

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

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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.



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Chulalongkorn University
Pillar of the Kingdom

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Chulalongkorn University's Perspective**

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

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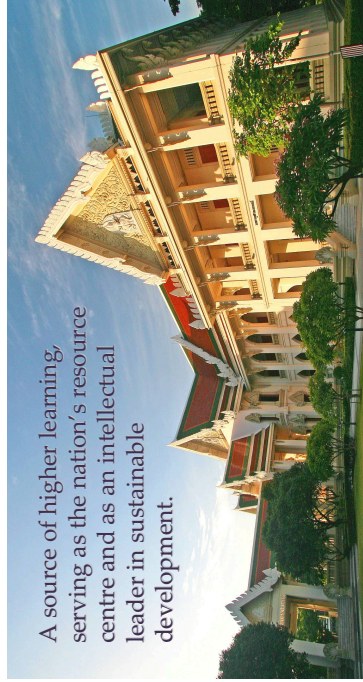
*All of our subjects, --
be they royals, nobles or
commoners-- will have
the same opportunity
to study.*



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

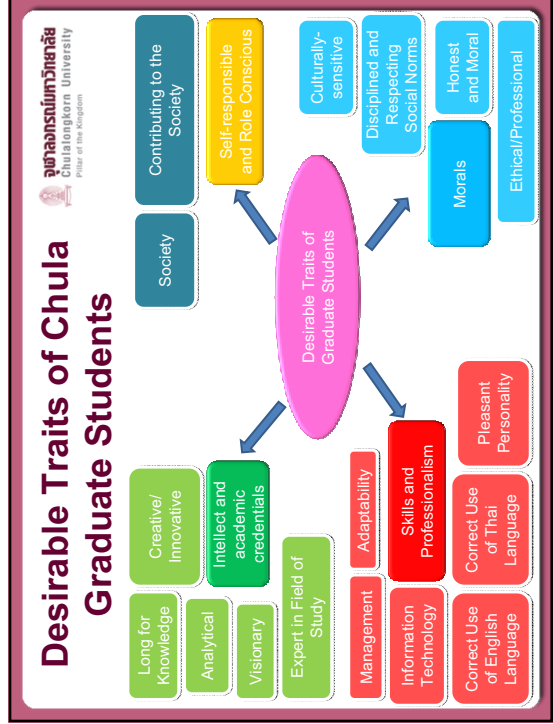
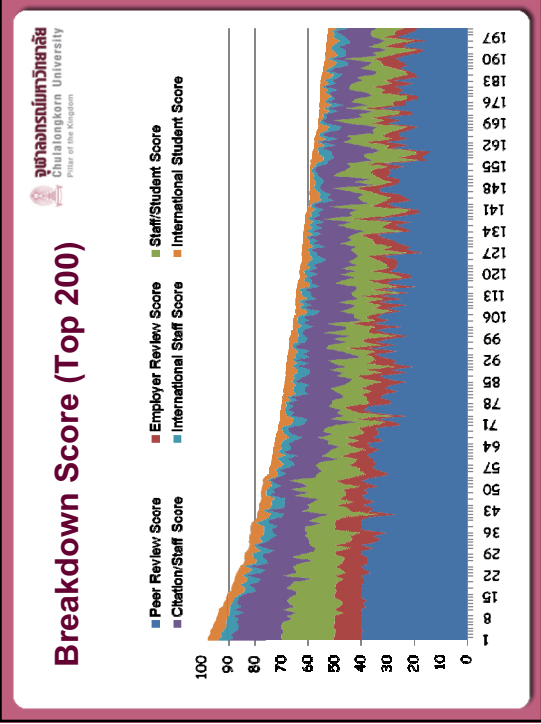
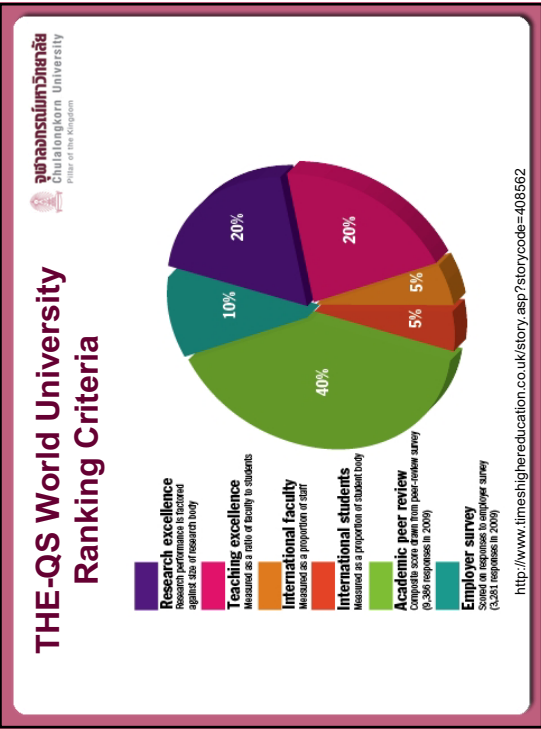
“Pillar of the Kingdom”

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




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.









Students Mobility Objectives

- ✓ Provide opportunity for student to learn about other culture
- ✓ Using other sources of expertise to expand student knowledge.
- ✓ Form bridges for future research, academics and business cooperation.



Current Situation and Problem in Asia

- University's Perspective
 - Low number of exchange students.
 - More scholarship offered than takers.
 - More outbound than inbound in case of Chula.
 - Large number of Program taught in local language.
- Student's Perspective
 - Lack of interest to study abroad – no standardized credit transfer, extend studying time and no extra benefit.
 - Diverse culture, quality of education and standard of living.

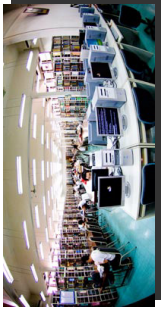


Challenges for Students Mobility in ASIA

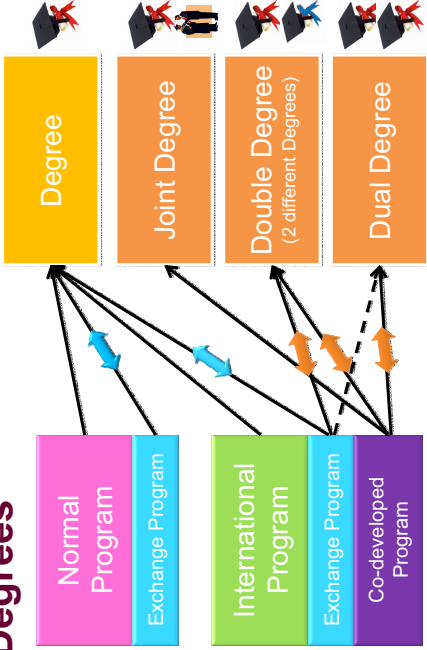
1. Standardization of credit transfer.
2. Creation of Double, Dual or Joint Degree.
3. Quality Assurance of Program Offered.
4. Increasing number of International Program or courses taught in English.
5. Improve quality of living.
6. Management of scholarships.

