

The 4th University Administrators Workshop

**Building
International
Partnerships:
In quest
of a more
creative exchange
of students**



February 12-13, 2009 Kyoto
Kyoto University

The 4th University Administrators Workshop

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In quest of a more creative exchange of students

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Preface

Kyoto University held the '4th University Administrators Workshop: Building International Partnerships: In quest of a more creative exchange of students' on February 12 and 13, 2009. The workshop was intended to build upon the discussions of the three previous Workshops, which were held in Kyoto in March 2006, February 2007 and January 2008. The purpose of these workshops is to enhance the quality of international activities at leading Asian universities through an exchange of information and opinions by administrative staff members in charge of international affairs and student exchange.

We invited members of the Association of East Asian Research Universities (AEARU), Asian members of the Association of Pacific Rim Universities (APRU), and partner universities in Asia with which Kyoto University has concluded academic exchange agreements. We also invited representatives from Japanese universities which have been selected for the Ministry of Education, Culture, Sports, Science and Technology (MEXT) program, 'Strategic Fund for Establishing International Headquarters in Universities.' In addition to the two guest speakers, who hailed from Hiroshima University and the University of Helsinki, fifty-four representatives from twenty-six universities, including Kyoto University, participated in the workshop.

During the workshop, three presentation and discussion sessions were held on the following themes: 'The Role of the International Office,' 'Developing a Variety of Programs for Accommodating More Students' and 'Risk Management in International Exchange.' All participants actively contributed to the workshop by making presentations in one of the sessions and/or by chairing a session.

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

The workshop was convened with the support of MEXT's Strategic Fund for Establishing International Headquarters in Universities. The entire content of this booklet is also posted on the website of Kyoto University's Organization for the Promotion of International Relations (OPIR).

(<http://www.opir.kyoto-u.ac.jp/e/workshop/workshop4.html>)

Kyoto University would like to thank all of the participants, whose contributions made this year's workshop a success. It is our hope that this booklet will be of value to all universities aiming to further internationalize their research and education activities.

Participating Universities

Chulalongkorn University
Fudan University
Hong Kong University of Science and Technology
Hue University
Korea Advanced Institute of Science and Technology
Kasetsart University
Keio University
Korea University
Kyungpook National University
Nanjing University
National University of Singapore
Osaka University
Peking University
Ritsumeikan University
Seoul National University
Shanghai Jiao Tong U
Tohoku University
Tokyo Institute of Technology
Tsing Hua University, Hsinchu
Tsinghua University, Beijing
University of Hong Kong
University of Malaya
University of the Philippines Diliman
Wuhan University
Yonsei University
Kyoto University

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4th University Administrators Workshop
Building International Partnerships:
In quest of a more creative exchange of students

February 12 - 13, 2009

Kyoto University Clock Tower International Conference Hall

Kyoto, Japan

February 12, 2009 (Thursday)

9:30 - 9:45	Opening Remarks	(International Conference Hall II)
	Toshio Yokoyama (Vice-President for International Relations, Kyoto University)	
9:45 - 11:45	Guest Speech	
	Desirable Internationalization of University Education	
	Prof. Akira Ninomiya (Executive Vice-President, Hiroshima University)	
	An International University without an International Office: Experiences in Mainstreaming Internationalisation at the University of Helsinki	
	Mr. Markus Laitinen (Head of International Affairs, University of Helsinki)	
11:45 - 12:00	Group Photo	
12:00 - 13:00	Lunch	(International Conference Hall III)
13:00 - 14:30	Session A- I	(International Conference Hall I)
	The Role of the International Office:	
	In building better research partnerships and student exchanges (5 presentations)	
	Moderator: Prof. Hiroaki Nagayama (Kyoto University)	
13:00 - 13:15	Rattachat Mongkolnavin (Chulalongkorn University) Chulalongkorn University's Internationalization Initiative Implementation: The Role of International Office	
13:15 - 13:30	Yi Xiao (Fudan University) Towards a More Internationalized University: The Role of the Foreign Affairs Office – Fudan University as an Example	
13:30 - 13:45	Le Van An (Hue University) Hue University and the collaboration with Kyoto University	
13:45 - 14:00	Hyunsook Min (KAIST) The Role of the International Office of KAIST	
14:00 - 14:15	Somsakdi Tabtimthong (Kasetsart University) The Roles of the International Affairs Division, Kasetsart University	
14:15-14:30	Discussion	
14:30 - 14:40	Coffee Break	(International Conference Hall III)

