

The University Administrators Workshop

Enhancing the Quality of  
International Activities of Asian Universities

March 16 - 17, 2006  
Kyoto

Kyoto University

Any inquiries on the workshop may be directed to  
the International Affairs Division, Kyoto University  
Yoshida-Honmachi, Sakyo-ku, Kyoto 606-8501 Japan

## Preface

Kyoto University held the 'University Administrators Workshop' on March 16 and 17, 2006 in Kyoto city. The purpose of the workshop is to enhance the quality of international activities at leading Asian universities through exchanges of information and opinions by administrative staff members in charge of international affairs and student exchange.

The participants were administrative staff members who held direct administrative responsibility for international affairs. They were in charge of international programs on a full-time basis with either an administrative or academic background.

Leading universities in Asian region and Kyoto city were invited, and eighteen persons from sixteen universities, including Kyoto University, participated in the workshop.

During the workshop, following three sessions were held. All the participants were actively involved in the workshop by making presentations in one or more sessions and/or chairing the session.

- Session 1. Promoting academic collaboration through memoranda for exchanges
- Session 2. Enhancing international programs for students
- Session 3. Managing the international program office

This booklet contains all the abstracts and presentation slides, as well as the schedule and the list of participants. Answers to the questionnaire that were sent from Kyoto University to all the participating universities are also attached.

The workshop was convened with the supported of 'Strategic Fund for Establishing International Headquarters in Universities' by Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT). All the contents of this booklet are posted on the webpage of Kyoto University's Organization for the Promotion of International Relations.

Kyoto University expresses sincere appreciation to all participants who made the workshop a success. It is the hope of the university that this booklet will be valuable to all the universities aiming to further internationalize their research and educational activities.

## Participating Universities

Doshisha University

Fudan University

Hong Kong University of Science and Technology, HKUST

Korea Advanced Institute of Science and Technology, KAIST

Kasetsart University

Kyoto Institute of Technology, KIT

Nanjing University

National University of Singapore, NUS

Pohang University of Science and Technology, POSTECH

Ritsumeikan University

Seoul National University

Taiwan University

Tsinghua University, Beijing

Tsing Hua University, Hsinchu

University of Science and Technology of China, USTC

Kyoto University

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Hsiao-Wei D. Chiang (Tsing Hua U, Hsinchu)

#### Proposing new forms of collaboration

Yajun Zou (Nanjing U)

Yanwing Leung (Taiwan U)

Satoru Endo (Kyoto U)

### **Session 2: Enhancing international programs for students**

#### Provision of a desirable study/research environment

##### for foreign students/researchers

Kumut Sangkhasila (Kasetsart U)

Yuree Soh (Seoul National U)

Yunxin Wu (Tsinghua U, Beijing)

#### Risk assessment in international exchanges

Masaaki Uneno (Doshisha U)

Kyungho Ko (KAIST)

#### Promoting study abroad programs to domestic students

Chouwen Zhu (Fudan U)

Kar Yan Tam (HKUST)

Tsutomu Yoshii (K I T)

Lee Lai To (NUS)

Makoto Sagane (Ritsumeikan U)

**Session 3: (Managing the international program office)**

University-level policy making on international affairs and the role  
of the international affairs office

Phacharavadee Paerattakul (Kasetsart U)

Jung-Hee Yang (POSTECH)

Jie Yang (USTC)

Developing the talent of international affairs personnel

Chouwen Zhu (Fudan Univ.)

Lee Lai To (NUS)

Makoto Sagane (Ritsumeikan U)

**4. Answer to the Questionnaires**

Doshisha U

Fudan U

HKUST

KAIST

Kasetsart U

K I T

Nanjing U

NUS

POSTECH

Ritsumeikan U

Seoul National U

Taiwan U

Tsinghua U, Beijing

Tsing Hua U, Hsinchu

USTC

Kyoto U

**University Administrators Workshop:  
Enhancing the Quality of International Activities of Asian Universities**

March 16 - 17, 2006

Kyoto, Japan

**March 16, 2006 (Thursday)**

**9:30 - 9:50          Opening Remarks**

Toshio Yokoyama (Vice-President for International Relations, Kyoto U)

**9:50 - 10:15          Introduction**

**10:15 - 12:15          Session 1: Promoting academic collaboration through memoranda for  
exchanges**

Convener : Satoru Endo (Kyoto U)

Experiences in negotiating with counterpart universities

Phacharavadee Paerattakul (Kasetsart U)

Hsiao-Wei D. Chiang (Tsing Hua U, Hsinchu)

Proposing new forms of collaboration

Yajun Zou (Nanjing U)

Yanwing Leung (Taiwan U)

Satoru Endo (Kyoto U)

**12:15 - 13:30          Lunch**

**13:30 - 15:30          Session 2: Enhancing international programs for students**

Convener : Shigeru Yamaguchi (Kyoto U)

Provision of a desirable study/research environment for foreign students/researchers

Kumut Sangkhasila (Kasetsart U)

Yuree Soh (SNU)

Yunxin Wu (Tsinghua U, Beijing)

Risk assessment in international exchanges

Masaaki Uneno (Doshisha U)

Kyungho Ko (KAIST)

**15:30 – 15:50          Coffee Break**

**15:50 – 17:45      Session 2: Enhancing international programs for students**

Convener : Shigeru Yamaguchi (Kyoto U)

Promoting study abroad programs to domestic students

Chouwen Zhu (Fudan U)

Kar Yan Tam (HKUST)

Tsutomu Yoshii (KIT)

Lee Lai To (NUS)

Makoto Sagane (Ritsumeikan U)

**18:00 - 20:00      Dinner**

**March 17, 2006 (Friday)**

**9:30 - 10:40      Session 3: Managing the international program office**

Convener : Makoto Sagane (Ritsumeikan U)

University-level policymaking on international affairs and the role of the international affairs office

Phacharavadee Paerattakul (Kasetsart U)

Jung-Hee Yang (POSTECH)

Jie Yang (USTC)

**10:40 - 10:50      Coffee Break**

**10:50 – 12:00      Session 3: Managing the international program office**

Convener : Makoto Sagane (Ritsumeikan U)

Developing the talent of international affairs personnel

Chouwen Zhu (Fudan U)

Lee Lai To (NUS)

Makoto Sagane (Ritsumeikan U)

**12:00 - 13:20      Lunch**

**13:30 - 20:00      Excursion**

13:30 -14:00    Departure from the New Miyako Hotel to the temple, *Kiyomizu-dera*

14:00 -15:00    Visit *Kiyomizu-dera*

15:00 -15:30    Departure from *Kiyomizu-dera* to Kyoto University

15:30 -18:00    Visit Kyoto University(International House    Kyoto University Museum  
Student Lounge ‘KI-ZU-NA’    Kyoto University Clock Tower Centennial  
Hall)

18:00 -20:00    Reception at Kyoto University

20:00 -          Back to the New Miyako Hotel

## List of Participants

<b>Institution</b>	<b>Name</b>	<b>Title</b>
Doshisha U	Mr. Masaaki Uneno	Program Coordinator for International Education of the International Center, and Program Coordinator of the Center for Japanese Language
Fudan U	Dr. Chouwen Zhu	Deputy Director, Foreign Affairs Office
HKUST	Prof. Kar Yan Tam	Associate Vice President for Academic Affairs
KAIST	Mr. Kyungho Ko	Director of International Relations
Kasetsart U	Miss. Phacharavadee Paerattakul	Director, International Affairs Division
Kasetsart U	Dr. Kumut Sangkhasila	Deputy Director of International Studies Center
KIT	Mr. Tsutomu Yoshii	Director of International Planning Division
Nanjing U	Mr. Yajun Zou	Director of the Office of International Cooperation and Exchange
NUS	Assoc. Prof. Lee Lai To	Deputy Director, International Relations Office
POSTECH	Ms. Jung-Hee Yang	Manager, International Affairs Office
Ritsumeikan U	Mr. Makoto Sagane	Deputy Managing Director, Division of International Affairs
SNU	Ms. Yuree Soh	Associate Director, International Relations Office
Taiwan U	Dr. Yanwing Leung	Deputy Director of Center for International Academic Exchanges
Tsinghua U (Beijing)	Prof. Yunxin Wu	Deputy Director, Office of International Cooperation and Exchange
Tsing Hua U (Hsinchu)	Dr. Hsiao-Wei D. Chiang	Director, Academic Cooperation Division
USTC	Prof. Jie Yang	Head of the China-Japan International Exchange Committee
Kyoto U	Mr. Satoru Endo	Director, International Affairs Division
Kyoto U	Mr. Shigeru Yamaguchi	Director, Foreign Student Division



# Abstracts and Presentation Slides

# Experiences with the Memorandum of Understanding between Kasetsart University and Partner University

**Phacharavadee Paerattakul**

Director, International Affairs Division, Kasetsart University  
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## ABSTRACT

Since Kasetsart University has emphasized on opening its door to development of university internationalization. Each year Kasetsart University welcomes partners and friends from all over the world to our campus. Potential projects have been discussed and ended up with signing the Memorandum of Understanding. Currently we have signed Memorandum of Understanding with more than 200 universities and institutes from every continent.

With that big number, Kasetsart University found that less than 40% of the total number works effectively while the rest are still kept in the file. In order to make use of those non action MOU, the International Affairs Division was assigned to monitor all the MOU and collected data to analyze the status and problems we are facing.

International Affairs Division is responsible for keeping the manuscripts of all memorandum of understanding signed by Kasetsart University's President with partner universities. We studied the validity, content and commitment of memorandum of understanding. We sorted the memorandum of understandings by nation and continent as well as the productive data.

In terms of geographical data Kasetsart University has signed memorandum of understanding with 92 universities in Asia (54% of total number of MOU) 34 universities in Europe and the same number in America (20% of total number of MOU) and 11 universities in Australia (6% of total number of MOU) as table shown.

Continent	number of MOU	percentage
Asia	92	54
Europe	34	20
America	34	20
Australia	11	6
-----		
Total	171	100

Then we grouped the memoranda by looking at their performances and productivities. We identified them into 5 categories as follows :

1. “Active memoranda” which means group of memoranda which are still valid as well as still initiate and operating.
2. “Recently signed memoranda” identified by the time of signing not more than 2 years, these memoranda are on process of launching new programs and activities.
3. “Activity Declining memoranda” includes memoranda which used to be counted as the high performance ones but reduction of activity starts to be noticed for a period of time .
4. “Zero growth memoranda” means there are no activities after signing.
5. “Invalid memoranda” means they terminated while both universities have not requested for extension for some reasons.

The categories of memoranda helped us to seek for the key factors that caused those performances. The International Affairs Division which is in charge of collecting data and submitting the report to the university has analyzed the factors effected to the succeed of memoranda into 6 factors as follows :

1. Geographical Factor

The location of partner university is a key factor for both universities to initiate exchange or joint program. Since host and home universities have to deal with different attitude and perception of university personnel and students. So it's hard to keep balance of activities among all our partner universities.

2. Partner University Reputation

International University ranking has a lot of effects on participation of university population .While Kasetsart University itself has intention to deal with any university in all rank. We need to manage the understanding of university staff and students in order to have various types of collaboration.

3. Language Barrier

Language proficiency has been considered as the obstruction in international collaboration for Thai students and foreign students who do not use English as their native language. Especially among Asian students,

language may affect their studies ,communication as well as their daily life in their host universities.

Building English efficiency in Kasetsart University has been seriously considered as the main issue to strengthen the capacity both for students and staff for the last 10 years.

#### 4. Budget Constraint

For Kasetsart University, 80% of student exchange expense will be responsible by students themselves. The rest comes from other sources such as faculty scholarship, foundation, international or partners funds.

For university personnel, there is a budget allocation in faculty and institute level to support their participation in such activity. Some can be partially provided by university or national research fund.

Thus international collaboration are still seriously facing with the budget constraint .

#### 3. Effective Liaison

It's obviously seen that liaison officer is the important key to success. Liaison officer needs to have willingness, creative thinking, service mind, and enthusiasm. Also if partner university alumni are the liaison officers, they mostly do the negotiation and likely get the program succeeded smoothly.

However university found that those qualified liaison officers are very rare.

#### 4. University Policy

If the university policy is the path way that leads to our destination, the International perspective of the university President is the vehicle. Hence administrators in every level are the most important factor to our success in international collaboration .

Currently, our President has given the priority to establish the strategic plan to develop Kasetsart University to be a World Class University in the next decade.

In conclusion, Kasetsart University is focusing on strengthening the relationships between our partner universities continuously in order to achieve our mutual benefit.

## Experiences with the Memorandum of Understanding Between Kasetsart University and Partner University

Miss Phacharayadee Paerattakul  
Director, International Affairs Division  
Kasetsart University  
Thailand

Present at "The University Administrators Workshop towards Greater  
Internationalization of Universities " Kyoto University , Japan

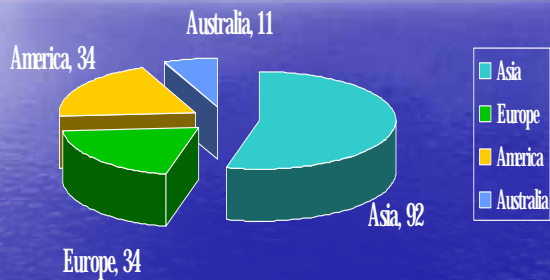
16-17 March 2006

## Memorandum of Understanding Between Kasetsart University and Partner University

### Number of MOU signed with international partners

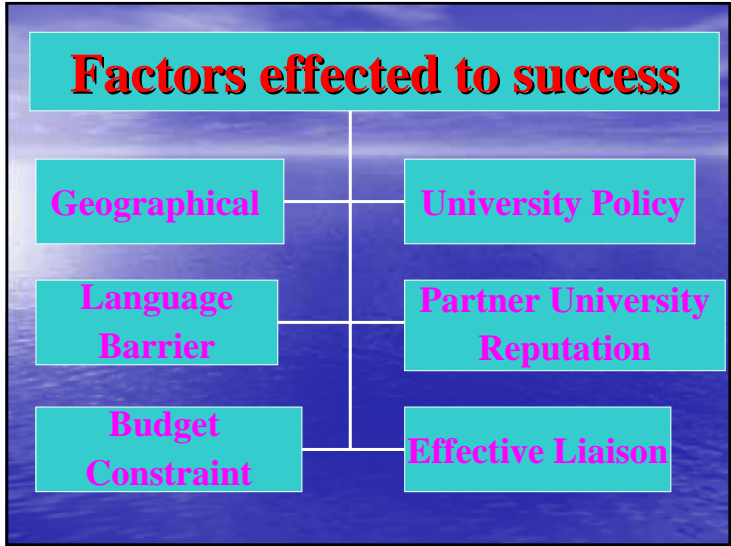
continent	number	percentage
Asia	92	54%
Europe	34	20%
America	34	20%
Australia	11	6%
<b>Total</b>	<b>171</b>	<b>100%</b>

### Number of MOU signed with international partners



## Categories of Memorandum of Understanding





**Thank you**

For more information, you can visit our website at

<http://www.ku.ac.th>

<http://www.intaff.ku.ac.th>

# **Experiences in Negotiating with Counterpart Universities;**

## **How to Maximize the Value of Memoranda**

**Hsiao-Wei D. Chiang**

Academic Cooperation Division, National Tsing Hua University (Hsinchu),  
Hsinchu, 300, Taiwan, Republic of China  
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### **ABSTRACT**

The National Tsing Hua University, a research oriented university with 5500 graduate students and 5100 undergraduate students, is working toward to be among the world class research universities in the world. International cooperation has become the top priority works to promote the competitiveness of the research and academic capabilities of the university. The university is concerned at the slowness of our internalization progress. The objective is to make the university "the most competitive and dynamic knowledge-based research university in the world" by 2020, agreed by the University Council in March 2000, was admirable. From the start the university stressed the need for implementation, not just declaration. Three years passed, many of the targets have not been met on time, putting in peril the overall goal for 2020.

It turned out that we believe the slowness was caused by our inability to have experiences in negotiating with our counterpart universities, especially, in maximizing our values in the memoranda. For the past year, we discovered that innovation is the key to a successful negotiation. The innovation statements are about

- the need for mutual synergy
- internal quality criteria
- a system for evaluation, quality assurance and controlling
- performance indicators, overall budget, accountability
- adequate finances with long term guarantees
- strong management with mandates and responsibilities.

However, the overall condition to become or be a world-class university is the quality of the people.

京都大学

**University Administrators Workshop:**  
Towards greater internationalization of universities  
March 16-17, 2006, Kyoto, Japan

SECTION 1-(3)  
**Experiences in Negotiating with Counterpart Universities;  
How to Maximize the Value of Memoranda**

蔣小偉 Hsiao-Wei Chiang  
Academic Cooperation Division  
National Tsing Hua University  
Hsinchu, Taiwan, Republic of China

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**We are one light, shining on tomorrow.**

Internationalization is of  
even greater importance  
today



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京都大学

**A Brief Tsing Hua Introduction**

- In 1911, Tsing Hua Academy was instituted at Tsing Hua Garden in Beijing
- In 1928, change name to Tsing Hua University after Undergraduate Program established
- In 1929, Graduate Program started

**University Motto**  
*To Oneself Be True;  
Give Nature Its Due*



A research oriented university with 523 faculty, 5500 graduate students and 5100 undergraduate students

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京都大学

**Academic Cooperation**

- ❖ Established in April, 2002
- ❖ Charter—To promote International Academic Cooperation and Globalization in order to upgrade academic and research capabilities
- ❖ Scope--
  - (1) International Academic Cooperation
  - (2) To Receive Visiting Guests
  - (3) Contract negotiation
  - (4) To promote research joint projects

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## Academic Cooperation

### (1) International Academic Cooperation

- ❖ Academic Cooperation and Faculty & Student Exchange Programs with Mainland Tsinghua, Peking, Lanzhou, Suchou, & Fudan University
- ❖ Students Exchange Programs with US and Australia
- ❖ Ph.D. Degree Scholarship and Dual-Thesis Program with French Universities & Sweden-Linkoping University
- ❖ Research & Development Cooperation with Canadian Research Institutions
- ❖ R & D Cooperation with International Research Centers

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## To Receive Visitors

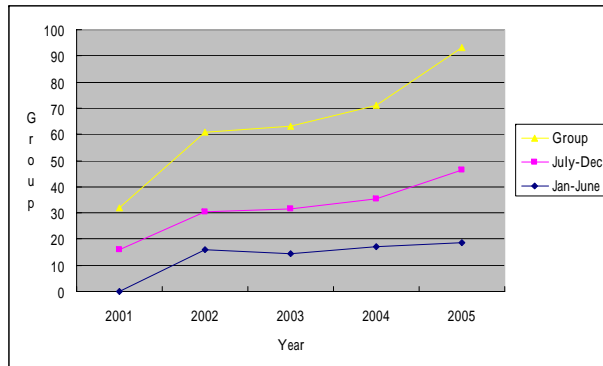
### (2) Honorable Visitors Worldwide

Over 100 Visitors per year to Promote Mutual Academic Cooperation including

- Diplomatic Honorable Guests
- DOE invited Presidents, Professors, & Scholars
- NSC invited Presidents, Professors, & Scholars
- Guests invited by Foreign Countries
- Visitors invited by President Office
- Visit & Tour Arrangements
- Distinguished Scholars invited by College & Department

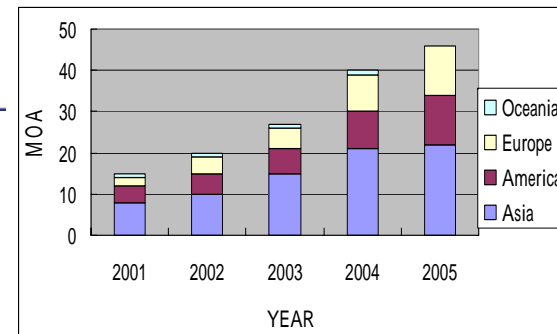
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### Number of Visitors Trend



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### Tsing Hua MOA Trend



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**Status**

- ❖ Current ICP including GE Corporate Research & Development (GR&D), and US Air Force Office of Scientific Research (AFOSR), US Army Office (ARL), US Boeing Co. (BOEING), Argonne National Lab (ANL), US Cold Spring Harbor Lab (CSH), Microsoft, & Intel
- ❖ International Cooperation Agreements signed with 36 Universities from North America, Asia, Australia, and Europe.

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**MOA Values**

- Dual Degree Program can be win - win situation
- Tuition Waiver Issue especially for private universities
- Graduate vs. Undergraduate language still an issue

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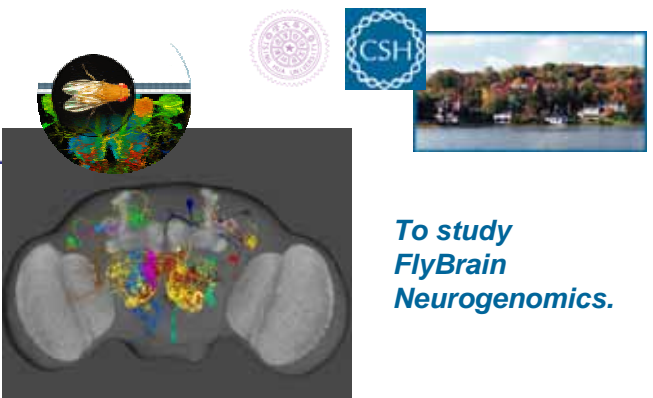
**MOA Values**

- How to work with ITRI
- GE experience on nuclear & life science
- AFOSR on Bio&Nano technology
- Cold Spring Harbor experience

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*Tsing Hua Joint Venture with US Cold Spring Harbor Laboratory*



*To study FlyBrain Neurogenomics.*

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東亞研究型大學協會  
東アジア研究型大学協会  
동아시아연구중심대학협의회  
The Association of East Asian Research Universities




AEARU was established in January 1996 by the member university presidents as a forum for leading research-oriented universities in East Asia to:


- exchange faculty and students,
- develop common curricula and transferable credits,
- share facilities, information and materials,
- cooperate on research projects,
- sponsor workshops and international events, and
- conduct other mutual academic endeavors.

Bottom line: How to be really benefited from being a member

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<b>Chinese Mainland</b>	Fudan University Shanghai Nanjing University Nanjing Peking University Beijing Tsinghua University-Beijing Beijing University of Science & Technology of China Hefei	<b>Taiwan</b>	Taiwan University Taipei Tsing Hua University-Hsinchu Hsinchu
<b>Korea</b>	Korea Advanced Institute of Science & Technology Taejeon Pohang University of Science & Technology Pohang Seoul National University Seoul	<b>Japan</b>	Kyoto University Kyoto Osaka University Osaka Tohoku University Sendai Tokyo Institute of Technology Tokyo The University of Tokyo Tokyo University of Tsukuba Tsukuba
		<b>Hong Kong</b>	Hong Kong University of Science & Technology Hong Kong

Total 17 Members  
Can be a starting stage

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## MOA Negotiation



- Synergy is first
- Complementary of each other
- Leveraging
- Smooth tongue as silk
- Clustered skills required
- Being small is not all that bad

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# THANK YOU





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**Proposing new forms of collaboration;  
Establishing Liaison Offices at Counterpart Universities,  
Multinational Exchange Programs,  
International University-Industry Collaboration, etc.  
---How universities to strengthen links with transnational enterprises---**

**Yajun Zou**

Director of the Office of International Cooperation and Exchange, Nanjing University  
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zou@nju.edu.cn

**ABSTRACT**

Universities may strengthen their links with transnational enterprises in the following ways:


1. To jointly train students, either at undergraduate or graduate and doctoral level;
2. To jointly establish laboratories. Laboratories can be founded at universities to cater to the enterprise requirements and be involved in researches accordingly;
3. To establish talents training bases at universities. Enterprise employee training can be done at these bases jointly.
4. To open offices at universities. Universities will be responsible to pass forward the latest research findings and talents resources information to transnational enterprises through the offices and leave the choices to them.




 **Nanjing University**

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- II. Brief Introduction to the International Cooperation and Exchanges of Nanjing University*
- III. Internationalization Strategy of Nanjing University*
- IV. To Promote the Cooperation with High-Level Universities Worldwide*

 **Nanjing University**

**I. About Nanjing University: History**



**Founded in 1902**  
Sanjiang Normal School (1902)  
Central University of China (1928)  
Nanjing University (1949)


 **Nanjing University**

**Campuses of Nanjing University**

**Two-campus University**

- Gulou, downtown of Nanjing, 45 hectares For Senior undergraduates and graduates
- Pukou, suburbs of Nanjing, 200 hectares For Junior undergraduates

Separated by a Distance of 25 km





## Nanjing University

### Schools of Nanjing University

17 schools with 50 departments

Humanities	Law
Business	Foreign Studies
Natural Sciences	Earth Science
Life Sciences	Medicine
Software	Technological Sciences
Intensive Instructions	Public Administration
Chemistry and Chemical Engineering	
Environmental Science and Engineering	
Management and Engineering	
Education for Overseas Students	
Journalism and Mass Communication	



## Nanjing University

### Students of Nanjing University

Total Number	34,400
Undergraduates	12,202
Master's Students	6,767

Ph. D. Candidates	3,197
Part-time Students	12,100
Overseas Students	1,000



## Nanjing University

### Students of Nanjing University

About 5 million participants at the United National Entrance Exam every year

12% enter universities (2002), target at 15% by the year of 2005

Recruit students according to scores, top 0.8% of the participants in Jiangsu Province can be enrolled by NJU



## Nanjing University

### Faculty of Nanjing University



Total Number	2,400
Full Professors	636
Member of Chinese Academy of Sciences	27
Member of Chinese Academy of Engineering	3



## Nanjing University

### II. International Cooperation & Exchanges

Inter-University Relationship more than 190

Personnel Visiting Overseas (Yearly) 800

Overseas Visitors (Yearly) 2,000

Overseas Students 1,000



## Nanjing University

### Partner Universities in Japan

So far Nanjing University has established relationship with 28 universities in Japan.

1	University of Tokyo 东京大学	Student & Faculty Exchange, Joint Center for Japanese & Chinese Studies
2	Kyoto University 京都大学	Student Exchange
3	Nara Women's University 奈良女子大学	Student & Faculty Exchange
4	Waseda University 早稻田大学	Student & Faculty Exchange
5	Tohoku University 东北大学	Student & Faculty Exchange, Joint Research
6	Osaka University 大阪大学	Faculty Exchange, Joint Research
7	Kyushu University 九州大学	Student & Faculty Exchange, Joint Research
8	Nagoya University 名古屋大学	Student & Faculty Exchange, Joint Research
9	Soka University 创价大学	Visiting Scholar
10	Kanazawa University 金沢大学	Student Exchange
11	Hokkaido University 北海道大学	Student & Faculty Exchange, Joint Research
12	Kyushu Institute of Technology 九州工业大学	Student & Faculty Exchange, Joint Research



## Nanjing University

### III. Internationalization Strategy

#### 1. Internationalization of Faculty:

- To encourage and support our faculty to join in international academic activities, such as international conferences and scientific research programs;
- To support our scholars to hold posts in some international academic organizations;
- To recruit teachers throughout the world with favorable policy of recruiting highly-qualified international teachers;
- To invite experts from foreign high-level universities to our academic or research programs such as developing new curriculum with new teaching materials introduced in original edition.

Nobel Prize Winner  
Michael Spence



## Nanjing University

### 2. Internationalization of Students

- To expand the enrollment of international students;  
*Target: 20% of total student number by the year of 2010*
- To establish a special fund to finance international exchange students with high-level universities throughout the world;
- To establish a special fund to sponsor our students for international exchange activities. For example, our Student Symphony Orchestra & Student Orchestra of Traditional Music.





## Nanjing University

### 3. International Research Center

➤ To establish international research centers;

▪ **International Centers Established:**

- Sino-USA Center for Chinese & American Studies*
- Sino-German Law Research Center*
- The Center for Chinese & Japanese Studies*

▪ **International Centers to be Established:**

- Center of Urban and Regional Development Studies*  
(To be jointly built with University of Paris XII)
- Center of Preparedness & Emergency Response Sciences*  
(To be jointly built with the University of Texas at Dallas)
- Sino-German Institute of Comparative Culture Studies*  
(To be jointly built with Georg-August University Goettingen)



## Nanjing University

### Nanjing University-Johns Hopkins University Center for Chinese and American Studies

Jointly Established by NJU and John Hopkins University in 1986

Located on Gulou Campus of NJU

10 American Staff Live and Work in the Center

Area of Study:

- Sino-American Relations
- International Affairs
- Contemporary American Society and Culture
- U. S. Diplomatic History
- Regional Integration in a Global Economy

More than 1,000 students have graduated



## Nanjing University

### Sino-German Law Research Center

Jointly Established by NJU and Georg-August University Gottingen

Located on Gulou Campus of NJU

Training both M. A. and Ph. D.