Improve Facilities

- Libraries
- Internet
- Student learning center



Possible Programs and Degrees



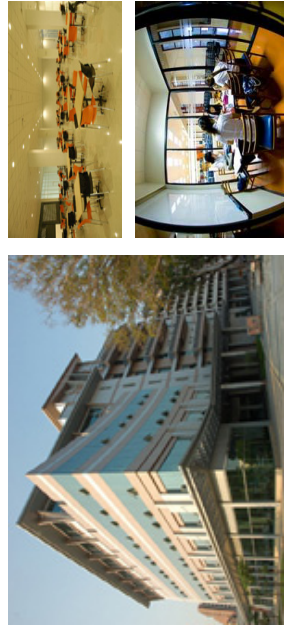
Chamchuri Square



Edutainment Center

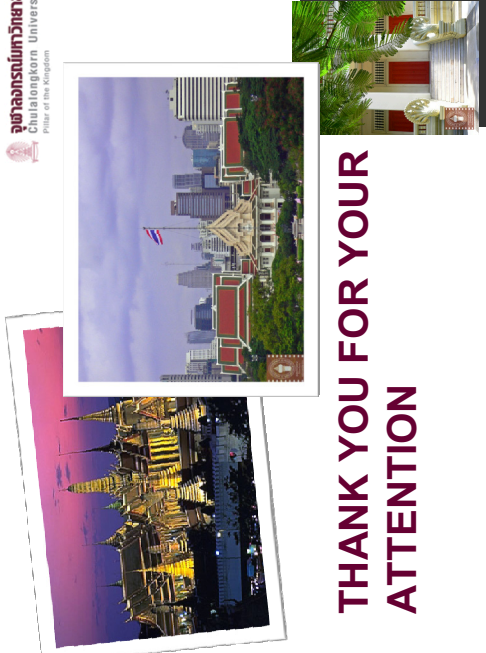
Chamchuri 9


Multi-purpose student learning center



Conclusion

- Mobility in 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.



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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: 13,569
- Graduate Students: 11,984
- International Students: 2,500



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

Scientific Expedition on the Alps




Student Traditional Chinese Music Group at Korea University, 2006

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

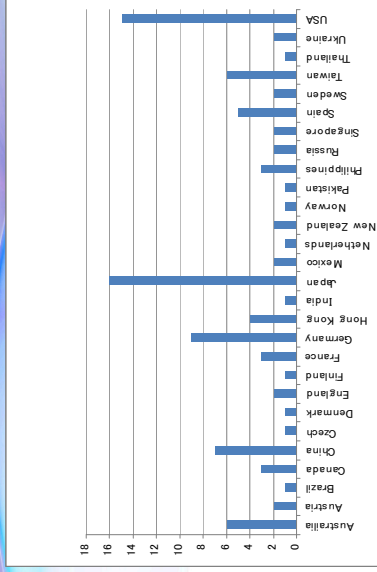
- Events such as 9/11, strife, and famines, along with the growing economic importance of China, India, and other Asian countries accentuate the need for citizens with the skills, knowledge, and understanding to engage meaningfully in international contexts (Dodd, 2008; Doyle et al., 2008; Fitzgerald, 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)

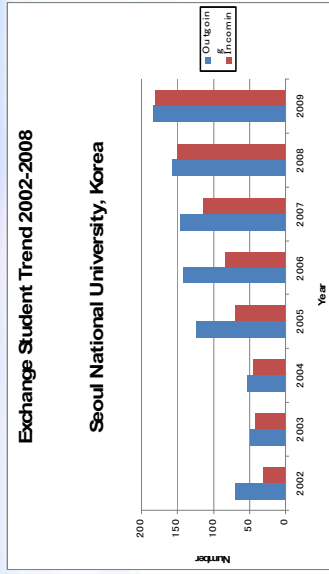
SNU Exchange Student Trends

- Number of Academic Agreement



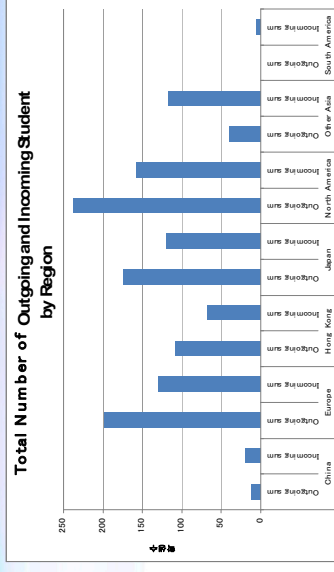
SNU Exchange Student Trends

- Noticeable increase of exchange students in quantity



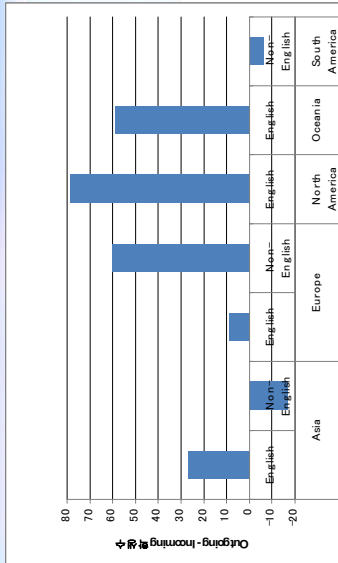
SNU Exchange Student Trends

- 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

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<http://www.ritsumeikai.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



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

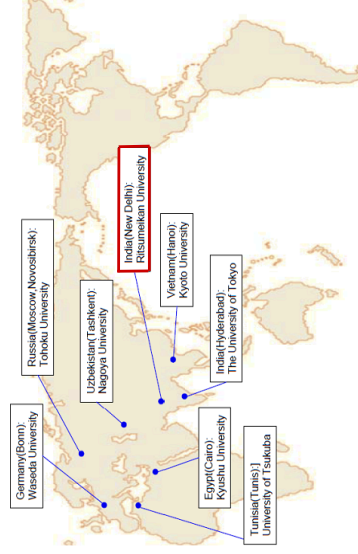


13 Universities to lead Internationalization!

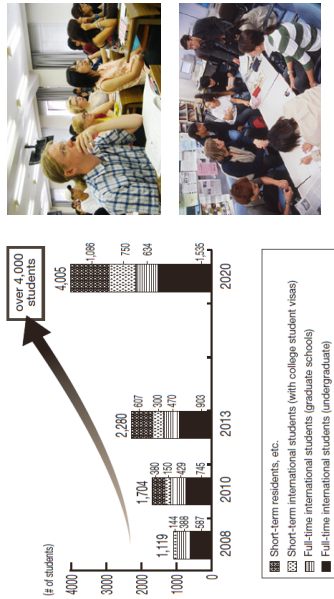
In 2009, the following 13 universities were selected as global centers

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		

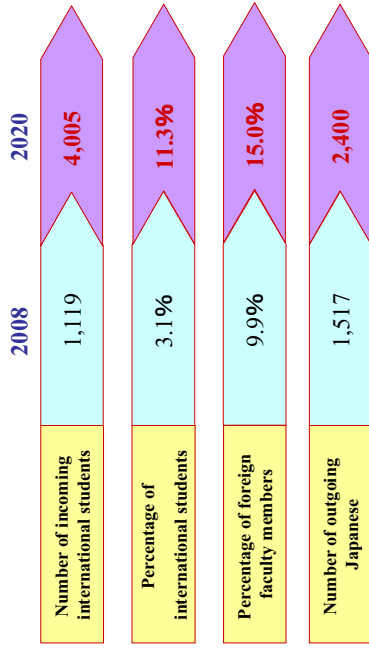
Overseas Office for Shared Utilization by Universities



Ritsumeikan's Plan for the acceptance of international students (Goal for 2020)



Targets for 2020



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.)