14:40 - 16:10	Session A- II	(International Conference Hall I)
	Moderator: Ms. Katherine Wan (University of Hong Kong)	(5 presentations)
14:40 - 14:55	Fumi Yabe (Keio University)	
	From Centralized Office to Decentralized System: Creating New Administrative Structure at Keio	
14:55 - 15:10	Lan Ma (Peking University)	
	The Spontaneity of Students for International Communication	
15:10 - 15:25	Zhibin Jiang (Shanghai Jiao Tong University)	
	The Profile and Development Strategy of International Collaboration on Education at SJTU	
15:25 - 15:40	Kenichi Fujita (Tokyo Institute of Technology)	
	New Structure of the International Office	
15:40 - 15:55	Lisheng Luo (Tsinghua University - Beijing)	
	In Building Better International Atmosphere for Student Training	
15:55 - 16:10	Discussion	
16:10 - 16:20	Coffee Break	(International Conference Hall III)
16:20 - 18:20	Session B- I	(International Conference Hall I)
	Developing a Variety of Programs for Accommodating More Students: Double degrees / short term programs	(7 presentations)
	Moderator: Assoc. Prof. Dr. Rattachat Mongkolnavin (Chulalongkorn University)	
16:20 - 16:35	Jongkeun Kim (Korea University)	
	Korea University International Summer Campus	
16:35 - 16:50	Heejoung Woo (Kyungpook National University)	
	Globalization Programs in KNU	
16:50 - 17:05	Qing Bian (Nanjing University)	
	Graduate Program Internationalization in Nanjing University	
17:05 - 17:20	Anne Pakir (National University of Singapore)	
	Connecting Creatively with University Partners: the NUS Perspective	
17:20 - 17:35	David Uva (Osaka University)	
	Short-Term Programs for Japanese Language and Culture at Osaka University	
17:35 - 17:50	Tatsuyuki Kataoka (Ritsumeikan University)	
	Study Abroad Promotion Policy at Ritsumeikan University	
17:50 - 18:05	Hiwon Yoon (Seoul National University)	
	A Seoul National University Case: ISI (International Summer Institute) Program	
18:05 - 18:20	Discussion	
18:30 - 20:00	Dinner Reception	(International Conference Hall III)

February 13, 2009 (Friday)

9:30 - 11:15	Session B-II	(International Conference Hall I)
	Moderator: Assoc. Prof. Shikiko Kawakami (Kyoto University)	(6 presentations)
9:30 - 9:45	Tsugihiro Shimura (Tokyo Institute of Technology)	
	Various International Programs at Tokyo Tech	
9:45 - 10:00	Wei-Chung Wang (Tsing Hua University - Hsinchu)	
	New Strategy for Attracting More Foreign Students	
10:00 - 10:15	Bernardine Renaldo Wong (University of Malaya)	
	Double Degree and short term programmes at the University of Malaya	
10:15 - 10:30	Xiaoli Liu (Wuhan University)	
	Internationalization Practices of Wuhan University	
10:30 - 10:45	Kyoung Oh Lee (Yonsei University)	
	Korea: New Hub for International Student Mobility	
10:45 - 11:00	Katherine Wan (University of Hong Kong)	
	A New Dimension in Study Abroad - Service Learning	
11:00 - 11:15	Discussion	
11:15 - 11:30	Coffee Break	(International Conference Hall II)
11:30 - 12:30	Session C	(International Conference Hall I)
	Risk Management in International Exchange:	
	Cooperation to lessen your risk – Defining the roles of each party	(3 presentations)
	Moderator: Dr. David Uva (Osaka University)	
11:30 - 11:45	Kar Yan Tam (HKUST)	
	Risk Management in International Exchange at HKUST	
11:45 - 12:00	Elizabeth L. Enriquez (University of the Philippines Diliman)	
	Managing Cultural Differences	
12:00 - 12:15	Junko Kawai (Kyoto University)	
	Voices from international students -Their needs and opinions on campus life at Kyoto University-	
12:15 - 12:30	Discussion	
12:30 - 12:45	Closing	
	Junichi Mori (Director of International Center, Kyoto University)	
12:45 - 13:45	Lunch	(International Conference Hall II)
13:45 - 17:00	Excursion (Optional)	
	Kyoto University Museum	
	Kitano-tenmangu Shrine	
	Kinkakuji Temple (Rokuonji Temple / Golden Pavilion)	

