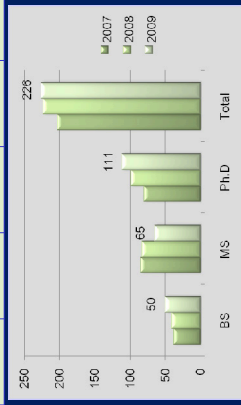
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Growth of International Students- a Summary

- 2007-2009 Profiles of International Students

Year	BS	MS	Ph.D.	Total
2007	38	85	80	203
2008	41	83	99	223
2009	50	65	111	226



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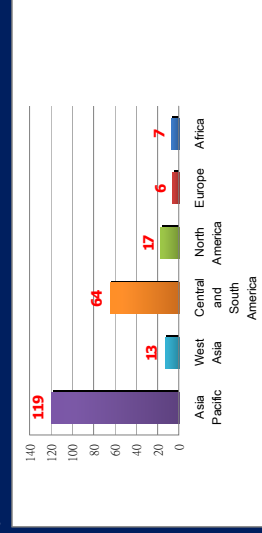
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Other Special International Programs

- Harvard-Yenching Scholarship
- The Indian Student Internship Program
- Subsidization for Visiting Sister Universities

International Student Admissions

- 2009-2010 Profile of International Students (total: 226)



TaiwanICDF International Master Programs

- International MBA in Technology Management (IMBA)
 - Train future technology management personnel
 - Arrange students to have internship opportunities
 - Lectures given by visiting professors focused on academic knowledge sharing



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TaiwanICDF International Master Programs

- International Master Program in Information Systems and Applications (IMPISA)
 - Train innovative information technology personnel
 - Explore and develop major application systems



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Private Sector Scholarships

Resource	Scholarship	Award
Taiwan Semiconductor Manufacturing Company	TSMC Scholarship	NT\$25,000
Macronix International Company	MXIC Scholarship	NT\$25,000
Media Tek Inc	MediaTek	NT\$25,000
Industrial Technology Research Institute	International Graduate Scholarship Program	NT\$30,000
Industrial Technology Research Institute	International Outstanding Ph.D. Scholarship Program	NT\$30,000 Tuition waiver

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Incoming Exchange Students

●2009 Profile of Incoming Exchange Students

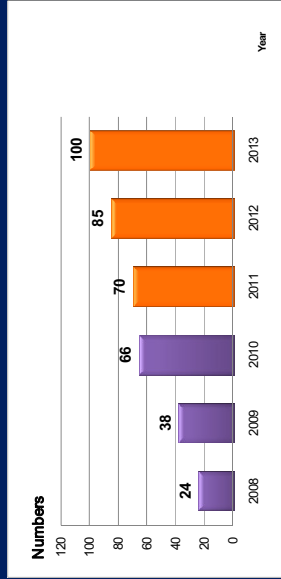
Country	Sister Universities	Number of Students
Sweden	Linköping University	6
France	Universite de Marne la Vallee Paris Est	1
France	Universite de Technologie Troyes	3
France	Universite Jean Moulin- Lyon3	3
Singapore	Nanyang Technology University	5
Korea	Seoul National University	2
	Total	20

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Numbers of Outgoing Exchange Students and the Target



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Promotion Activities for Outgoing Exchange Programs

- Overseas Study Introduction Workshop
 - Date: April 13-23, 2009
 - 8 Sessions by: Ministry of Education, Japan, Germany, Holland, France, Study Abroad Foundation, Australia, and U.K.



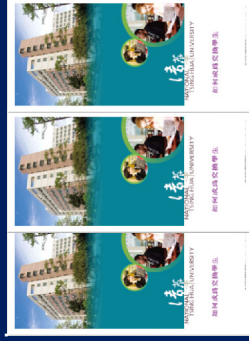
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Promotion Activities for Outgoing Exchange Programs

- Produce and distribute the pamphlet, "*How to Become an Exchange Student*", to encourage NTHU students to participate in international exchange programs



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Dual/Double Degree Programs

Country	School	Degree Received	Application Qualification
Sweden	Linköping University	Master	Students from Physics, Material Science, Computer Science, and EE
US	Case Western Reserve University	Bachelor	Students from EE
France	"n+1" Network	Master	Science and Engineering

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Directors of NCP(National Contact Point)Taiwan Office



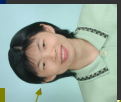
Prof. Wei-Chung Wang,
Co-project Investigator

- Dean of CIA, NTHU
- Prof. Mechanical Engineering, NTHU
- Ph. D., Engineering Mechanics, Iowa State University, USA



Prof. Jeng-Ywan Jeng,
Coordinator and CEO

- Prof. of Mechanical Engineering, NTUST
- Ph. D., Mechanical Engineering, University of Liverpool, UK



Associate Prof. Hwa-Hsiung Chen,
Co-project Investigator

- Associate Prof. of Graduate Institute of Technology Management, University of Munich, Germany



Dr. Jung-Chun Huang,
Co-project Investigator

- Prof. of Department of Physics
- Ph. D. Solid State Physics, University of Illinois Urbana Champaign, USA



國際事務處 Office of International Affairs 29

How We Network with International Officers

- Arrange academic visits for our upper-level officers
- Attend international conferences and exhibitions
- Participate in international organizations
 - Association of East Asian Research Universities (AEARU)
 - EU-FP NCP Mid-Taiwan Office
 - Washington Accord (Engineering Accreditation)

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國際事務處 Office of International Affairs

How We Network with International Officers

- Arrange administrative delegation visits to our sister universities



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How We Network with International Officers

- Deliver our season's greetings to sister universities by e-mail
- Contact other international officers by taking advantage of electronic tools: E-mail, Skype, fax...etc
- Forthcoming networking tools: Facebook, Twitter, YouTube....etc

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國際事務處 Office of International Affairs

Difficulties and Challenges Faced by International Officers

- Language Barriers
 - When non-native international officers work with native international officers
- Intercultural Sensitivity
 - When dealing with administrative procedures and international students
- Management of Memorandum of Understanding (MOU)
 - When the number of MOU is increasing, how to keep all MOU updated and effective?

2010/3/18

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Thank You

2010/3/18

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A Paradigm of Global Networking through International Presidential Forum

Yong Taek IM

Dean of External Affairs

KAIST

335 Gwahak-ro, Yuseong-gu, Daejeon 305-701, Republic of Korea

web: <http://www.kaist.edu>

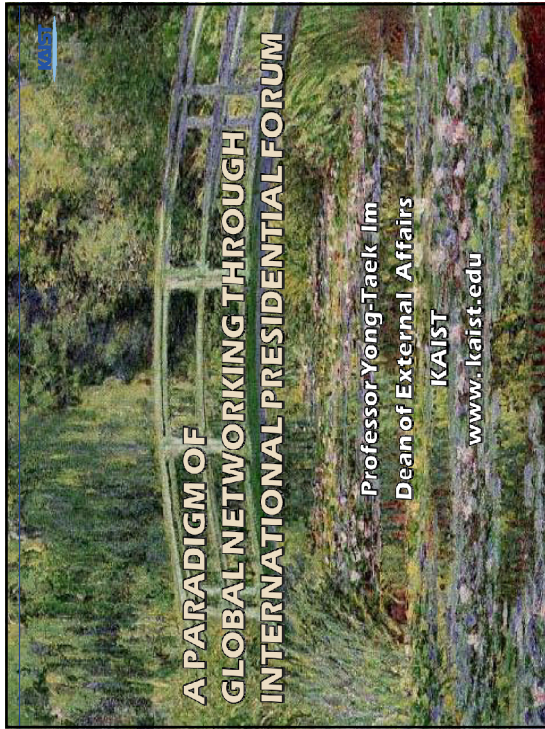
KAIST has been organizing International Presidential Forum since 2008. At the 2008 Forum, educational leaders from North America, Asia-Pacific and Europe exchanged ideas on many important topics. 68 delegates from 20 countries and 20 institutions participated. Among them John L. Anderson, President of Illinois Institute of Technology, presented a keynote talk on “Roaming Professorship: To Whose Benefit?” and Paul Greenfield, President and Vice Chancellor of the University of Queensland, discussed “Dual Degree Programs”. The discussion on “Sharing Facilities and Expertise” was led by President Nam Pyo Suh. Yvonne Pendleton, Deputy Associate Director at NASA Ames Research Center, led the discussion on “International Joint Research”, and finally, Lars Pallesen, Rector of the Technical University of Denmark, presented a keynote on “Globalization through Interfacing with Existing Networking”.