Area of Study :

- Civil Law of Germany
- European Law
- Competition Law
- Administrative Law
- Economic Law of Germany
- Commercial Law of Germany

More than 50 students have graduated



## Nanjing University

### The Center for Chinese & Japanese Studies

Established jointly by the University of Tokyo and  
Nanjing University in 2001

Initiative focus in the fields of  
philosophy and religious studies,  
collaboration will be expanded to  
other fields in the cultural exchanges  
between China and Japan.



The center is expected to become a study base  
for both the Chinese and Japanese scholars





## Nanjing University

### 4. International Joint Education

- *Nanjing University develops international joint education with high-class universities worldwide:*
  - *A master program since 2006 offered in the Center for Chinese & American Studies jointly with John Hopkins University;*
  - *A Sino-Canadian College to be jointly built in 2006 with University of Waterloo for joint training programs;*
  - *Sino-Dutch MBA Program & Sino-US MBA Program respectively with Maastricht School of Management and Connell University*
  - *Sino-New Zealand School of Accounting Studies*



## Nanjing University

### IV. To Promote the Cooperation with High-Level Universities Worldwide

- **Strategic Partnership with High-Level University in the World:**
  - Johns Hopkins University
  - University of California at Berkeley
  - UP
  - Ecole Normale Supérieure de Paris, ENS
  - Georg-August-University Göttingen
  - University of Bristol
  - University of Southampton
  - Saint-Petersburg State University
  - University of Tokyo
  - University of Sydney
  - University of Melbourne



## Nanjing University

### Partnership with Super Multinational Companies

- *To strengthen cooperation with super Multinational Companies in the world*
  - **IBM**
  - **Motorola**
  - **BASF**
  - *A Joint Chemical Laboratory*
  - *A Joint PhD Program to cultivate personnel of chemistry & chemical engineering*
  - **Fujitsu**
  - *Nanjing Fujitsu Nanda Software Technology Co., Ltd.*



## Nanjing University

### NJU-IBM Laboratory of Bioinformatics

Established jointly by Nanjing University and IBM in 2004

- Genome sequence pattern recognition
- Plant genomics and evolution
- Structural biology and drug design

### NJU-Motorola Laboratory of Materials

Established jointly by Nanjing University and Motorola in 2002

- Ferroelectrics and Ferroelectronics
- High-k oxide materials
- Advanced IC technology



## Nanjing University

### Cooperation with Japanese Universities

➤ To strengthen cooperation and exchanges with Japanese universities, based on the Center for Chinese & Japanese Studies jointly built by Nanjing University and University of Tokyo

- University of Tokyo has set up an Office at Nanjing University, and sent a liaison officer to work at this Office with NJU colleagues;
  - University of Tokyo is exploring multilevel and various cooperation & exchanges with Nanjing University, such as:
    - 1) Student Exchanges
    - 2) Quality Education Forum jointly organized with Nanjing University
    - 3) Two-Way Faculty Exchanges
      - \* Nanjing University to University of Tokyo
      - \* University of Tokyo to Nanjing University,
- For example,  
表象文化Forum, 能乐大师关根祥次先生



**Proposing New Forms of Collaboration:  
Establishing Liaison Offices at Counterpart Universities, Multilateral  
Exchange Programs, International University-Industry Collaboration, etc.**

**Yanwing Leung**

Deputy Director of Center for International Academic Exchange, National Taiwan University  
1 Sec 4, Roosevelt Rd., 106 Taipei, Taiwan Republic of China

**ABSTRACT**

Despite the proliferation and popularity of email, the need for direct physical contact remains necessary and sometimes has its advantages. An offshore liaison office or center can facilitate communication and solidify contacts as well as provide temporary accommodation for visitors. In addition, an enduring and salient physical presence can translate into goodwill and have an icon effect. To expedite academic exchange and collaboration, the newly created Taiwan Research University Consortium or the Taiwan University System now has plans to establish contact offices and residential quarters initially in two University of California campuses and is developing ties with other sister consortiums in the Asia Pacific region, where a liaison office may conveniently serve as an administrative outpost.

The following are some key factors to be considered:

- ◆ Liaison offices may serve as recruiting center and point of contact for official or urgent businesses.
- ◆ Such presence should be established based on the principle of reciprocal respect and expedience.
- ◆ Joint liaison offices may be established for a group of institutions from a specific country or region instead of for individual schools.
- ◆ Such offices should operate independent of any political concern or purpose.

## Proposing new forms of collaboration: establishing liaison offices at counterpart universities

Dr. Yanwing Leung  
National Taiwan University

Forgive me for not showing any Powerpoint slides. I believe it's become a luxury to go to meetings nowadays to just talk and not have to follow Powerpoint presentations. But I prefer the old-fashioned way, whenever I can, to shake hands and engage someone in a face-to-face conversation. Granted that the Internet has shrunk distances between us, but if email and various long-distance voice and video gadgets are really that powerful or perfect, we won't be sitting here today to share our views on enhancing the quality of higher education in Asia. Despite the proliferation and popularity of email, direct physical contact remains necessary and sometimes irreplaceable. An offshore liaison office can facilitate communication and solidify contacts as well as provide temporary accommodation for home visitors. In addition, an enduring and prominent physical presence can translate into goodwill and have an icon effect. The Chinese have a saying, "30% of good feelings is already established when you care to meet someone face to face." I am not against technology. I love it, but I want to put the human being back at the center of our communication. The fact is, advances in computer technology have not eliminated the need to reach out and touch someone, and the desire for personal contact is always there, for a number of necessary reasons. My colleague from Nanking just mentioned that Tokyo University has recently set up an office on the Nanking University campus and that such a smart move has played a very constructive role in promoting exchange of higher education between the two universities.

Real estate is of course hard to acquire when we realize that Asia is a very crowded place and in many institutions of higher education space is already at a premium. An alternative is to station your people offshore to act as liaison between host and home universities. When I was liaison professor for the exchange program between the University of California and National Taiwan University, I realized that the education abroad office of the University of California always wanted personal contact with its field directors or liaison officers, frequently but not just by phone and email. In fact, UC education abroad directors regularly fly to host campuses all over the world to meet with their counterparts and their students to make sure that things are moving on the right track. For a while there was a UC program office on my campus. Although it occupied just a room and a lounge, it functioned as the nerve center of all UC

activities on campus. And I believe there is still a UC program office in Beijing as well as in other countries in Asia staffed by University of California personnel. Establishing an offshore physical presence in a host country allows the administrator to stay on top of the latest developments away from home and to make informed, timely decisions when quick action must be taken.

The sheer fact that there aren't too many offices or centers operated by foreign universities or staffs on one's own turf underlies the difficulty of the concept, which has yet to gain wide acceptance. I'll use Taiwan as an example. To expedite academic exchange and collaboration, the newly created Taiwan Research University Consortium or the Taiwan University System, headed by National Taiwan University, now has on the drawing board plans to establish contact offices and residential quarters initially in two University of California campuses and is developing ties with other sister consortiums in the Asia Pacific region, where a liaison office may conveniently serve as an administrative outpost. The ex-president of the 'other' Tsinghua university, President Shu, is actually spearheading this incentive, as he is heading off to become the vice-president of UC San Diego, and I am sure my colleague Professor Chiang will be able to fill you in on this.

There are some key factors to be considered and difficulties to overcome before an offshore project can be implemented. The biggest obstacle is of course cost and jurisdiction, but there are also other issues involved. In the following I'll summarize the benefits of an offshore hub and some of the problems that need to be ironed out before it can be operated smoothly:

- ◆ Liaison offices may serve as information center and point of contact for official or urgent businesses, and may double as recruiting and interviewing center, showroom, lecture room, gallery, etc.
- ◆ Such concrete presence should be established based on the principle of reciprocal respect and expedience. An agreement or MOU that clearly states the conditions of building ownership and identifies the bearer of such costs as maintenance, insurance, overhead, custodian, etc., must be signed. The buildings must also comply strictly with local zoning restrictions and fire code.
- ◆ Joint liaison offices may be established for a consortium of institutions from a specific country or region, although individual program center or administrative office remains an option, provided that cost is not a big issue.
- ◆ Such offices should operate independent of any political interest or purpose. (Taiwan should know better because of our disadvantageous status in the Asia

Pacific political arena. We can't even choose the name we want to call ourselves.)

- ◆ Liaison office staff should be subject to the laws of the host country and should not be given any privilege other than reciprocal ones. Such privilege, when given, should not be above the local law.
- ◆ Appointment and the tenure of the director of the liaison office should be agreed on by both sides.
- ◆ A key function of the liaison office may be to facilitate the transfer of credits for courses taught both by home professors and by host university professors on the premises.

These are of course very preliminary ideas. And I welcome your suggestions and comments. Thank you.

# **Kyoto University's Efforts towards a New Form of Inter-University Exchange**

**Satoru Endo**

Director of International Affairs Division, Kyoto University  
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endo@mail.adm.kyoto-u.ac.jp

## **ABSTRACT**

### **1. A view of the traditional form of international academic exchange**

When concluding general (university-level) memoranda with foreign universities, Kyoto University has been adopted a policy to keep the terms of agreements general in nature, omitting stipulations such as the number of exchange activities to be conducted, or liabilities for financial expenses. However, this has resulted in several cases of relations with memoranda universities where only a few divisions participate in exchange, and overall exchange activities are not as active.

### **2. Examples of various form of exchange**

On the other hand, in addition to the exchange based on university-level memoranda, in recent years, there have been unique exchanges between individual faculties, institutes, and centers of our university and their counterparts abroad. The following are examples of such programs:

Overseas offices established at counterpart universities' campus

Japan-China Cooperative Research Laboratory on Environment Technology

Shanghai Center for Economic Research

International Exchange Program (Short-term study abroad program)

Most of those programs were begun on the initiative of Kyoto University, but without the cooperation of our counterpart universities (mostly universities in Asia), their implementation would not have been possible.

### **3. Challenges and future outlook**

There remain unresolved issues for the exchanges at the individual faculty/institute or research group level, including 1) financial problems, 2) human resource problems, 3) legal problems, 4) education problems. Although these issues are not easy to resolve, if the university shares expertise between divisions and provides unified support, then

response measures to deal with these problems can be found.

Furthermore, we can build upon these experiences to develop new forms of exchange on the university-level. The following are examples of such ventures:

Distance learning

University-wide cooperation on interdisciplinary research





# Kyoto University's efforts towards a new form of inter-university exchange

Satoru Endo  
Director, Division of International Affairs  
Kyoto University

1



## About Kyoto University

### Brief History

- 1897 Founded as Kyoto Imperial University
- 1903 Received first international student from China
- 1947 Renamed Kyoto University
- 1976 Established International Affairs Division
- 2004 Partially privatized as national university corporation
- 2005 Established the Organization for the Promotion of International Relations (OPIR)

### Organization

10 Faculties, 15 Graduate Schools,  
13 Research Institutes and 17 Centers

### Students

22,452 students (13,254 undergraduates and 9,198 graduates)

### Faculties

985 profs, 795 assoc. profs, 156 lecturers and 971 assist. profs

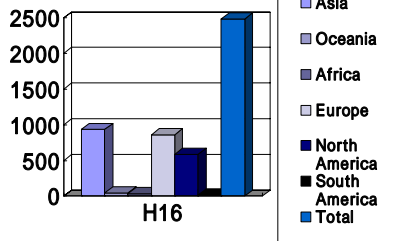
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## About International Exchange

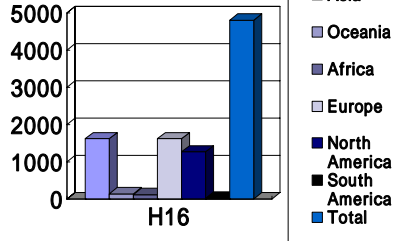


### Exchange of Researchers

Foreign Researchers from Abroad\*



Kyoto University Researchers Went Abroad\*



2,562 researchers visited in FY2004

1. USA	522
2. China	319
3. Korea, R.	231
4. France	186
5. Germany	141

5,237 researchers sent in FY2004

1. USA	1,147
2. China	488
3. Korea, R.	368
4. France	295
5. Thailand	263

\*The number of researchers from abroad doing research at Kyoto University, irrespective of their length of stay.

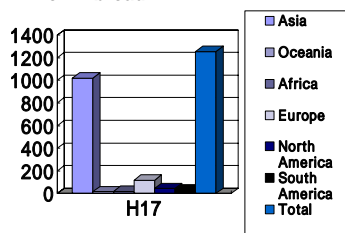
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## About International Exchange

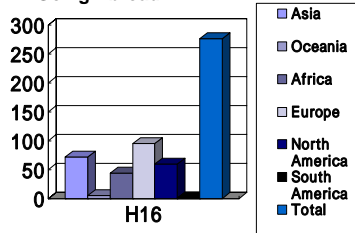


### Exchange of Students

From Abroad



Going Abroad



Received 1,244 students in total in FY2004

1 China	479
2 Korea, R	198
3 Taiwan	63
4 Thailand	53
5 Indonesia	39

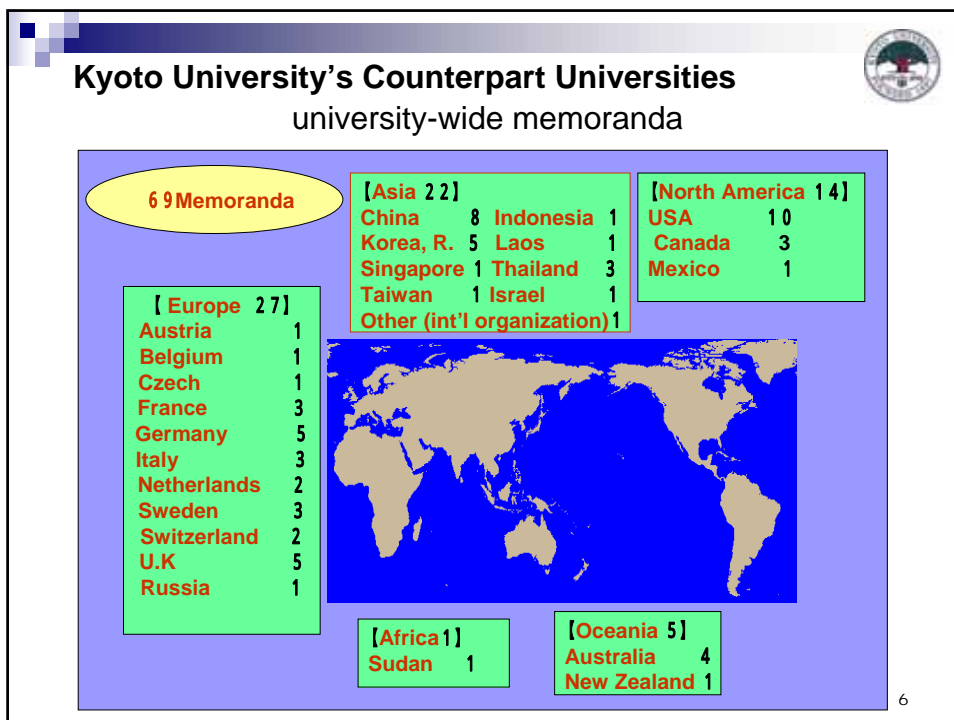
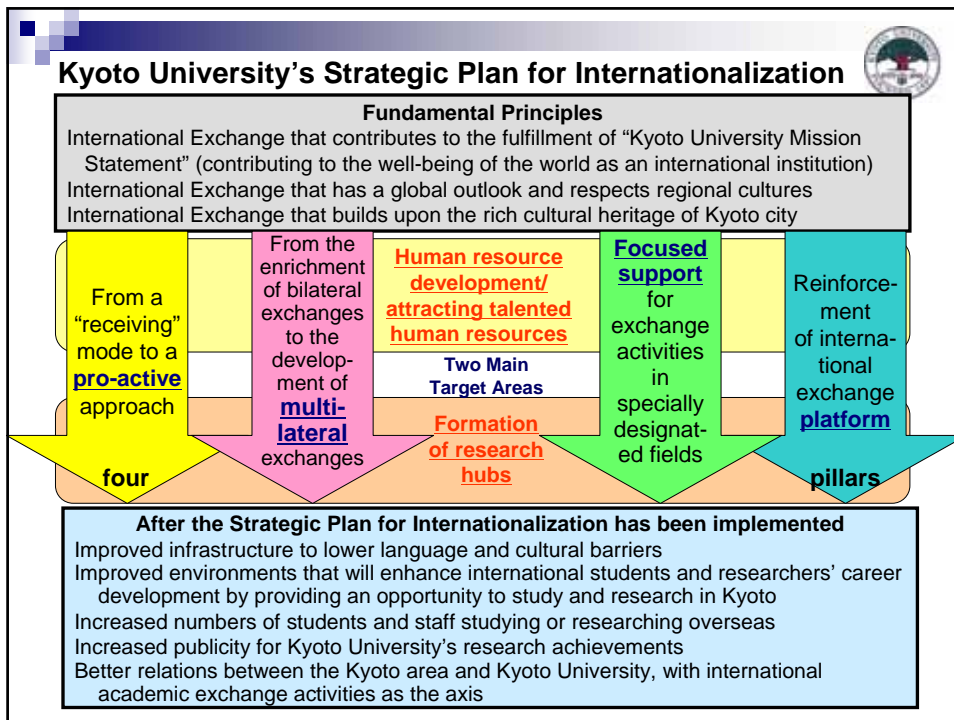
undergraduate 195  
graduate 1049

Sent 276 Students in total in FY2004

1 USA	36
2 France	28
3 China	23
4 Canada	20
5 U.K	16
5 Germany	16

undergraduate 47  
graduate 229

4



## Kyoto University's Partners in Asia

### University-wide memoranda



#### China, P. R.

- Northwest University 1980
  - Wuhan University 1980
  - Peking University 1983
  - Tsinghua University 1998
  - Fudan University 2002
  - Zhejiang University 2003
  - USTC 2005
  - HKUST 2005
- #### Indonesia
- Bandung Institute of Tech. 2006

#### Israel

- Tel Aviv University

#### Korea, R.

- Kyungpook National University 1984
- Seoul National University 1991
- Yonsei University 1998
- Korea University 2002
- KAIST 2005

#### Laos

- National University of Laos 2002

#### Singapore

- NUS 1999 \*

#### Taiwan

- Taiwan University 2005

#### Thailand

- Kasetsart University 1984
  - Thammasat University 2005
  - Chulalongkorn University 2005
- #### International Organization
- United Nations University 2005

Kyoto University has  
22 partner  
universities in Asia

7

## Form of collaboration under general (university-wide) memoranda



Items included in university-wide memoranda are;

- Exchange of [scientific materials, publications, and information](#)
- Exchange of [faculty members](#)
- Exchange of [students](#)
- [Joint research and meetings](#) for research

Characteristics of partner universities are categorized as;

- 1) Major research universities representing countries with global reputation
- 2) Universities displaying of research/education excellences in one or more academic discipline
- 3) A group of leading universities
- 4) Research institutes belonging to international organizations such as the United Nations

Exchange between these universities is implemented in reciprocal basis.

Some say most important  
objective to conclude the  
memorandum is  
just to sign

8

## Kyoto University's Partners in Asia

### faculty-faculty, institution-institution memoranda



Bangladesh	Center for Health and Population Research, International Centre for Diarrheal Diseases Research, Bangladesh, The Institute of Water and Flood Management, Bangladesh University of Engineering and Technology
China	Academia Sinica (Institute of High Energy Physics/ Academia Sinica (The Institute of Plasma Physics)/ Academy of Mathematics and System Sciences/ Chinese Academy of Sciences, Beijing Normal University/ College of Resources Science Technology, China Institute of Atomic Energy and Institute of Advanced Energy/ China Medical University/ Chinese Academy of Sciences/ (Shanghai Institute of Optics & Fine Mechanics), Dalian University of Technology/ Department of History, Peking University/ Department of Nuclear Physics, China Institute of Atomic Energy/ Faculty of Economics, Fudan University/ Fourth Military Medical University/ Fudan University (Center for Japanese Studies)/ Graduate School of Tongji University/ Huazhong University of Science and Technology (Tongji Medical College)/ Institute of Chemistry, Chinese Academy of Sciences/ Institute of Economics, Chinese Academy of Social Sciences/ International Technology Transfer Center, Tsinghua University/ Nanjing Agricultural University/ Nanjing Forestry University/ Renmin University of China (School of Economics)/ School of Engineering, School of Science, Hong Kong University of Science and Technology/ Shanghai Fisheries University/ Shanghai Jiao Tong University/ Southwestern Institute of Physics/ State Key Laboratory of Bioreactor Engineering (SKLBE), East China University of Science and Technology/ The China Rehabilitation Research Center/ The Cold and Arid Regions Environmental and Engineering Research Institute, Chinese Academy of Science/ The Institute of Tibetan Plateau Research, Chinese Academy of Science/ University of Science and Technology Beijing (Institute of Materials Failure) / University of Science and Technology of China/ Xi'an Jiao Tong University (Energy and Power Engineering College)/ Xinjiang University, College of Information Science and Engineering
Indonesia	Bandung Institute of Technology Faculty of Earth Sciences and Mineral Technology/ Bogor Agricultural Univ., Indonesia & National Coordination Agency for Surveys and Mapping/ Bogor Agricultural University/ Directorate General of Geology and Mineral Resources, Ministry of Energy and Mineral Resources of the Republic of Indonesia/ Directorate of Volcanology and Geological Hazard Mitigation, Directorate General of Geology and Mineral Resources/ Hasanuddin University (Research Institute and Graduate Programs) / Institut Teknologi Bandung/ Institut Teknologi Bandung, Faculty of Mathematics and Natural Science/ National Islamic University/ Research and Development Unit for Biomaterials/ Indonesian Institute of Sciences (LIPI)/ The JASA TIRTA 1 Public Corporation, Indonesia/ The national coordination agency for surveys and mapping/ The National Institute of Aeronautics and Space of the Republic of Indonesia
Korea	College of Advanced Technology, Kyung Hee University/ College of Engineering, Hanyang University/ College of Engineering, Korea Advanced Institute of Science and Technology/ College of Natural Science of Chungnam National University/ Dong-Eui University (Industry-University Cooperation Center) / Engineering College, Chosun University/ Ewha Institute of Science and Technology and International Education Institute, Ewha Womans University/ Faculty of Engineering, Dong-Eui University/ Faculty of Pharmaceutical Sciences/ Seoul National University/ Graduate School of Hankyuk Aviation University/ HANARO Application Research Center / Korea Atomic Energy Research Institute/ Inje University (College of Biomedical Science and Engineering) / Institute of Korean Studies Yonsei University/ Korea Basic Science Institute/ Korea Institute for Advanced Study/ Korea University (Graduate School of Biotechnology)/ Korea University (Institute of Biotechnology)/ Kyongju University, Institute of OpenSpace & Environment/ Pohang University of Science and Technology/ Pohang University of Science and Technology/ (Physics Department) / Pohang Accelerator Laboratory (Pohang University of Science and Technology)/ The Department of Energy Studies of the Graduate School, Ajou University

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## Kyoto University's Partners in Asia

### faculty-faculty, institution-institution memoranda



Malaysia	Faculty of Engineering, Institute of Postgraduate Studies, Institute of Research Management and Consultancy, University of Malaya/ Faculty of Information Technology, Malaysia Multimedia University/ School of Biological Sciences, Universiti Sains Malaysia/ University Putra Malaysia (Faculty of Forestry)
Mongolia	Institute of Geocology, Mongolian Academy of Sciences
Myanmar	SEAMEO Regional Centre for History and Tradition, Yezin Agricultural University
Nepal	Institute of Engineering of Tribhuvan University
Singapore	Faculty of Arts and Social Sciences, National University of Singapore/ Nanyang Technological University/ National University of Singapore
Taiwan	College of Social Sciences, National Chengchi University/ Institute of Chinese Literature and Philosophy/ Academia Sinica/ Institute of History & Philology, Academia Sinica/ Institute of Modern History, Academia Sinica/ Center for Research on Earthquake Engineering/ Applied Research Laboratories, Taiwan/ Taiwan Study Center, Chengchi University
Thailand	Asian Institute of Technology School of Advanced Technologies/ Chulalongkorn University/ Chulalongkorn University (Faculty of Pharmaceutical Sciences) / Chulalongkorn University (Faculty of Pharmaceutical Sciences) / Faculty of Medicine, Khon Kaen University/ Khon Kaen University/ Khon Kaen University (Faculty of Agriculture) / Prince of Songkla University Thailand Songkhla/ Rajamangala Institute of Technology/ School of Civil Engineering, Asian Institute of Technology
Turkey	Faculty of Theology, Ankara University
Vietnam	Hanoi Agricultural University/ Hanoi University of Civil Engineering/ Hue University of Agriculture and Forestry/ Institute for Northeast Asian Studies/ Vietnamese Academy of Social Sciences/ Vietnamese Academy of Science and Technology

**Each faculty or institute of Kyoto University has so many partners in Asia, which makes it almost impossible for OPIR to coordinate overall programs (or even to count it!).**

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## Form of collaboration under faculty-faculty, institution-institution memoranda

In addition to the items shown in university-wide memoranda, such following items may be included;

- use of facilities
- assistance in handling customs clearance
- establishment of a collaborative research center at counterpart university

etc.,

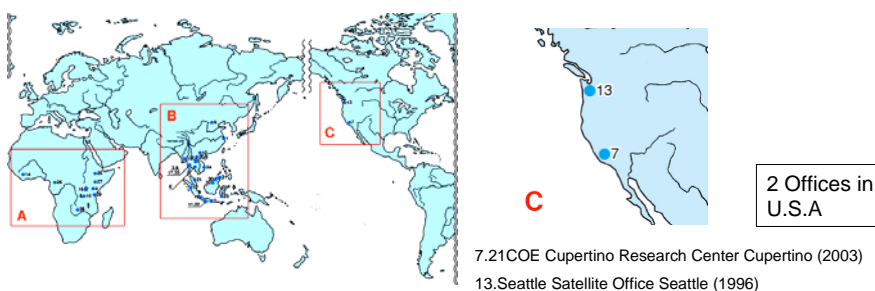
These memoranda are often concluded for specific purpose and are not necessarily in reciprocal protocol

**Experiences obtained through faculty-faculty and institution-institution partnership could rarely contribute to improve university-wide collaboration**

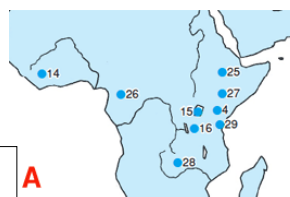
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## Kyoto University's Overseas Offices



- 4. African Anthropological and Biological Field Research Center Arusha, Tanzania (2005)
- 14. Bossou-Nimba Research Station Bossou, Guinea (1976)
- 15. Rubondo Island Field Station Rubondo, Tanzania (2000)
- 16. Mahale N.P. Liaison Office Mahale, Tanzania (1965)
- 25. Ethiopia Field Station Addis Ababa, Ethiopia (2003)
- 26. Cameroon Field Station Ndongo Village, Cameroon (2003)
- 27. Kenya Field Station Nairobi, Kenya (2003)
- 28. Zambia Field Station Lusaka, Zambia (2003)
- 29. Tanzania Field Station Dar es Salaam, Tanzania (2003)

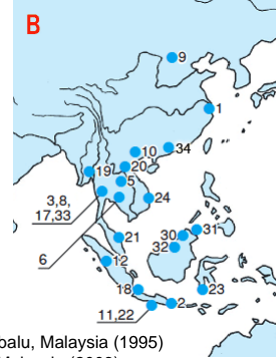


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## Kyoto University's Overseas Offices in Asia



- 1.Branch Office of Shanghai Center for Economic Research Shanghai, China, P.R. (2003)
- 2.KAGI21 Satellite Office at Institut Teknologi Bandung Bandung, Indonesia (2003)
- 3.KAGI21 Satellite Office at Chulalongkorn University Bangkok, Thailand (2004)
- 5.Modeling Agricultural Productivity in Northeast Thailand Khon Kane, Thailand (1996)
- 6.21COE Thai Research Station Collaborative Research Laboratory Pathumthani, Thailand (2003)
- 8.21COE Bangkok Research Center Bangkok, Thailand (2002)
- 9.21COE Beijing Research Center Beijing, China, P.R. (2003)
- 10.Contact Office of Research and Education of Graduate School of Global Environmental Studies Hanoi, Vietnam (2005)
- 11.RISH-RDUB Satellite Office Bogor, Indonesia (2004)
- 12.Equatorial Atmosphere Radar Bukittinggi, Indonesia (2001)
- 17.Bangkok Liaison Office Bangkok, Thailand (1963)
- 18.Jakarta Liaison Office Jakarta, Indonesia (1970)
- 19.Yangon Field Station Yangon, Myanmar (2003)
- 20.Vientiane Field Station Vientiane, Laos (2003)
- 21.Bangi Field Station Bangi, Malaysia (2003)
- 22.Bogor Field Station Bogor, Indonesia (2004)
- 23.Makassar Field Station Makassar, Indonesia (2004)
- 24.Vietnam Field Station Nha Trang, Vietnam (2003)
- 30.Japanese Research-Team Laboratory, Kinabalu Park Headquarters Kota Kinabalu, Malaysia (1995)
- 31.Japanese Research-Team Laboratory, Deramakot Forest Reserve Sandakan, Malaysia (2003)
- 32.Field Station for Tropical Forest and Biodiversity Studies in Lambir Hills National Park Miri, Malaysia (1992)
- 33.Kasetsart University NaGISA Research Center Bangkok, Thailand (2004)  
Graduate School of Engineering
- 34.Cooperative Research and Education Center for Environmentak Technology at Tsinghua University Schenzhen, China, P.R. (2005)



23 Offices  
in Asia

13

## New Initiative of Research Collaboration 1



### Shanghai Center for Economic Research at Fudan University

- Established in January 2003 as the branch of Shanghai Center in Kyoto
- Research Projects: Economy in China and East Asian region
- Educational Programs: Lectures by faculty members of Kyoto University and Fudan University



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## New Initiative of Research Collaboration 2

### Japan-China Cooperative Research Laboratory on Environmental Technology

Name for activity	Cooperative Research and Education Center for Environmental Technology (Kyoto University & Tsinghua University)
Base	Graduate School at Shenzhen, Tsinghua University
Duration	Oct., 1, 2005 ( ~ Sep. 30, 2008 )
Fund	Contribution of 29 Japanese enterprises

- Education (Research instruction) for students at Kyoto University (Department of Urban Environment Engineering)
- Joint Research with governments & the Industrial world in Japan
- Education (Lecture & Research instruction) for students at Tsinghua University (Graduate School at Shenzhen)
- Joint Research with governments & the Industrial world in China
- Base of E-Learning in Shenzhen

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## New Initiative of Research Collaboration 3

### Japan-China Academia/Industry Alliance Project



Rohm Plaza at Kyoto University  
Katsura Campus



Science Park of Tsinghua University

Each university establishes liaison office at counterpart university

Fields of collaboration: IT and Mobile Technology, Environment, Energy, Nanotechnology and Materials, Life Science (also, Economics and Humanities)

Collaboration will be the international university/industry alliance including local government and private firms

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### New Initiative of Research Collaboration 4

#### Multilateral, university-wide collaboration in interdisciplinary research

- Multidisciplinary research, in its nature, tend to be implemented by multiple faculties members and research institutions
- Examples are energy research initiative with multiple Thai universities and research institutions in Thailand.