List of Participants

Institution	Name	Title
Hiroshima U	Prof. Akira Ninomiya	Executive Vice-President
U of Helsinki	Mr. Markus Laitinen	Head of International Affairs
Chulalongkorn U	Assoc. Prof. Dr. Rattachat Mongkolnavin	Assistant to the President
Fudan U	Ms. Yi Xiao	Program Director of the Foreign Affairs Office
HKUST	Prof. Kar Yan Tam	Dean of Undergraduate Education
Hue U	Mr. Le Van An	Director of the Office for International Cooperation
KAIST	Ms. Hyunsook Min	Coordinator of International Relations Team
Kasetsart U	Mr. Somsakdi Tabtimthong	Director of International Affairs Division
Keio U	Ms. Fumi Yabe	Manager, International Center
Keio U	Ms. Aya Kanzawa	Administrative Staff, Organization for Global Initiatives (OGI) Office and Office of the President
Korea U	Mr. Jongkeun Kim	Exchange Programs Manager, Office of International Affairs
Kyungpook National U	Ms. Heejoung Woo	Senior International Programs Manager, Office of International Affairs
Kyungpook National U	Ms. Hyunhee Kim	Coordinator, Office of International Affairs
Nanjing U	Ms. Qing Bian	Director of the Office for Education, Graduate School
National U of Singapore	Assoc. Prof. Anne Pakir	Director, International Relations Office
National U of Singapore	Mr. Eugene Goh	Senior Manager, International Relations Office
Osaka U	Mr. David Uva	Specially Appointed Researcher
Osaka U	Mr. Yasuhiro Eto	Head, International Affairs Division

Institution	Name	Title
Osaka U	Mr. Tomoaki Miyaki	Administrative Staff Member, Graduate School of Engineering
Peking U	Ms. Lan Ma	Program Officer, Office of International Relations
Ritsumeikan U	Mr. Tatsuyuki Kataoka	Assistant Administrative Manager, Office of International Planning & Development
Seoul National U	Prof. Hiwon Yoon	Vice President for International Affairs
Seoul National U	Mr. Ilheung Han	International Program Manager, Office of International Affairs
Shanghai Jiao Tong U	Dr. Zhibin Jiang	Director, Academic Affairs Division
Tohoku U	Ms. Sanae Yamaguchi	Assistant Chief, Student Exchange Division
Tokyo Institute of Technology	Mr. Kenichi Fujita	Director, International Affairs Department
Tokyo Institute of Technology	Mr. Tsugihiko Shimura	International Cooperation Coordinator, International Office
Tokyo Institute of Technology	Mr. Kentaro Ebihara	Staff, International Affairs Department
Tsing Hua U - Hsinchu	Prof. Wei-Chung Wang	Dean, Office of International Affairs
Tsinghua U - Beijing	Mr. Lisheng Luo	Director, Office of International Co-operation and Exchange
Tsinghua U - Beijing	Ms. Li Qi	Program Coordinator, Office of International Co-operation and Exchange
U of Hong Kong	Ms. Katherine Wan	Director, Office of International Student Exchange
U of Malaya	Prof. Dr. Bernardine Renaldo Wong	Deputy Director, International Relations
U of the Philippines Diliman	Prof. Elizabeth L. Enriquez	Vice Chancellor for Student Affairs
Wuhan U	Ms. Xiaoli Liu	Program Officer, International Office
Yonsei U	Mr. Kyoung Oh Lee	Manager, Office of International Affairs
Yonsei U	Mr. Choon Sik Cho	General Manager, Office of International Affairs