The theme of the 2009 Forum was “Challenges of Global Research Universities”. The discussed topics include the following: Institutional Management in Times of Financial Crisis, Innovations in Education and Research, and Globalization of Institutions of Higher Learning, The Roles of Government, University and Industry in Green Technologies Development.

In the 2009 Forum, 120 delegates from 25 countries and 60 institutions have participated including 38 university presidents and vice presidents. The participants include Kurt Kutzler, president of Technische Universität Berlin, Tuula Teeri, President of Aalto University Foundation, Way Kuo, President of City University of Hong Kong, Gary Shuster, Provost and Executive Vice President from Georgia Institute of Technology, Arthur Bienenstock Special Assistant to the President for Federal Research Policy of Stanford University.

International networking through this type of forum helps high level administrators have a chance to discuss up-to-date and urgent issues and establish new and constructive relationships among participating universities. Also, the forum offers great opportunity for each participant to share common knowledge and experience among academia, industry leaders and government officers.

We strongly believe leaders of academia will greatly benefit from participation of this type of events.



International Presidential Forum on
Challenges to Global Research Universities

Purpose of the forum

- “to identify common issues and opportunities for research universities that further strengthen globalization of higher education and research”
- “to forge an international network of universities that will strengthen the effort of individual universities and create alliances for research and education that can become a new paradigm for global collaboration”

- Nam P. Suh, President, KAIST

IPF 2008:

- Theme: Global Science and Technology Networking
 - Roaming Professorships
 - Dual Degree Programs
 - Sharing Facilities and Expertise
 - Joint Research Ventures
 - Globalization through Interfacing with Existing Networking

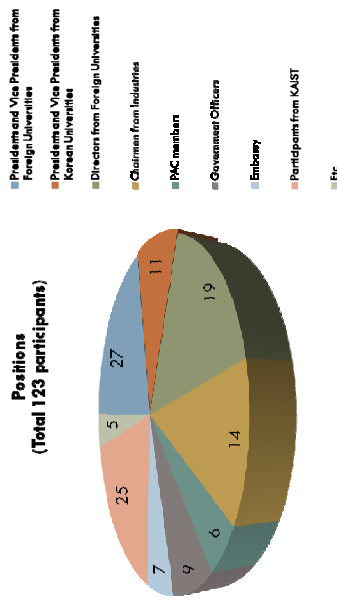
Among participants of 2008 IPF:

- L. Anderson, President of Illinois Institute of Technology
- Paul Greenfield, Vice Chancellor of University of Queensland
- Yvonne Pendleton, Deputy Associate Director at NASA Ames Research Center
- Lars Pallesen, Rector of the Technical University of Denmark
- Steven W. McLaughlin, Vice Provost of Georgia Institute of Technology
- Cyrille Van Effenterre, President of Paris Institute of Technology
- Christian Lerminiaux, President of University of Technology of Troyes
- Tatsuro Sakimoto, President of Kumamoto University
- Shuguo Wang, President of Harbin Institute of Technology
- Djoko Santoso, Rector of the Bandung Institute of Technology
- Hee-Beom Lee, President of KITA
- Seung-Soo Han, Prime Minister

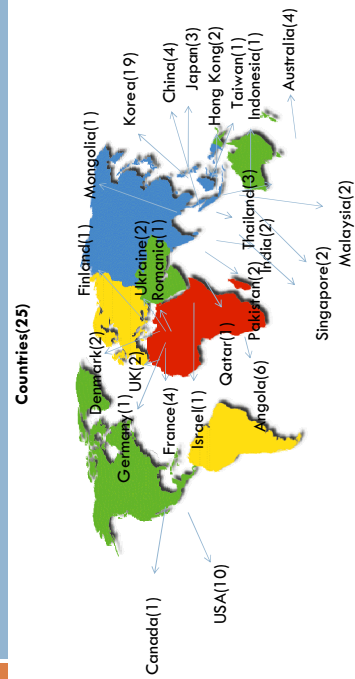
IPF 2009:

- Theme: Challenges to Global Research Universities
- Institutional Management in Times of Financial Crisis
- Innovations in Education & Research
- Globalization of Institutes of Higher Learning
- The Roles of Government, University and Industry in Green Technologies Development

Statistics of Participants:



Statistics of Participants:



Among participants of 2009 IPF:

- Kurt Kutzler, President of Technical University of Berlin
- Peter Coaldrake, Vice Chancellor of Queensland University of Technology
- Yves Poilane, Vice President of Paris Institute of Technology
- Vishwanath Prasad, Vice President of University of North Texas
- Raza Asif, Rector of National University of Sciences and Technology
- Brian Cantor, Vice Chancellor of University of York
- Tuula Teeri, President of Aalto University Foundation
- Arthur Bienenstock, Special Assistant to the President, Stanford University
- Matthew Yuen, Vice President of Hong Kong University of Science and Technology
- Gary B. Schuster, Provost of Georgia Institute of Technology
- Way Kuo, President of City University of Hong Kong
- Sheikh Al-Misnad, President of Qatar University
- Eng Chye Tan, Provost of National University of Singapore

Among participants of 2009 IPF:

KAIST

- Mick McManus, Deputy Vice-Chancellor of University of Queensland
- Ichiro Okura, Executive Vice President of Tokyo Institute of Technology
- Khin Yong Lam, Associate Provost of Nanyang Technological University
- Lars Pallesen, Rector of Technical University of Denmark
- Isao Taniguchi, President of Kumamoto University
- John Hepburn, Vice President of University of British Columbia
- Hyun Soon Lee, Vice Chairman of KIA-Hyundai Motors
- Choong Heum Park, Executive Vice President of Samsung Heavy Industry
- Ohjoon Kwon, President of Research Institute of Science and Technology, POSCO
- Byong Man Ahn, Minister of Ministry of Education, Science and Technology
- Tae Shin Kwon, Minister of Prime Minister's Office

Who to participate?

KAIST

- Leaders in Higher Education Institutes
 - ▣ President, Rector, Vice Chancellor, Vice President
 - ▣ Representatives from research universities
- Government Officers
- Leaders from Industry and Research Institutes

Benefits:

KAIST

- International Networking among Leaders in Higher Education
- Sharing Experience and Expertise among Participants
- Learning how Research Universities in different Countries Evolve

The WEALTH of the WORLD in 1AD:

KAIST



12



KAIST

<http://www.kaist.edu>

*Thank you very much for your
kind attention!*

International Administration Officers as International Exchange Facilitators

WANG Hui (Tsinghua University, Beijing)

Summary: Internationalization has been one of the key features of world class universities. However, universities have encountered many difficulties during their internationalization process, in overall positioning, faculty and student exchange, student admission, and so on. With their professional background, possible IT and other facilities, and international networking, international administration officers are facilitators to better the exchange efficiency and achievements, which is shown with the case study of practices in Tsinghua University. Proposals for international officer networking are also given.