Inter-university research collaboration is becoming more and more;

- education oriented
- collaborative with other parties
- responsive to social problems
- interdisciplinary

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### New Initiative of Educational Exchange 1

#### International Exchange Program (Short-term study abroad program)

- Short-term study abroad program in collaboration with Fudan University and Kasetsart University
- About three-weeks' experience in foreign country including lectures by faculty members of the counterpart university, exchange of views with counterpart university students, visit to such places as factory, rural village and cultural heritage, as well as meeting with Japanese business persons



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## New Initiative of Educational Exchange 2

### Distance learning: Trans Pacific **Interactive** Distance Education – TIDE

- Started in 1999 in collaboration with UCLA
- Such courses as 'Physics for Poets', 'Impact of Communication on Education From Cross-cultural Perspectives', 'Creating, Connecting and Collaborating through Computing', were held.
- Starts at 9:00 a.m. in Kyoto, which is 5:00 p.m. in L.A.
- Expansion to collaborate with Asian universities is being discussed (less time difference will make it easier)



Through Inter-university collaboration on education, students can have both 'real' and 'virtual' experiences and expand their knowledge.

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## Challenges in initiating the new type of collaboration

### 1. Financial problems

Limited funds for inter-university collaboration

- Exploring better budgeting system (government subsidy has turned out to be more flexible 'grant for administration' after its incorporation.)
- Seeking new source of funds such as donation and/or various forms of collaborations with the private sector

20



## Challenges in initiating the new type of collaboration

### 2. Human resource problems

#### Limited number of staffs who can handle new programs

- Limited number of administrative staffs have sufficient English proficiency  
Increase the number of training programs/ internship programs overseas

#### Division of roles between researchers and administrative staffs

- Faculty members tend to work for their own departments or institutes, while the administrative staffs at the university headquarter have limited knowledge on each department/institute's activities  
Participation of larger number of administrative staffs in the committee meeting both in university-wide and at faculty/institution level

#### Lack of specialists

- Administrative staffs rotate to new positions usually every three years  
New personnel system is being discussed as a part of university-wide administrative reform

21



## Challenges in initiating the new type of collaboration

### 3. Legal problems

Differences of legal systems and immigration policy

- Different legal system makes it difficult for academic institutions to do research and educational activities abroad (for example, to establish its own liaison office)  
One solution is to establish partnership with universities overseas. (Barriers in laws and regulations will accelerate inter-university collaboration)

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## Challenges in initiating the new type of collaboration

### 4. Problems on international education

- Credit transfer system is not necessarily used widely
- Double degree program has many problems to be solved
- Language barrier exists

and more....

23



### Some personal comments

1. To enhance Asian research through collaboration among leading universities

- Increasing liquidity of talent and knowledge among Asian universities will make Asian regions one of the three **academic centers in the world**
- Research **collaboration on common issues** (sustainable development, tsunami and earthquake hazards, etc.) and research **based upon common culture** (Kanji or Chinese character, etc.) will reinforce the collaboration within the region

24



### Some personal comments

#### 2. To work together toward a new **Asian educational arena**

- Easily readable and comparable degrees
- Diploma Supplement
- Crediting system (such as ECTS)
- Quality assurance

These are the words and phrases which appeared in Bologna Declaration (19th June 1999)

Why not in Asia?

25



Thank you

We hope you enjoy your stay in Kyoto

26

**Provision of Desirable Study/Research Environment for  
Students/Researchers:  
Thai Students' Expectations**

**Kumut Sangkhasila,**

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**ABSTRACT**

Student expectations on the international environment presented in this paper were compiled from 500 questionnaires obtained from Science Students, including both undergraduate and graduate students. Students who answered questions stay in the areas next to Bangkok (not Bangkokians), the capital of Thailand. This group of students might reflect the requirements on international environment quite well, since they are away from their hometowns and do not have any relatives nearby. All of them stay either in student dormitories or apartments which are close in distance to the university campus. Their expectations are categorized as follows:

**Academic facilities:** Major concern of students on the academic part is that they want to have nice professors who are trying to understand students and their limitations. They want to have nice classrooms and clean laboratories. They strongly need Language Center, and language materials which can be used for self-practices. Wireless LAN should be equipped campus-wide.

**Accommodation and Foods:** Student dormitories and private apartments should be close to the campus. There should have a road network that can be easily accessed. Buses connecting between residences and a campus as well as academic buildings must be sufficient in terms of their number and frequency. Student dormitories must do not have any thieves, and facilitate the low cost international call, special prize for international students. The dorms must be furnished with the kitchens and cook-wares, as well as a computer network.

**Foreign Affairs:** The students expected that university should set an office facilitate them on part time jobs legally both in the campus and outside the campus. They also needed

to have the brochure published by the university telling them where about locations of foreign embassies and consulates.

Health Care: Students want the university to have its own Health Center. They want to see that a GP doctor will be available 24 hours daily, everyday. They want to purchase pharmaceutical drugs without prescriptions. The health insurance for students should be competitive in price which covers dental care. There should be special unit for eye-care, and a unit offering them a low cost of visual corrected eye-glasses.

Recreation, Sport, and Cultural Centers: They want to have all kind of sport-fields, fitness center, and swimming pools. Students also want to have a theater resided in the campus. International films series/movies are available every week. The movie fees must be kept to be minimal. Some students want to see the university's park where they can enjoy sunset and relax.



Provision of study/research environment  
for students/researchers

**Students' Expectation**

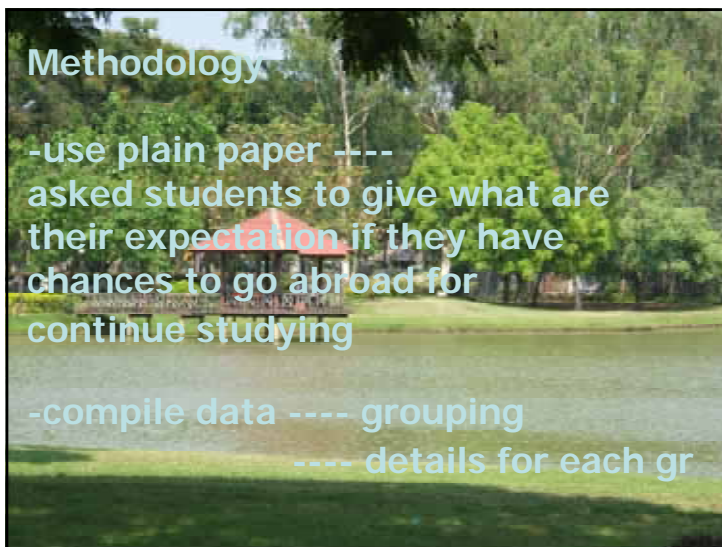
by

Kumut Sangkhasila  
International Studies Center  
Kasetsart University, Thailand



**Objectives:**

- Students' expectation on the study environment internationally
- Academic
- Accommodation/Foods
- Foreign Affairs
- Health Care
- Recreation Sport & Culture



**Methodology**

- use plain paper ----
- asked students to give what are their expectation if they have chances to go abroad for continue studying
- compile data ---- grouping
- details for each gr

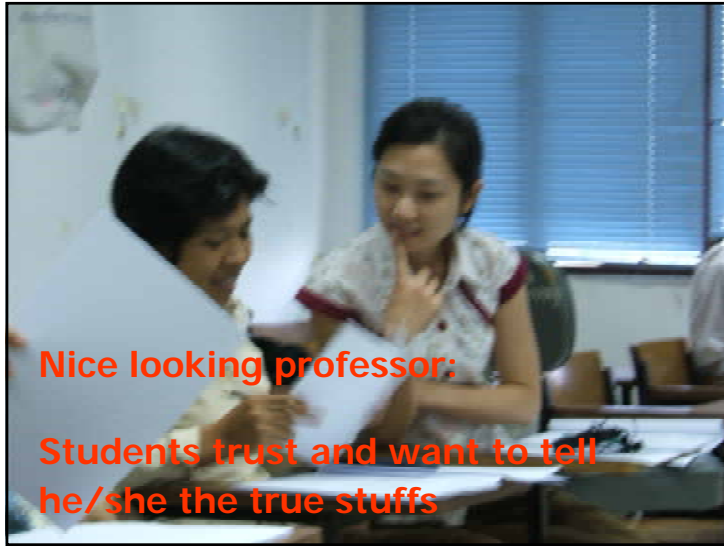


**Targeted students:**

- 500 heads
- out-skirt of Bangkok
- country areas --- far from Bangkok
- all stay either in student dorms/  
private apartments
- under grad. student ( about 400)
- grad student (about 100)









Security Available, 24 hrs



Too dark ---- as an example



Too dark: Lecture hall-way



Academic:

Laboratory

- clean, tidy
- do not want to clean glass-wares
- lab technicians available 24 hr a day
- open daily
- updated instrument



Too messy lab



Experimental fields must be provided



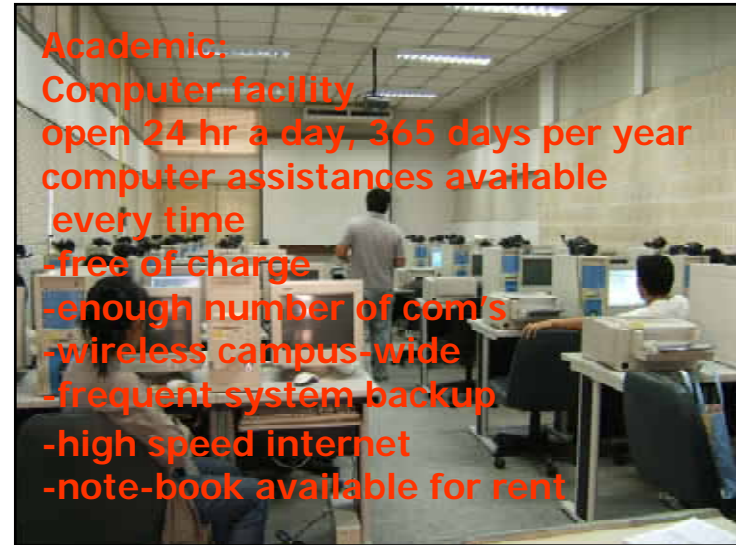
Sufficient nec. field lab mechanization



Well organized field lab



Clean working areas, tidy, and tools



- Academic:  
Computer facility  
open 24 hr a day, 365 days per year  
computer assistances available  
every time  
-free of charge  
-enough number of com's  
-wireless campus-wide  
-frequent system backup  
-high speed internet  
-note-book available for rent



Wireless Network



- Academic:  
Library  
-huge volume of books and journals  
-open 24 hr a day, 365 days per year  
-staffs available at all time  
-nice librarians  
-xeroxing machine near reserved shelves  
-e-books, e-journals on-line  
-more books check out,  
longer duration of check out



**Academic: Library**

- more class-related books to be check-out, longer duration
- competitive price for xeroxing no extra-charge



**Academic: Library**

- quite --> no staffs and professors allowed to talk in study areas



**Academic: Library**

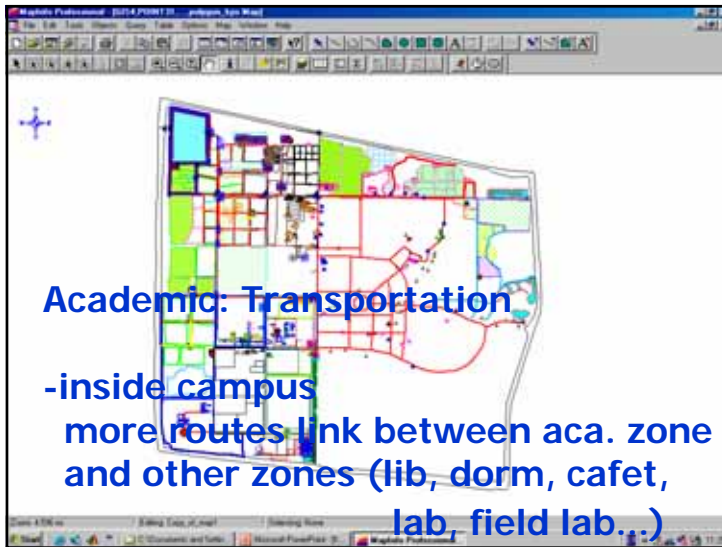
- on line resources search available



**Academic:**

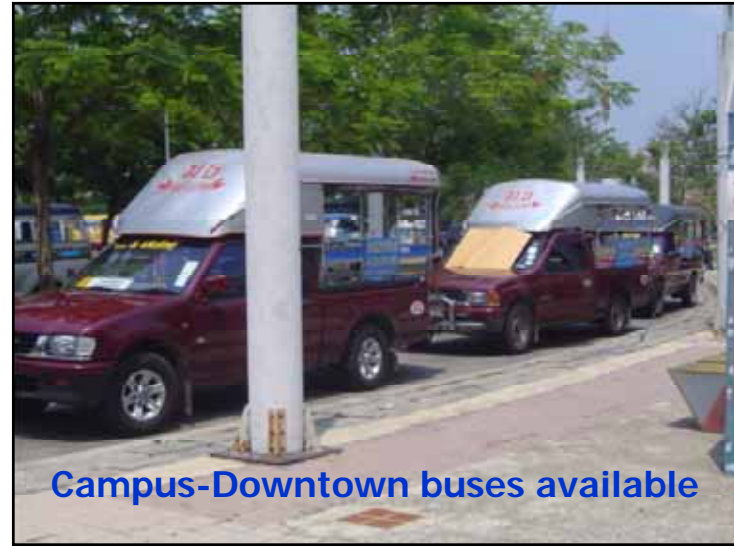
**Transportation & Its Network**

- campus-down town easily to be accessed
- on-time schedules
- free parking areas near academic zones
- free campus down town buses





Nice and free parking



Campus-Downtown buses available



Easily go to downtown

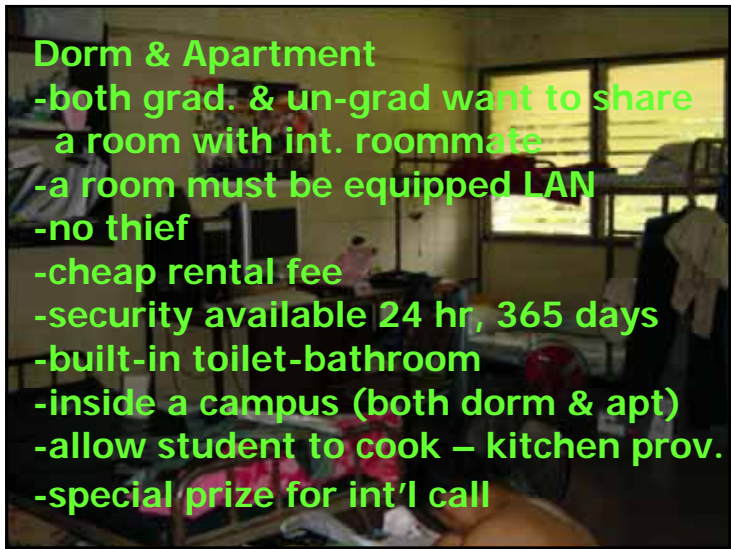
Grand Palace



easily go to China town













**Student Canteen!!!  
so crowded**



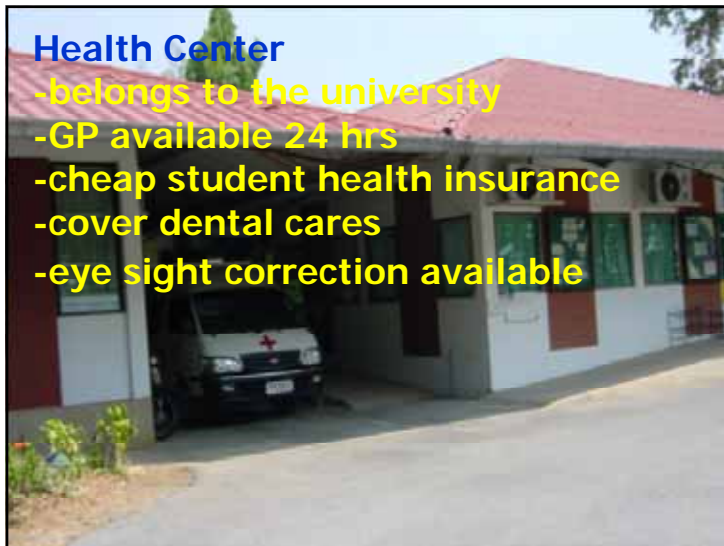
**Waiting in a long queue!!!**



**Convenience stores scatter  
around the campus**



**Foods  
-no one mention about sanitation**





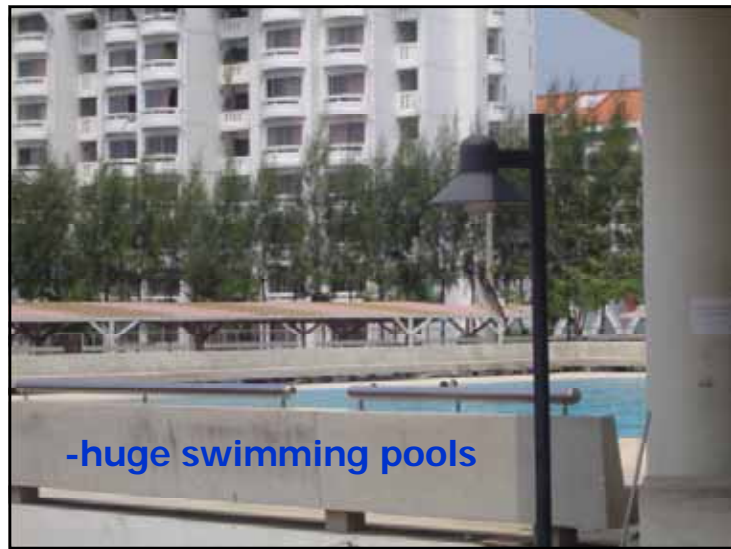


Ambulance and a driver  
are 24 hrs available



Recreation & Sports & Culture

- sport fields
- fitness center
- swimming pool
- a theater
- free international film series
- a university park



-huge swimming pools



Huge gymnasiums





numbers of gymnasiums



Out-door playgrounds



Soccer field and a grand-stand



free kick



# **Provision of a Desirable Study/Research Environment for Foreign Students/Researchers**

**Yuree Soh**

Associate Director of International Relations Office, Seoul National University  
San 56-1, Sillim-dong, Gwanak-gu, Seoul, 151-742, Republic of Korea  
suintl@snu.ac.kr

## **ABSTRACT**

International students and researchers often face special challenges when they study or conduct research in a foreign country. They must adapt to a new culture and deal with confusions or problems that inevitably arise in an unfamiliar environment. This presentation will examine special needs of international students and researchers and explore services and programs that can enhance their study and research experiences abroad. Innovative initiatives and various case studies will be discussed.

# TOWARDS GREATER INTERNATIONALIZATION OF UNIVERSITIES


Provision of a Desirable Study Environment for Foreign Students

Kyoto, Japan  
March 16, 2006  
Yuree Soh, Seoul National University



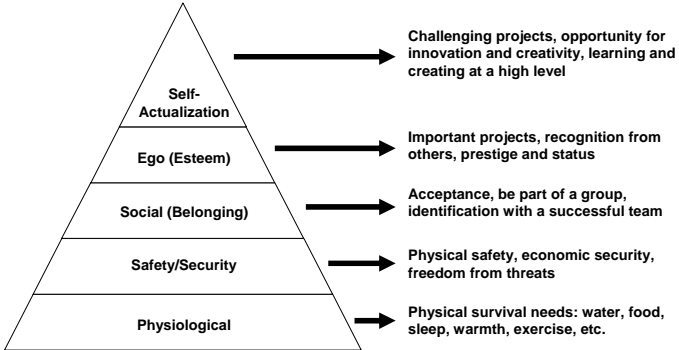

## AGENDA

- Maslow's Hierarchy of Needs Pyramid
- International Students' Needs House
- Challenges in Providing Services to Foreign Students
- SNU's Current Programs and Services
- SNU's Future Plans and Initiatives
- Q & A




1

## MASLOW'S HIERARCHY OF NEEDS



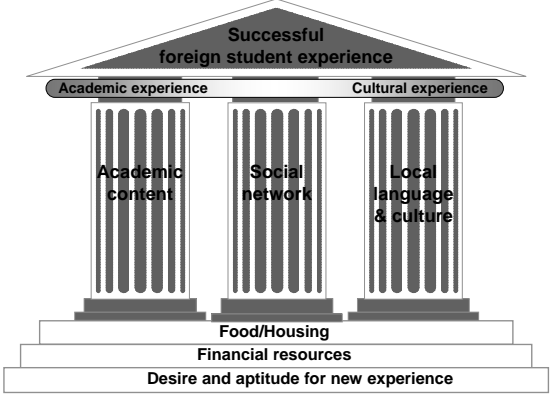
Self-Actualization	→	Challenging projects, opportunity for innovation and creativity, learning and creating at a high level
Ego (Esteem)	→	Important projects, recognition from others, prestige and status
Social (Belonging)	→	Acceptance, be part of a group, identification with a successful team
Safety/Security	→	Physical safety, economic security, freedom from threats
Physiological	→	Physical survival needs: water, food, sleep, warmth, exercise, etc.

Abraham Maslow, *Motivation and Personality* (1954)



2

## INTERNATIONAL STUDENTS' NEEDS




**Successful foreign student experience**

Academic experience      Cultural experience

Academic content      Social network      Local language & culture

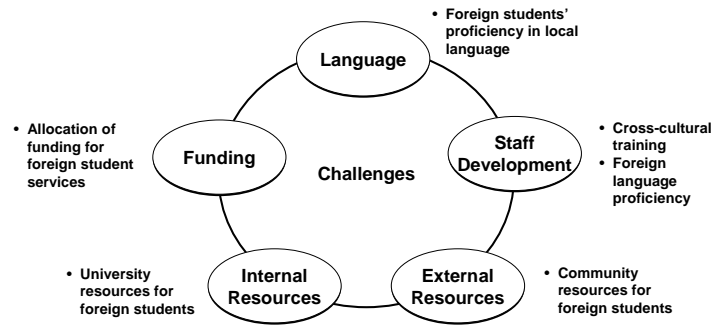
Food/Housing  
Financial resources

Desire and aptitude for new experience



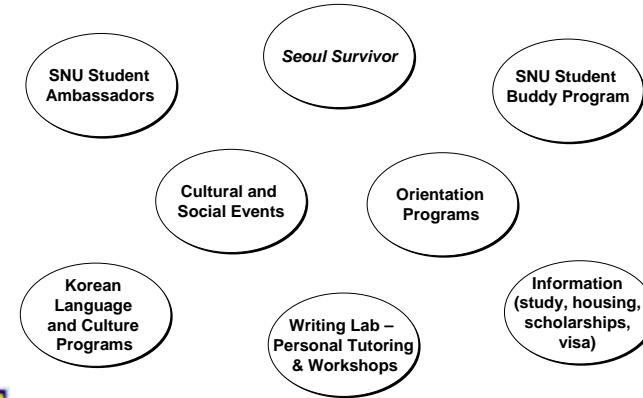
3

## CHALLENGES IN PROVIDING SERVICES TO FOREIGN STUDENTS



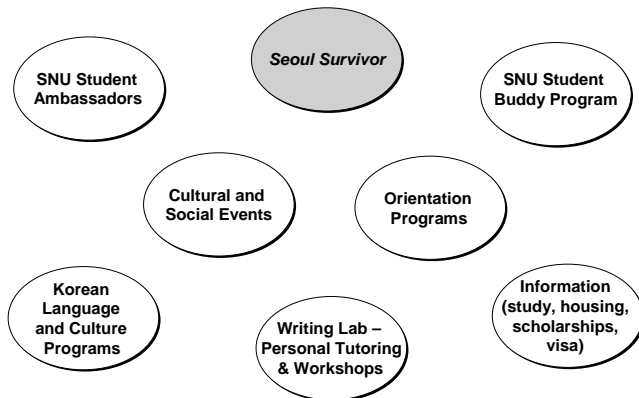
4

## SNU'S CURRENT PROGRAMS AND SERVICES



5

## SNU'S CURRENT PROGRAMS AND SERVICES



6

## SEOUL SURVIVOR BOOKLET

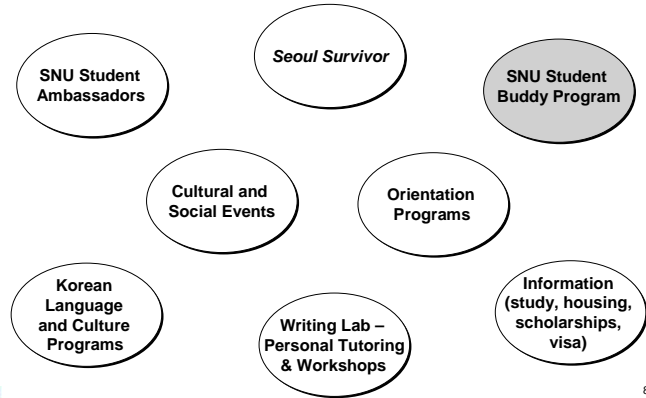
### Seoul Survivor: A door to SNU life

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1. Knowing your Destination | 6. Housing                       |
| 2. Preparing for SNU        | 7. Campus Facilities             |
| 3. At the Airport           | 8. See, Taste & Experience Korea |
| 4. Getting Started          | 9. Miscellaneous Information     |
| 5. Transportation           |                                  |

Foreign students and researchers are given essential and practical information before arrival

7

## SNU'S CURRENT PROGRAMS AND SERVICES



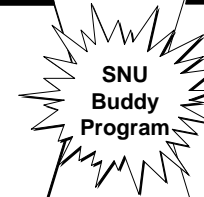
8



## SNU STUDENT BUDDY PROGRAM

### What international students gain:

- Airport pick-up
- Assistance in settling into new campus and city
- Peer support
- Information and advice
- Enhanced understanding of Korean culture



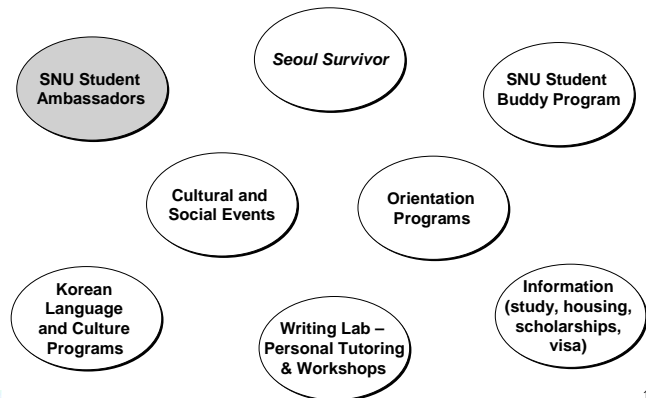
### What local students gain:

- Satisfaction of having helped a fellow student
- International friendship
- Foreign language practice
- Exposure to different cultures
- Valuable skills

9



## SNU'S CURRENT PROGRAMS AND SERVICES



10



## SNU STUDENT AMBASSADOR PROGRAM

### SSA qualifications:

- Motivation
- Professional attitude
- Dedication & flexibility
- Fluency in foreign language(s)

### SSA recruitment:

- Application (resume & essay questions)
- Interviews conducted in English (group & individual)
- Orientation

### Students gain:

- Broader understanding of and participation in internationalization
- Valuable skills
- Networking opportunities
- Special privileges

### SSA duties include:

- Campus tours and visitor protocol
- English publications
- Orientation programs
- Special events and conferences

11



## SNU STUDENT AMBASSADOR PROGRAM



12



## SNU'S FUTURE PLANS AND INITIATIVES

- Increase the number of courses taught in English
- Provide more information in English through website and publications
- International student lounge and residences
- Host more social & cultural events and international conferences
- Cross-cultural counseling



13



*"Tradition of Excellence"*  
*"Honoring Public Service"*  
*"Pioneering Knowledge"*  
Seoul National University  
[www.snu.ac.kr](http://www.snu.ac.kr)

# **Promotion of Internationalized Education and Research: New Programs for Foreign Students and Researchers at Tsinghua University**

**Yunxin Wu**

Ph.D., Deputy Director  
Office of International Cooperation and Exchange  
Tsinghua University, Beijing 100084, P. R. China  
yxwu@mail.tsinghua.edu.cn

## **ABSTRACT**

Internationalized education and research have been globally recognized as an important part of successful higher education in the 21<sup>st</sup> century. Tsinghua University is striving to build itself into an open university by massive reinforcement of its internationalized student cultivation and faculty research. In this presentation, a brief introduction to Tsinghua University is given, followed by highlights of the international cooperation and exchange at Tsinghua in 2005. Finally, some new programs facilitating the study and research of foreign students and researchers at Tsinghua are presented.