Institution	Name	Title
Kyoto U	Prof. Toshio Yokoyama	Vice-President Director-General, Organization for the Promotion of International Relations
Kyoto U	Prof. Junichi Mori	Director, International Center
Kyoto U	Prof. Hiroaki Nagayama	Professor, International Center
Kyoto U	Assoc. Prof. Junko Kawai	Associate Professor, International Center
Kyoto U	Assoc. Prof. Shikiko Kawakami	Associate Professor, International Center
Kyoto U	Asst. Prof. Han Liyou	Assistant Professor, International Center
Kyoto U	Dr. Masashi Osa	Senior Lecturer, Graduate School of Engineering
Kyoto U	Dr. Juha. M. Lintuluoto	Senior Lecturer, Graduate School of Engineering
Kyoto U	Ms. Tomoka Satomi	Director, Education Promotion Department
Kyoto U	Mr. Jinichi Fujisaku	Director, Educational Planning Division
Kyoto U	Mr. Junji Yamamoto	Director, The Promotion of General Education and Liberal Arts Division
Kyoto U	Mr. Masao Tsukamoto	Director, International Affairs Department
Kyoto U	Mr. Toshiaki Sato	Director, Foreign Students Division
Kyoto U	Mr. Takeshi Uemura	Administrative Staff, Foreign Students Division
Kyoto U	Ms. Mariko Sumikura	Administrative Staff, Foreign Students Division
Kyoto U	Ms. Sayaka Seike	Administrative Staff, Foreign Students Division
Kyoto U	Mr. Naoki Mori	Administrative Staff, Graduate School of Science
Kyoto U	Mr. Daisuke Yamada	Administrative Staff, Graduate School of Agriculture
Kyoto U	Mr. Atsushi Haruki	Administrative Staff, Uji Administration Office

Opening Remarks

and

Guest Speeches

The 4th University Administrators Workshop
Building International Partnerships:
In quest of a more creative exchange of students

OPENING REMARKS

Toshio YOKOYAMA
Vice-President for International Relations

Distinguished guests, dear colleagues old and new, ladies and gentlemen! Let me express, on behalf of Kyoto University, my warm welcome. You have kindly come all the way here in spite of the cold weather and the frozen global economy. I express my heart-felt appreciation!

Now, it is my honor to announce the opening of the Fourth University Administrators Workshop, the title of which is: *Building International Partnerships: In quest of a more creative exchange of students*. The point is as follows: to consider afresh what we really mean when we resort to such familiar words as ‘partnership’, while searching for better modes of international student exchange.

Why has this theme been chosen? – It is perhaps a natural outcome of the past three workshops held in Kyoto. Let me give you a brief overview of what we have been discussing during the last three years.

At the first workshop, in March 2006, things were still at the stage of experiment and general observation. The theme was *Enhancing the Quality of International Activities of Asian Universities*. Many reports in the sessions touched upon practices in promoting international cooperation based on university-level memoranda of understanding. Other topics were also raised, but not quite fully explored. These included: 1) how to train the staff of international offices; 2) how to develop multi-lateral exchange programs; and 3) how proper risk management can be carried out for student exchange programs.

The second workshop was held in February 2007. Its general theme sounded ambitious: *Innovating Universities through Internationalization*. The major topics

discussed were: 1) how to promote international research collaboration; and 2) how to strengthen international offices. The discovery of one common difficulty has been memorable — the difficulty experienced by almost all of the Asian participants whose mother tongues are *not* English; that is, how to recruit and train staff in international offices.