清华大学

Tsinghua University

合作网络 · 追求卓越

PARTNERSHIP FOR EXCELLENCE

International Administration Officers

as International Exchange Facilitators

— Experience of Tsinghua University

WANG Hui

International Office

Tsinghua University, Beijing

at 5th UAW in Kyoto University



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PARTNERSHIP FOR EXCELLENCE

Content

- Brief introduction of the university
- International office and initiatives
- Proposal for international officer networking



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PARTNERSHIP FOR EXCELLENCE

Brief Introduction of Tsinghua

- Founded in 1911 (Centennial next year)
- Multi-disciplinary engineering university since 1950s
- Building into a comprehensive, research-oriented, and open university since 1980s
- A green university: student, technology, campus
- Motto: Self-discipline and social commitment
- Spirit: Actions speak louder than words



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Brief Introduction of Tsinghua

- Student:
 - Undergraduate 35,369 (1,899)
 - Master's 14,285 (1,014)
 - Doctoral 14,090 (758)
 - 6,994 (137)
- Faculty:
 - Teaching faculty 2,829
 - Postdoctoral Researchers 1,061
 - 15 schools and 55 departments
 - R&D, technology transfer, and enterprises



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Brief Introduction of Tsinghua

Education

- Provide the various learning opportunities
- Stress on training the high level personnel
- Improve the all-round quality of students

Research

- Target at long-term and substantial benefits
- Keep the close ties with industry and government

Social Services

- Encourage technology transfer
- Continuing education

Emphasis



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Internationalization: the only way

- Internationalization is the overall, long-term and fundamental strategy of Tsinghua University, and it is the only way to build the university into a world-class one.
- At present, the university's international cooperation and exchange have entered a new phase of whole scope, high level and emphasis on practical results.
- The university in every aspects should be in international coordinates: to think of positioning, set goals, seek resources, and develop features internationally.

institutionalizing internationalization; genetic part



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International: Organization

University International Cooperation and Exchange Leadership Team

International Academic Cooperation and Exchange Committee

Office of International Cooperation and Exchange

Administration

Liaison and Exchange

Scholars and Conference

Student Global Mobility

Visiting Abroad Programs

International Students

Overseas Promotion

Administrative Offices / Units

Schools / Departments / Institutes



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PARTNERSHIP FOR EXCELLENCE

International: Mission and Goals

Mission

- to serve the university in building itself into a world-class one
- to serve student education and research, the key points of the university

Goals

- Platform for globalized education of student
- Platform for globalized R&D
- Platform for globalized faculty and discipline
- Overseas promotion to make the university known to the world
(three platforms and one window)

- 161 -



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Partnership for Excellence

Initiatives: IO Positioning

- Lead the way, or open the door to internationalization
- Facilitators to better exchange and cooperation
- Faculty and students and related administrators are the game players
 - education
 - research
 - administrative support



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Partnership for Excellence

Initiatives: Partnerships

EUROPE

28

Belgium	2
Brian	14
Czech	1
Denmark	1
Finland	13
France	9
Germany	6
Italy	2
Netherlands	2
Norway	1
Poland	1
Portugal	7
Russia	6
Slovak	1
Spain	2
Sweden	3
Switzerland	2

OSCEANIA

13

Australia	12
New Zealand	1

ASIA

33

Canada	1
DKR	1
Indonesia	1
Israel	1
Japan	21
Malaysia	4
Philippines	2
Singapore	2
RK	15
Thailand	2
Vietnam	3

NORTH AMERICA

43

America	35
Canada	7
Mexican	1

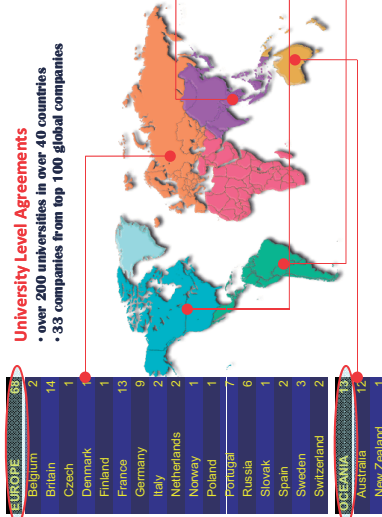
SOUTH AMERICA

2

Argentina	1
Chile	1

University Level Agreements

- over 200 universities in over 40 countries
- 33 companies from top 100 global companies





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Partnership for Excellence

Initiatives: Partnerships

- Partnership levels
 - Strategic partners
 - Key partners
 - Close Partners
- Monitoring the status of MOUs
 - Active ones
 - "Sleeping" ones
 - "Dying" ones
- Substantial cooperation
 - Exchange programs (U+U, U+E...)
 - Joint researches and labs (Tsinghua+Intel)
 - Alliances (Tsinghua+Cam+MIT)



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Partnership for Excellence

Initiatives: Student Education

On Tsinghua campus

- International scholars
- Global Vision Lectures
- Courses and programs taught in English
- Young faculty members study abroad

Overseas (goal: 30% undergraduate and 80% graduate)

- Student exchange programs, and study abroad programs
- Joint degree programs (Aachen, UIUC, EC, ToyoTech)
- Internship in labs and companies
- Summer school, international conference...



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Initiatives: Faculty and Discipline

- **Disciplinary priorities**

30
Info-
Nano-
Bio-

{

3E
Energy
Environment
Economy
- **Disciplinary development strategies**

3I
Innovation
International

{

Interdisciplinary
- **Programs to support faculty and discipline development**
Chair professor, key faculty members visiting abroad...



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Initiatives: Administrative Support

- **International strategy research and policy making**
- **Administrator training program**
 - Administrators visiting abroad program
 - Administrator shadowing program
 - Administrative procedures training
- **Development of IT facilities**
 - OA system to support online application and info sharing
 - Telephone and video conferencing facilities
- **Networking with international affairs coordinators**



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Initiatives: Overseas Promotion

- **Presence in international organizations and forums, and be an active member**
AEARU, APRU, CLUSTER, WEF...
- **University Week / Day (reciprocal)**
K.U.Leuven, Sydney, Melbourne, UC Berkeley, Tokyo Univ...
- **Cultural and art exhibitions**
- **Website and publications**
- **University rankings**
- **Overseas offices**
- ...



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Proposal for International Networking

- **University Administrators Workshop**
 - Related administrative departments included
- **Administrator Shadowing Program**
 - Individually-based and between two universities
 - Financial arrangement
 - Language problem
- **Using IT facilities**
 - Website to share information and experience
 - telephone and video conferencing



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PARTNERSHIP FOR EXCELLENCE

**Thank you
&
Welcome to visit Tsinghua**

**International Networking Strategies and Challenges
for Administration Officers: The Philippine Experience**

by Prof. Ma. Crisanta N. Flores, Ph.D.
Director, Office of Extension Coordination
Office of the Vice-Chancellor for Academic Affairs
University of the Philippines Diliman

The pursuit towards internationalization has been a very competitive one. Many universities compete for foreign student population, visiting professors, number of international programs, international conferences and fora towards a desired ranking of top universities in the region or in the world. But the competition is not complete without the necessary membership of a university to International Organizations and University Networks that not only facilitate communication among university administration officers but help bolster the ranking and profile of a given institution of higher education.

Are these requisites for internationalization measuring up to the level of excellence and competency of an institution of higher learning adequate? To make networks sustainable and efficient, how do administration officers assess and evaluate these requisites based on *cultural context*, the *creation of new technologies*, and *internationalization as a growing industry*?

This paper attempts to present international networking strategies and responses to challenges of internationalization based on the experience of administration officers of the University of the Philippines Diliman (UP Diliman). In a knowledge based economy, National Universities such as the University of the Philippines operate on a different playing field vis-a-vis private institutions of learning. While design research, innovative and interactive learning centers which boost Information Technology for global communication and network are actively pursued by the University of the Philippines, it is imperative for UP Diliman as National University to be cautious and discerning before membership into any international organization or affiliation. To date, there has been an increasing proliferation of putative and business minded organizations masquerading as legitimate network of prestigious universities.

This paper recognizes the need to transfer knowledge and information through innovative researches and IT processes by and among administration officers. But it also problematizes the expansion of academic linkages which hinges on the creation of networks and new professional profiles given the reality of internationalization as a growing global industry.

INTERNATIONAL NETWORKING STRATEGIES and CHALLENGES for ADMINISTRATION OFFICERS: THE PHILIPPINE EXPERIENCE

by Ma. Crisanta N. Flores, Phd
Director, Office of Extension Coordination
Office of the Vice-Chancellor for Academic Affairs
University of the Philippines Diliman

I. International Networking: Definition

International Networking is the act of forging ties, linkages, alliances, associations, collaborations and partnerships between and among foreign universities in the pursuit of internationalization of higher education.