*Promotion of Internationalized Education and Research: New Programs for Foreign Students and Researchers at Tsinghua University*



**Yunxin Wu**  
Office of International Cooperation and Exchange  
Tsinghua University, Beijing 100084, P. R. China

March 16, 2006





1. *A General Introduction to Tsinghua University*
2. *Highlights of International Cooperation and Exchange in 2005*
3. *New Programs for Foreign Students and Researchers*
4. *Concluding Remarks*




*A General Introduction to Tsinghua University*

**Established in 1911**



Campus area:  
395 Hectares




*A General Introduction to Tsinghua University*

**A comprehensive, research oriented, and open university, comprising 13 schools and 54 departments**

**13 Schools:** Information Science and Technology  
Mechanical Engineering  
Aerospace  
Civil Engineering  
Architecture  
Sciences  
Medicine  
Law  
Economics and Management  
Public Policy and Management  
Humanities and Social Sciences  
Journalism and Communication  
Arts and Design




 *A General Introduction to Tsinghua University*

**A comprehensive, research oriented, and open university, comprising 13 schools and 54 departments**

**5 Independent Departments:**

- Environmental Science and Engineering
- Electrical Engineering and Applied Electronic Technology
- Engineering Physics
- Chemical Engineering
- Materials Science and Engineering




 *A General Introduction to Tsinghua University*

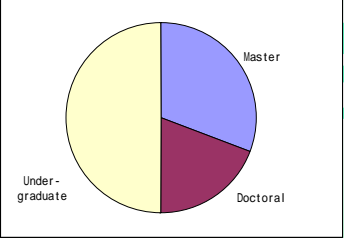


- 11 State Key Labs**
- 14 MOE Key Labs**
- 5 National Engineering Research Centers**





 *A General Introduction to Tsinghua University*

**Enrollment: 13,024 undergraduate students**  
**13,222 graduate students**

 *A General Introduction to Tsinghua University*

- Faculty: 2,282**
- Administrative Staff: 927**
- 1,005 Full Professors
- 34 Academicians, Chinese Academy of Sciences
- 31 Academicians, Chinese Academy of Engineering






*Highlights of International Cooperation and Exchange in 2005*

**Received over 23,000 overseas visitors**

Nobel Prize Winners: 9  
 Presidents and Premiers: 10  
 Ministers: 19  
 Ambassadors: 14  
 University Presidents: 199  
 CEOs: 123





*Highlights of International Cooperation and Exchange in 2005*






*Highlights of International Cooperation and Exchange in 2005*

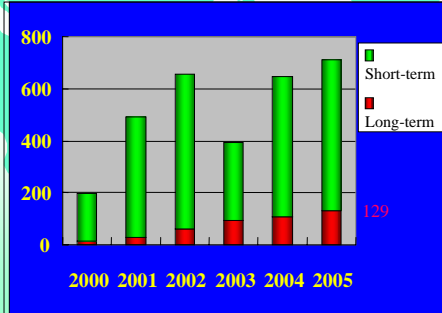
**Hosted 71 international conferences**






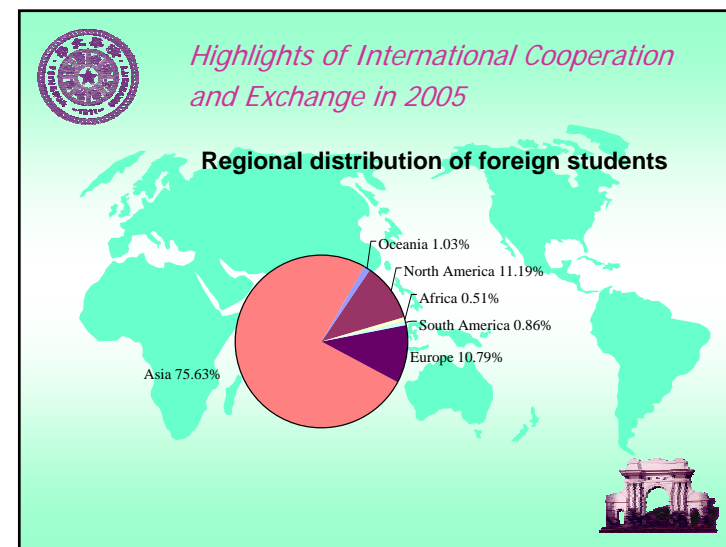
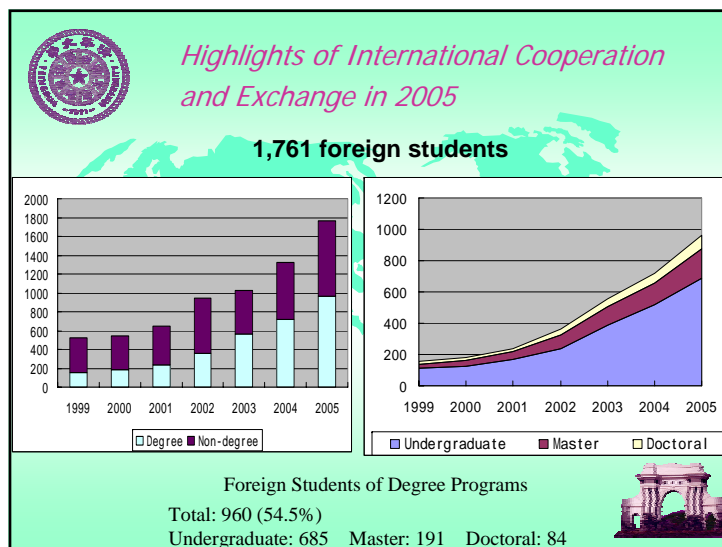
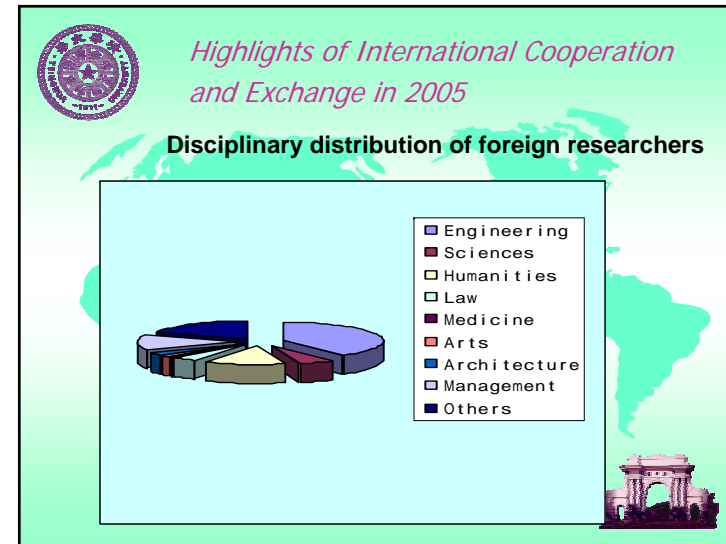
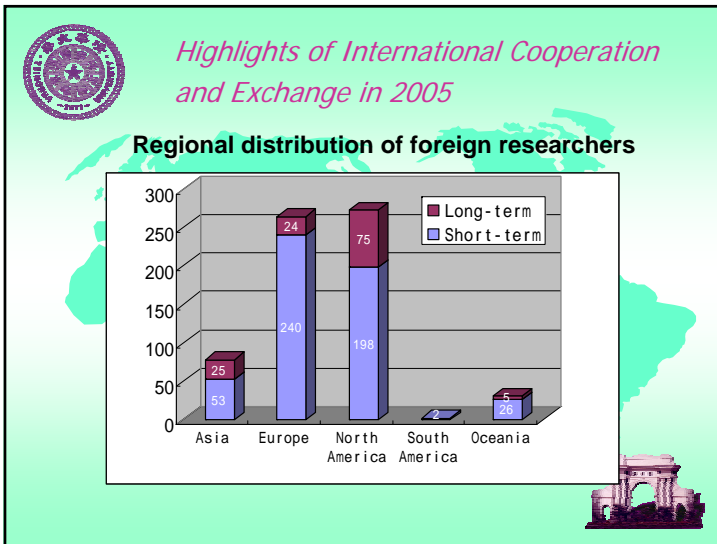
*Highlights of International Cooperation and Exchange in 2005*

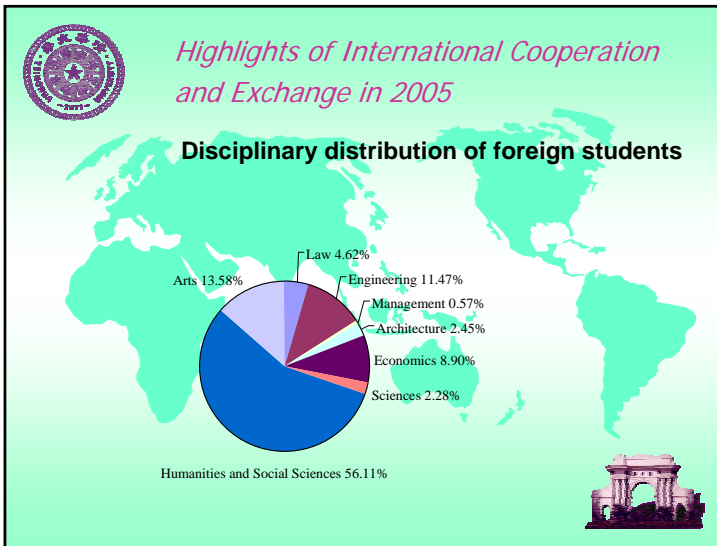
**748 researchers from abroad  
 (including 99 from HK, Macao and Taiwan)**



Year	Short-term	Long-term
2000	~180	~20
2001	~450	~50
2002	~600	~80
2003	~300	~100
2004	~550	~120
2005	~600	~129



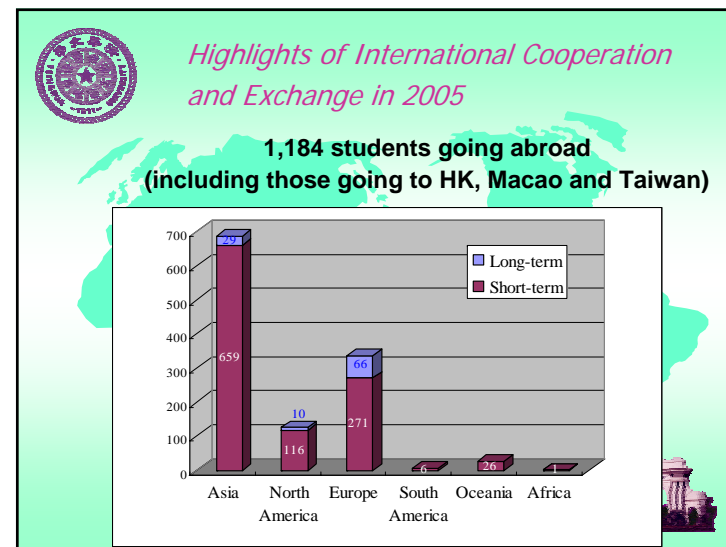
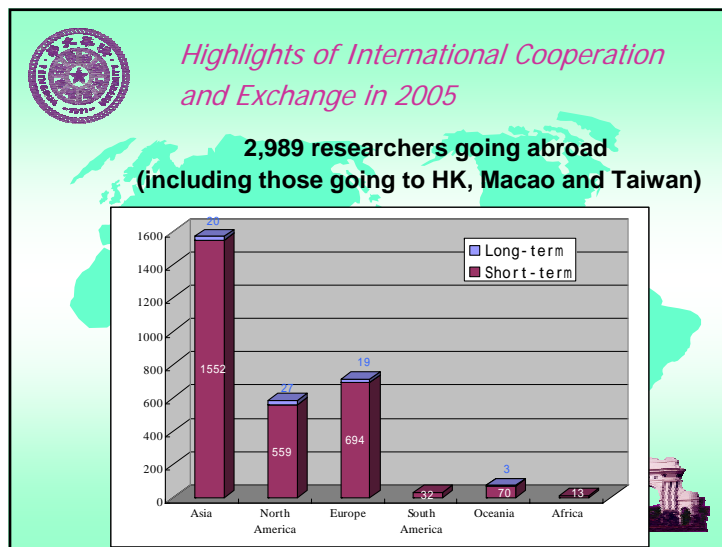




**Highlights of International Cooperation and Exchange in 2005**

**Student Exchange and Joint Degree Programs continued**

- Tsinghua-RWTH Joint Master Program on Industrial Eng. and Automotive Eng.
- Sino-French 4+4 Program on Mechanical, Electrical and Chemical Engineering.
- Tsinghua-TIT (Tokyo Institute of Technology) Joint Master Program on Materials Science and Engineering and Bio-engineering.





*Highlights of International Cooperation and Exchange in 2005*

**Funding of International Research Collaboration**

Projects: 323  
 Contract: 235 (in million RMB)  
 Due: 120 (in million RMB)





*Highlights of International Cooperation and Exchange in 2005*

**174 university –level academic exchange memoranda**

Asia: 56  
 North America: 33  
 Europe: 74  
 South America: 1  
 Oceania: 10





*New Programs for Foreign Students and Researchers*

**Tsinghua University Scholarship for Foreign Students**

- To support excellent foreign students pursuing degrees at Tsinghua University
- To support excellent foreign students of non-degree programs (exchange students, language students, etc)
- 2.50 million RMB for the next 3 years
- In good combination with the existing Chinese Government Scholarship and the upcoming Beijing Municipal Government Scholarship for Foreign Students





*New Programs for Foreign Students and Researchers*

**Joint Education with Leading Universities**

- To support joint degree programs with leading foreign universities
- To support student exchange programs with leading foreign universities
- To support outstanding Tsinghua students studying abroad under the supervision of well-known scientists
- 2.50 million RMB for the next 3 years
- In good combination with the existing Chinese National Foundation for Studying Abroad






## *New Programs for Foreign Students and Researchers*

### **Employment of Distinguished Foreign Researchers**

- To support groups of foreign researchers contributing to the construction of key disciplines of Tsinghua University
- To support foreign researchers working with the State Key Labs in Tsinghua
- To support foreign researchers helping develop English-language courses at Tsinghua
- 2.00 million RMB for the next 3 years
- In good combination with funds from the State Bureau of Foreign Experts and the Ministry of Education



## *New Programs for Foreign Students and Researchers*

### **Employment of Distinguished Foreign Researchers**

- Special courses given by Nobel laureates, about 10/year since 2000
- 18 Chair Professor-group working in Tsinghua since 2001
  - A. YAO (Computer Science)
  - G. SALVENDY (Industrial Engineering)
  - Y. HO (System Theory)
  - J. THORNTON (Finance)
  - L. O'LIN ( Landscape and Urban planning )
  - .....



## *New Programs for Foreign Students and Researchers*

### **Development of English-Language Courses**

- Currently,
    - 87 bilingually-taught courses for undergraduate programs
    - over 100 bilingually-taught courses for graduate programs
    - 44 English-language courses for undergraduate programs
- Covering:  
Civil Engineering, Materials Science and Engineering, Mechanical Engineering, Electrical Engineering, Computer Science, Automation, Physics, Chemistry, Biology, Economics and Management, Law, Architecture, Medicine, etc.



## *New Programs for Foreign Students and Researchers*

### **Development of English-Language Courses**

- Developing more series of English-language courses to cover all the key disciplines of Tsinghua University.
- A special platform for the study of foreign students is being constructed by organizing a series of English-language courses on Chinese culture, law, public policy, etc.





*New Programs for Foreign Students and Researchers*

**Creation of a Better Environment facilitating and Enriching Campus Life**







*New Programs for Foreign Students and Researchers*


**Creation of a Better Environment facilitating and Enriching Campus Life**



*Concluding Remarks*

- International cooperation and exchange are of strategic importance to the development of a university
- International cooperation and exchange should be student-centric, and systematic efforts should be made.
- To facilitate the study of foreign students, the current curriculum, credit system and management have to be reformed. Moreover, fund raising is the “enabling” factor for success.




Thank you !





# **Risk Assessment in International Exchanges** **(both in receiving foreign students/scholars and dispatching students/scholars)**

**Masaaki Uneno**

Program Coordinator for International Education of the International Center  
Program Coordinator of the Center for Japanese Language, Doshisha University  
Karasuma Imadegawa-dori, kamigyō-ku, Kyoto 602-8580, Japan  
muneno@mail.doshisha.ac.jp

## **ABSTRACT**

### **Dispatching Doshisha students**

#### **Risk assessment before dispatching Doshisha students**

- Collecting information on the area around the destination
  - Safety Information for Japanese nationals traveling or living abroad by the Ministry of Foreign Affairs
  - Partner universities and research institutions at the destination
  - Japanese Embassies and Consulates at the destination
  - Collecting information from students who have been dispatched to the destination for study, travel agencies and insurance companies, and through the networks of Doshisha Alumni Association.
- Support for an individual student to collect information
  - General orientation and orientation by language at destination - to provide through instruction in preparedness for culture, society, politics, economy and nature, etc at the destination
  - Briefing session by students returning from overseas study - to collect information from students who have been dispatched to the destination
  - Informal gathering for foreign and Japanese students - to collect detailed information on the local area around the destination
- Keeping track of an individual student's condition
  - Medical checkup
  - Language ability (obligation of taking language test such as TOEFL)
  - Advice from an individual student's academic supervisor

#### **Risk assessment for Doshisha students at the destination**

- Collecting information on the area around the destination
  - Same as above
- Keeping track of an individual student's condition
  - Student's present whereabouts and security of its area
  - Cooperation and information exchanges with the designated office of partner universities and research institutions
  - Mandatory periodic report from students - two weeks, three months and six months after arriving at the destination, and just before returning to Japan
  - Contact with students via e-mail and telephone - As for students at the destination of potential safety hazard, we get in touch with them at random times

The guidelines for dispatching Doshisha students are set based on the Travel Advice and Warning by the Ministry of Foreign Affairs along with the above-mentioned risk assessment

Travel Advice and Warning by the Ministry of Foreign Affairs

1. Travel caution
2. Recommendation to consider whether or not to travel
3. Recommendation to defer all travel
4. Evacuation advice for all residents

The guidelines for dispatching Doshisha students

- Within two months before dispatching Doshisha students
  - If “Recommendation to consider whether or not to travel” or higher warning is announced on the area around the destination, Doshisha University suspends the dispatch of the student despite his/her disposition.
  - If “Travel caution” is announced on the area around the destination, the International Center confirms the student's disposition based on objective information of the destination collected from various sources such as Safety Information webpage for Japanese nationals traveling or living abroad by the Ministry of Foreign Affairs, and the Japanese Embassies and Consulates at the destination, etc. As a result of that, if the student's notion of studying at the destination has been confirmed, the International Center examines the possibility of dispatching the student, collaborating with his/her parents, the Faculty or Graduate School that he/she belongs to, and then reports the final result to the President. The President makes the final decision in consideration of the circumstance.
- After dispatching Doshisha students to the destination

- If “Recommendation to defer all travel” or higher warning is announced on the area around the destination, Doshisha University responds to the situation based on the premise of returning to Japan, paying close attention to responses of the Japanese Government.
- If “Recommendation to consider whether or not to travel” is announced on the area around the destination, the International Center responds with the possibility of the student’s return to Japan in mind, collecting information of the destination from various sources such as the student himself/herself, Safety Information webpage for Japanese nationals traveling or living abroad by the Ministry of Foreign Affairs, and the Japanese Embassies and Consulates at the destination, and the partner universities and institutions, in the collaboration with the student’s parents, the Faculty or Graduate School that he/she belongs to. However, these measures should be taken on a case-by-case basis. The reason being that they are not applicable to all situations, for instance, moving needlessly may put the student in danger.
- If “Travel caution” is announced, the International Center responds and confirms the student’s and his/her parents’ disposition, collecting information of the destination from various sources such as the student himself/herself, Safety Information webpage for Japanese nationals traveling or living abroad by the Ministry of Foreign Affairs, and the Japanese Embassies and Consulates at the destination, and the partner universities and institutions in the collaboration with the Faculty or the Graduate School that he/she belongs to.

## Receiving foreign students

### Risk assessment before receiving foreign students

- Assessing student’s adaptability based on his/her specialized field of study, language ability, method of funding, result of admission examination at the Executive Committee of Faculty, etc.

### Risk assessment for foreign students during their study at Doshisha

- Keeping track of an individual student’s condition
  - Undergraduate and graduate students - Supervising professor will be assigned on a one-on-one basis
  - Students of the Center for Japanese Language - Students are required to come to the office of the Center for Japanese Language every day in confirmation of attendance.
  - Medical checkup
  - Japanese placement test/Interview - to understand Japanese proficiency level of students
- Finding an adviser for foreign students
  - Faculty and administrative staff volunteer - to serve in loco parentis in Japan and give appropriate advice
  - Student volunteer - to provide various supports of daily life as an adviser as well as a friend

## 国際交流における リスクアセスメント (学生・研究者の派遣・受入)

Risk Assessment in International Exchanges  
(both in receiving foreign students/scholars and dispatching  
students/scholars)

2006年3月16日  
同志社大学 国際センター  
采野 正明

March 16, 2006  
Masaaki Uneno  
International Center  
Doshisha University

## 留学環境の変化 Changes in Circumstances Surrounding Studying Abroad

- 留学の大衆化  
Popularization of Studying Abroad
- プログラムの多様化  
Diversification of Programs
- 世界情勢の変化  
(政治・社会・経済・文化)  
Changes in World Affairs  
(Politics, Society, Economics and Culture)

## 同志社大学での留学プログラム Study Abroad Programs for Doshisha Students

- 短期海外研修プログラム[1ヶ月]  
- (アメリカ、イギリス、フランス、中国、スペイン等10ヶ国)約100名  
Summer Program [1 month]  
- U.S.A., England, France, China, Spain, etc. 10 countries) approx. 100 students
- セメスター留学[3ヶ月] - (カナダ)約25名  
Semester English Language Program [3 months] - (Canada) approx. 25 students
- 国際交流夏期研修プログラム-(アメリカ、イギリス、中国、韓国)約100名  
Summer School-(U.S.A., England, China, Korea) approx. 100 students
- 派遣留学[半年・1年] (50名)  
Studying Abroad [6 months・1 year] (50 students)

## 危機の種類 Types of Danger

1. テロ、戦争、内乱、犯罪、自然災害、事故、  
衛生、感染  
Terror, War, Civil War, Crime, Natural Disaster, Accident,  
Medical and Sanitary Affairs and Infection
2. 異文化適応、人間関係、健康、学業、費用、生活費  
Adaptation to Different Cultures, Personal Relationship, Health, Study,  
Cost of Living

# 派遣

## Dispatching Doshisha Students

### 派遣前の危険査定

#### Risk Assessment before dispatching Doshisha Students

- 派遣先周辺の情報収集  
Collecting information on the area around the destination
- 本人が情報収集する支援  
Support for an individual student to collect information
- 本人の状態の把握  
Keeping track of an individual student's condition

### 派遣中の危険査定

#### Risk Assessment for Doshisha Students at the Destination

- 派遣先周辺の情報収集  
Collecting information on the area around the destination
- 本人の状態の把握  
Keeping track of an individual student's condition

同志社大学の対応 Response of Doshisha University		外務省「海外危険情報」 "Travel Advice and Warning" by the Ministry of Foreign Affairs
派遣前 Before Dispatching Doshisha Students	派遣中 Doshisha Students at the Destination	1 十分注意して下さい Travel Caution
中止 Suspension of Dispatching		2 渡航の是非を検討して下さい Recommendation to consider whether or not to travel
中止 Suspension of Dispatching	帰国させる Returning to Japan	3 渡航の延期をおすすめします Recommendation to defer to all travel
中止 Suspension of Dispatching	帰国させる Returning to Japan	4 退避を勧告します Evacuation advice for all residents

# 受入

## Receiving Foreign Students

### 受入前の危険査定

#### Risk Assessment before receiving Foreign Students

- 入試、各種委員会での審査  
Assessing result of admission examination, etc. at the Executive Committee of Faculty

## 受入中の危険査定

Risk Assessment for Foreign Students during their study at Doshisha

- 本人の状態の把握  
Keeping track of an individual student's condition
- 本人の相談相手をつける  
Finding an adviser for foreign students



## 同志社大の危機管理

Risk Assessment of Doshisha University

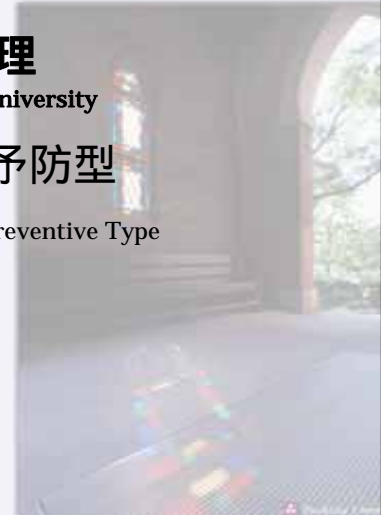
対応型

Response Type



予防型

Preventive Type



# **Risk Assessment and Risk Management in International Exchanges (Both in Receiving Foreign Students and Dispatching Students Abroad)**

**Kyungho Ko**

Director of International relations,  
Korea Advanced Institute of Science and Technology (KAIST)  
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## **ABSTRACT**

Over the past years, there has been a significant increase in bilateral student exchange worldwide, leading to the tremendous growth in the number of students going abroad.