Collaboration with APU

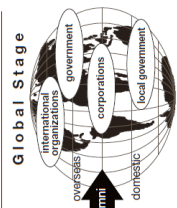
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APU
Ritsumeikan Asia Pacific University

collaboration

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 (APU 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 (APU survey))



R 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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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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R 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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R 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, homepages, 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



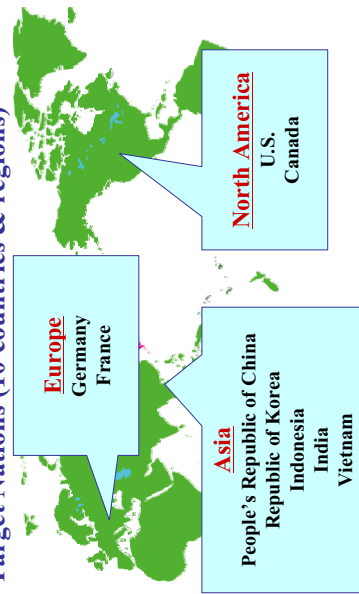
Staff Development

- 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



International students from around the world heading to Ritsumeikan

Target Nations (10 countries & regions)



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) <ul style="list-style-type: none"> • Vancouver, Canada • Seoul, Korea • Jakarta, Indonesia • Shanghai, China • Hanoi, Vietnam 	+	New Offices (3 centers) <ul style="list-style-type: none"> • London, U.K. • New Delhi, India • Guangzhou, China
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R RITSUMEIKAN
International students from around the world heading to Ritsumeikan

5 Existing Offices + 3 New Offices = 8 Centers

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R 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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R 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 (JDS)
- 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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R RITSUMEIKAN

Thank You

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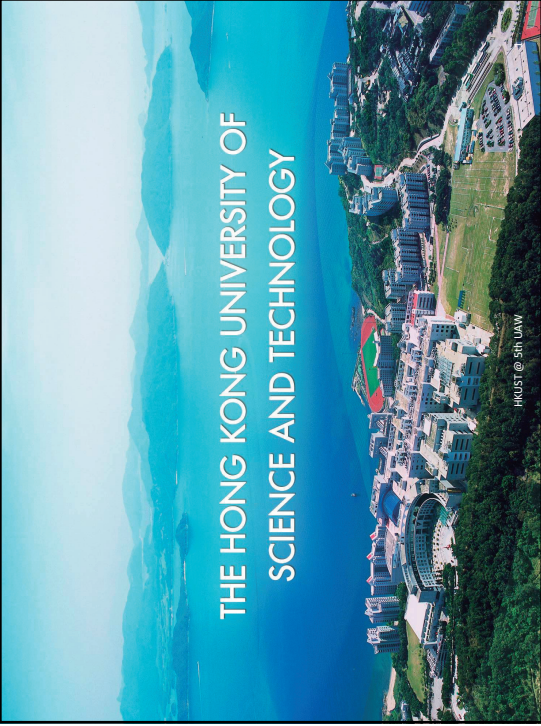
Institutionalizing Internationalization

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:

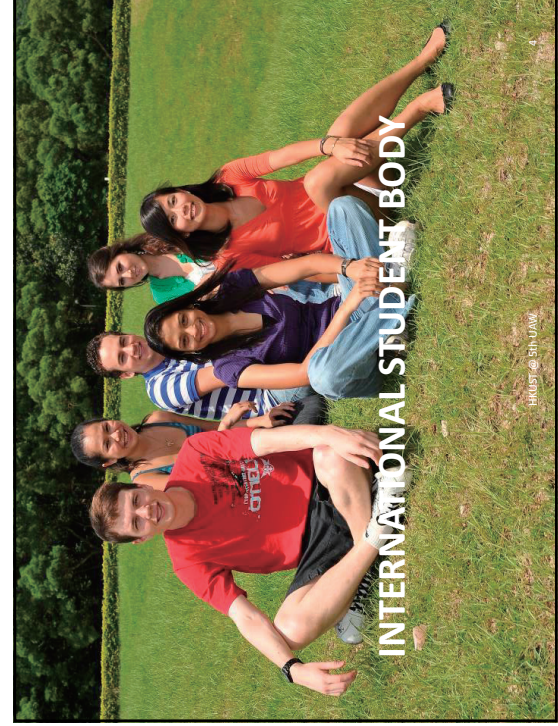
- Science
- Engineering
- Business & Management
- Humanities & Social Sciences
- Fok Ying Tung Graduate School

Exchange Partners: 150+
Mode of instruction: English

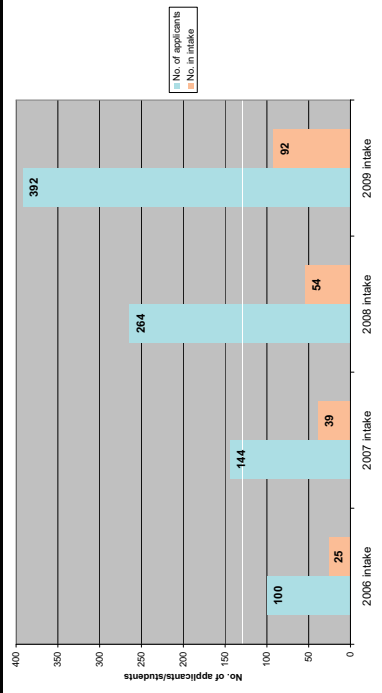
HKUST @ 5th UAW

Institutionalizing Internationalization

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



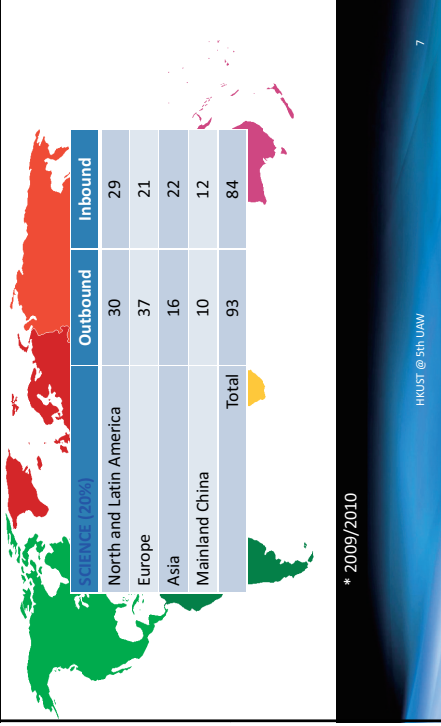
Growing full-time international student body