Internationalization of higher education is the process of integrating an international intercultural dimension into the teaching, research and service elements of an institution. (Jane Knight & International Association of Universities)

(image: globe with foreign universities linked up through arrows ala globe commercial)

II. International Networking: Purpose and Objectives

Purpose: International Networking is geared towards the internationalization of higher education for global competitiveness, prestige, institutional growth and strategic alliances.

Objectives:

1. to facilitate faculty and student mobility
2. to pursue research collaborations and publications
3. to attract international students
4. to attract international faculty or teaching staff
5. to learn and access new information and technologies
6. to organize, participate in international conferences and fora
7. to bolster the ranking and profile of a university
8. to attain the status of an international university

(image/s)

1. international students ala benetton's one world

2. pix of white professor/s teaching inside a classroom
3. hi-tech laboratories
4. ISSI journals (i.e. prestigious IT international journals)
5. international conference (look for a big intl conf held in Japan)
6. pix of ivy league schools (top ranking eg. Harvard, Yale, Cambridge)

III. International Networking: Ways and Means

1. Institutional :
 - a. creating and joining networks of universities (regional and/or international)
 - b. inking MOUs and MOAs

(image/s: AUN, ASEAN-uninet, APRU, SEASREP, pix of chanc with univ of houston)

 - c. through Cross-Border Higher Education or distance education (eLearning), with universities as service providers

(image: UP Open University)
2. Individual Scholars:
 - a. joining academic and/or research associations
 - b. establishing friendship and partnership during international conferences and fora

(image/s: bioethics assoc, assoc of marine scientists,etc.; pix of conference delegates from different countries)

IV. Problems Encountered in a Developing Country Internationalization Context: The UP Diliman Experience

A. Limitations of a State University (UP as the National University in the Philippines)

1. Student mobility and international students
 - a. UP cannot increase the number of international students for 3 reasons: international students need to pass the very difficult admission test and requirements. There is a fixed quota of freshmen students every year and a Filipino national is prioritized over foreign students. Foreign students pay tuition fees which are partly subsidized by the government.
(image: UPCAT)

- b. UP students can only be sent abroad as exchange students if given scholarships by the host institution or by the host country since many of our good students are also on scholarship in UP.
(image:DOST)
- c. Few of our students attend international conferences since our university does not have student funds .

(image: any international conference with pix of student delegates)

2. Visiting Professorship/Research Fellow/Lecturer and International Professors

- a. UP cannot send many faculty members as visiting professors abroad because of the 15% rule wherein each department or faculty should have at least 15% of its faculty members actively teaching.
(image: pix of an old and a young UP professor)
- b. Some of those UP send as visiting professors/researchers and graduate students abroad on international fellowship do not return anymore and are recruited eventually by the foreign institution with attractive compensation package. In UP, they fall under the case of ‘Reneging Fellows’.
(image: dollar sign)
- c. Foreign visiting professors to UP with MOA are only given free accommodation; monthly salary depends on the head of the host college since it is charged to their college funds.
(image: pix of balay international)
- d. Foreign professors who intend to teach for a longer period of time cannot be granted tenure and permanent status since it violates Philippine constitution (where teaching in a national university is considered public service and foreign nationals cannot be considered public servants)
(image: (Art. XI, Sec. 18, Philippine Constitution) The present Constitution itself makes it a requirement that “public officers and employees owe the State and the Constitution allegiance at all times, and any public officer or employee who seeks to change his citizenship or acquire the status of an immigrant of another country during his tenure shall be dealt with by law”.. It is well-established in jurisprudence that a resident alien owes only partial, not total allegiance (which means allegiance at all times) to the country of his actual residence.)

3. Joint Degree, Sandwich and Twinning Programs

- a. Instituting these new forms of programs takes a long time since it has to go a long way up to the University Council and with the final approval of the Board of Regents which is the highest body in UP.
- b. A number of faculty members are not yet receptive to the idea of twinning programs and are very territorial in their programs and course offerings.

- c. UP, being the bastion of activism for decades, anything international with it, is critically met with suspicion and cynicism by the activist sector in campus.

4. Research Collaborations

- a. UP has difficulty pursuing joint collaborative research projects due to the problem of counterpart funding for lack of resources.
- b. MOAs and MOUs are signed only by the top level head of the university unlike other universities where deans and directors can sign agreements.
- c. UP researchers complain about ‘bureaucratic red tape’ since funds are subject to government accounting and auditing rules.
- d. Lack of facilities and new technologies for the 21st century
- e. Researchers find difficulty in bringing in and out of the country research equipment since it is subject to Philippine customs rules.

5. Membership to University Network Associations

- a. Lack of funds for annual membership fees
- b. As a national university operating as a system with 7 campuses, membership has to be approved by the system officials. There is a clamor for decentralization and devolution.
- c. College initiatives to join academic associations are imperiled due to a and b

(image: same as III.1 AUN, ASEAN-uninet, etc)

6. International Conferences and Fora

- a. This requires the approval of the State with at least 6 months notification before the actual date of event; hence, ‘bureaucratic’.
(image: Malacanang and GMA)
- b. Lack of resources, including new communication facilities for global reach.
- c. With limited public funds, sourcing these from the private sector delays the preparation for the event.

B. UP as a Premier University with English as Medium of Instruction

1. Faculty and Student Exchange Programs

- a. Many are interested to link up with UP not for academic or research collaborations but primarily for English language training. Philippines as the cheapest destination for English language instruction in the Asia Pacific Region.
- b. A significant number of foreign exchange students come to UP to learn Intensive English first before getting into regular courses offered.
- c. A number of foreign exchange students and professors do not learn and appreciate Philippine language and culture because their focus is mainly on the study of English or in the case of the professor, because he conducts his class in English.

(image: IEP pix show pix of Dr. Laurel or Dr. Alonzo with IEP students)

2. Research Projects

- a. Many foreign collaborators get UP researchers since they are experts, English speaking from a developing country but are only reduced to just being representatives for funding purposes and not actual research players. Many international funding agencies require the participation of developing countries.
- b. In spite of English as the language of communication, legal problems in contract agreements arise such as in the case of the *Bahydole Act* in the US as counterpart to what we know in the Philippines as Intellectual Property Rights. The *Freedom of Information Act* in the US where academic institutions have to report to their government all about the research project if it has government funds. The *Bio-Propecting Law* in the US which contains restrictions and prohibitions in collecting organisms in the Philippines also has caused certain delays or even failure of research between academic institutions.
- c. Philippines makes a good deployment site with socially relevant technologies as the current trend; however, in some cases, we only end up providing cheap labor or simply serve as host country.
- d. In most cases, it benefits the faculty but not necessarily the institution—this is what is known as “headhunting” when international universities scout for individual researchers/experts in our university but is not translated into actual institutional benefit.

(image: Baldomero Olivera’s cone snail project)

3. Membership to International Networks, Organizations and Associations

- a. There is a significant number of putative and business minded organizations masquerading as legitimate network of prestigious universities only to enjoin UP for membership fees or because as an English speaking university, membership forms are easily facilitated.
- b. An international organization doing surveys of top ranking universities once asked UP to join their survey for a fee. Since it met a critical response from UP, UP refused to join. The survey results still listed UP on its charts dismally. This same team requested UP in hosting a workshop for the Asian region to be able to learn how to climb its survey charts. This is an example of how knowledge

- industries operate and impact traditional internationalization efforts of state universities in a developing country.
- c. Some academic organizations just use UP to elevate their own status.
 - d. Some even use the name of UP to secure more membership from other academic institutions in the region.

(image: logos of UP regular and the centennial)

4. Programs, Courses and UP administrative structure

- a. The Intensive English Program of UP Diliman is being copied and reproduced by international business groups representing themselves as legitimate academic institutions who link up with the university.
- b. Many foreign recruitment agencies posing as international offices for certain foreign academic institutions push linkage with UP Diliman to profit in the delivery of international students to the university.
- c. A number of foreign institutions seek to do linkage in order to learn how the university operates, copy its programs and courses as well.