This trend is the outcome of students' realization that study abroad provides unique opportunities for them to experience higher education overseas, increase their knowledge of foreign language and culture, while enhancing skills for future employment in global economy. It means that students came to consider study abroad as a crucial step toward being a global leader with international competencies and global perspectives.

With this increase in students abroad, the risk of exposure to accidents, sickness, injuries, crime, and death is also increasing.

Besides the physical risks mentioned above, there are different kinds of risks in study abroad: the risk of exchange students' failure in adapting to new environment and the risk of hurting the reputation of their home universities because of poor academic performance or absence in class at host universities.

It is very important for all involved in study abroad to assess the causes of risks and take proper actions to eliminate or minimize the risks students might face during international study experiences.

## **Risk Assessment & Risk Management in International Student Exchange**

March 16, 2006

Mr. Kyungho Ko  
Director of International Relations  
KAIST

## **Key Word in the 21st Century**

### **Global**

- Global Economy
- Global Community
- Global Leader
- Global Campus
- Go Global
- Globalization



## **How to achieve University's Globalization**

- Personnel Exchange (Faculty/Researchers/Students)
- Joint Research
- Joint Workshop/Symposium/Conference
- Exchange of Information and Publications

## **International Student Exchange**

- General Trend
  - University's strong encouragement and support for students to undertake part of their (mostly, undergraduate) studies abroad as an exchange student
  - Significant increase in numbers of students participated in bilateral student exchange worldwide over the past years
  - Student mobility as central to university's strategy for globalization



## International Student Exchange

### ■ Why “Student Exchange” so popular?

Both universities and students recognize that:

- ❑ International competencies and global perspectives are the keys to survival and success in the global economy.
- ❑ Study abroad is the most effective way to get those keys.



## Opportunities & Rewards VS Risks & Difficulties

Student exchange programs present unique opportunities and rewards as well as substantial risks and difficulties to participating students and universities involved.

### ■ Opportunities & Rewards

- ❑ Experience higher education overseas
- ❑ Take specialized courses which may not be available on home campus
- ❑ Learn from different professors
- ❑ Explore new areas of study
- ❑ Investigate graduate and professional schools
- ❑ Learn a new culture and language

### ■ Opportunities & Rewards

- ❑ Meet new people and make friends with others with different cultural background and way of thinking
- ❑ Look for future job opportunities and enhance skills for future employment in global economy
- ❑ Travel and explore a new country
- ❑ Bring campus a unique level of diversity that cannot be promoted any other way

## ■ Opportunities & Rewards

- ❑ Create and promote long-term linkages between partner universities
- ❑ Contribute to the promotion of friendly relations with host country, particularly when the former exchange students assume leadership positions in their home countries
- ❑ Come back home changed, more mature, more independent, with their horizons vastly broadened

## ■ Risks & Difficulties

### Academic

- ❑ No guarantee of enrolment in desired courses at the host university
- ❑ Difficulty in following lectures because of language problem, leading to bad grades and frustration
- ❑ No active participation in discussion or debate during class because of poor language proficiency or being too shy
- ❑ Occasional absence in class or lab activities because of losing interest in study at host university

### Academic

- ❑ Damage to the reputation of home university because of poor academic performance, frequent absence in class or inappropriate behavior
- ❑ Withdrawal from exchange program before departure
- ❑ Possibility of termination of or shrinkage in student exchange program due to unbalance in numbers between incoming and outgoing students

### Personal

- ❑ Death, injuries, illness, loss of personal property
- ❑ Victim of crimes such as robbery, violence, sexual harassment and assault
- ❑ Excessive use of drugs or alcohol
- ❑ Culture Shock
- ❑ Violation of law, rules, regulations of host university and host country, possibly leading to legal punishment
- ❑ Get homesick or stressed because of being geographically removed from family, friends and loved ones for a lengthy period of time or failure in making new friends or adjusting to new environment
- ❑ Difficulty in finding a suitable housing arrangement

## **Risk Management**

### ■ Actions to be taken:

#### **By Universities**

- Select exchange students as early as possible and keep close contact with administrator or academic advisor of host university to ensure the enrollment in the planned courses in time
- Offer courses which will help exchange students to learn the language and culture of host country
- Organize a mandatory pre-departure orientation which must provide outgoing exchange students with information about health, safety, student conduct code, political and religious conditions of host country and what to do in emergency

#### **By Universities**

- Prepare and let the outgoing exchange students sign an Assumption of Risk and Release Form absolving home university of any responsibility or liability for property damage or personal injury beyond the control of home university
- Make a special program (e.g. 2-weeks intensive summer school) for students from partner universities to offset the unbalance in numbers of exchange students
- Implement a buddy program for incoming students to help them adjust in the new environment easily and quickly

#### **By Students**

- Improve foreign language proficiency and learn about host university and host country before going abroad
- Obtain proper health insurance and inoculation against disease (purchase of optional insurance might be necessary for more extensive coverage.)
- Have a medical and dental check-up before departure
- Discover how the medical and emergency system works upon arrival at host university.

#### **By Students**

- Attend all the class and lab activities without fail
- Comply with host university's provisions regarding conduct, dress and language
- Make new friends as many as possible and become familiarized with culture and customs of host country
- Take all reasonable measures and precautions while abroad to ensure your safety and avoid unnecessary risk.

**In summary,**

- **No set of guidelines can ensure the safety of participants.**
- **There is no substitute for precaution, good judgment and responsible behavior.**

## **No Risk, No Opportunity**

**To try is to risk failure,  
But risks must be taken, because the greatest hazard in life  
is to risk nothing.  
The person who risks nothing does nothing and is nothing.  
They may avoid suffering and sorrow, but they cannot  
learn, feel, change, and grow.  
Chained by their passive attitudes, they are slaves.  
They have forfeited their freedom.  
Only a person who risks is free.**

**Author Unknown**

**Thank you for  
your attention!**

# **Promoting Study Abroad Programs to Domestic Students -Fudan Experience-**

**Chouwen Zhu**

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## **ABSTRACT**

By the end of 2005, Fudan University has established significant cooperative ties or strategic partnership with 206 distinguished universities in 30 countries and regions. More than 800 enrolled students benefited from student-exchange programs in 2005. According to the “11<sup>th</sup> 5-year” development plan of Fudan, we would focus on building the international atmosphere in the campus by inviting more overseas scholars for teaching, lecture and joint research and by establishing more academic courses taught in English to attract more overseas students and offer more communicating chances for domestic students. In the same time, we are dedicated to creating various channels for domestic students to study abroad. Among them are:

- To broaden the spectrum of MOUs or Agreements on cooperation and exchanges with worldwide academic institutions in a variety of patterns including exchanges of students and faculty as well as joint academic and research projects including joint-degree programs
- To set up more special foundations from different resources to support excellent students to go abroad for further studies.
- To encourage students to participate in short-term exchange programs such as summer school, international internship and so on.
- To develop more opportunities for student-exchange programs with the local universities of Hong Kong and Macao, taking good advantage of geographical and cultural predominance with the two special administrative regions of China.

Our target is that the exchange-student number is expected to increase at the rate of 20% annually in the following five years, reaching 1500 in 2010.

University Administrators Workshop  
-Towards Greater Internationalization of Universities

## Promoting Overseas Study Programs to Domestic Students

---- **FUDAN** Experience

**Dr. Chouwen ZHU**  
Deputy Director, Foreign Affairs Office  
Gastroenterologist, Clinical Epidemiologist  
Fudan University, China  
cwzhu@fudan.edu.cn



Fudan University

March 2006, Kyoto

## Fudan University

*A national-key comprehensive university  
covering social, natural and medical sciences*

- **Structure:**
  - 17 fulltime schools (colleges) with 70 departments
  - 9 affiliated hospitals
- **Total employees:** 6000 on campus and 8000 in hospital
- **Total full-time students:** 27000 (>1/3 graduates)
- **Education Academics:**
  - BA, BSc degrees in 75 disciplines
  - MA, MSc degrees of 209 disciplines
  - PhD degree in 135 disciplines
  - 25 Post-doctoral mobile stations



Fudan University

## FUDAN University

is in the course of  
Establishing a

**World-class University**  
and placing

Internationalization  
on a  
**Strategic** Position



Fudan University

March 2006, Kyoto

## Promoting Overseas Study

- **Infrastructure construction**
  - University-College linkage on International Affairs
  - Efficient flowchart of Administration
  - International atmosphere on the campus
- **Worldwide cooperation and exchange programs**
  - Simultaneous development of outgoing & incoming exchange Programs
  - Variety channels of outgoing program
- **Financial support for overseas studies**



Fudan University

March 2006, Kyoto

Infrastructures

### Related Infrastructures

**Foreign Affairs Office**

**FAO Website**

- Online information publicity
- E-newsletters & BBS for Consultation

**Exchange Student Division in FAO**

**Other administration offices**

- Provost's Office (for Undergraduates)
- Graduate School
- Library, dormitory, and other logistics

**Int'l affairs group in Colleges**

- Information spread and feedback
- Assistance for procedures , ex. recommendation, application, registration...

*Enjoy Information Sharing Platform!*

Fudan University

March 2006, Kyoto

Infrastructures & Administrations

### Administrations: Cooperation & Innovation

Pursuing for more **EFFICIENT** internal system to promote study overseas

**Shortening Procedures of Keeping Students Status**

*Special staff appointed to take care of the procedure of keeping students status*

**Credit Conversion**

*Overseas studying period or credit converted into Fudan's Credits by international convention, especially in short-term exchange programs and leading subjects studies.*

Fudan University

March 2006, Kyoto

### International Atmosphere on the Campus

- Courses in foreign languages
- Overseas faculties
- Master's Forum and Lectures series
- Research cooperation
- International conferences

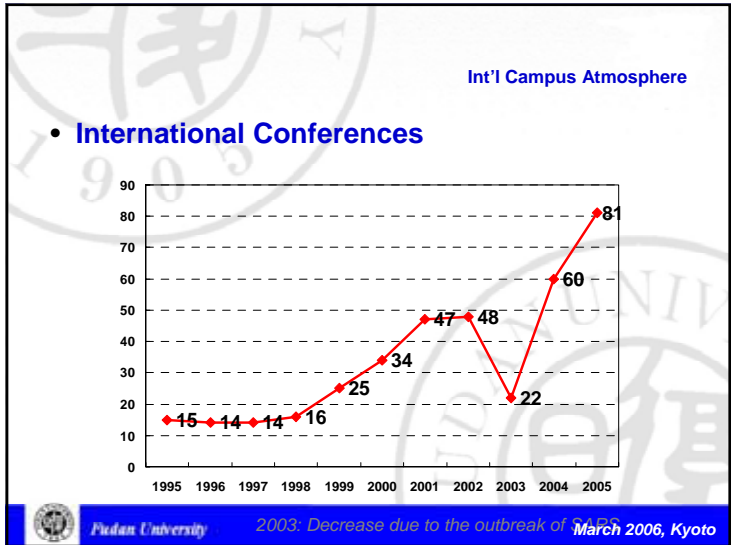
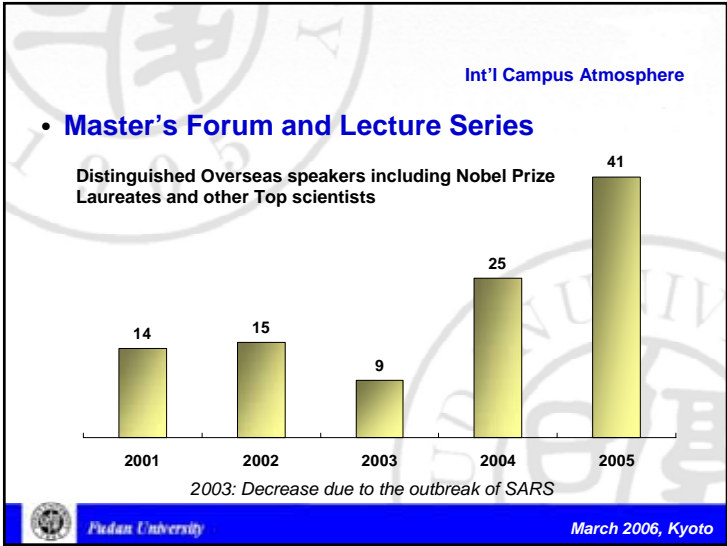
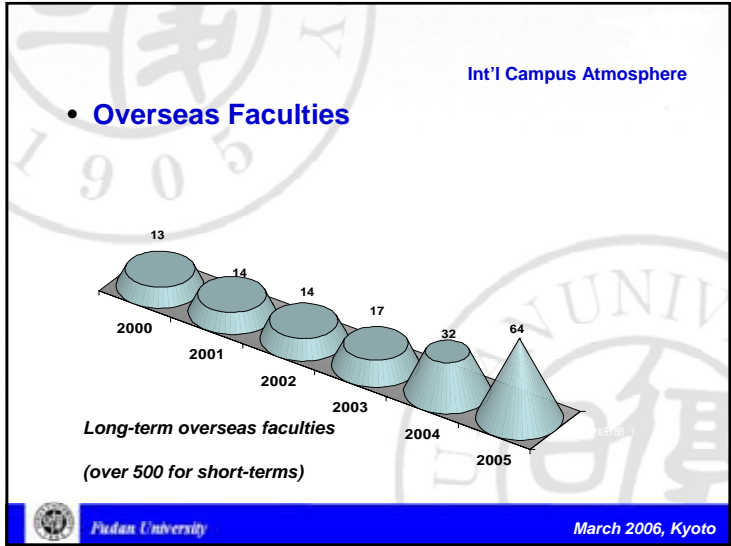
Fudan University

Int'l Campus Atmosphere

- **Courses in Foreign Languages**
  - Wide spectra of majors
    - Not enough, especially well-trained teachers
  - For foreign exchange and other students
  - Open for domestic students
  - Joint-established by partner universities

Fudan University

March 2006, Kyoto



- ## Worldwide Cooperation and Exchange Programs
- Agreements or MOUs
    - with 206 distinguished universities in 30 countries and regions (by the end of 2005)
  - Strategic Partnership
    - Hong Kong University, National University of Singapore, Waseda University, Yale University, etc
  - Liaison Offices in Fudan campus
  - Joint Education/Research Programs and/or for degrees
  - University Organizations
- Fudan University March 2006, Kyoto



Worldwide Cooperation and Exchange Programs

• Simultaneous Development of Outgoing & Incoming Programs

- “Officially sent” and “self-sent”
- Inter-university exchanges and Non exchanges
- Long-term and Short-term
- Diversity of host organizations



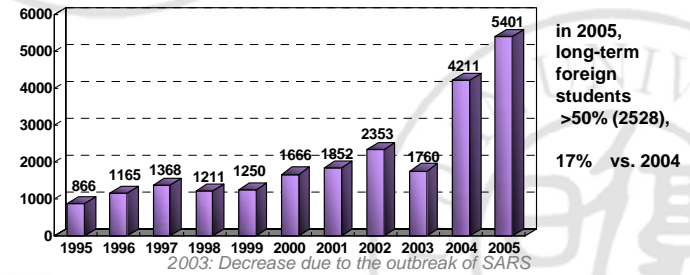
Purdue University

March 2006, Kyoto

Worldwide Cooperation and Exchange Programs

• International Student Enrollment 1995-2005

The 2nd largest int'l student population in China

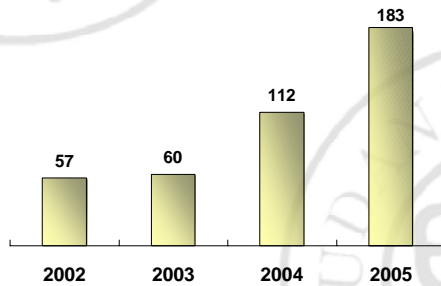


Purdue University

March 2006, Kyoto

Worldwide Cooperation and Exchange Programs

• Incoming Exchange Students 2002-2005

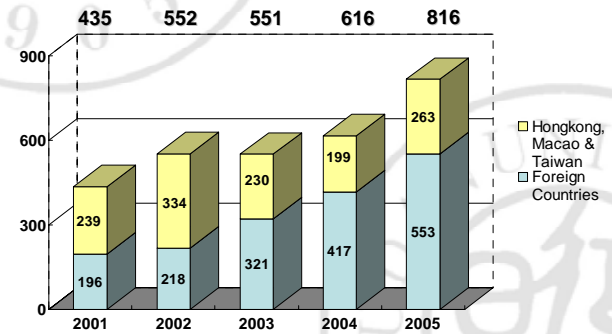


Purdue University

March 2006, Kyoto

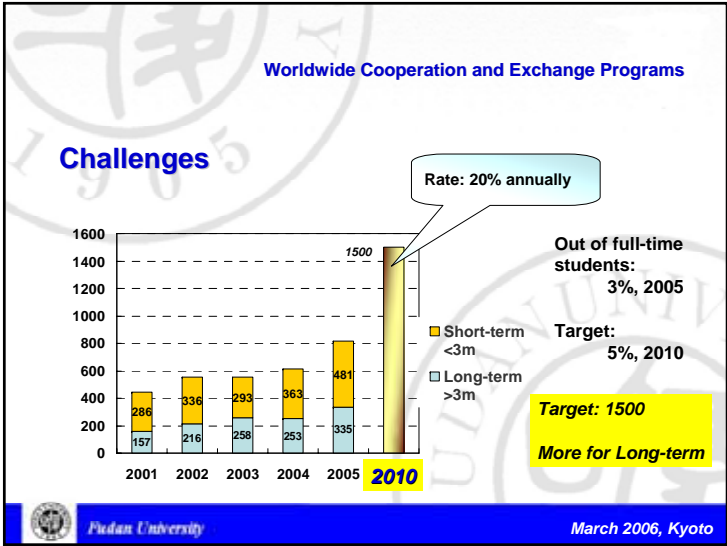
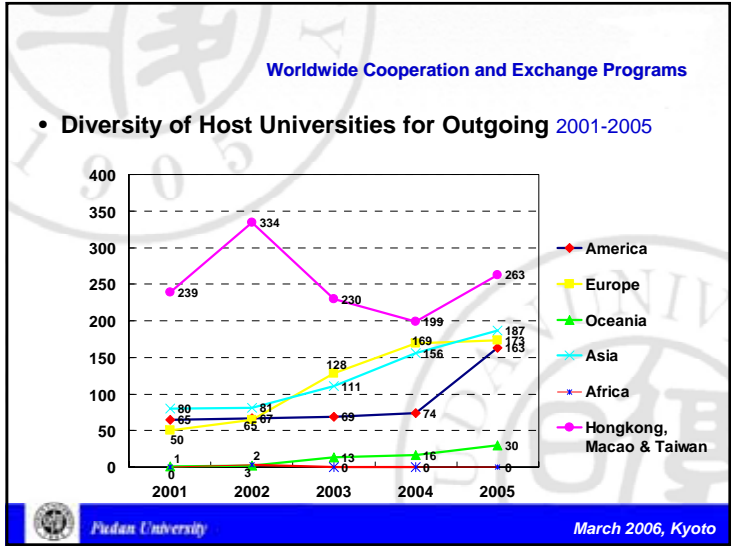
Worldwide Cooperation and Exchange Programs

• Outgoing Students 2001-2005



Purdue University

March 2006, Kyoto



- Worldwide Cooperation and Exchange Programs
- Mutual exchanges
    - Balance in number
    - Capacity for receiving/hosting
  - To broaden various channels for overseas study
    - Overseas-sponsored Programs
    - Liaison Offices in Fudan Campus
    - Summer Schools
    - Cooperative projects for degrees
    - International University Organizations
- Fudan University

- Worldwide Cooperation and Exchange Programs
- ### Overseas Sponsored Programs
- Fox International Fellowship Program
    - 1-2 graduates, in Yale University
  - Time Warner Internship
    - 4-5 undergraduates' Internship for Time Warner (Time, Fortune, CNN)
  - Nordic Courses
    - 6-10 students, in Sweden, Finland, Denmark, and Norway
  - Holland Fellow Program
    - 12 students, in Appalachian State University (ASU) and in Fudan
- Fudan University March 2006, Kyoto

### Liaison Offices in Fudan campus

- Nordic Centre
  - 24 universities in Denmark, Sweden, Norway and Finland
- Fudan-Yale Education Collaborative Center
- Austrian Center
  - All universities/colleges in Austria
  - Euro-Asia-Pacific Network
- National University of Singapore Overseas Campus
- Hong Kong University Liaison Office
- University of North Carolina (System) Liaison Office
- Italian House



### Summer Schools

- Yale American Study Program
  - 20-30 students for 1.5 months
- Fudan-VCU (Virginia Commonwealth University)
  - 20-30 students for 1.5 months
- Fudan-EU-Austria Program
  - 50-70 students for 1 month



### Cooperative projects for degrees

- **Bachelor level**  
(“3 + 1” or “2 + 2” model)
  - Double degree in software with University of College, Dublin
  - Double degree in science with Birmingham University, UK
  - Double degree in economics with Groningen University, the Netherlands



- **Master level for degree/certificate/diploma:**
  - MPA with Hong Kong University
  - MBA with Hong Kong University
  - MBA with BI (Norwegian Management School), Norway
  - MBA with MIT Sloan, USA
  - EMBA with the University of Washington in St. Louis, USA
  - Master of Language and Literature with Sydney University, Australia
  - Master of Micro-electronics with TU Delft University, the Netherlands
  - Master in Int'l Management with Hamburg University, Germany
  - Master in Int'l Logistics with Université Charles de Gaulle-Lille, France
  - Master in Int'l Management with Bocconi University, Italy



### International University Organizations

- **AEARU**
  - Association of East Asia Research Universities
- **APRU**
  - Association of Pacific Rim University
- **U21**
  - UNIVERSITAS 21



### Financial Support for Overseas Study

- **From home institutions (Fudan and colleges)**
  - Scholarships
- **From host institutions**
  - Scholarships
  - Tuition waived or reduced
- **From international, national, municipal foundations for overseas study**
  
- **Fund raising**
  - Alumni
  - Entrepreneurs
  - etc



For the Better Future!

#### More!

- Long-term Exchange Programs
- Joint Education Programs
- Financial Support

#### Less!

- Time-costing Procedures

Enhancing Cooperation & Exchanges  
among East Asian Universities!



Thank You!



# **Motivating Students to Participate in International Exchange**

**Kar Yan Tam**

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## **ABSTRACT**

In this talk, I will share my experience at the Hong Kong University of Science & Technology in promoting the international exchange program to our students. Many students are motivated to take part in the exchange program because of its international and cultural experience. However, apart from this enriching experience, we also find a close relationship between participation in international exchange and career prospect. Statistics on job placement of our graduates indicate those who took part in international exchange were able to command a salary premium.



**HKUST**

- Founded in 1991
- A government-funded university
- Student Population: 8,800
- International faculty:
  - \* Faculty: 450
  - \* Originated from 35 countries
  - \* 100% hold PhD, majority from North American universities

## Organization Structure

President Branch

Academic Affairs Branch

- 4 Schools and 19 Departments
- Academic Service Units

Administration and Business Branch

- Administrative Units

Research and Development Branch

- Central Research Units and Support Facilities

## Schools and Programs

Schools of

Science

Engineering

Business & Management

Humanities & Social Science

Schools of Science, Engineering, Business & Management

- undergraduate and postgraduate degree programs

School of Humanities & Social Science

- postgraduate degree programs, and general education for all undergraduates

## International Recognition

Times Higher Education Supplement 2005

- Ranked among top 50 in the World
- Ranked 23<sup>rd</sup> in the World in Engineering and IT

Financial Times 2005

- Among top 50 in the World for the HKUST MBA program
- No. 2 in the World for the Kellogg-HKUST Executive MBA program

## Major Achievements – a few examples

- Successful fabrication of the world's smallest single-walled carbon nanotubes (0.4nm) that can revolutionize microcomputers and other ultra-thin electronic devices
- Development of a fast motion estimation algorithm recognized as part of MPEG-4, the international standard for multimedia applications
- No. 1 in Asia-Pacific in Business research and Finance research
- Top 5 in the World for the number of research papers published in three prestigious international China studies journals, along with Harvard and Stanford

### Global Networks - *International*

- Association of Pacific Rim Universities  
36 members (HKUST, UC, Stanford, UBC)
- Association of East Asian Research Universities  
17 members (HKUST, Peking, Tsinghua)
- Europe Institute  
French Center and German Center
- Exchange partnership with over 100 top leading overseas universities (UC, Columbia, Cornell, Chicago, Toronto, TUM, NUS )

### Global Networks - *China*

- Exchange partnership with 10 leading universities (Fudan, Harbin Institute of Technology, Nanjing, Peking, Shanghai Jiao Tong, Sun Yat-sen, Tsinghua, UST China, Xi'an Jiaotong, Zhejiang)
- Association of University Presidents of China
- Chinese Academy of Sciences
- Academic alliance with Peking University
- Nansha Information Technology Park
- PKU-HKUST Shenzhen-Hong Kong Institution (Industry-Education-Research)

### Strategic Plan for the next 15 years

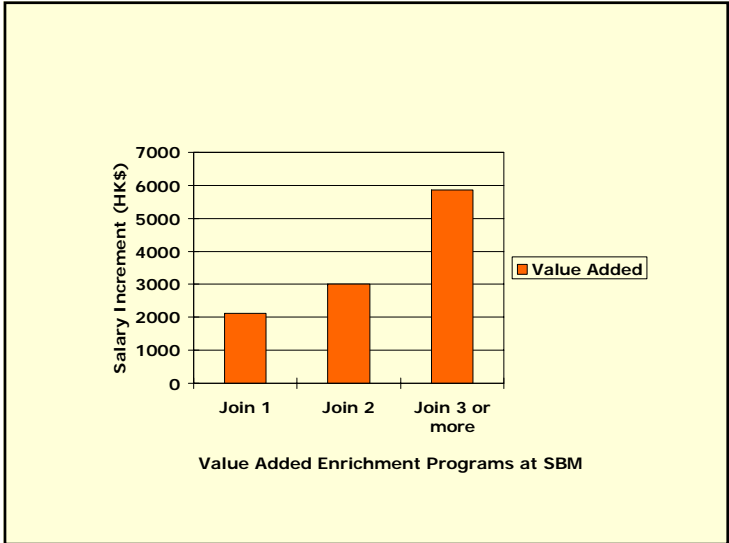
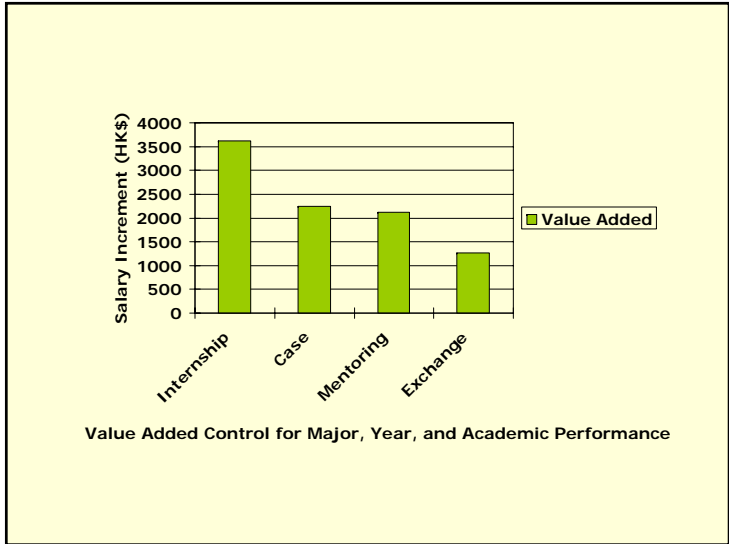
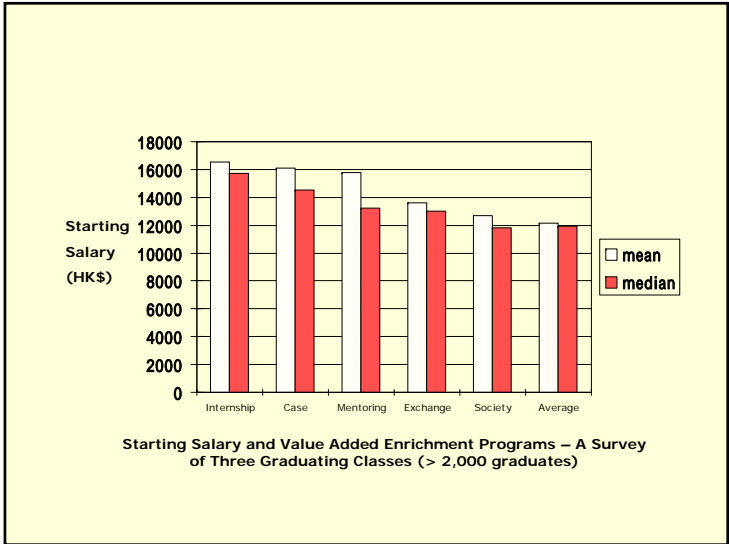
- To become a global leader in key research areas: nanoscience, biotechnology, electronics, sustainable development, and business management
- To establish new Schools and Institutes:
  - \* Institute for Advanced Study
  - \* School of Innovation and Technology Management
- To provide broader, more flexible curricula , human skills training and extensive international exposure
- To build new teaching facilities, cultural center, halls of residence and student complexes

### Enrichment Programs

- Soft skills
  - Communication skill
  - Global perspective
  - Independence
  - Leadership
  - Teamwork
- Enrichment Programs
  - Exchange Program
    - (30% of UG student body)
  - Internship
  - Case competition
  - Business Mentoring







## **Promoting Study Abroad Programs to Domestic Students About Our Engineer Training & Research Innovation Program (ETRIP)**

-New Outbound (Study Abroad) Program in Science & Technology Fields-

**Tsutomu Yoshii**

Director of International Planning Division, Kyoto Institute of Technology

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### **ABSTRACT**

The International Educational Activity in Higher Educational Institutes in Japan, including our university, has long been more-or-less focused in accepting foreign students into our educational system, from bachelor's level to Post-Doc's level, and internal organizations in university have been constructed to serve the needs of "visiting (inbound)" students. KIT has settled foreign students division and prepared several teaching staffs to take care of them both in academic and private life.