HKUST @ 5th UAW

5

Student Exchange

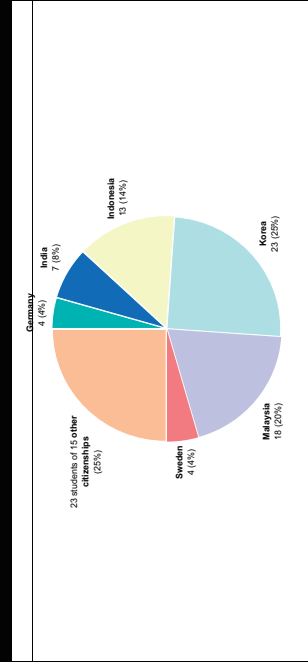


* 2009/2010

HKUST @ 5th UAW

7

Profile of 2009 Intake

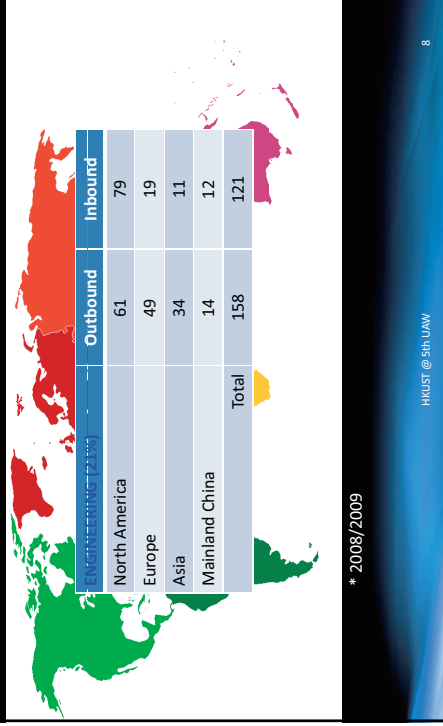


TOTAL: 92 students in intake

HKUST @ 5th UAW

6

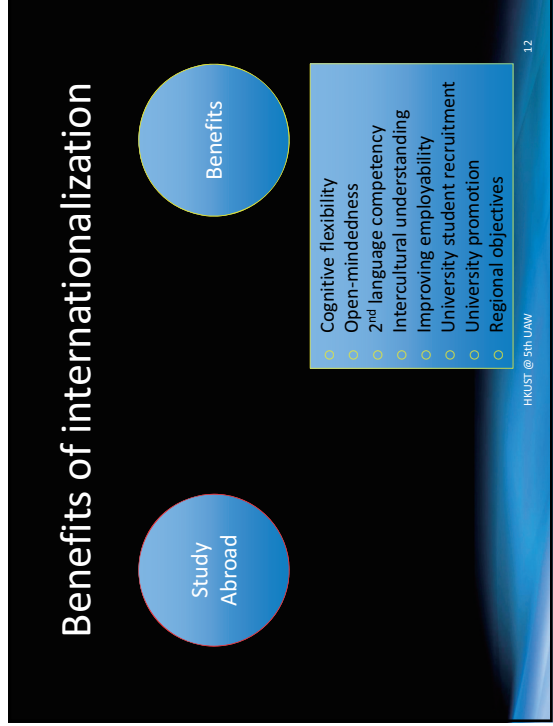
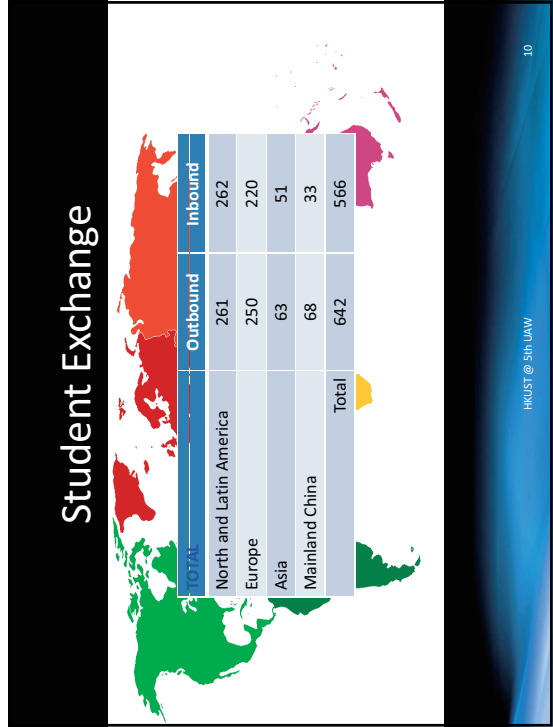
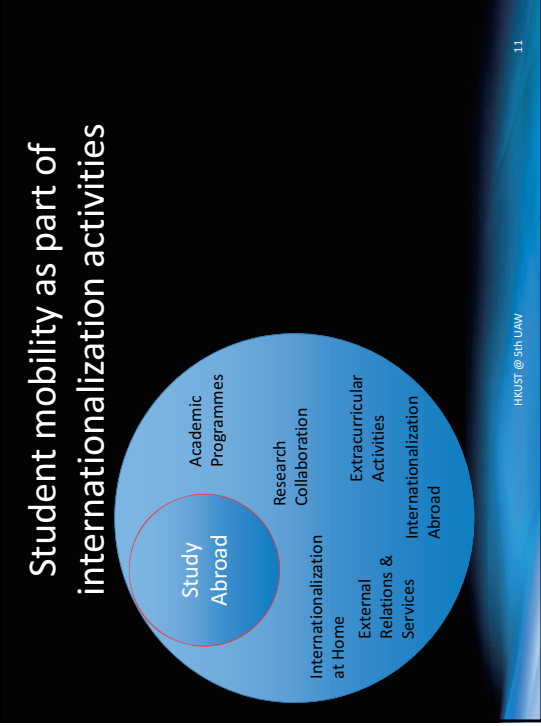
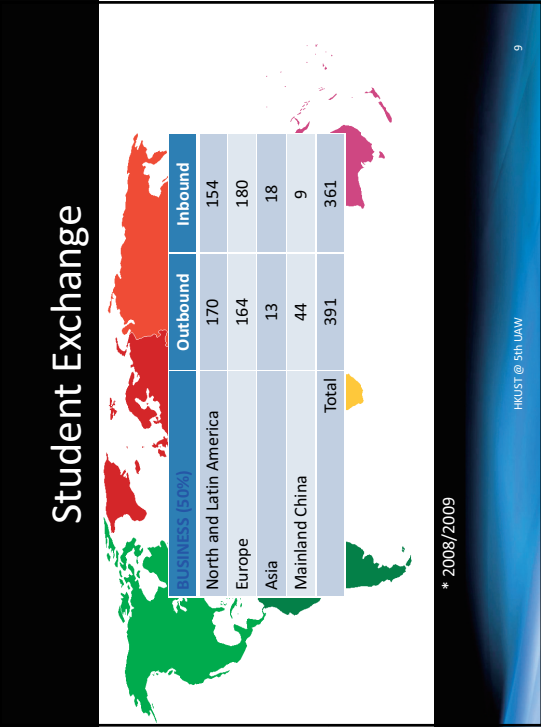
Student Exchange