These groups are actually companies and networks or service providers which operate in the Philippines. The commercial presence of these companies and networks which are mostly not licensed nor duly recognized present the problem of Quality Assurance Compliance and Recognition.

V. Strategies & Challenges

International Networking is fruitful and productive in the pursuit of internationalization. But administration officers should always assess and evaluate the requisites for internationalization based on 3 concerns: *cultural context*, *creation of new technologies* and *internationalization as a growing industry*

Cultural Context

The Philippines is a developing country. It is bureaucratic and hyperlectic (i.e. having many laws). Like any developing country, it is more a host to international students than a producer of students abroad. Its main advantage is the use of English as medium of instruction in school. Another advantage is its low cost of living. Its strongest commodity is its culture of hospitality and social life.

- 1. University administrators should pay attention to the legal impediments in a MOA on research. There is a need for Philippine Laws to be harmonized with the partner university's own laws. Intellectual Property Agreements should be clear on both sides. Philippine Laws should be facilitative in International Research Projects and other related academic engagements. For UP, our new charter in 2008 is a step ahead for it provides that laboratory equipment may now be tax free.

2. University Administrators should vigorously push for internationalization and make it as one of its top agenda to impact government agencies to become less bureaucratic and more flexible to international activities and engagements.
3. UP Diliman has now its own guidelines for international research collaboration. UP has the Office of the Vice-Chancellor for Research and Development that is highly cognizant of the importance of international networking especially for research development.
4. UP Diliman administrators should see to it that faculty experts who participate in international research projects are actual key players from the concept design phase to its implementation and dissemination stage and not merely reduced as representatives from a developing country which is a requirement for international funding.
5. UP Diliman administrators should also be updated on the current trend of research to reinforce research pursuits in these areas. Aside from the socially relevant technologies as current research trend, it is said that US funding is now geared towards those countries with curriculum on Islam. UP Diliman has an Institute of Islamic Studies.
6. UP Diliman has the Research Dissemination Grant (RDG) to allow faculty members to participate in international conferences and fora where they can do their own networking.
7. UP Diliman has the International Publication Award to reward university professors doing research and publishing it in a reputable and prestigious refereed international journal.
8. UP Diliman is currently reviewing its rules on foreign faculty staff to give them a freer environment given the constitutional prohibition against tenureship and permanency of foreign professors. I have just recently drafted the “Guidelines for Foreign Faculty Members who Occupy Regular Teaching Positions”.
9. While English is an advantage to attract international students, student and faculty exchange programs as well as study abroad programs should contain a Philippine language and culture component which is vital in the economic and educational growth of a developing country.
10. University Administrators should also look into our Academic Calendar since it is not in sync with the academic calendar of many universities abroad including those here in Japan.

Creation of New Technologies

Social networking in the Philippines is very high. 20 million Filipinos or 22% of 90 million Filipinos (Nielsen survey, <http://www.techpinas.com/2009>). Facebook, Friendster and Twitter are favorite sites, including Youtube for video feeds. The Philippines is only known as the texting capital in Asia or the most savvy users of mobile phones. 87 % of the local population use the alarm clock as against the global average of 67 %. Global market research Synovate has found that Filipinos lead the way in the use of many mobile features among 11 countries covered by the survey.

(Manila Bulletin-Sunday September 20, 2009 <http://ricononles.blogspot.com/2009>) Generally, Filipinos in urban areas are IT literate and even techie. There are 80,000 Filipino graduates every year who are technically equipped and have a natural ability to adapt to different work cultures. Most are trained in visual basic, Windows NT, C ++, SQL, Oracle or Java. (Philippine Overseas Employment Administration, Department of Labor, <http://www.poea.gov.ph/about/moving.htm>)

1. UP Diliman should expand connectivity or the widening of access to information and communications technology.
2. UP Administrators should prioritize budget of IT services and facilities.
3. The UP system has already the UP Open University which offers distance education.
4. In its main campus in UP Diliman which offers courses in the traditional or regular classroom mode, we have the UP Diliman Interactive Learning Center. UP DILC established in 2003 has already been using open management systems (the CMS or the content management system) with its *UVLE* (University Virtual Learning Enter) visit us at uvle.up.edu.ph and *ISKWIKI* (a wiki platform) visit us at iskwiki.upd.edu.ph.

UVLE organizes classes around topics, themes, weekly schedules; upload digitized materials to share with students, post announcements that will be sent out automatically to students; conduct exams or collect assignments online; create online fora and wikis for student population.

ISKWIKI is a wiki platform for the UP academic community; it can be used as a community portal, a collaborative environment for research projects and for participatory writing and documentation, a means of disseminating information.

UP DILC has links with CONECT ASIA with UNESCO as its major institutional support. It is network enabled with high bandwidth for global reach. It aims to disseminate research information and engage in the interplay of scholarly projects and experiments the quickest possible way and in real time. Eg. Solar eclipse phenomenon.

5. UP Diliman should link up with government agencies and the private sector particularly IT industries to expand connectivity.

UP Diliman's internet service provider is powered by ASTI (Advance Science and Technology Institute) under DOST (Department of Science and Technology) which is housed in the IT building inside the campus leased to the biggest business conglomerate in the Philippines—the Ayala Group of Companies.

In 2008, UP Diliman opened the UP-AYALA Technohub where the latest in technology and communications facilities and outsourcing industry services are

showcased. The location sits on the erstwhile idle land of UP which has been leased to the Ayala Group of Companies.

6. In spite of limited budget, UP Diliman's library has started digitalizing information but it has yet to improve and upgrade many of its facilities and services.
7. There is a need to provide a wider wifi coverage in UP campus (493 hectares) since wifi areas are limited.
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9. UP Diliman's administrative offices should always improve and update their websites. There should be one staff or personnel in each office in charge of the office's website and online information.
10. UP as a National University should always be reminded that its mandate is to provide education to the brightest of the poor so that e-Learning or distance education or cross-border higher education should cater to the broader masses of Filipinos.

Internationalization as a Growing Industry

With the Free-Trade context, the WTO (World Trade Organization) and GATS (General Agreement on Trade in Services) as instruments of 'knowledge economy' where education has become a commodity, the Philippines has never seen an unprecedented number of foreign nationals entering schools, touring around islands, residing and building communities, and establishing businesses in the country.

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VI. Conclusion

The challenge for UP as a national university in a developing country internationalization context is how to overcome its institutional limitations and weaknesses. Its strategy is to emphasize its own strength in many areas to attain the aims of internationalization. UP Diliman's main strength is its faculty and programs. International Research collaborations identify good experts as key players. As one UP Diliman faculty remarked, "Institutions do not make research, people do."

But it is the job of University Administrators to see to it that institutions benefit from international collaborations and engagements and not allow the practice of 'headhunting' to flourish which may result in brain drain, piracy and other reneging acts. Through international networking and local linkages with national agencies and private industries, UP can package its strong international programs and benefit from these via open management systems, international community portals to supplement if not independent of its already established UP Open University.

The aims of international networking should be clear among UP's faculty. Nationalism should be balanced with Internationalism. UP Diliman its main campus should take the lead in the pursuit of internationalization especially so that the government has invested 6 billion pesos for Science & ICT in UP. The burden and the mandate are certainly on its administrators to face the challenges of the 21st century.

Doomo Arigatoo Gozaimashita!