Our institute is a small-sized and strongly Science/Technology-oriented university. For many years we have 150-200 foreign students in the campus, from a variety of country. Although more than half has always been from China, its ratio is gradually decreasing. (Panel 1)

The inter-university agreements had traditionally been promoted by very personally active teachers through personal friendship with a researcher in the counterpart university. Its main purpose has been the active exchange of researchers and research developments, although most of the agreements are attached with student-exchange memoranda.

After KIT open the International Planning Division (2002) and the International Exchange Center (2004), we have changed our policy of International Activities to be unified and promoted from the Total University View. As of January 2006, we have 40 agreement universities and institutes, and 3 to 5 new member are coming every year. This number is not surprising at all. Even we make efforts to focus on "living" exchange programs, still "resting" programs remain in this number.

From around the beginning of this new Century, there have been very active nation-wide discussion and reports stating that we Japanese should be able to USE ENGLISH as an international communication tool. In some book, the speaker can hit the sentence "the author found medical doctors and engineers can speak English better than English teachers". Needs or necessity to communicate in English is actually very high for these people. The graduates from our Institute are mainly entering into various industries and our

present industrial environments are not limited within the country of Japan. Thus we have gradually changed our English education into cultivating the ability of English usage for these 10 years. Besides the funding support for study abroad from the national government, we introduced our own supporting system by using KIT Centennials fund. However, the number of students who try to go and study abroad is not drastically increasing. And, as another weakness, the studying field of the out-bounding students is very partial. (Panel 2)

The research activity of our teacher is highly international. For example, during 2004/2005, our teachers have been abroad, mainly to attend academic meetings, to collaborate with their international co-researchers, or to make dispatch education in the partnership universities, 1.5 times in average and stay there for 8 days. These activities are partly reflected onto the result of the program dispatching our students to international academic meetings held outside Japan, for which we also make a partial support from 2002, and the field of the students utilizing this support is much more wide. (Panel 2)

As a famous saying tells, Even a beggar on a street of New York City can speak English (American) to earn money, the crucial point is sending them in the surroundings which “forces” them to use English. From this very simple idea, coupled with the high international activity of our teaching staff, we have planned a new out-bound (study abroad) program in science & technology fields (Engineer Training & Research Innovation Program: ETRIP). Fortunately, three-year term financial support was approved by MEXT and the program started last June.

ETRIP is composed of three subprograms. The mainly enrolled students are those in the master course of the graduate school. Like most other schools of engineering, the very high percentage of KIT bachelors are going into master course, and the main “graduates” from KIT are MS.

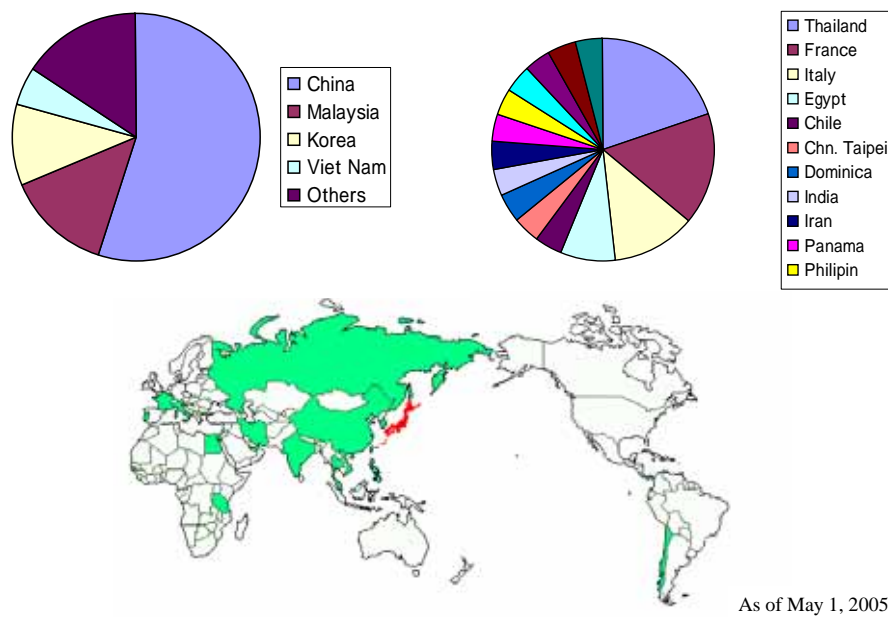
The first subprogram is “Research Study under Ex-campus Supervisor in Partner Institutes”, and the second one is “Participation in Dispatch Education at Partner Institutes”. One key point is in that the best use of the friendship relation with our agreement universities is involved. The results of the first year activity is shown in Table 1. For both of these subprograms, additional option can be attached. That is a short international internship at partner companies. As one can easily understand, fairly high portion of our alumni in industry is actually working abroad and the students would be “sent” to similar facilities after getting their job. Some might be hired directly by a foreign-affiliated firm. Even a short term, the experience of “working” in a global business should be very precious.

The third subprogram is the total reforming of our English education. This enrolls both graduate and undergraduate students. Each items for this subprogram is not very new. They include the qualification by standard test (TOEFL, TOEIC etc) to be used in regular

education/examination, concerted English /engineering education, and the KIT intensive course of English at partner university. The key point, if might be mentioned, is that all these items are streaming down to the first and the second subprograms.

Our new trial has just started and the actual fruit should be carefully verified, but the questionnaire filled by the students who participated this program (irrespective to the subprogram) tells that these actions are very valuable and effective to promote their motivation. We will expand the country, institutes and the number of participants in coming second year.

Panel 1 International Educational Activities in KIT (1)  
Oversea Students in our Campus



Panel 2 International Educational Activities in KIT (2)  
Oversea Study of our Japanese Students

Standing	Study Abroad			Temp. Absence			Short Term Dispatch		
	Grade	B	M	D	B	M	D	M	D
School Year	01	0	2	0					
	02	0	4	0	2	0	0	2	2
	03	1	0	1	6	1	0	3	1
	04	2	3	0	14	2	0	1	6
	05	3	2	0	10	4	2	9	13
<b>Total</b>	<b>18</b>			<b>41</b>			<b>37</b>		

Field	No.
Architecture & Design	15
Mechanical E	1
Polymer Sci.	1
Chemistry	1

Country	No.
France	8
Germany	4
England	1
Spain	1
Italy	1
USA	1
China	1
Thai	1

Field	No.
Polymer Sci.	11
Mechanical E	8
Electronic E	6
Adv. Fibro E	5
Appl. Biology	4
Chemistry	3

Table 1. ETRIP 2005/2006

Subprogram	Country	No of Students	Total Days
1	USA	4	364
	UK	1	90
2	Thai	2	26
	Viet Nam	6	72

Polymer Sci.	2
Mechanical E	1
Design E	1
Fibro E	1

App. Biology	5
Polymer Sci.	3

## University Administrators Workshop:

Towards greater internationalization  
of university

March 16-17, 2006 Kyoto University Kyoto Japan

YOSHII, Tsutomu  
Director of International Planning Division  
Kyoto Institute of Technology  
National University Corporation

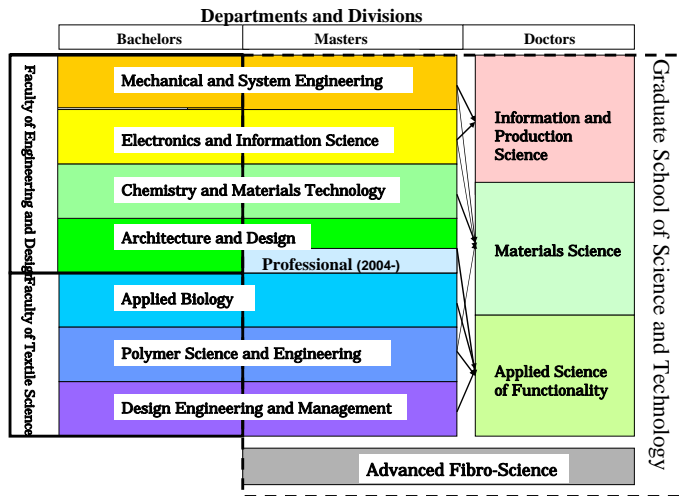
1

## The entire staff of the International Planning Division, KIT



2

## KIT Now



## Number of Staff

	F. Eng. Des.	F. Tex. Sci.	Grad. Sch.	Centers	Total
Teaching Staff	169	92	24	15	300
Administration					150
Total					450

## Whole Student Body

Undergraduates:	
Faculty of Engineering and Design	2,290
Faculty of Textile Science	1,027
Total	3,317
Graduates:	
Master's Degree Programs	899
Doctor's Degree Programs	177
Total	1,076
Grand Total	4,393

(As of May 1, 2005) 4

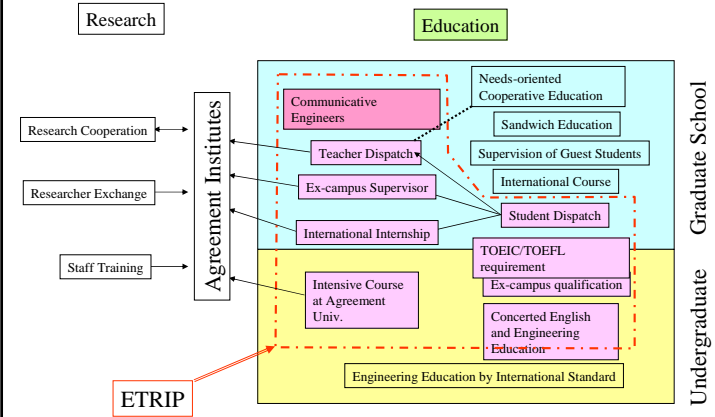
## Enhancing international programs for students

- Promoting study abroad programs to domestic students

**ETRIP**  
 Engineer Training  
 & Research Innovation Program

5

## Total Image of International Activities in KIT



6

## Engineer Training & Research Innovation Program (ETRIP)



Aim: Training and Promotion of Internationally Communicative Engineers

### Graduate Student

- Research Study under Ex-campus Supervisor in Partner Institutes
- Participation in Dispatch Education at Partner Institutes
- International Internship at Partner Companies



### Undergraduate Student

- Qualification by Standard Test and Use in regular Education/Examination
- Concerted English and Engineering Education
- Intensive Course at Agreement Univ.



7

## International Educational Activities in KIT Oversea Study of our Japanese Students

Grade	Study Abroad			Temp. Absence			Short Term Dispatch	
	B	M	D	B	M	D	M	D
01	0	2	0					
02	0	4	0	2	0	0	2	2
03	1	0	1	6	1	0	3	1
04	2	3	0	14	2	0	1	6
05	3	2	0	10	4	2	9	13
<b>Total</b>	<b>18</b>			<b>41</b>			<b>37</b>	

Field	No.
Architecture & Design	15
Mechanical E	1
Polymer Sci.	1
Chemistry	1

Country	No.
France	8
Germany	4
England	1
Spain	1
Italy	1
USA	1
China	1
Thai	1

Field	No.
Polymer Sci.	11
Mechanical E	8
Electronic E	6
Adv. Fibro E	5
Appl. Biology	4
Chemistry	3

8

## Education Program for KIT Graduate School Students

ETRIP	2005
Students	13
Researchers	9

## Partner Institutes <sup>(1)</sup>

RA: 5 supervisors ; arrangement, direction  
5 students ; research assistant

- Georgia Institute of Technology
- North Carolina State University
- Polytechnic University
- University of California, Davis
- University of Leeds

10

## Partner Institutes <sup>(2)</sup>

TA: 4 supervisors ; Dispatch Lecture  
8 students ; Teaching Assistant

- Chulalongkorn University
- Mahasarakham University
- University of Natural Sciences, Viet Nam National University – Ho Chi Minh
- Cantho University
- University of Dalat

11

## Education Program for KIT Undergraduate Students

ETRIP	2005
Students	14
Researchers & Others	2

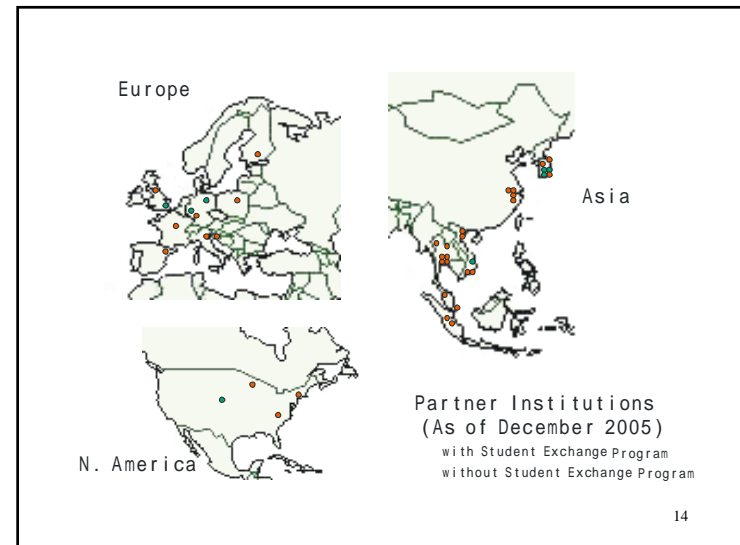
12



# Partner Institute

- Intensive Course at University of Leeds in UK
  - General English Program
  - Academic English Program

13



14

## Academic Exchange Programs with Universities and Institutions

■ Europe	11
■ North America	4
■ <u>Asia</u>	<u>24</u>
total	39

15

Thank you.



16

## **Promoting Study Abroad Programmes to Domestic Students**

**Lee Lai To**

Deputy Director, International Relations Office, National University of Singapore  
BlkE3A, Level 4, 7 Engineering Drive 1, Singapore 117574  
polleelt@nus.edu.sg

### **ABSTRACT**

The National University of Singapore (NUS) vision is to become a Global Knowledge Enterprise – building synergies between education, research and entrepreneurship. Study abroad programmes are one form of globalisation that will allow NUS to be a step nearer to its vision. The student exchange programmes require NUS undergrads to spend 1 or 2 semesters at an overseas partner university for exposure to a different education system, way of life and culture. What then are the difficulties and challenges faced by NUS International Relations Office (IRO) and how IRO manages to overcome the problems of encouraging students to venture abroad? The speaker will share with the participants the challenges and possible solutions to overcome the obstacles.

# VENTURING FORTH

Promoting Student Exchange Programmes



16 March 2006

International Relations Office



## Overview

- NUS International Relations Office and Student Exchange Programmes
- Difficulties and Challenges
- Overcoming problems and encouraging students to venture forth

16 March 2006

International Relations Office



## NUS International Relations Office

- NUS and Global Education
- NUS International Exchange Programmes
- IRO's role in the University
  - Persuading students to spend a semester or semesters abroad

16 March 2006

International Relations Office



## Challenges - Language

- English as working language in Singapore
- Students choosing to go only to universities of the English medium
- Imbalance in distribution of applications



16 March 2006

International Relations Office

## Challenges – Modules Mapping

- Incompatibility between NUS modules and modules offered by partner universities
- Students unwillingly to pursue studies in countries where courses are credited differently

16 March 2006

International Relations Office

## Challenges – Cost and Funding

- Students are unable to afford the costs of living
- Sourcing for funding necessary for poorer students to have equal opportunity
- Insufficient Funding

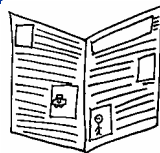


16 March 2006

International Relations Office

## Overcoming Obstacles

- Information removes doubt, and thus also eradicates fear
- NUS IRO aims to provide as much information as possible
- Staff support, Student Exchange library, promotional events



16 March 2006

International Relations Office

## Overcoming obstacles Ct'd

- Organising talks and lectures
  - Briefing on Exchange Programmes
  - Introductions by member universities
  - Country studies
  - Targetting specific student groups e.g. students in foreign language classes

16 March 2006

International Relations Office

## Overcoming Obstacles ct'd

- International Exchange Day
  - Annual event: 1<sup>st</sup> Semester of Academic Year
  - Showcases of partner universities according to regions

16 March 2006

International Relations Office

## Overcoming Obstacles Ct'd

- Awareness Campaign
  - China: Catch the Panda Campaign 2005
  - A marriage of enticing publicity, educational forum and informational exhibitions



16 March 2006

International Relations Office

## Overcoming Obstacles Ct'd

- Funding
  - Collaboration with local banks and foundations to provide partial funding
  - Nevertheless, amount is still minimal and this remains the biggest obstacle

16 March 2006

International Relations Office

## Success?

- The number of students who have been on student exchanges has been increasing steadily over the last few years.
- IRO still aims to increase the proportion of students going to non-English medium universities.

16 March 2006

International Relations Office

## **Promoting study abroad programs to domestic students**

### **Makoto Sagane**

Deputy Managing Director, Division of International Affairs, Ritsumeikan University  
56-1, Toji-in, Kitamachi, Kita-ku, Kyoto, 603-8577, Japan  
m\_sagane@st.ritsumei.ac.jp

### **ABSTRACT**

- About Ritsumeikan Academy
- The Third Stage of Internationalization at Ritsumeikan Academy
- Multicultural Campus Environment
  - Study in Kyoto Program
  - Japan & World Perspectives Programs
  - Ritsumeikan Summer Japanese
  - Master courses in English
- International Cooperation Activity
  - JICA, JBIC
- Ritsumeikan Study Abroad Program
  - 5 Weeks Study Abroad Program
  - Ritsumeikan-UBC Academic Exchange Program
  - Dual Undergraduate Degree Program with American University
  - Other Programs
- To promote study abroad programs to students
  - Program varieties
  - Credit approval
  - Scholarships
  - Future network ( including alumni association)
  - Career development

**RITS**  
立命館大学

*University Administrators Workshop: Towards greater internationalization of universities*  
March 16-17, 2006 Kyoto University

**Session 2. Enhancing International Programs for Students**  
**(4) Promoting Study Abroad Programs to Domestic Students**



*Nurturing internationalized students  
and staff mind*

1

**RITS**  
立命館大学

**History of Internationalization at Ritsumeikan**

First stage  
1985 International Center  
1988 Faculty of International Relations

Second stage  
2000 Ritsumeikan Asia Pacific University  
2000 ARISE2000

Third stage  
Mid term planning

**RITS**  
立命館大学

**International Cooperation Program**  
**ARISE 2000**

***From Building People's Capacity  
to Encouraging Development***

**Nurturing internationalized students and staff minds**

**Creating a multicultural campus environment**

**Taking an active part in setting global standards in education**

**Strengthening the Academy's capacity to serve the international community**

**RITS**  
立命館大学

**The Ritsumeikan Global Network**

Building academic ties with universities and educational/ research institutes around the world.  
Collaborative relationships with one hundred and eighty-seven universities and educational / research institutes in forty three countries and areas. <As of May 2005>



Overseas offices in Vancouver, Seoul, Jakarta, Shanghai

<As of May 2005>

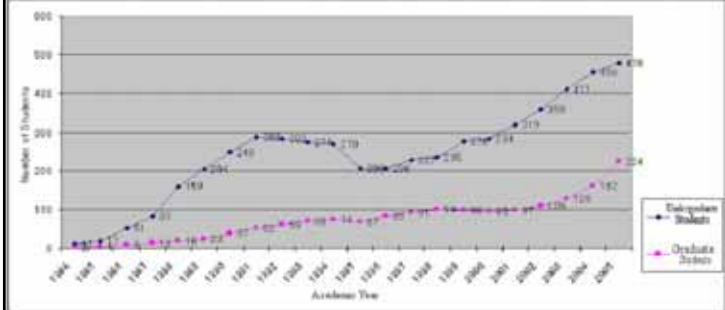
### Multicultural Campus Environment at Ritsumeikan

- Degree Seeking International Students
- Non Degree Seeking Program ( SKP: Study in Kyoto Program )
- Graduate Degree Programs Offered in English
- Summer Japanese Program
- Foreign faculty and staff
- Visiting scholars
- Foreign guests
  
- Outgoing Study Abroad Program



### Degree Seeking International Students at Ritsumeikan University

RU accepts more than 700 regular international students each year.



### Graduate School Programs

#### Degree Programs Offered in English

- Master's / Doctoral Programs in International Technology & Management at the Graduate School of Science and Engineering Global Cooperation Program (M.A.)
- at the Graduate School of International Affairs
- Master's Program in Economic Development at the Graduate School of Economics
- M.A. in Regional Policy and Planning at the Graduate School of Policy Science

#### Full Scholarship Programs

- Japanese Government (Monbukagakusho: MEXT) Scholarships
- Japanese Grant Aid for Human Resource Development Scholarship Program (JICA: Japan International Cooperation Agency)
- Asian Development Bank (ADB) Scholarship

#### Non-Degree Graduate Program

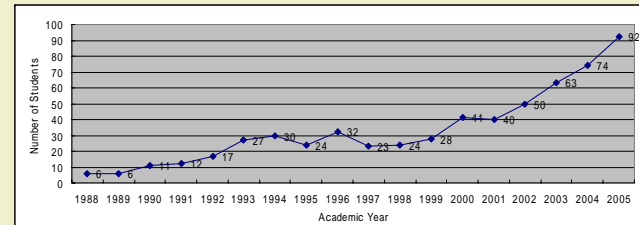
- International Advanced Studies Program

### Study in Kyoto Program (SKP)

#### Non-Degree Seeking Students at Ritsumeikan University

- Students from Ritsumeikan's partner institutions
- Students who share an interest in Japan
- Japanese language courses & Japan studies

Ritsumeikan accepts more than 80 international students in this program each year.





## Japan and World Perspectives Program (JWP)

Adopted by the Ministry of Education, Culture, Sports, Science and Technology in the category of "Cultivating the Ability to Use English in the Workforce" for the "2004 Program to Support Efforts to Meet Contemporary Education Needs."

Mixture of lecture, tutorial, and discussion in English

Japanese students and Study in Kyoto Program students learn together in the same classroom environment



## Ritsumeikan Summer Japanese Program

Comprehensive introduction to Japanese language and culture

Intensive Japanese language classes

Academic fieldwork

Cultural extracurricular activities



## Growing up in International Education

Starting Year	Program	Starting Year Statistics	2004 Statistics
1986	Intercultural Programs	2 countries, 3 universities, 81 students	12 countries and areas, 13 universities, 327 students
1986	General Agreement	4 countries, 4 universities	44 countries and areas, 185 universities and institutes
1987	Student Exchange (Outbound)	1 country, 2 universities, 4 students	17 countries and areas, 34 universities, 53 students
1988	Student Exchange (Inbound)	3 countries, 4 universities, 6 students	15 countries and areas, 27 universities, 74 students
1989	Japanese Language and Culture program (2~5 weeks)	16 students	115 students
1991	Ritsumeikan UBC Academic Exchange Program	100 students	100 students
1992	Sub-Major Programs in Foreign Languages	4 languages, 272 students	6 languages, 814 students
1994	American University, Dual Undergraduate Degree	26 students	22 students
2001	International Institute, Study Abroad Program	5 countries, 4 universities and 1 institute, 61 students	6 universities and 2 institutes
1986	Foreign Faculty Members	6 faculty members	107 faculty members
1986	International Students (Degree Program)	60 students	618 students

## International Cooperation Activities

Special Research Seminar for Administrators from Chinese Universities (JBIC)

Teacher-Training Programs for the Education of Vietnamese Children with Special Needs (JICA)

Training Courses in Citizen Participation for the Preservation of Townscapes (JICA)

Improvement of Plantation Living Conditions through the Use of Alternative Technology (JBIC)

Indian Ocean Tsunami Disaster Reconstruction Assistance (Ritsumeikan)

\*Elementary school reconstruction in Sri Lanka and Indonesia

\* International symposium on What must universities do in the event of disaster? Roles and Responsibilities

\* Human resources development



**Ritsumeikan University Study Abroad Programs NO.1**

Major Study Abroad Programs.

**Ritsumeikan University – American University Dual Degree Program (2 years)**

Can obtain dual undergraduate degree from RU & AU in four years.

**Exchange Program (1year)**

Students take regular classes in their specialty at 37 universities around the world.

**Ritsumeikan UBC Academic Exchange Program (8 months)**

Dispatch one hundred students each year for the program co-developed with UBC.

**Intercultural Program ( 5 weeks)**

Various courses in English, German, French, Spanish, Chinese and Korean speaking countries.




U B C : University of British Columbia

**Ritsumeikan University Study Abroad Programs NO.2**

Major Study Abroad Programs.

**Ritsumeikan - University of Washington, 1 Semester Program**  
**Ritsumeikan - Macquarie University, 1 Semester Program**

**Ritsumeikan - Boston University, English Seminar Program (5 weeks)**


**Ritsumeikan – Simmons College, “USA and South East Asia” Program (5 weeks)**

**Ritsumeikan – Showa Boston “Culture and Society Survey” Program (5 weeks)**

**International Institute, Overseas Program ( 5 weeks)**

Various courses in English and practical field studies in the world.

**Independent overseas programs offered through each college (2 ~ 4weeks)**

U B C : University of British Columbia

**Promoting Study Abroad Programs to Domestic Students NO.1**

University Policy  
 & the policies of each college and graduate school  
 Multicultural campus and student mobility  
 Program Varieties  
 Language Proficiency  
 Credit Approval  
 Scholarships  
 Career Development  
 Future Network

**Promoting Study Abroad Programs to Domestic Students NO.2**

Language Education Program  
 & Center for Language Acquisition

Study Abroad Fair: Spring and Autumn

Information: Web site, Leaflets, students volunteers . . .

\* Internationalized staff mind and mobility . . .  
 To be continued in tomorrow’s session  
 Thank you very much!




Makoto Max SAGANE  
 Deputy Managing Director,  
 Division of International Affair  
 RITSUMEIKAN UNIVERSITY

# **Roles of International Affairs Division in Developing Internationalization of Kasetsart University**

**Phacharavadee Paerattakul**

Director, International Affairs Division, Kasetsart University  
Bankok 10900, Thailand  
fro@ku.ac.th

## **ABSTRACT**

Internationalization has become integral to the current policy of Kasetsart University, most of university activities are hence necessary to conform to the university policy. International Affairs Division, one of university's support units, has helped providing essential information for administrator's decision-making. With regard to internationalization, International Affairs Division has conducted a research on developing internationalization of Kasetsart University.