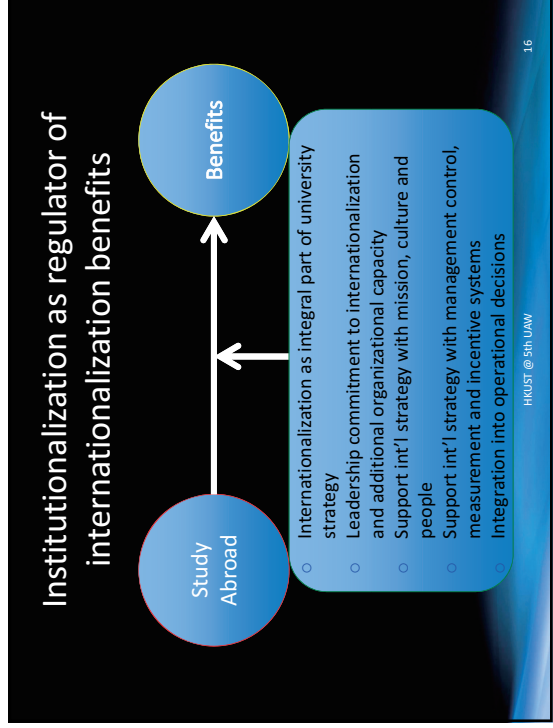
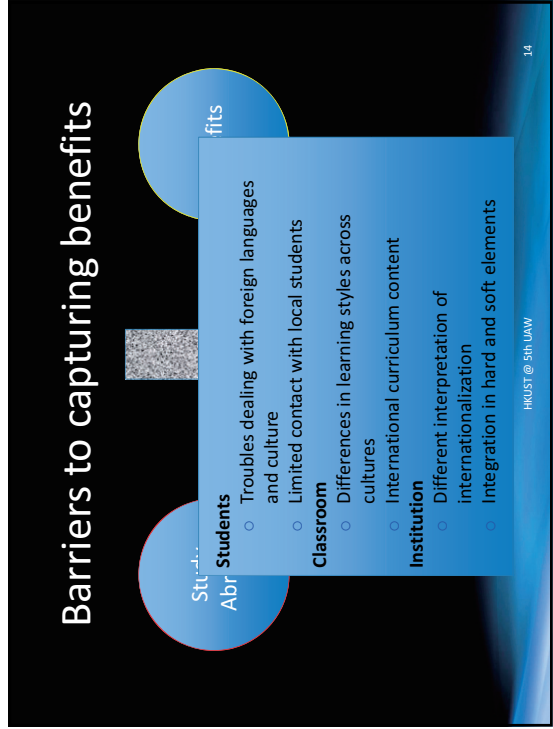
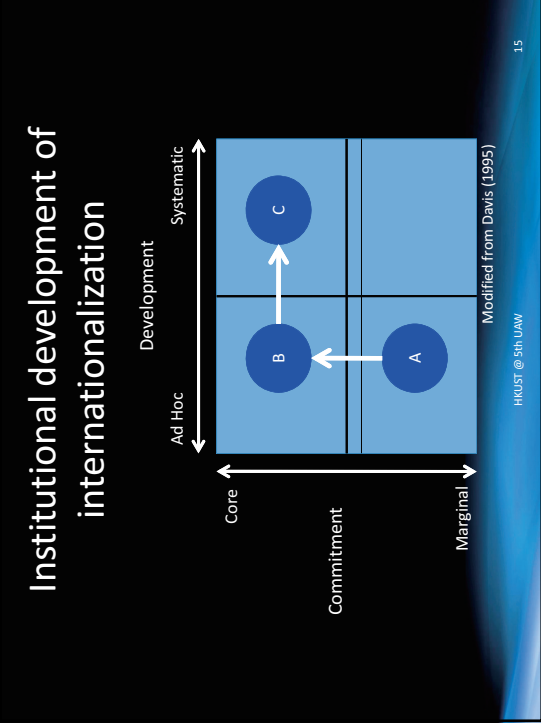
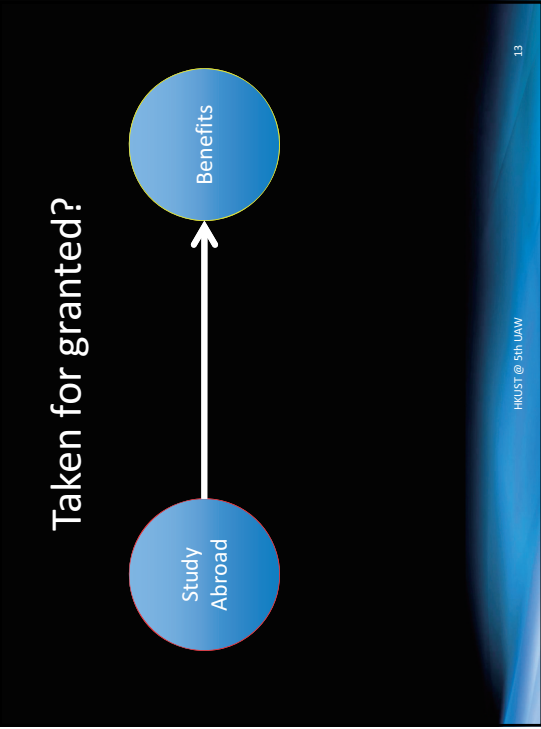


* 2008/2009

HKUST @ 5th UAW

8







THANK YOU!

TRUST @ 5th LAW

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



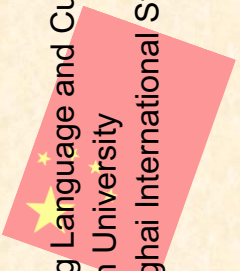

Korea

- Ajou University
- Sejong University
- Yonsei University




China

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

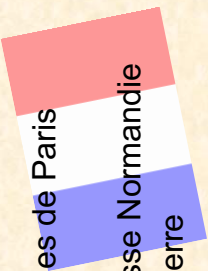

Australia

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




France

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


Germany

- University of Applied Sciences at Kempten



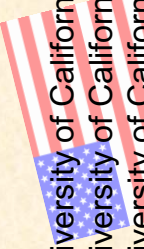
Austria

- The Johannes Kepler University Linz



USA

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




- 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

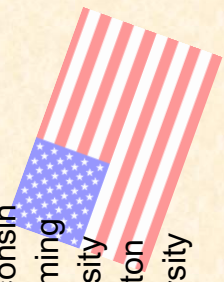
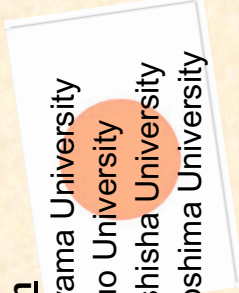




Thammasat University

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

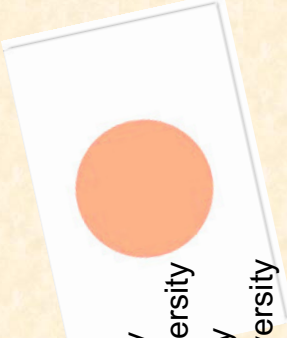
Japan

- 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

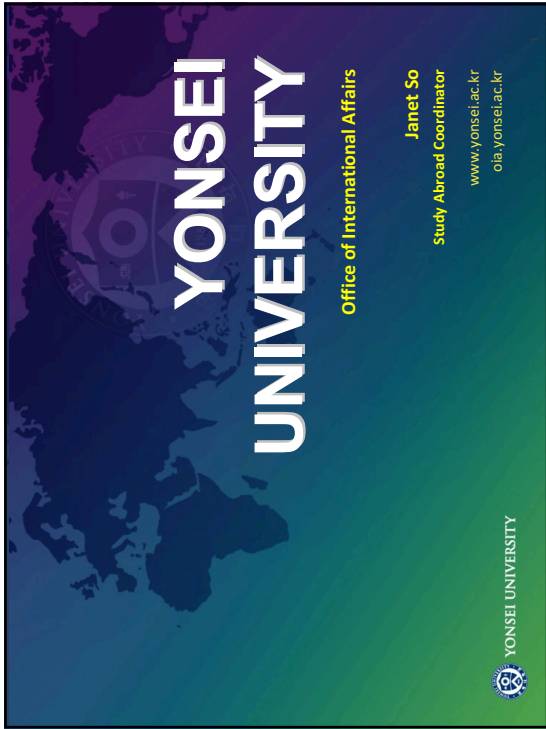


Special tailored programs: an alternative to exchange program

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
Office of International Affairs

Janet So
Study Abroad Coordinator
www.yonsei.ac.kr
ola.yonsei.ac.kr


YONSEI UNIVERSITY



Contents


- I. History
- II. Key Statistics
- III. Globalization
 - Partnership
 - International Programs
 - Special Programs
- IV. Facilities
 - Yonsei-Samsung Library
 - Global Lounge
 - International House II