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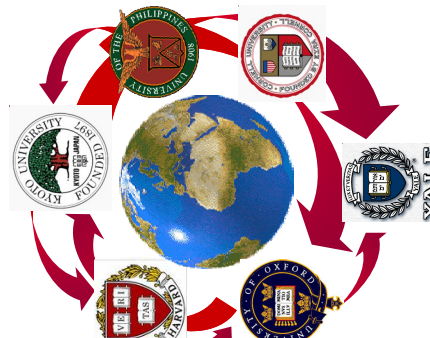
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INTERNATIONAL NETWORKING STRATEGIES and CHALLENGES: for ADMINISTRATION OFFICERS: THE PHILIPPINE EXPERIENCE

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Director, Office of Extension Coordination
Office of the Vice-Chancellor for Academic Affairs
University of the Philippines Diliman



INTERNATIONAL NETWORKING: DEFINITION



International Networking is the act of forging ties, linkages, associations, collaborations and partnerships between and among foreign universities in the pursuit of internationalization of higher education.

Internationalization of higher education is the process of integrating an international intercultural dimension into the teaching, research and service elements of an institution.
(Jane Knight & International Association of Universities 2006)

INTERNATIONAL NETWORKING: PURPOSE AND OBJECTIVES

Purpose:
International Networking is geared towards the internationalization of higher education for global competitiveness, institutional growth and strategic alliances.



INTERNATIONAL NETWORKING: PURPOSE AND OBJECTIVES

OBJECTIVES

- to facilitate faculty and student mobility
- to pursue research collaborations and publications
- to attract international students
- to attract international faculty or teaching staff
- to learn and access new information and technologies
- to organize, participate in international conferences and fora
- to bolster the ranking and profile of a university
- to attain the status of an international university



INTERNATIONAL NETWORKING: WAYS AND MEANS

1. Institutional :

- creating and joining networks of universities (regional and/or international)
- inking MOUs and MOAs through Cross-Border Higher Education or distance education (e-Learning), with universities as service providers



2. Individual Scholars:

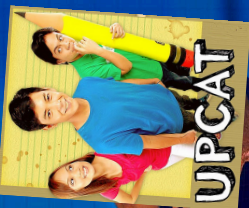
- joining academic and/or research associations
- establishing friendship and partnership during international conferences

PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

A. Limitations of a State University (UP as the National University in the Philippines)

1. Student mobility and international students

- UP cannot increase the number of international students for 3 reasons:



- International students need to pass our very difficult admission test and requirements;
- There is a fixed quota of freshmen students every year and a Filipino national is prioritized over foreign students;
- Foreign students pay tuition fees which are partly subsidized by the government.

PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

- UP students can only be sent abroad as exchange students if given scholarships by the host institution or by the host country since many of our good students are also on scholarship in UP.



- Few of our students attend international conferences since our university does not have a student fund.

PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

2. Visiting Professorship/Research Fellow/Lecturer and International Professors

- UP cannot send many of our faculty members as visiting professors abroad because of the 15% rule wherein each department or faculty should have at least 15% of its faculty members actively teaching.



- Some of those UP send do not return and are recruited eventually by the foreign institution because of an attractive compensation package. In UP, they fall under the case of 'Reneging Fellows'.



- Foreign visiting professors to UP with MOA are only given free accommodation; monthly salary depends on the academic unit head since it is charged to their college funds.

PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

- d. Foreign professors who intend to teach for a longer period of time cannot be granted tenure and permanent status since it violates Philippine constitution (where teaching in a national university is considered public service and foreign nationals cannot be considered public servants).

The present Constitution itself makes it a requirement that "public officers and employees owe the State and the Constitution allegiance at all times, and any public officer or employee who seeks to change his citizenship or acquire the status of an immigrant of another country during his tenure shall be dealt with by law." It is well-established in jurisprudence that a resident alien owes only partial, not total allegiance (which means allegiance at all times) to the country of his actual residence.)



PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

4. Research Collaborations

UP has difficulty in pursuing joint collaborative research projects due to the problem of counterpart funding for lack of resources.

MOAs and MOUs are signed only by the head of our university unlike other universities where deans and directors can sign agreements.

UP researchers complain about 'bureaucratic red tape' since funds are subject to government accounting and auditing rules.

Lack of facilities and new technologies for the 21st century

Researchers find difficulty in bringing in and out of the country research equipment since it is subject to Philippine customs rules.



PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

3. Joint Degree, Sandwich and Twinning Programs



- Instituting these new forms of programs takes a long time since it has to go a long way up to the University Council and with the final approval of the Board of Regents which is the highest body in UP.
- A number of faculty members are not yet receptive to the idea of twinning programs and are very territorial in their programs and course offerings.
- UP, being the bastion of activism for decades, anything international with it is critically met with suspicion and cynicism by the activist sector in campus.

PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

4. Membership to University Network Associations

- lack of funds for membership fees

- As a national university operating as a system with 7 campuses, membership has to be approved by the system officials.

- College initiatives to join academic associations are imperiled due to a and b



PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

5. International Conferences and Fora



- This requires the approval of the State with at least 6 months notification before the actual date of event; hence, 'bureaucratic'.
- Lack of resources, including new communication facilities for global reach
- With limited public funds, sourcing these from the private sector delays the preparation for the event.

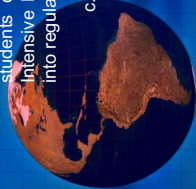
PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

B. UP as a Premier University with English as Medium of Instruction

1. Faculty and Student Exchange Programs



- Many are interested to link up with UP not for academic or research collaborations but primarily for English language training.
- A significant number of exchange students come to UP to learn intensive English before getting into regular courses offered.
- A number of exchange students and professors do not learn and appreciate Philippine language and culture because their focus is mainly on the study of English or in the case of the professor, because he conducts his class in English.



PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

2. Research Projects

- Many foreign collaborators get UP researchers since they are experts, English speaking from a developing country but are only reduced to just being representatives for funding purposes and not actual research players. Many international funding agencies require the participation of developing countries.



- In spite of English as the language of communication, legal problems in contract agreements arise such as in the case of the *Bayh-Dole Act* in the US as counterpart to what we know in the Philippines as Intellectual Property Rights. The *Freedom of Information Act* in the US where academic institutions have to report to their government all about the research project if it has government funds. The *Bio-Propecting Law* in the US which contains restrictions and prohibitions in collecting organisms in the Philippines also has caused certain delays or even failure of research between academic institutions.



PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE



- Philippines makes a good deployment site with socially relevant technologies as the current trend; however, in some cases, we only end up providing cheap labor or simply serve as host country.



- In most cases, it benefits the faculty but not necessarily the institution—this is what is known as "headhunting" when international universities scout for individual researchers/experts in our university but is not translated into actual institutional benefit.

PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

3. Membership to International Networks, Organizations and Associations

- There is a significant number of putative and business minded organizations masquerading as legitimate network of prestigious universities only to enjoin UP for membership fees or because as an English speaking university, membership forms are easily facilitated.
- An international organization doing surveys of top ranking universities once asked UP to join their survey for a fee. Since it met a critical response from UP, UP refused to join. The survey results still listed UP on its charts dimly. This same team requested UP to host a workshop for the Asian region to be able to learn how to climb its survey charts. This is an example of how knowledge industries operate and impact traditional internationalization efforts of state universities in a developing country.
- Some academic organizations just use UP to elevate their own status.
- Some even use the name of UP to secure more membership from other academic institutions in the region.



STRATEGIES AND CHALLENGES

International Networking is fruitful and productive in the pursuit of internationalization. But administration officers should always assess and evaluate the requisites for internationalization based on 3 concerns: *cultural context, creation of new technologies and internationalization as a growing industry*

PROBLEMS ENCOUNTERED: U.P. DILIMAN EXPERIENCE

4. Programs, Courses and UP administrative structure

- The Intensive English Program of UP Diliman is being copied and reproduced by international business groups representing themselves as legitimate academic institutions who link up with the university.
- Many foreign recruitment agencies posing as international offices for certain foreign academic institutions push linkage with UP Diliman to profit in the delivery of international students to the university.
- A number of foreign institutions seek to do linkage in order to learn how the university operates, copy its programs and courses as well.



These groups are actually companies and networks or service providers which operate in the Philippines. The commercial presence of these companies and networks which are mostly not licensed nor duly recognized present the problem of Quality Assurance Compliance and Recognition.