The third workshop held in January 2008 had an increased number of participants, with representatives from 16 overseas universities and 9 universities within Japan. On that occasion we gathered under a rather prudent theme: *Laying Firm Foundations for University Internationalization*. Initial discussions went on in two groups, one on *Networking to Promote Student Exchange*, and the other on *Advancing Campus Internationalization*. Those topics were further discussed in the following general discussions: 1) curriculum designing for joint degree systems; 2) how to promote good lectures in English; 3) risk management for student exchange; 4) creating a proper network among participating universities' international offices. It was in those second and third workshops that one distinct tendency gradually faded – a kind of defensive mode of self-introduction based mainly on each university's success story. Instead, an increasing number of presentations took a new approach, with a clear intention to share valuable experiences to promote understanding of mutual differences and commonality. Many participants began collaborating to search for constructive ways to promote something of durable value.

I hope that everyone can now understand the special nuance added to the main title of this 4th workshop, *Building International Partnerships*. The precious hours that we are about to share together on this occasion will be devoted to the enhancement of creative modes of student exchange. One new arrangement in this program is that there will be no splitting of participants into groups, but everyone will participate in the same room. As all the sub-topics are closely inter-related, we hope to share and accumulate, step by step, the valuable information and opinions expressed, and make a concerted effort to focus on the following three themes: 1) better roles that might be

played by international offices, 2) how to develop programs to better accommodate international students, *and* 3) our time-honored concern – that is, how to develop more cooperative types of risk management in international student exchange.

As regards the roles of international offices, one of our guest speakers, Mr. Markus Laitinen, Head of International Affairs of the University of Helsinki, will give us an insightful overview of the last 15 years of internationalization at his university. The University of Helsinki seems to have been successful in making the absence of a centralized international office somehow work more effectively than expected to make the university's internationalization more visible. Judging from his writings on the university web-site, I realize that Mr. Laitinen is a unique historian, with a clear and broad perspective in observing familiar things in a sober analytical mode, and often with sense of humor! All my colleagues have been looking forward to becoming acquainted with current Nordic campus life. *Kiitos paljon!*

Concerning the enhancement of international student exchange programs, we are privileged to welcome Professor Akira Ninomiya, Executive Vice-President for Research of Hiroshima University. Professor Ninomiya's scholarship on educational issues in modern Japan has shown a unique balance between idealism and realism – a balance possibly attained through his own broad perspectives of international comparison. So far as I know, he is one of the specialists who *do* exert an influence on Japanese government's policy-making to promote higher education in the increasingly global context. Professor Ninomiya and I met each other for the first time about a year ago, when I was giving a short speech on the decentralized characteristic of Kyoto University's campus, making efforts to explain why eccentric scholarship also thrives in Kyoto, Professor Ninomiya was one of the few who seemed to accept my theory. Thus, our invitation was sent to Hiroshima, which he kindly accepted, canceling, I guess, various other engagements during this pressing season at the end of the academic year.

As regards the third common theme, Professor Junich Mori, one of our old colleagues has been instrumental in raising this topic to shed a fresh light on it – a

familiar topic since the beginning of this series of workshops. In his view, there is one danger in addressing this topic: any serious discussion in this field tends to be highly technical and even defensive. Professor Mori wishes to remind every participant of the importance of the psychological and emotional elements in safeguarding the international students' precious days, months and years spent at their host institutions.

Perhaps I had better conclude my remarks shortly. Let me thank again the two guest speakers and the distinguished delegates of as many as 20 esteemed universities overseas, and 5 Japanese universities from Sendai, Tokyo, Osaka, and from within Kyoto.

The City of Kyoto, Japan's old capital, has had a history of ups and downs for more than one thousand and three hundred years, and has, as a result, developed a tradition of encouraging its inhabitants to keep in their minds civil considerations towards not only fellow humans, but also towards the non-human environment, such as birds, flowers hills and streams, thus encouraging enjoyable and sometimes creative combinations of various elements in their daily lives. Until the widespread emergence of the financial crisis last year, one-dimensional rankings of universities had been very much in vogue, and they are still a matter of grave concern for many university people. This taste for rankings has partly been supported by the last century's self-centered utilitarian thoughts. We must bear in mind, however, that the world academia has been in danger of falling into a trap of somber monoculture, leaving at the end of ceaseless running competitions, only a limited number of victorious but tired institutions to shine faintly. That is at odds with the idea of higher education. The greater the extent to which universities can develop their characteristics and find ways to coexist without sacrificing diversity, the more opportunities they will have to contribute to making the global community radiantly interwoven; that is the essence of the classical ideas of civilization. Every university is currently engaged in a quest for a new identity, and for such self-discovery, dialogues across the campus border are needed more than ever, and of course students, scholars and open-minded administrators are

major players in such open fields.