1 2




The Power of Asia

Yonsei University



1 3



I. History

1 4

I. History

Pioneer of Western-Style Higher Education in Korea

Founded in 1885
May 2010
125th Anniversary

The Power of Asia
Yonsei University

YONSEI UNIVERSITY

II. Key Statistics

YONSEI UNIVERSITY

II. Key Statistics

Students & Others		Foreign Students	
▶ Under	18,588 / Grad. 10,488	▶ Under	1,345 / Grad. 413
▶ Alumni	426,582	▶ Certificate Programs	1,758
▶ Administrative Staff	5,209	▶ Full-time	1,975 / Part-time 504
			Total 4,237
Faculty		Foreign Faculty	
▶ Full-time faculty	1,495	▶ Full-time faculty	81
▶ Part-time lecturers	1,292	▶ Part-time lecturers	15
▶ Emeritus/Visiting/Research	544	▶ Emeritus/Visiting/Research	34
	Total		Total 130
	3,331		
Annual Scholarship (USD)		Annual Budget (USD)	
▶ Awarded per Annum	57,354,820	▶ Yonsei Corp.	577,466,303
▶ Endowment	38,840,085	▶ Univ. Budget	798,052,288
▶ BK21 sponsored	17,260,551	▶ Health System	1,065,476,702
	Total 113,455,456		Total 2,420,955,303
Annual Research Funds (USD)			
	210,044,081		

YONSEI UNIVERSITY

III. Globalization

YONSEI UNIVERSITY

A. International Partnership

603 Institutions in 59 Countries



as of December 2009

A. Partnership

Annual Academic Exchange

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

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

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

Website: summer.yonsei.ac.kr

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

Website: summer.yonsei.ac.kr



C. Special Programs

Special Tailored Programs (2009)

Institutions	Dates	Program Duration	No. of participants	Note
St. Olaf College	1/2-25	3 weeks	29	
Kelco 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

YONSEI UNIVERSITY

C. Special Programs

Tours & Activities

17

YONSEI UNIVERSITY

C. Special Programs

Building New Networks

- Mentors Club**
- Buddy Program
- Welcoming Party

- Yonsei Global**
- Community Service Program
- Language Exchange

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YONSEI UNIVERSITY

C. Special Programs: Lectures

Seoul, Korea

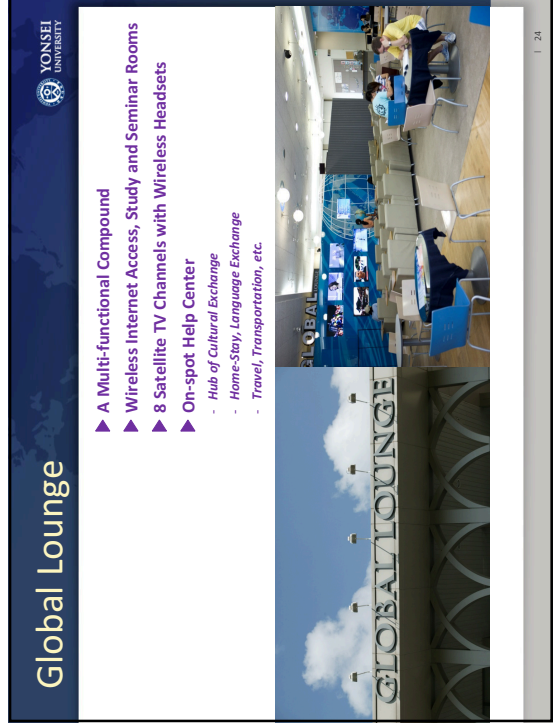
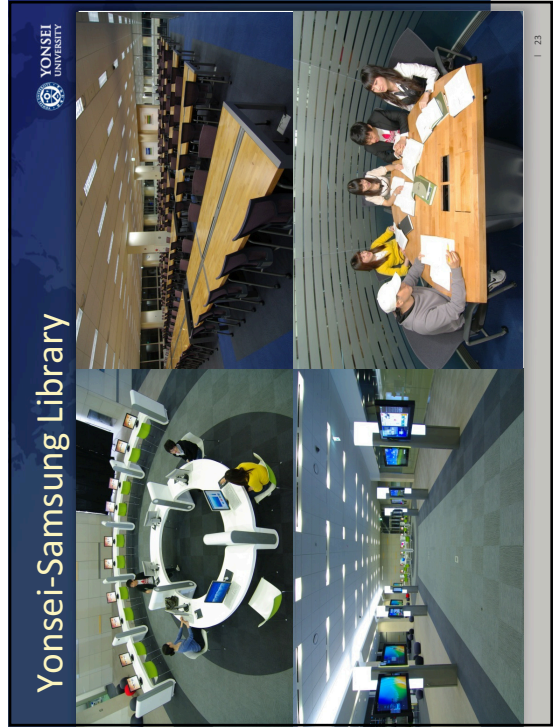
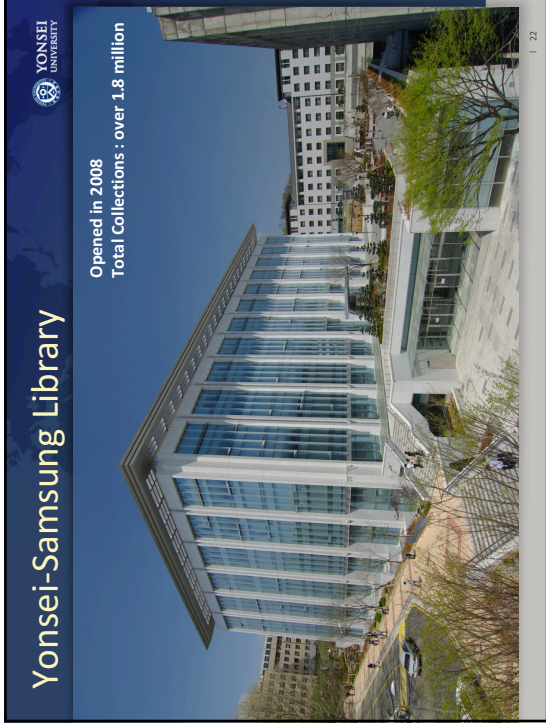
- Japan-Korea Relationship: Current Issues and Prospects
- Contemporary Korean Pop Culture and the Cultural Wave of "Hallyu"
- Environmental Protection and the Role of NGOs in Korea
- North-South Korean Relations: Challenges and Opportunities
- Political Economy of Korean Development
- Modern and Pre-Modern 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

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YONSEI UNIVERSITY

IV. Facilities

20



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

YONSEI UNIVERSITY | 25

YONSEI UNIVERSITY

Thank you

YONSEI UNIVERSITY | 26

YONSEI UNIVERSITY

Modern & Traditional

Seoul, Korea

YONSEI UNIVERSITY | 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

Wuhan University

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



Program Development

Wuhan University

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

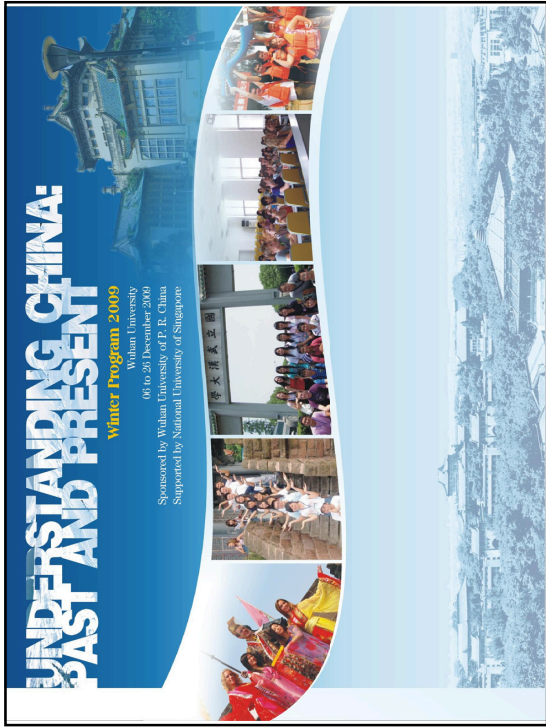
Wuhan University




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.