The focus of this research has been emphasized on analyzing current status of students in universities of Thailand including Kasetsart University; the National Social and Economic Development Plan and policies; international education trend in Thailand; case studies in international universities and related theoretical frameworks. It has been found that the standard of internationalization has not yet been identified. Normally, some foreign universities always obtain and follow international policy of their respective countries while the others are influenced by global diversity. Nevertheless, most researchers in Thailand have emphasized their studies on the suitable and acceptable components related to being internationalization in higher education. In accordance with the research results, there are 6 components together with 33 indicators as follows:

### **Component 1 Plan and Policy on Internationalization**

- |           |   |
|-----------|---|
| Indicator | 1.1 Vision and Policy                       |
|           | 1.2 International Perspective               |
|           | 1.3 Personnel Participation                 |
|           | 1.4 Supporting System and Regulation        |
|           | 1.5 Supporting Resources                    |
|           | 1.6 World Standard Quality Assurance System |

## Component 2. Curriculum

- Indicator
- 2.1 Using English Language as the Medium
  - 2.2 Transferring Credit Recognized Internationally
  - 2.3 Providing the International Perspective
  - 2.4 Providing Perspective of Global and Regional Comparison
  - 2.5 Providing International Content
  - 2.6 Encouraging the Modernization
  - 2.7 Assessing and Developing Curriculum System

## Component 3. Lecturer

- Indicator
- 3.1 Academic Qualification
  - 3.2 International Joint Research Experience
  - 3.3 Foreign Language Proficiency (English)
  - 3.4 International Seminar Participation
  - 3.5 Academic Article Publishing in International Journal
  - 3.6 Exchange Student/Lecturer Program Experience with Foreign University
  - 3.7 Proportion of Thai and Foreign Lecturers

## Component 4. Student

- Indicator
- 4.1 Proportion Thai and Foreign Students
  - 4.2 Language Proficiency (English)
  - 4.3 International Seminar Participation
  - 4.4 Graduate Quality Recognition

## Component 5. Academic Facility

- Indicator
- 5.1 Enhancing World Standard Library
  - 5.2 Strengthening Information Technology System
  - 5.3 Providing Modern Learning Equipment
  - 5.4 Organizing Academic Achievement Exhibition

## Component 6. International Environment

Indicator	6.1 Supporting the Participation of Personnel and Students in International Seminar
Programs	6.2 Supporting and Encouraging Exchange Personnel and Student Programs
Activity	6.3 Encouraging the International Student Club Activity 6.4 Enhancing International Consortium and Network Collaboration Activity 6.5 Expanding International Student Funds 6.6 Providing International Dormitory

Obviously, the above components and indicators will at least become the outline for International Affairs Division to develop relevant strategies suitable for Kasetsart University to be internationalization in the coming decade. On the other hand, this still illustrates the significant role of International Affairs Division in assisting university's policy decision makers to accomplish the achievement in internationalization in Kasetsart University in the year 2016.

## Role of International Affairs Division in Development Internationalization in Kasetsart University

Miss Phacharavadee Paerattakul  
 Director, International Affairs Division  
 Office of the President  
 Kasetsart University  
 Thailand

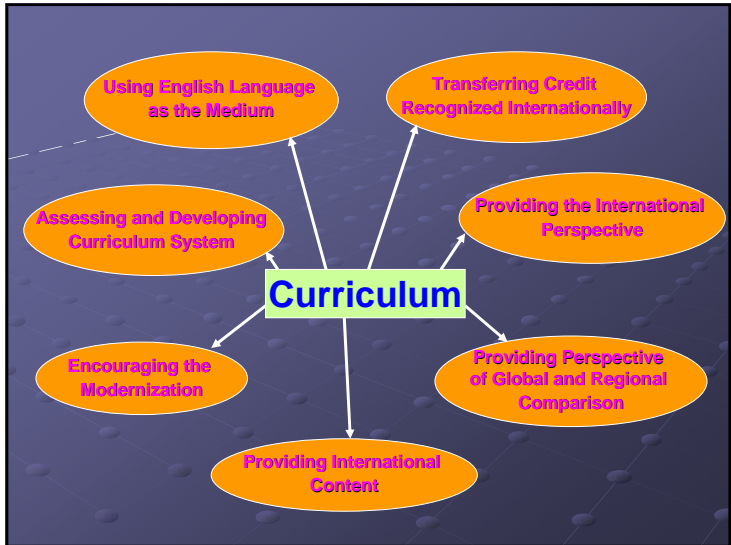
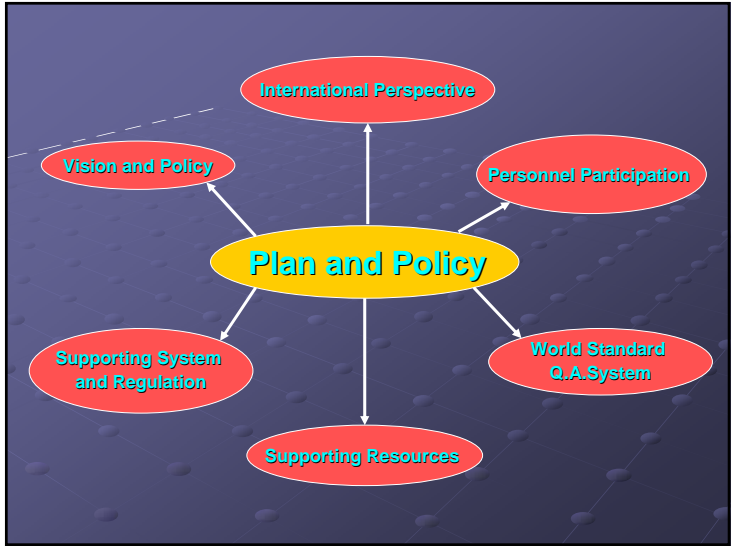
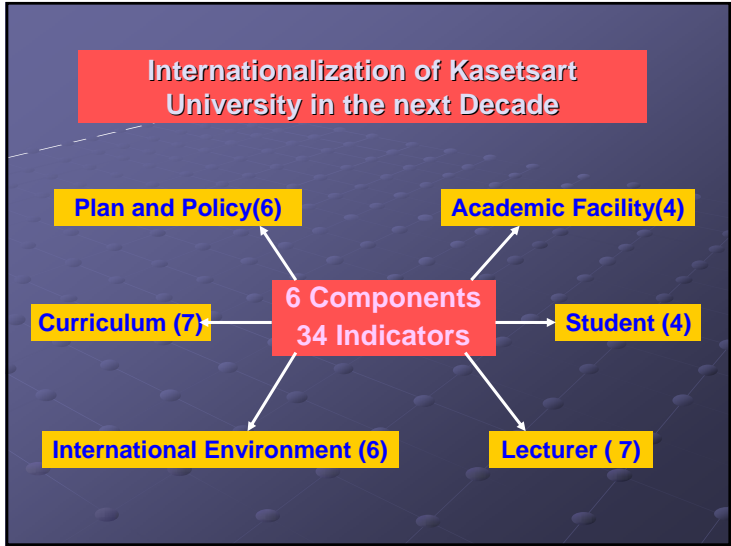
Present at *The University Administrators Workshop "Towards Greater Internationalization of Universities" Kyoto University Japan*  
 March 16-17 2006

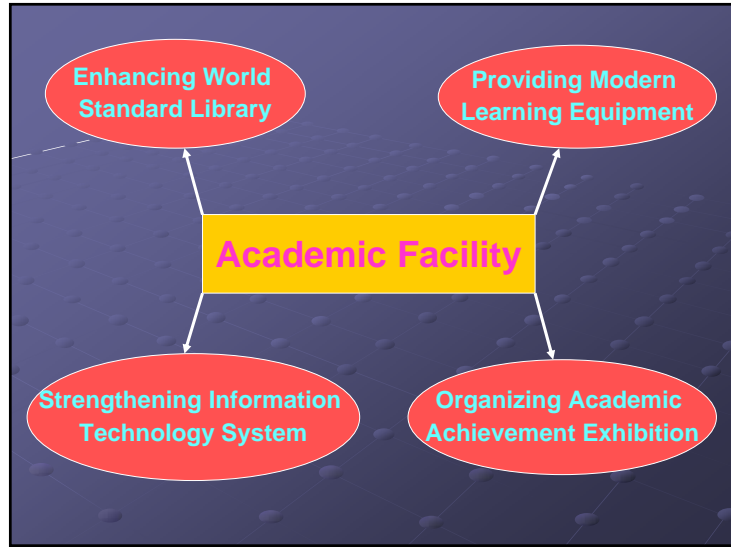
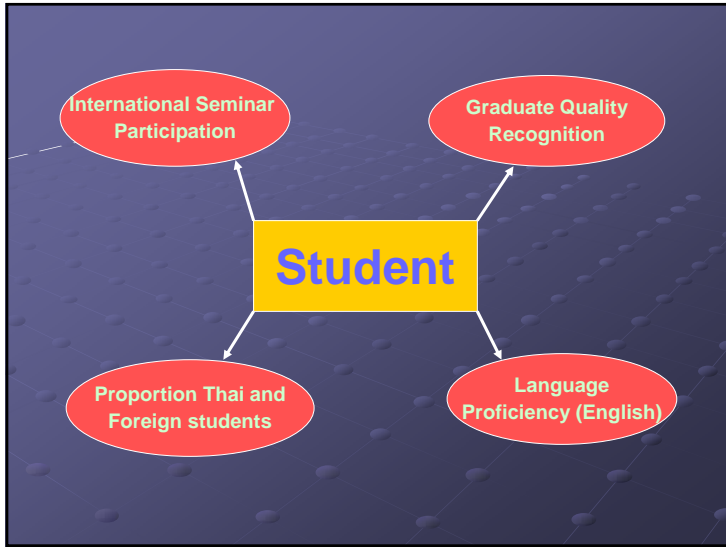
## Role and Responsibility of International Affairs Division, Kasetsart University



## University Research Funds







**Thank you**

For more information, you can visit our website at

<http://www.ku.ac.th>

<http://www.intaff.ku.ac.th>



**University-level policy making on International Affairs  
and  
the Role of the International Affairs Office  
- Focused on POSTECH Experience-**

**Jung-Hee Yang**

Manager of International Affairs Office,  
Pohang University of Science and Technology (POSTECH)  
San 31, Hyoja-dong, Yuseong-gu, Darjron, 305-701, Republic of Korea  
jhyang@postech.ac.kr

**ABSTRACT**

Pohang University of Science & Technology (POSTECH) was established in 1986 by POSCO as the first research-oriented university in Korea. Modeling the structure of CALTECH, POSTECH is heading towards a small in size but excellence in quality to achieve (its) the goal of becoming a world-class university. The idea of internationalization underlies POSTECH's founding goals which are; providing quality education to a small number of students to produce world leaders and fostering advanced research in cooperation with world-class universities. Therefore, university-level international policy has been planned, decided and implemented aligned with university's long-term development plans. In this section, how we develop university policies and what we are doing on international affairs, and accordingly the R & R of international office will be presented focusing on POSTECH experience.

# University Policy Making on International Affairs & Role of International Office

Pohang University of  
Science and Technology

March 17, 2006



[www.postech.ac.kr](http://www.postech.ac.kr)

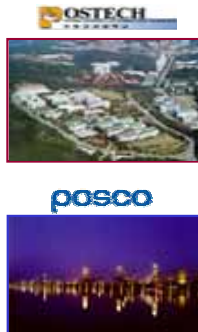
- . POSTECH Overview
- . University Policy on International Affairs
- . R & R of International Office



## Location of POSTECH

. Overview

- Located in Pohang on the southeastern coast of Korea
- Pohang is also home of POSCO\*



\* POSCO: Former Pohang Iron and Steel Company



## Campus

. Overview

- 163.8 Ha (1,638,135 m<sup>2</sup>) Land area
- 32.5 Ha (325,362 m<sup>2</sup>) Buildings area



(1) PAL: Pohang Accelerator Laboratory (2) RIST: Research Institute of Industrial Science and Technology  
(3) Under construction



## Vision & Founding Philosophy

. Overview



Thinking of Science, the Nation and the Future

4/26

POSTECH

## Chronology

. Overview

1986	■ Pohang Institute of Science and Technology opened as the first research-oriented university in Korea
1990	■ First Commencement Ceremony for Masters, conferring 82 MS degrees
1992	■ Graduate School for Information Technology, GSIT opened
1994	■ Pohang Light Source (3rd-generation accelerator: 2 GeV), PLS opened; large-scale accelerator designed by PAL staff ■ Official title changed to Pohang University of Science and Technology
1995	■ Graduate School of Iron & Steel Technology opened
1996	■ School of Environmental Science and Engineering opened
1998	■ <i>Asiaweek Magazine</i> * ranked POSTECH #1 among Asian Science & Technology Univ.
2001	■ Headquarter of the Asia Pacific Center for Theoretical Physics moved to POSTECH
2002	■ <i>JoongAng Ilbo</i> ** ranked POSTECH #1 among Korean universities ■ Selected as the "Excellent University for Educational Reform" by the Ministry of Education & Human Resources (7 years in a row)
2003	■ POSTECH Biotech Center (PBC) opened ■ <i>JoongAng Ilbo</i> ** ranked POSTECH #1 among Korean universities ■ Tae-Joon Park Digital Library opened
2004	■ <i>JoongAng Ilbo</i> ** ranked POSTECH #1 among Korean universities (3 years in a row)
2005	■ <i>JoongAng Ilbo</i> ** ranked POSTECH #1 among Korean universities (4 years in a row)

\* Published in Hong Kong \*\* Major Korean daily newspaper

Thinking of Science, the Nation and the Future

5/26

POSTECH

## Academic Programs

. Overview

- 10 Undergraduate Departments, 12 Graduate Departments
- Low Ratio of Faculty to Undergraduate Students : 1 to 6.1

<b>Undergraduate</b>	Chemistry, Life Sciences, Mathematics, Physics
	Chemical Eng., Computer Science and Eng., Electrical and Electronic Eng., Industrial & Management Eng., Materials Science and Eng., Mechanical Eng. (Division of Humanities and Social Sciences - liberal arts and humanities courses)

■ POSTECH admits 300 Undergraduate Students yearly who are the **Top One Percentile** of all graduating High School Students in Korea

<b>Graduate</b>	Chemistry, Molecular & Life Sciences, Mathematics, Physics
	Chemical Eng., Electrical & Computer Eng., Materials Science and Eng., Mechanical & Industrial Eng., School of Interdisciplinary Bioscience & Eng., School of Environmental Science & Eng.,
	Graduate School for IT, Graduate Institute of Ferrous Technology

		As of 2005	
<b>Faculty</b>	220	<b>Students</b>	3,010
<b>Researcher</b>	712	<b>Undergraduate</b>	1,348
<b>Staff</b>	204	<b>Graduate</b>	1,662
		<b>PAL</b>	131

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POSTECH

## Faculty

. Overview

- Walking on Two-Legs - Teaching and Research (3 or less courses per year)
- All Faculty Members earned Ph.D., 1 Distinguished & 6 Chaired Professors

<b>USA</b>	UC, Berkeley	(16)	U of Wisconsin-Madison	(9)	MIT	(8)
	U of Michigan	(7)	UIUC	(7)	UCLA	(7)
	CALTECH	(6)	U of Texas, Austin	(6)	U of Maryland	(6)
	Cornell U	(5)	Northwestern U	(5)	Carnegie Mellon U	(4)
	Brown U	(3)	SUNY, Stony Brook	(4)	U of North Carolina	(4)
	Stanford U	(4)	Princeton U	(3)	U of Pennsylvania	(3)
	Purdue U	(3)	Harvard U	(2)	Others	(75)
	<b>Korea</b>	KAIST (15)	Others (6)	<b>21</b>		<b>187</b>
	<b>Germany</b>	RWTH Aachen (1)	Others (3)	<b>4</b>		
	<b>Japan</b>	U. of Tokyo (2)	Others (2)	<b>4</b>		
<b>Canada</b>	U of Waterloo (1)	Others (1)	<b>2</b>			
<b>France</b>	U of Compiegne	1				
<b>UK</b>	UMIST	1				

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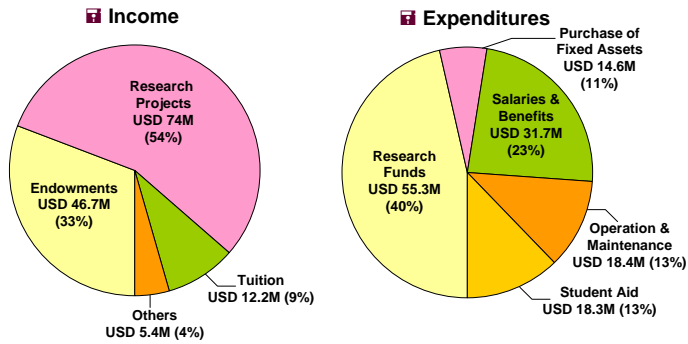
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## Annual Budget

. Overview

2004 Annual Budget\* : USD 138.3 Million



\* Pohang Accelerator Lab's Budget of USD 13M not included

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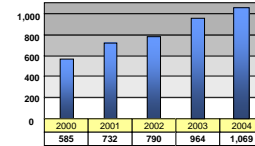


## Research Activities

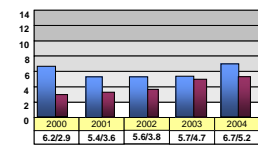
. Overview

Recent Research Facts(2000~2004)

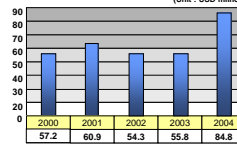
SCI Publication



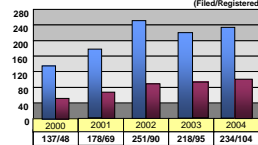
Publication / Faculty (Overall/SCI)



Research Grants (Unit : USD million)



Patent Release (Filed/Registered)



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. POSTECH Overview

. University Policy on International Affairs

. R & R of International Office

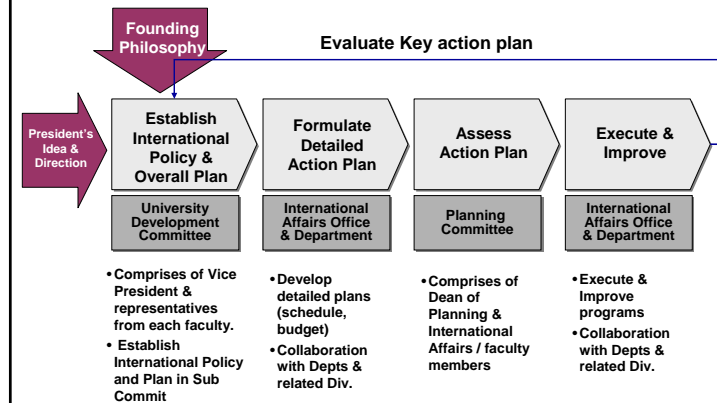
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## University Policy Making

. International Policy



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## POSTECH Vision 2020

International Policy

**Word-class Research-oriented University  
World's Top 20 by 2020**

**Objective**

- Foster S&T manpower with creativity, progressiveness and global leadership
- Continual generation of research achievements with high academic and industrial impact

**Strategy**

Interdisciplinary Cooperation   Internationalization   Selection & Concentration

**Founding Principles**

- Provide the best education to foster world leaders
- Perform cutting-edge research in science & engineering
- Serve the nation & contribute to the world's scientific community

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## Goal and Strategy

International Policy

**Goal**

**Academic Excellence**  
Growing up as a world-class research-oriented university through academic and research excellence

**Objective**

- Education** Training elite students with global background
- Research** Creating world-class research outcomes
- Administration & Infrastructure** Globalization of administration & Infrastructure

**Strategy**

**Global Campus:**

- Education and research globalization
- Create an environment and facilities convenient for foreigners

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## Action Plan

International Policy

**Education**

- Training elite students with global background
- Expand international education program
- Recruit international students
- Global Leadership Program
- Expand English lectures

**Research**

- Creating world-class research outcomes
- Strengthen international cooperation research
- Attract international research centers
- Recruit international faculty/researchers
- Invite world-renowned scholars

**Infrastructure**

- Globalization of administration & infrastructure
- Korean-English bilingual campus
- Research Infrastructure
- Information Infrastructure
- Build international complex

**International Cooperation Strategy**

**Action Plan**

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## University Development Key Indicators

International Policy

**University Development Key Indicators for POSTECH Vision 2020**

Field	University Development Core Objectives	POSTECH				Foreign Universities (2003)		
		2004	2007	2010	2020	Caltech	MIT	Harvard
<b>World Univ. Ranking (citation / faculty)</b>		56	50	40	20	1	5	4
<b>Research</b>	Noble Prize, Fields Medal (Professor & Alumni)	0	0	0	1	31	59	40
	Number of papers in Cell, Nature, Science (per annum)	3	7	10	20	70	75	190
	Science Citation Index (past 10 years)	5.93	7	10	15	18.9	19.9	26.4
	Outside research funds per faculty member (100million won)	4.1	4.7	5	7	5	6.8	7.2
<b>Education</b>	Income from technology transfer (100million won)	2	22	39	97	254	243	178
	Ratio of students to professor	5.6	5.0	4.6	4.3	3	6	8
	Classes with less than 20 students (%)	32	50	60	60	63	63	73
<b>Globalization</b>	Foreign professors (%)	3.2	10	15	20			
	Classes taught in English (undergraduate/graduate: %)	17/26	30/50	40/50	50/50			
<b>Funds</b>	Funds raised from alumni (%)	3.1	30	35	50	44	46	48

*Objectives reference: The Times, US News & World Report, JoongAng Daily Newspaper*

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POSTECH Overview

University Policy on International Affairs

R & R of International Office

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### Role of International Office

R & R of International Office

**Role of International Office**

- Planning and Implementing of International Programs
  - Plan and implement International programs which are more educationally effective and substantial
  - Build network with distinguished foreign universities
- Services for Supporting Campus International Activities
  - Services for Supporting globalization of campus in order for POSTECH to develop into a worldly recognized university institution

**Required Support**

- Secure Resources & Organization
- President's Will & Leadership

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### Responsibility of International Office

R & R of International Office

#### Programs & Services

International Cooperation	International Education	International Student	Service for International Scholars & Students	PR Materials
<ul style="list-style-type: none"> <li>Exchange &amp; Cooperate with Foreign Univ.</li> <li>Agreements</li> <li>AEARU</li> <li>International Visitors</li> </ul>	<ul style="list-style-type: none"> <li>Exchange &amp; Study Abroad Program</li> <li>Summer Program</li> <li>Language Training Program</li> <li>International Scholarship Program</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment</li> <li>Admission</li> <li>Support</li> <li>Incoming Exchange Students</li> <li>International Alumni</li> </ul>	<ul style="list-style-type: none"> <li>Visa</li> <li>International Community Web site</li> <li>Counseling</li> <li>Field Trip</li> <li>Host Family</li> <li>International Night</li> </ul>	<ul style="list-style-type: none"> <li>Prospectus</li> <li>Leaflet</li> <li>Guidebook</li> <li>Newsletter</li> <li>Home Page</li> <li>PR Video</li> </ul>

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### International Cooperation

R & R of International Office

Over 50 sister universities in 15 countries across the world

Country	Number of Universities	Universities
Russia	5	JINR, Moscow State Univ., Moscow Eng. Physics, St. Petersburg Electrical Univ., St. Petersburg State Polytechnical Univ.
Denmark	1	Technical University of Denmark
Germany	3	FU Berlin, RWTH Aachen, TU Berlin
UK	2	Imperial College, Univ. of Birmingham
France	8	EC de Nantes, ENSM de Paris, INP de Grenoble, INP de Toulouse, INSA - Lyon, UT Compiègne, ENSICAEN, Ecole Polytechnique
Switzerland	1	ETH, Zurich
Italy	1	Politecnico de Torino
Vietnam	4	Hanoi Univ. of Tech., Hanoi National Univ., Ho Chi Minh National Univ., VAST
China	13	Fudan Univ., Harbin Inst., Nanjing Univ., Northeastern Univ., Peking Univ., Shanghai Jiao Tong Univ., Tsinghua Univ., UESTC, USTB, USTC, Xian Jiatong Univ., Yanbian Univ. of Sci., Zhejiang Univ.
Canada	1	Univ. of Waterloo
USA	7	CALTECH, Carnegie-Mellon Univ., Univ. of Illinois, UC Berkeley, Univ. of Maryland, Univ. of Minnesota, Syracuse Univ.
Japan	6	Kyoto Univ., Kyushu Univ., Ritsumeikan APU, Ritsumeikan Univ., Tohoku Univ., Tokyo Tech
Taiwan	1	National Taiwan Univ.
New Zealand	1	Univ. of Auckland
Australia	3	Univ. of Melbourne, Univ. of Newcastle, Univ. of New South Wales

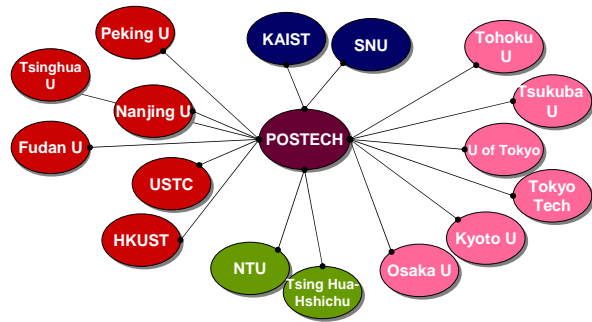
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## International Cooperation

R & R of International Office

### Association of East Asian Research Universities, AEARU

17 Universities in East Asia from China, Hong Kong, Japan, Korea and Taiwan  
Activities: 10 Science & Technology Workshops & 2 Student Camps per year



## International Education

R & R of International Office

### Exchange & Study Abroad Programs

#### Exchange Program (Semester and Year Programs)

In participation with over 50 universities around the world  
1989-2005 Students: 271 outgoing, 119 incoming

#### Summer Session Program

Courses or language training through summer programs in overseas universities  
2004-2005 Students: 173 outgoing

#### Language Training Program

English language training program for early entrance students  
2001-2005 Students: 224 outgoing

## International Education

R & R of International Office

### Worldwide Activity

#### AEARU (Association of East Asian Research Universities) Student Camp

Annual Student Camp by 17 AEARU member universities  
1997-2005 Students: 54 Outgoing

#### Bang Doshie Global Expedition

Funded with the endowment from Mrs. BANG Doshie  
2000-2005 Students: 46 Outgoing

#### Study Tour for Student Leaders

Visited several universities in abroad  
2004-2005 Students: 28 Outgoing

### Symposium

#### Cross Straits Symposium

Tri-party symposium for Graduate Students of POSTECH, Busan National University & Kyushu University

## International Student

R & R of International Office

### Composition of International Students

As of 2005

China (37)	Harbin Institute of Technology	1
	Peking University	1
	Shanghai Jiao Tong University	3
	Tsinghua University	5
	USTB	6
	Others	21
Vietnam (4)	Hanoi University of Science	3
	Hanoi University of Technology	1
India (2)	India Institute of Technology	1
	Others	1
Russia (1)	St. Petersburg State Univ.	1
Exchange (14)	USA, Canada, UK, Germany, Denmark, China, Taiwan, India	14
Total		58


### Career Advancement of International Graduates

- Professor
- Researcher
- Venture Company
- Korean Companies in their homeland such as LG and Samsung



**Service for International Student** R & R of International Office

POSTECH provides continuously committed support for International Students from airport pick-up to graduation



Admission	Study at POSTECH	Graduation
<ul style="list-style-type: none"> <li>• <b>Recruitment</b> <ul style="list-style-type: none"> <li>- Education Fair</li> <li>- Online consulting (homepage, e-mail)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Orientation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>International Alumni</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Application</b> (Send required documents to International Affairs Office)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Settle in at POSTECH</b> <ul style="list-style-type: none"> <li>- Advice on; Immigration</li> <li>- Governmental Regulations</li> <li>- Cultural &amp; Personal Matters</li> <li>- Provide information through English site for International Community</li> <li>- Korean Language Program</li> <li>- Cultural Field Trip</li> <li>- International Night</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>General Services</b> <ul style="list-style-type: none"> <li>- POSTECH Newsletter</li> <li>- e-mail service of Campus News</li> <li>- Homecoming events</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Admission</b> (Those admitted will receive an admittance notice around a month after the deadline)</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Entry to Korea</b> <ul style="list-style-type: none"> <li>- Support Immigration (Visa)</li> <li>- Airport Pick-up</li> </ul> </li> </ul>		

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**POSTECH Vision Accomplishment** Conclusion

Word-class Research-oriented University  
World's Top 20 by 2020

Best 10 research accomplishments  
by the year 2010

2006 New Leap (20<sup>th</sup> Anniversary)

Interdisciplinary Cooperation   Internationalization   Selection & Concentration

*Thinking of Science, the Nation and the Future* 25/26

**Questions & Answers** www.postech.ac.kr



**THANK YOU**

*Thinking of Science, the Nation and the Future* 26/26



# **University-level Policymaking on International Affairs and the Role of the International Affairs Office**

**Jie Yang**

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## **ABSTRACT**

Internationalization is obligatory to establish the top university in the world. In the same sense, the university-level policy on international affairs is of primary importance in the internationalization and further the comprehensive improvement of the university. To achieve greater internationalization of the university, the policy should be based on the individual situation of different universities, focus on the promotion of international cooperation and exchange programs between universities, which are, in fact, more of the exchange of ideas than of the exchange of academic knowledge, and be backed up by adequate human and other necessary resources.