STRATEGIES AND CHALLENGES

Cultural Context

The Philippines is a developing country. It is bureaucratic and hyperlectic (i.e., having many laws). Like any developing country, it is more a host to international students than a producer of students abroad. Its main advantage is the use of English as medium of instruction in school. Another advantage is its low cost of living. Its strongest commodity is its culture of hospitality and social life.

- University administrators should pay attention to the need for Philippine Laws to be harmonized with the partner university's own laws. Intellectual Property Agreements should be clear on both sides. Philippine Laws should be facilitative in International Research Projects and other related academic engagements. For UP, our new charter in 2008 is a step ahead for it provides that laboratory equipment may now be tax free.



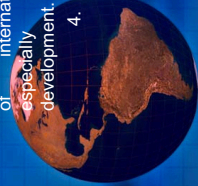
STRATEGIES AND CHALLENGES

2. University Administrators should vigorously push for internationalization and make it as one of its top agenda to impact government agencies to become less bureaucratic and more flexible to international activities and engagements.

3. UP Diliman has now its own guidelines for international research collaboration. UP has the Office of the Vice-Chancellor for Research and Development that is highly cognizant of the importance of international networking especially for research development.



4. UP Diliman administrators should see to it that faculty experts who participate in international research projects are actual key players from the concept design to its implementation and dissemination and not merely reduced as representatives from a developing country which is a requirement for international funding.



STRATEGIES AND CHALLENGES

8. UP Diliman is currently reviewing its rules on foreign faculty staff to give them a freer environment given the constitutional prohibition against tenureship and permanency of foreign professors. I have just recently drafted the "Guidelines for Foreign Faculty Members who Occupy Regular Teaching Positions".



9. While English is an advantage to attract international students, student and faculty exchange programs as well as study abroad programs should contain a Philippine language and culture component which is vital in the economic and educational growth of a developing country.

10. University Administrators should also look into our Academic Calendar since it is not in sync with the academic calendar of many universities abroad including those here in Japan.



STRATEGIES AND CHALLENGES

5. UP Diliman administrators should also be updated on the current trend of research to reinforce research pursuits in these areas. Aside from the socially relevant technologies, it is said that US funding is now geared towards those countries with curriculum on Islam. UP Diliman has an Institute of Islamic Studies.



6 UP Diliman has the Research Dissemination Grant (RDG) to allow faculty members to participate in international conferences and fora where they can do their own networking.

7 UP Diliman has the International Publication Award to reward university professors doing research and publishing it in a reputable and prestigious refereed international journal.

STRATEGIES AND CHALLENGES

Creation of New Technology

Social networking in the Philippines is very high. 20 million Filipinos or 22% of 90 million Filipinos are online (Nielsen survey, <http://www.techpinas.com/2009>). Facebook, Friendster and Twitter are favorite sites, including Youtube for video feeds. The Philippines is only known as the texting capital in Asia or the most savvy users of mobile phones. 87 % of the local population use the alarm clock in mobile phones as against the global average of 67 %. Global market research Synovate has found that Filipinos lead the way in the use of many mobile features among 11 countries covered by the survey. (Manila Bulletin-Sunday, November 20, 2009 <http://iconopolis.blogspot.com/2009>)

Generally, Filipinos in urban areas are IT literate and even techie. There are 80,000 Filipino graduates every year who are technically equipped and have a natural ability to adapt to different work cultures. Most are trained in visual basic, Windows NT, C ++, SQL, Oracle or Java. (Philippine Overseas Employment Administration, Department of Labor, <http://www.poea.gov.ph/about/moving.htm>)



STRATEGIES AND CHALLENGES

1. UP Diliman should expand connectivity or the widening of access to information and communications technology.
2. UP Administrators should prioritize budget of IT services and facilities.
3. The UP system has already the UP Open University which offers distance education.
4. In its main campus in UP Diliman which offers courses in the traditional or regular classroom mode, we have the UP Diliman Interactive Learning Center. UP DILC established in 2003 has already been using open management systems (the CMS or the content management system) with its UVLE (University Virtual Learning Enter) visit us at uvle.up.edu.ph and *ISKWIKI* (a wiki platform) visit us at iskwiki.up.edu.ph.

UVLE organizes classes around topics, themes, weekly schedules; upload digitized materials to share with students; post announcements that will be sent out automatically to students; conduct exams or collect assignments online; create online fora and wikis for student population.



ISKWIKI is a wiki platform for the UP academic community; it can be used as a community portal, a collaborative environment for research projects and for participatory writing and documentation, a means of disseminating information.



UP DILC has links with CONECT ASIA with UNESCO as its major institutional support. It is network enabled with high bandwidth for global reach. It aims to disseminate research information and engage in the interplay of scholarly projects and experiments the quickest possible way and in real time.. e.g., Solar eclipse phenomenon.



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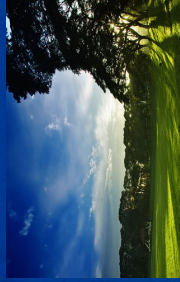
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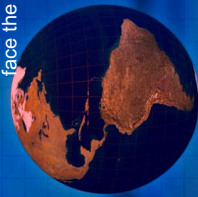
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Doomo Arigatoo Gozaimashita!



Use of International Networking at International Office - The case of Tokyo Tech -

Kentaro EBIHARA

International Cooperation, International Affairs Department,
Tokyo Institute of Technology

Case introduction

1. International distance Education
2. International Office
3. TAIST (Thailand Advanced Institute Science and Technology)

1. International distance Education

Providing and receiving lectures to/from the partner universities abroad by Video Conference System.

2. International Office

Daily communication with overseas offices, Interview with applicants of international graduate program.

3. TAIST

Distance education (providing/receiving), program committee meeting, daily communication among administrative staff.

Analysis

All the cases of utilization depend on the demand of specific programs or activities. In other words, without any practical needs, networking infrastructure will not be used sustainably.

As for the International Affairs Department of Tokyo Tech, there is no urgent needs of video conference with the partner universities in terms of regular routine works at present.

However, the international networking of administrators yielded by UAW gave positive influence on some programs such as JAYSES (summer program). Therefore, we believe that this network is important and maintenance of it maybe our next mission beside the regular work.

Suggestion

1. Sharing the information about the networking hardware such as system type, IP address and the staff in charge of available equipment at each university.
2. Maintenance of international networking of UAW by video conference system.

[End]



TOKYO TECH

Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

Use of International Networking
at International Office
-The case of Tokyo Tech-

Kentaro Ebihara

Staff

International Cooperation Division,
International Affairs Department, Tokyo
Institute of Technology



TOKYO TECH

Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

Outline

• Case Introduction

1. International distance Education

2. International Office

3. TAIST-Tokyo Tech

• Analysis

• Suggestion



TOKYO TECH

Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

3 Cases introduction

3 cases of International networking
(IT Technology) at Tokyo Tech.

• International distance Education

• International Office

• TAIST-Tokyo Tech



TOKYO TECH

Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

International distance
Education 1/1

Promotion of distance learning and e-learning

Video Conference System provide all the laboratories the environment to enable research advising and distance discussions with the overseas offices and partner universities.

Education utilizing information technology will be promoted worldwide. Tokyo Tech initiates various endeavors on e-learning, such as web archives of lectures and appropriate teaching materials for developing countries, discussions and communication on the Internet.

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TOKYO TECH
Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

Lecture by Tokyo Tech professor




Providing and receiving lectures to/from the partner universities abroad by Video Conference System



TOKYO TECH
Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

International Office 1/2

- Tokyo Tech has established three overseas offices in three countries "Bangkok, Thailand; Manila, the Philippines; Beijing, China" for promoting academic exchange and cooperation with overseas institutes.





6



TOKYO TECH
Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

Tokyo Tech Office in Thailand 1/2

- Tokyo Tech Office has long history of academic exchange with various institutions in Thailand since several decades ago.
- Established in September 2002
- Located in "Thailand Science Park", 30 miles the north of Bangkok.
- Accumulating experience of distance education utilizing satellites and internet.