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.



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:

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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

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



Structural challenges

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



Strategies to meet challenges

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



Strategies to meet challenges

- continuing training and planning workshops
- seek exemption from rule re hiring of foreigners
- faculty incentives
- continuing training and improve facilities
- join international academic consortia





Elisa Down, the multi-awarded Australian film director, conducted a master class at the UP Film Institute.

Strategies to meet challenges

- recognize good practices
- review curriculum/course content
- international accreditation
- strengthen English as medium of instruction
- review academic calendar



Strategies to meet challenges

- enhance campus facilities for international scholars
- review tuition fee structure for foreigners
- Scholarships
- linkages with other stakeholders
- utilize land assets





Cultural Center for Digital Learning Building



Final Word

- initiatives must be truly international
- create North-South network



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

Contents

1. Challenges
 - 1-1. The number of outgoing students is small
 - 1-2. Opportunity for incoming undergraduate students
1. Countermeasures
 - 2-1. Providing more opportunities
 - 2-2. Linkage of various programs for synergy effect
1. Findings
 - 3-1. Student/alumni can be the “cast” of the university.
 - 3-2. Utilization of the power of ~~students~~ ^{TKYU} ~~alumni~~ ^{TECH} ~~is~~ ^{regular}

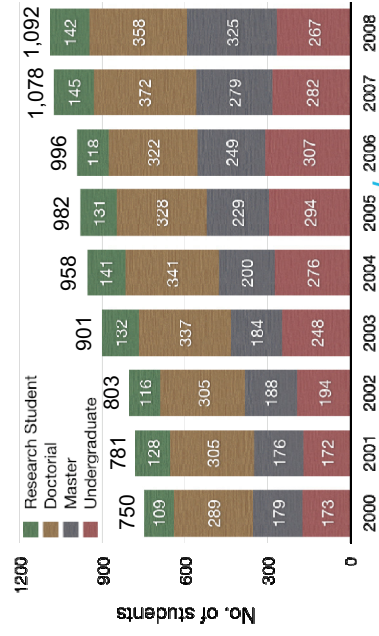
1.Challenges

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.

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

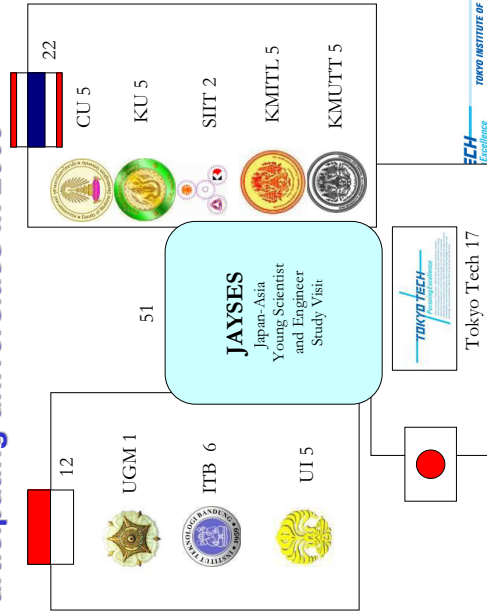
- There are many requests from partners of Tokyo Tech in the world for short term program (internship). Common request is "3 months internship for undergraduate students".
- However, not all the requests are fulfilled because Tokyo Tech has few English program for undergraduate students.
 - **Only YSEP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

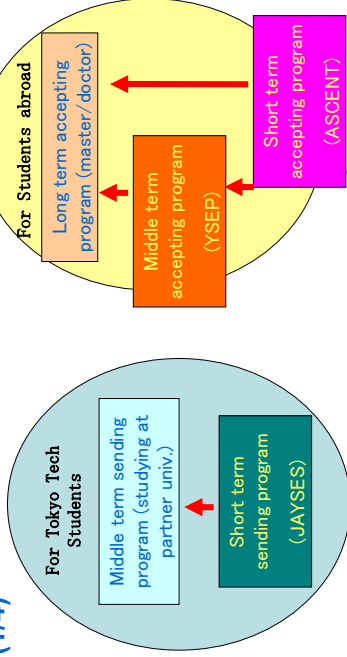
2. Counter measures

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.

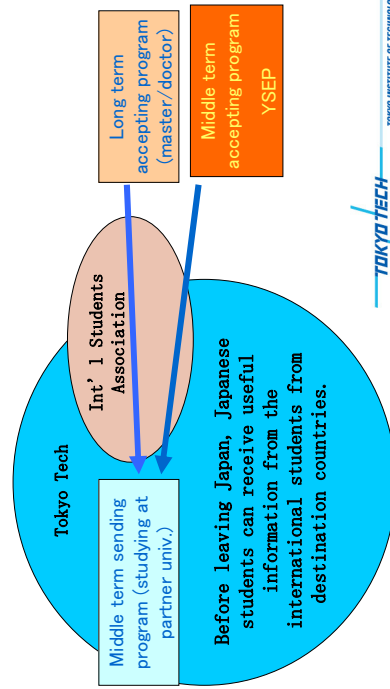
2. Counter measures

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



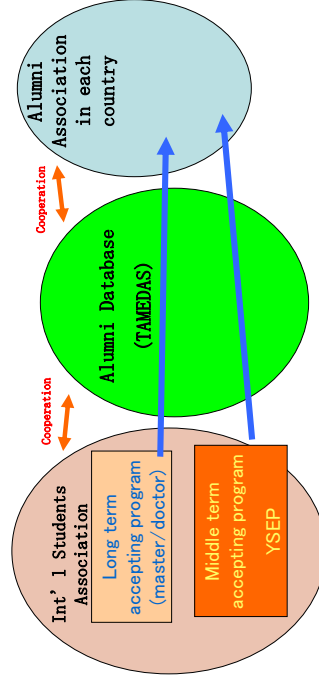
2. Counter measures

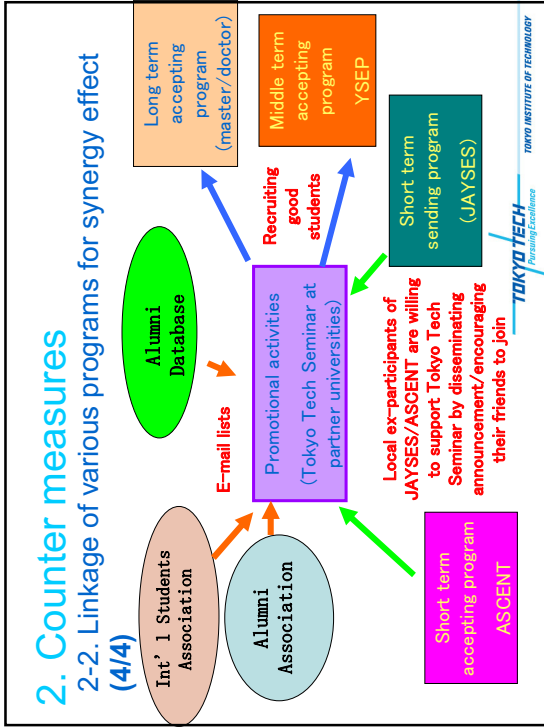
2-2. Linkage of various programs for synergy effect (2/4)