The university international affairs office is a window for international cooperation and exchange activities in the school. The international affairs office, owing to its designated responsibilities, not only plays a strategic role in the university-level policy-making on international affairs, but also functions as the coordinator and executor in the implementation of the policy.

Key words: strategic policy; internationalization; exchange of ideas



## University-level Policymaking on International Affairs and the Role of the International Affairs Office

The University of Science and Technology of China

Jie Yang



## New Domestic and International Situations

1. The acceleration of the globalization process, the deepening of reform and the greater opening up of China;
2. The impact of rapid development of science and technology and knowledge economy in the world;
3. The conflict of different cultures and values;



## New Domestic and International Situations

4. The need to share the colorful world treasure of knowledge and culture with a global perspective and an eclectic attitude;
5. The awareness to extricate from the constraint of narrow nationalism.



## The Main Challenges of Universities in China

1. How to improve the teaching, research and knowledge transfer level;
2. How to maintain the competitive edge;
3. How to ensure the sustainable development ability.



## The Significance of a Sound University-level Policy on International Affairs

1. One of the university's self-development tactics in response to the changes to
  - create a globalized atmosphere on campus;
  - effectively use the available human and other resources;
  - improve the current teaching, research and knowledge transfer quality.



## The Significance of a Sound University-level Policy on International Affairs

2. Crucial to the greater internationalization of the university;
3. An integral part of the policy related to the comprehensive development and the caliber of the university.



## Features of an Internationalized University

1. A new internationalized ideology in school-running;
2. An internationalized administration;
3. An internationalized teaching and research staff;
4. An internationalized student population.



## The Necessity to Internationalize Chinese Universities

1. The late start, experience deficiency and lack of budget in modern higher education;
2. The current gap existent between China and western developed countries;
3. The significance of Internationalization of Chinese universities.



### Main Measures to Promote Greater Internationalization

1. Trying to make a sound international affairs policy as soon as possible;
2. Focusing on the inter-institutional cooperation and exchange programs to
  - pave the way for research and teaching staff to demonstrate their talents in the world arena;
  - cultivate internationalized students with advanced knowledge, an open mind and ambition;
  - develop administrative and managerial staff's awareness of internationalization;



### Main Measures to Promote Greater Internationalization

3. Creating a good environment to facilitate the internationalization of the school;
4. Providing sufficient backing of human and other resources for the implementation of the policy.



### International Affairs Office in International Cooperation and Exchange of the University

1. IAO is a window for international cooperation and exchange activities in the university;
2. IAO is a functional and service department;
3. The duties of IAO: Planning, management, coordinating and service provision.



### Responsibilities of the International Affairs Office

1. Planning for the university's international cooperation and exchanges in the policy-making;
2. Coordinating and providing information and service to enhance teaching, research ;
3. Managing the international cooperation and exchange programs;



### Responsibilities of the International Affairs Office

4. Establishing and maintaining relationship with relevant international organizations and the arranging relevant activities;
5. Applying for the approval of international conferences by the university;
6. Receiving important visitors and delegations and arranging visits to foreign countries by school delegations and leaders;



### Responsibilities of the International Affairs Office

7. Engaging foreign experts;
8. Assisting in the university's Chinese-foreign joint educational programs;
9. Managing foreign students work;
10. Using English to publicize school's development;
11. Arranging for public passports and visas for staff and student exchange programs.



### Some Additional Responsibilities of the Office in USTC

1. Helping with active participation in International organizations;
2. Assisting in the recruitment of talented staff worldwide;
3. Arranging and subsidizing young staff and students to take part in international activity;
4. Promoting credit transfer and the mutual recognition of academic certificates.



### The Role of International Affairs Office in University-level International Affairs Policy

1. The role of guidance and strategic importance in the policy-making process;
2. The role of executor in the implementation of the policy;
3. The role of coordinator in the implementation of the policy



## Summary

**University-level policy on international affairs is crucial to the greater internationalization of the university;**

**The policy should be made on a scientific basis and focus on promoting the internationalization of the university;**

**The multi-roles played by the International Affairs Office in university's international affairs policy are those of a plan drafter in the policymaking process, an executor as well as a coordinator in the implementation of the policy.**



**Thank You!**

## **Promoting Study Abroad Programs to Domestic Students -Fudan Experience-**

**Chouwen Zhu**

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### **ABSTRACT**

By the end of 2005, Fudan University has established significant cooperative ties or strategic partnership with 206 distinguished universities in 30 countries and regions. More than 800 enrolled students benefited from student-exchange programs in 2005. According to the “11<sup>th</sup> 5-year” development plan of Fudan, we would focus on building the international atmosphere in the campus by inviting more overseas scholars for teaching, lecture and joint research and by establishing more academic courses taught in English to attract more overseas students and offer more communicating chances for domestic students. In the same time, we are dedicated to creating various channels for domestic students to study abroad. Among them are:

- To broaden the spectrum of MOUs or Agreements on cooperation and exchanges with worldwide academic institutions in a variety of patterns including exchanges of students and faculty as well as joint academic and research projects including joint-degree programs
- To set up more special foundations from different resources to support excellent students to go abroad for further studies.
- To encourage students to participate in short-term exchange programs such as summer school, international internship and so on.
- To develop more opportunities for student-exchange programs with the local universities of Hong Kong and Macao, taking good advantage of geographical and cultural predominance with the two special administrative regions of China.

Our target is that the exchange-student number is expected to increase at the rate of 20% annually in the following five years, reaching 1500 in 2010.

# **Developing the talent of international affairs personnel -Fudan Experience-**

**Chouwen ZHU**

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## **ABSTRACT**

Fudan places internationalization in a strategic position in its course of “establishing a world-class university”. And staff training, including the training of cadres in foreign affairs and team construction, is an essential condition to realize internationalization. In the work, such as daily receptions, student exchanges, cooperation in international programs, invitation and administration of overseas experts, and transactions of exit and entry affairs, we strengthen the idea of “nothing is unimportant in foreign affairs” and enhance the overall view, the spirit of coordination, international consciousness and service attitude. Meanwhile, we establish the system of responsibility, advocating clarity of right and responsibility and close cooperation, and nurturing team and host spirit. In 2005, Fudan’s Centennial Year, 10380 overseas person-times visited Fudan, including 200 (person-time) university presidents. Fudan hosted 81 international conferences, sent more than 800 students and 2600 faculties or staffs abroad and employed 64 long-term foreign lecturers and 502 short-term lecturers. These figures have reached the record-high in internationalization of Fudan University, which, at the same time, also signify the great responsibility of us, the staff for international affairs.




March 2006, Kyoto  Fudan University

*University Administrators Workshop  
-Towards Greater Internationalization of Universities*

## Developing the Talent of Personnel for International Affairs

---- **FUDAN** Experience


**Dr. Chouwen ZHU**  
Deputy Director, Foreign Affairs Office  
Gastroenterologist, Clinical Epidemiologist  
Fudan University, China  
cwzhu@fudan.edu.cn

March 2006, Kyoto  Fudan University

## Fudan University

*A national-key comprehensive university covering social, natural and medical sciences*

- **Structure:**
  - 17 fulltime schools (colleges) with 70 departments
  - 9 affiliated hospitals
- **Total employees:** 6000 on campus and 8000 in hospital
- **Total full-time students:** 27000 (>1/3 graduates)
- **Education Academics:**
  - BA, BSc degrees in 75 disciplines
  - MA, MSc degrees of 209 disciplines
  - PhD degree in 135 disciplines
  - 25 Post-doctoral mobile stations



March 2006, Kyoto  Fudan University

## Strategic Planning

- Informationalization
- Internationalization
- Inter-disciplinary approach

March 2006, Kyoto  Fudan University

## Administration Offices for International Affairs in Fudan University

- **President / Vice President**
- **Foreign Affairs Office**
- **Foreign Students Office**
  - Registration for all int'l students
  - With special focus on non-exchange students
- **External Liaison and Development Office**
  - Alumni
  - Scholarship and fund raising
- **Human Resources/Personnel Office**
  - Overseas recruitment
  - Faculty/staff overseas training
- “Int'l Affairs Section/Division” in Office/College/School
  - Dean/vice dean, secretary

## Foreign Affairs Office

To manage, guide, coordinate, and provide service for any foreign-related work in the university

- Brief Introduction
- Staff Training



## Brief Introduction



[www.fao.fudan.edu.cn](http://www.fao.fudan.edu.cn)

## Motto in Practice

- Overall Perspective
- Coordinative Spirit
- International Consciousness
- Service Attitude with efficiency

**“Nothing is Unimportant in Foreign Affairs”**

## General Affairs Office

- **3 staffs**
- Routines & Logistic work of FAO
  - maintenance
  - phone, fax, mailing...
  - gift preparation
- Weekly reception schedule/program
- Monthly statistics and brief report
- Reception/catering/hotel preparation
- Other documentations and archives

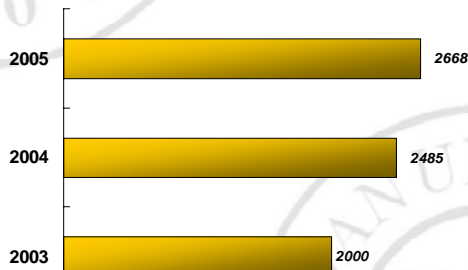
### General Affairs Office

- *Be familiar with all the issues related to university internationalization*
- *Keep good relationship with*
  - *President office, all other administration offices*
  - *All college/school offices, and*
  - *Administration office of Shanghai and Ministry...*
- *Work hard and efficiently*
- *Be patient*

### Passport & Visa Affairs Office

- **8 staffs on two campuses**
- Guidance, consultation and assistance for **Visa & Passport Application** Procedures
  - Officially-sent faculty/staff/student
  - Special application cases
- **Assistance to Fudan HR Office**
  - to select qualified faculties go overseas for Long-term or Short-term Exchange or sponsored programs and make operational plan
  - to conduct training courses & information announcement for outgoing faculties and students
- **Degree Notarization & Credit Report** in English for outgoing Alumni/current students

### Officially-sent Faculties & Students



2003: Decrease due to the outbreak of SARS

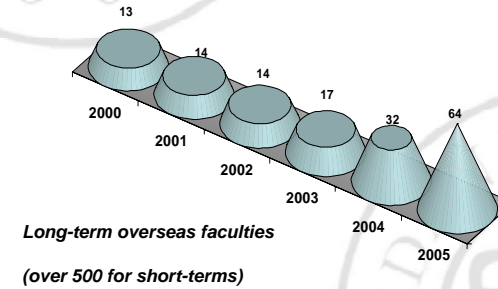
### Passport & Visa Affairs Office

- *Understand relevant laws, policies, regulations and rules*
- *Keep good relationship with Shanghai FAO, Ministry of Education...*
- *Be familiar with working procedure*
  - *Prompt response*
- *Work hard and efficiently*
- *Be patient*

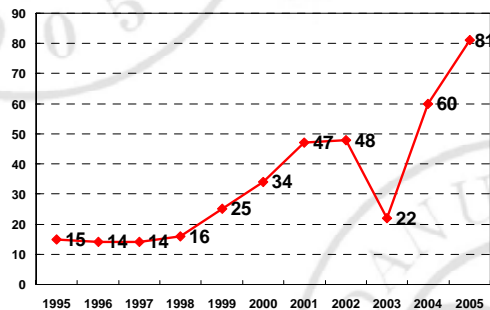
## Foreign Faculty Affairs Office

- **3 staffs**
- Employment of Long-term & Short-term Foreign Experts as Fudan Faculties
  - Different sources of funding
  - Requirements from college/schools
- **Honorary Titles** of "Honorary/Consulting/Visiting Professor", "Honorary Doctor", "Honorary & Consulting Researcher" and others
  - Review, report, issue and ceremonies
- **International Conferences**
  - Review/approval, review/application, co-organization, report
- **Visa Confirmation Sheets**
- Half-year, Annual and Five-year **Plans and Reports**
  - the State, Ministry of Education, Ministry of Science & Technology
  - Shanghai Municipality, Shanghai Personnel Bureau, Shanghai Education Committee
  - .....

## Overseas Faculties



## International Conferences



2003: Decrease due to the outbreak of SARS

## Foreign Faculty Affairs Office

- **Understand relevant laws, policies, regulations, rules and other information**
  - University strategic plan
  - Criteria and procedures for foreign faculties, honorary titles, int'l conferences
  - Requirements of the university/colleges
- **Keep good relationship with**
  - President office, all other administration offices
  - All college/school offices, and
  - Administration office of Shanghai and Ministry...
- **Work hard and efficiently**
- **Be patient**
- **Language requirement**

March 2006, Kyoto



Fudan University

## Hong Kong, Macao & Taiwan Affairs Office

- **2 staffs**
- **Reception** of scholars, teachers, students, social celebrities and other guests from Hong Kong, Macao and Taiwan Areas
- **Coordination** and assistance to the exchanges and enrollments of the universities in HMT areas
- Direct **involvement in the management** of teachers and students from HMT areas while in Fudan
  - From academics to daily life
- **Organizing** Fudan faculties/staffs/students to visit HMT universities
- Application for special funding exclusively for HMT affairs

March 2006, Kyoto



Fudan University

## Hong Kong, Macao & Taiwan Affairs Office

- **Clear Awareness of Laws, Policies, Regulations**
- **Keep good official and personal relationship with**
  - HMT Universities: President office, corresponding offices
  - Famous and influential persons in HMT areas
  - Administration offices, college/school offices in Fudan, and
  - Relevant Administration Offices of Shanghai and Ministry...
- **Work hard and efficiently**
- **Be patient**

March 2006, Kyoto



Fudan University

## International Exchange Office

- **10 staffs**
- **Inter-University Exchange**
  - Implement existed Agreements/MOUs
    - Personnel exchange, joint programs...
  - Explore and establish new partner relations
    - Requirements from internal and external
    - Background information, MOU/Agreement drafts
- **Reception for all guests**
  - Partner and non-partner-yet universities
  - Those assigned by ministries, governmental offices
  - Those Recommended by other universities or academic organizations or industrial/commercial institutions

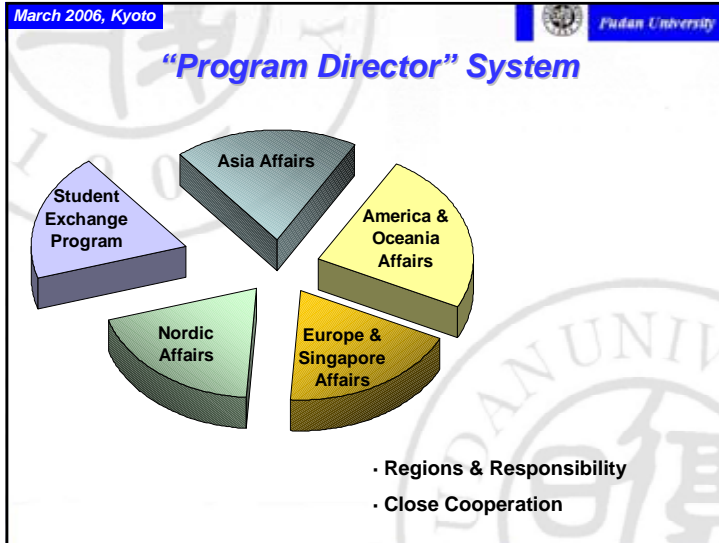
March 2006, Kyoto




Fudan University

## International Exchange Office

- **Communications and information supplier**
- **Promotion of Int'l Joint Programs and Projects**
- **Be familiar with**
  - foreign universities
  - State policies, Fudan strategic plan...
  - Fudan colleges, both administrative and academic
- **Teamwork and independence**
- **High language requirements** (verbal and written)
- **Work hard and efficiently with int'l consciousness**



- March 2006, Kyoto  Fudan University
- ## “Program Director” System
- Program Team
    - 1 senior + 1 junior
    - The senior as Program Chief/Director
    - Title with responsibility
    - The junior: after internship training before recruitment
    - Team involved in the collaborative events/projects in the region with relevant colleges in Fudan
    - Analysis, evaluation, suggestion, follow-up, report

- March 2006, Kyoto  Fudan University
- ## Internship Training
- Internship
    - University policy for students (undergraduates and graduates)
    - Work experience with slight payment
    - For new teacher/staff selection
  - Training in FAO
    - Relatively long-term and stable (>3m)
    - Language requirement
    - Follow “different tutors” for whole procedures
    - Active participation in reception, documentation and discussion
    - Relative fix the position in the later phase
    - Bidirectional selection

- March 2006, Kyoto  Fudan University
- ## Recruitment after Internship Training
- Fact:
    - 3/2003, 1/2004, 3/2005, (3/2006, more than 50 applicants)
    - All Master graduates
    - MA or BA major in Foreign Language & Literature (mainly English) or International Relations/Politics or Sociology
    - ~ 50% have overseas experience while being exchange students
  - Result:
    - Getting amiliar with FAO work very soon
    - Devoting to their work well

### Training while Practicing

- In grand **events**:
  - 2005 Centennial Celebration
  - Shanghai Forum
  - International University President Annual Meetings (APRU, U21, AEARU, APUPC, etc)
  - Top VIP receptions (2004-2005)
    - Argentina President, USA Vice President, Ireland Prime Minister, Singapore Senior Mentor
    - French former President, German former Chancellor
    - Ministers, vice ministers, Mayors, Governors
    - Nobel Prize Laureates
    - >300 person-time university presidents/vice presidents
- In negotiation and implementation of joint **programs**:
  - Joint Graduate School with National University of Singapore
  - Sino-Swedish School
  - Italian House (Sino-Italian University)
  - LSE Day, Sweden Day, VCU Day, NUS Day, MelbU Day...

### Continuous & Advanced Training

- **Training courses or workshops**, held by
  - Ministry of Foreign Affairs
  - Ministry of Education
  - China Scholarship Committee for Overseas Studies
  - Shanghai Foreign Affairs Office
  - Fudan itself
- **Overseas training** for administration officials in group
  - NUS, HKU, Yale, Austria
- **Special fellowship**
  - Some "Shadow programs"
    - SUNY Albany, CSU Fullerton, United Board project
  - Harvard-Yenching Institute

### Towards Greater Internationalization of Universities

- Faculty team with international competitiveness
- Administration team with international perspective
- More outgoing students
  - 1500/year2010 (5% of student population)
  - More for long-term
- More Joint Programs
- International Academy
  - Platform for receiving more international students
  - Courses in foreign languages
- Overseas Confucius Institutions

More Challenges!

More Cooperation!

**Thank you!**

## **Developing the Talent of International Affairs Personnel**

**Lee Lai To**

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### **ABSTRACT**

Singapore is a small country without any natural resources. The only resource is that of people. Hence, having the right people for the job is critical. What are some of the methods used to develop the talent? Are the methods suitable and helpful to the staff? Do the courses meet the expectations of the staff? The National University of Singapore (NUS) believes in developing its staff through various methods. The speaker will highlight some of the methods used and the challenges faced during staff development.



# VENTURING FORTH

Promoting Student Exchange Programmes



16 March 2006

International Relations Office



## Overview

- NUS International Relations Office and Student Exchange Programmes
- Difficulties and Challenges
- Overcoming problems and encouraging students to venture forth

16 March 2006

International Relations Office



## NUS International Relations Office

- NUS and Global Education
- NUS International Exchange Programmes
- IRO's role in the University
  - Persuading students to spend a semester or semesters abroad

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International Relations Office



## Challenges - Language

- English as working language in Singapore
- Students choosing to go only to universities of the English medium
- Imbalance in distribution of applications



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## Challenges – Modules Mapping

- Incompatibility between NUS modules and modules offered by partner universities
- Students unwillingly to pursue studies in countries where courses are credited differently

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## Challenges – Cost and Funding

- Students are unable to afford the costs of living
- Sourcing for funding necessary for poorer students to have equal opportunity
- Insufficient Funding

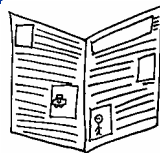


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## Overcoming Obstacles

- Information removes doubt, and thus also eradicates fear
- NUS IRO aims to provide as much information as possible
- Staff support, Student Exchange library, promotional events



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## Overcoming obstacles Ct'd

- Organising talks and lectures
  - Briefing on Exchange Programmes
  - Introductions by member universities
  - Country studies
  - Targetting specific student groups e.g. students in foreign language classes

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## Overcoming Obstacles ct'd

- International Exchange Day
  - Annual event: 1<sup>st</sup> Semester of Academic Year
  - Showcases of partner universities according to regions

## Overcoming Obstacles Ct'd

- Awareness Campaign
  - China: Catch the Panda Campaign 2005
  - A marriage of enticing publicity, educational forum and informational exhibitions



## Overcoming Obstacles Ct'd

- Funding
  - Collaboration with local banks and foundations to provide partial funding
  - Nevertheless, amount is still minimal and this remains the biggest obstacle

## Success?

- The number of students who have been on student exchanges has been increasing steadily over the last few years.
- IRO still aims to increase the proportion of students going to non-English medium universities.

## **Developing the talent of international affairs personnel**

### **Makoto Sagane**

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### **ABSTRACT**

- Internationalization at University  
Internationalization as whole university administration  
Office of international Affairs is not “Dejima in Nagasaki” any more  
(Nagasaki was the only port which was opened to the world in Edo Era)  
Ex) Ritsumeikan Asia Pacific University
- Center for International Education/Division of International Affairs at Ritsumeikan  
Administrative Staff at Division of International Affairs
- Administrative Staff Development at Ritsumeikan
- Administrative Staff Development at Division of International Affairs

Session 3. Managing the International Program Office  
 (2) Developing the talent of international affairs personnel



*Nurturing internationalized staff mind*

## Background 1-1: History of Internationalization at Ritsumeikan

### First stage

- 1985 International Center
- 1988 Faculty of International Relations

### Second stage

- 2000 Ritsumeikan Asia Pacific University
- 2000 ARISE2000

### Third stage

- 21st Century Ritsumeikan Academy Planning

## Background 1-2: Internationalization at Ritsumeikan ARISE 2000 From Building People's Capacity to Encouraging Development

Nurturing internationalized students and staff minds

Creating a multicultural campus environment

Taking an active part in setting global standards in education

Strengthening the Academy's capacity to serve the international community

## Background 1-3: Internationalization at Ritsumeikan ARISE 2000 From Building People's Capacity to Encouraging Development

Starting Year	Program	Starting Year Statistics	2004 Statistics
1986	Intercultural Programs	2 countries, 3 universities, 81 students	12 countries and areas, 13 universities, 327 students
1986	General Agreement	4 countries, 4 universities	44 countries and areas, 185 universities and institutes
1987	Student Exchange (Outbound)	1 country, 2 universities, 4 students	17 countries and areas, 34 universities, 53 students
1988	Student Exchange (Inbound)	3 countries, 4 universities, 6 students	15 countries and areas, 27 universities, 74 students
1989	Japanese Language and Culture program (2-3 weeks)	16 students	115 students
1991	Ritsumeikan UBC Academic Exchange Program	100 students	100 students
1992	Sub-Major Programs in Foreign Languages	4 languages, 272 students	6 languages, 814 students
1994	American University, Dual Undergraduate Degree	26 students	22 students
2001	International Institute, Study Abroad Program	5 countries, 4 universities and 1 institute, 61 students	6 countries and areas, 6 universities and 2 institutes
1986	Foreign Faculty Members	6 faculty members	107 faculty members
1986	International Students (Degree Program)	60 students	618 students

#### Background 1-4: What kind of role does the Division of International Affairs play at Ritsumeikan ?!

##### *Example: Related to ~*

- International students
- Study abroad programs
- International development cooperation
- Agreements and MOUs
- Overseas guests
- Planning international strategy
- Information gathering and dissemination
- Libraries: United Nations Depository Library, Council of Europe, JICA
- Faculty exchange, Visiting scholars
- International symposiums, conferences
- And so on . . .

#### Background 2-1: University Administrators and Professional Knowledge, Skills . . .

- University Administrator/University Staff Job Market in Japan
- Staff Employment System at Ritsumeikan  
e.g.) Examination, Interview, Medical check
- Job Rotation and Personnel Changes at University  
e.g.) Office of Academic Affairs to Office of General Affairs
- Personnel Changes: Inter-Universities  
e.g.) Kyoto University to Nagoya University

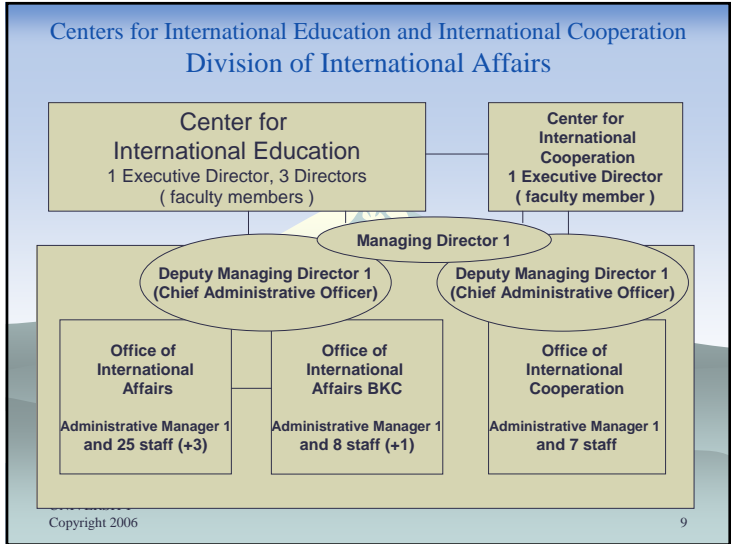
#### Background 2-2: University Administrator and Professional Knowledge, Skills . . .

- Basic and Core Knowledge,  
as University Administrator
- Professional Knowledge and Skills  
at each Division/Office . . .
- Cooperation among Faculty and Staff Members
- Coordinating Non-tenured Staff
- Out-Sourcing

#### Background 2-3: University Administrator and Professional Knowledge, Skills . . .

##### Decision Making System at Ritsumeikan

- Top down ~ Middle up/down ~ Bottom up
- Permanent Board of Trustees Meeting ( every week )  
Each Faculty's Dean is a Trustee  
Trustees Review Camp ( 2 times/year )
- Sharing of Information by Faculty and Staff Members
- Discussion of Common Topics at each Faculty Meeting and each Office Staff Meeting
- Cooperation among Faculty and Staff Members
- Perspectives on Student education and growth, and PDCA cycle, Cost . . .



New level of internationalization is expected  
at the administrative level university wide!? NO.1

- ◆ Office of International Affairs (OIA) is not “Dejima in Nagasaki” any more.  
From the 17<sup>th</sup> century to mid-19<sup>th</sup> century, Nagasaki was the only Japanese port which was open through China and the Netherlands to the world
- ◆ Almost all international issues have been brought to the OIA since the OIA was established at the university.
- ◆ However, each office at the university is expected to be responsible for international affairs in its area!

Ritsumeikan Asia Pacific University Administration  
Common Languages are English and Japanese

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New level of internationalization is expected  
at the administrative level university wide!? NO.2

1. On the Job Training  
Daily job proceeding
2. Off the Job Training (Professional Development)  
Ritsumeikan:
  - a. Research Center for Higher Education Administration (Graduate School Level)
  - b. Administrator Seminars
  - c. Communication skills and language proficiency by language center and so on
 Outside of Ritsumeikan:
  - a. Monbukagakusho: MEXT Seminars
  - b. JAFSA Seminars
  - c. International Conventions: NAFSA, EAIE, WACE
  - d. Communication skills and language proficiency and so on

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*Thank you very much*  
**Makoto Max SAGANE**  
*Division of International Affairs*

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