TOKYO TECH
Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

Tokyo Tech Office in Thailand 2/2

- Contributing much on project formulation of the joint graduate program called "TAIST-Tokyo Tech (Thailand Advanced Institute of Science and Technology-Tokyo Institute of Technology)"
 - collaboration with "NSTDA(National Science and Technology Development Agency)" and leading Thai universities
 - Expecting to enhance the collaborative research works between Tokyo Tech and NSTDA institutions.
- Recruiting Thai students to be enrolled in programs of Tokyo Tech
- Following-up the Thai alumni association
- Participation to various events in Thailand



TOKYO TECH
Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

Tokyo Tech Office in the Philippines

- Philippine Office was established in September 2005 in the campus of De La Salle University-Manila.

Based on long lasting cooperative project between Tokyo Tech and Philippine universities, the office further strengthen the ties through two-way lecture delivery via internet, research cooperation under the umbrella of JICA and JSPS, student exchanges including language training or internship and foundation of Tokyo Tech Alumni Association in the Philippines.



TOKYO TECH
Pursuing Excellence

TOKYO INSTITUTE OF TECHNOLOGY

Tokyo Tech Office in China

- Tokyo Tech - Tsinghua University collaboration office was established in October 2006 in Tsinghua University Campus. It aims at enhancing educational and research activities, including joint graduate program launched in 2004.



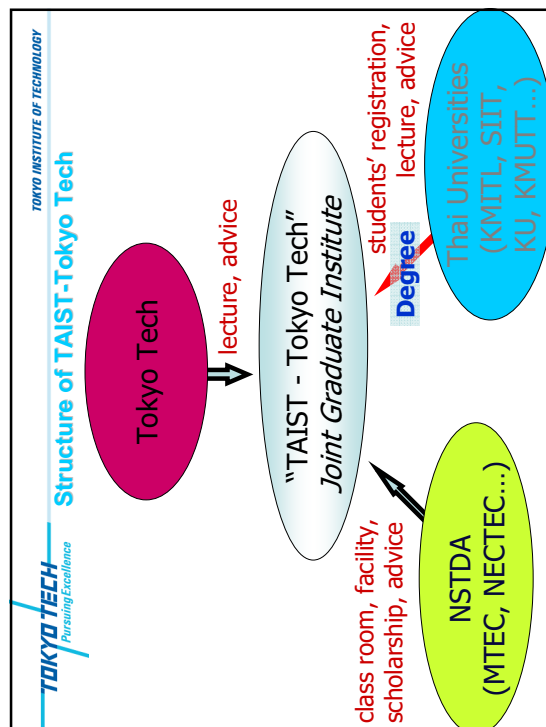
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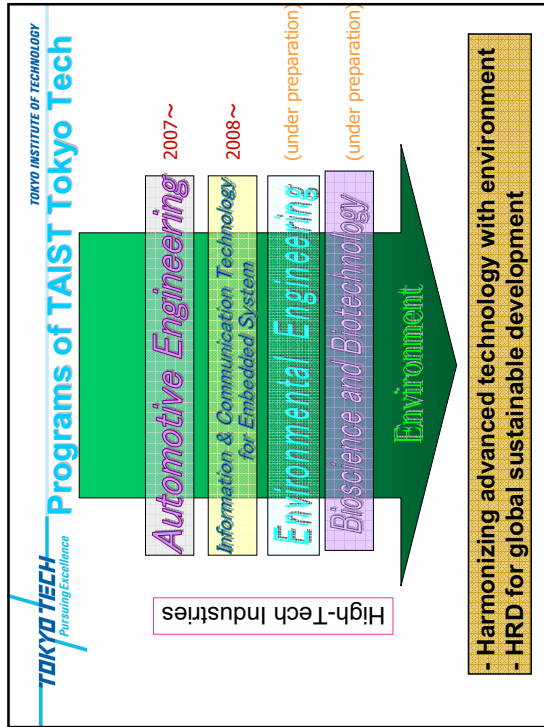
TOKYO INSTITUTE OF TECHNOLOGY

International Office 2/2




- Supporting Communication for Student's Activity, Interview with applicants of international graduate program.





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Analysis 1/2

- All the cases of utilization depend on the demands of specific programs or activities. In other words, without any practical needs, networking infrastructure will not be used sustainably.
- As for the International Affairs Department of Tokyo Tech, we could not find any urgent needs of video conference with the counterparts in partner universities in terms of “regular routine works” at present.

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Analysis 2/2

However, the international “human” network of administrators yielded by UAW gave positive influence on some programs such as JAYSES (summer program).

Therefore, we believe that this network is important and maintenance of it maybe our next mission beside the regular work.

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Suggestion 1/1

- How about sharing the information about the concerning the Video Conference System, such as system type, IP address and staff in charge at each university?
- Is it feasible to maintain the international network of UAW by video conference system?

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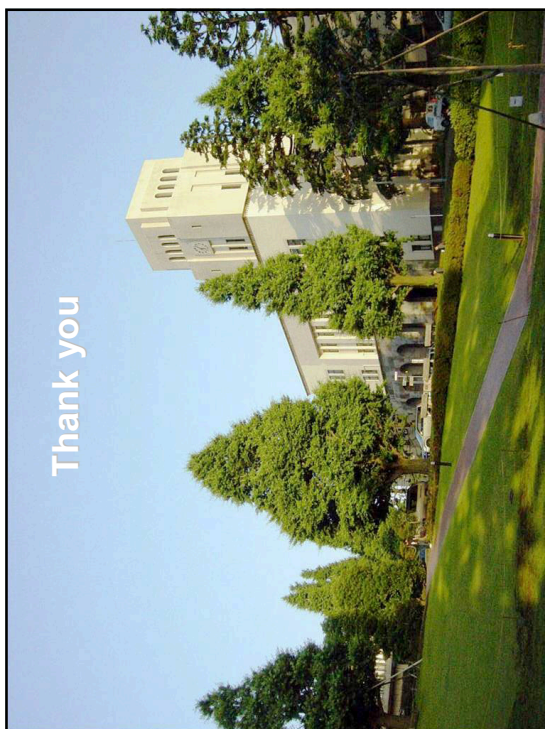
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The 130th Anniversary in 2011





Thank you

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Closing Remarks

The first UAW meeting was held five years ago with the participation of fifteen universities. In the planning stages of the first meeting, every member of the preparation team was concerned about whether we could get enough participants, and whether we could continue to hold the meeting in subsequent years. The idea behind the UAW was to offer a forum for university administrators to share their views and ideas. We are very fortunate that the UAW was well supported by experienced staff members from the participating universities, and Kyoto University was able to successfully hold the meeting annually for five years. Twenty-two universities participated in this, the 5th UAW meeting.

For the last five years we have chosen themes relating to the practical operations of university international offices. This year we chose two topics. The first was “Challenges for the Global Circulation of Students” and the second was “International Networking of International Administration Officers.” These two topics are very relevant to the participants, who are in charge of international operations at their respective institutions.

Our guest speaker, Dr. Gay Michiko Satsuma of the University of Hawaii spoke about student exchange. Dr. Satsuma shed some light on the tendency of universities to try to compete on the international stage by increasing their number of partner universities and their number of international students. She showed us the necessity of reconsidering such tendencies, and returning to the basic question of why we send students overseas.

In the following sessions, nineteen speakers gave us their ideas on the workshop’s topics. I was very impressed by the many questions, answers and comments given during the sessions. Why were we able to have so many interesting discussions? The answer is because we all experience similar problems in our daily operations, and we need answers to these questions.

Can we predict what will happen in international higher education during the next five years? Probably not with any degree of accuracy. The world in which we live is changing so rapidly, and we have to remain very flexible. However, we also need to have a clear vision. I believe that the UAW has contributed to forming such a vision among us.

During my presentation, I explained that Kyoto University cannot hold this workshop next year because of budgetary constraints. However, many participants supported my proposal to continue the meeting in another form. One idea is to rotate the venue each year. In a few months we will start to work on proposals for the new UAW, and we hope that we will be able to see you again sometime soon.

Junichi Mori

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