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

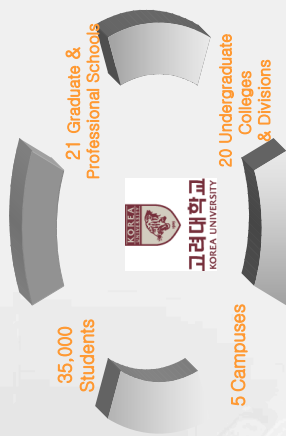
Jongkeun KIM, Exchange Programs Manager
Office of International Affairs, Korea University

A Century of Leadership

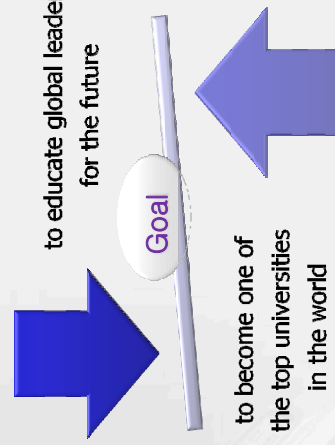
*Korea University --- leading the nation in intellectual thought,
and the democracy and freedom movements since 1905.*



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	281
	Departmental Level	32	129
Total			370
International Student Exchange Program (ISEP)		44	289
Grand Total			675

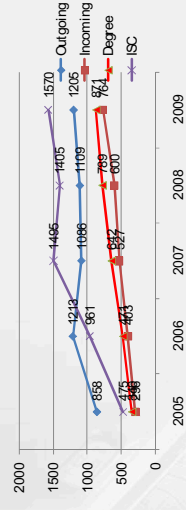
International Organizations

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

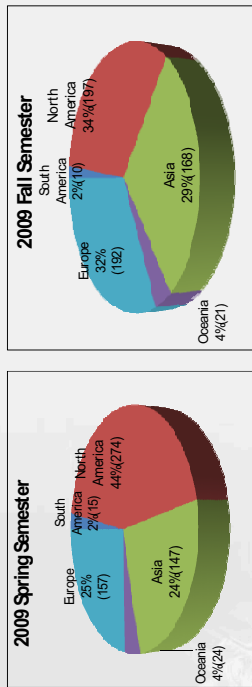
Summary of Student Mobility at Korea University

	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	1,485	1,405	1,570

Student Mobility at Korea University

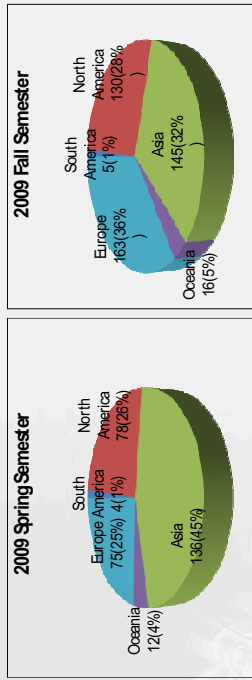


Outgoing Exchange/Visiting Students by Continent



Semester	North America	Asia	Oceania	Europe	South America	Total
2009 Spring	274	147	24	157	15	617
2009 Fall	197	168	21	192	10	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	145	16	163	5	459
2009 Fall	130	281	28	238	9	764

Global KU Frontier Spirit

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)

Global KU Frontier Spirit

Domestic Initiatives (1)

On Campus

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

Global KU Frontier Spirit

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

Global KU Frontier Spirit

Challenges in Student Mobility

Challenges	Action
Maintaining Balance	Global KU Scholarship
Risk Management	Mandatory Insurance
Need of Financial Support	Orientation
Culture Shock	KU Buddy Program
Housing shortage	New Dormitory

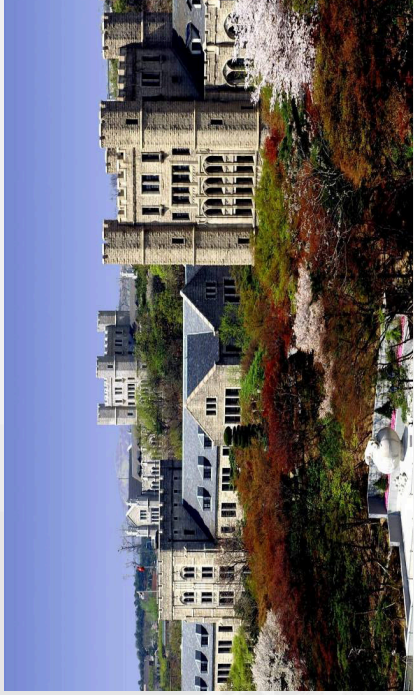
Student Mobility at Korea University

New Initiatives

One-Stop Service Center for International Students

New Website of KU International Affairs Office

Global Entrepreneur Program



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
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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



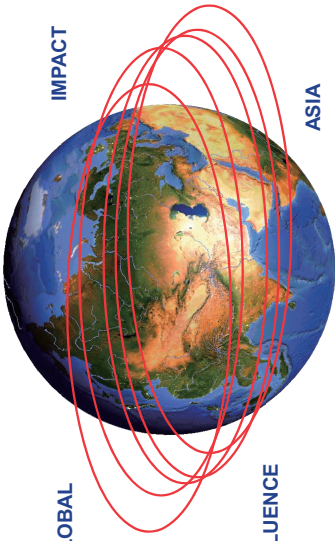
NUS Mission

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



4

A New Dimension



GLOBAL IMPACT INFLUENCE ASIA

A leading global university, centred in Asia

NUS National University of Singapore

5

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



NUS National University of Singapore

6

The Role of International Relations Officers at Universities?

NUS National University of Singapore

7

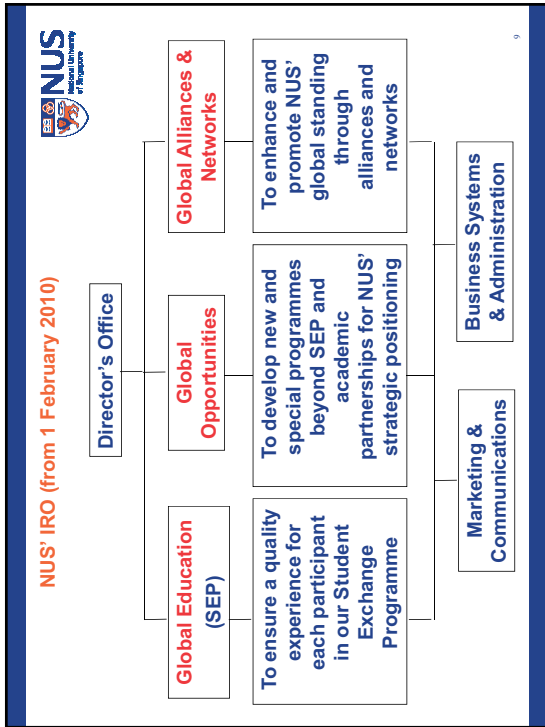
The Role of IRO at NUS: IRO Mission

Forge international partnerships for transformational programmes



NUS National University of Singapore

8



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

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

- A. International Internship (i-Intern)
- B. International Research Attachment Programmes (i-RAP)

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




- C. International Summer Programme (i-SP):
- D. Internationalisation at Home (i@Home):

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NUS
National University of Singapore

Global Alliances & Networks

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






INTERNATIONAL ALLIANCE OF RESEARCH UNIVERSITIES

Association of Pacific Rim Universities

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NUS
National University of Singapore

Our Challenges

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

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NUS
National University of Singapore

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



Promoting global citizenry and cultural sensitivity.

INTERNATIONALISATION @ HOME

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 Chorr Chuan



YOUR FUTURE OUR INFLUENCE

NUS University Town



Kent Ridge and University Town
Aerial View →

Town Centre →



Residential College →