It is my hope that holding such a workshop in the old capital of Japanese civilization will enhance mutual understanding among us, and foster chances to promote valuable initiatives among the participating universities.

Thank you for your attention.

February 12, 2009

4th University Administrators Workshop (Kyoto University)

Keynote Speech “Desirable Internationalization of University Education”

Akira Ninomiya (Hiroshima University)

1. How and How Far Can We Make Internationalization of University Education Effective?

- 1) Internationalization is “means” and “matter of choice”
 - Mission statements of the university must identify the nature and degree of internationalization of university education.
 - Do we want to make use of internationalization strategy? For what do we want?
- 2) Universities: International, Global, World, Top, First Class, elites, Prestigious, Excellent, Strong, Attractive, Popular, Good, etc.
 - What university do we want?
 - Do we want to attract more and more excellent students?
 - Do we want to promote international and cross-cultural education?
- 3) Effective Students Exchange Programs
 - Internationalization of curriculum
 - Curriculum abroad
 - Going abroad to study: traditional study abroad and emerging study abroad programs

2. Attractive, Effective and “Creative” Students Exchange Programs

- 1) Strategic
 - Hiroshima University Internationalization Strategy
 - Case Study on INU (International Network of Universities)
 - Joint Summer Programs
 - INU Student Seminar
 - INU double Degree Programs
 - Hiroshima University and European Universities Collaboration: Joint Degree/Program Development
- 2) PDCA Cycle
- 3) Networking
 - Selection of partner universities
 - Multi-universities exchange programs
- 4) Transparency and Fairness

3. Difficulties to Challenge the Creative and New Programs

- 1) Why do we have to have more creative programs? Analysis of the New Demands
- 2) Development of programs to meet the new demands and needs
- 3) To overcome some problems

HIROSHIMA UNIVERSITY

Major Items (Agendas)

- ◆ How and How Far Can We Make Internationalization of University Education Effective?
- ◆ Attractive, Effective and “Creative” Students Exchange Programs?
- ◆ Difficulties to Challenge the Creative and New Programs

2

HIROSHIMA UNIVERSITY

Universities –International, Global, World, Top, First Class, Elites, Prestigious, Excellent, Strong, Attractive, Popular, Good,

- ◆ University Identity and Branding: What University Do We Want to Be?
- ◆ To Attract More and Excellent International Students
 - ◆ Why do we have?
 - ◆ Obligation (ODA) (Scholarship)
 - ◆ Excellent and Talented Foreign Students (R&D, Sci.&Tech.)
 - ◆ Business
 - ◆ Income-generation (tuition and fees)
 - ◆ Commitment to World Bank Projects, etc.
- ◆ To Promote International and Cross-cultural Education
 - ◆ Study Abroad Programs
 - ◆ Internationalization at Home (Curriculum, etc.)
 - ◆ Students Mobility Programs

4

The 4th University Administrators Workshop of Kyoto University

-Building International Partnerships: In quest of a more creative exchange of students-

”Desirable Internationalization of University Education “

February 12, 2009

Akira Ninomiya
Executive Vice-president (Research)
Hiroshima University

HIROSHIMA UNIVERSITY

1

HIROSHIMA UNIVERSITY

Internationalization Is “Means” and Matter of Choice (effective internationalization)

- ◆ We may not try to internationalize our university (education).
- ◆ It is a decision-making and matter of our choice if we internationalize or not.
- ◆ The mission statements and the ideals of our university determines the aims and goals of our university and they should determine whether we choose the means of internationalization or not.
- ◆ Medieval universities
- ◆ Modern “Humboldt” universities (Modern Nation States)
- ◆ Colonial universities
- ◆ Land-grant universities (Public universities)
- ◆ Imperial (National) universities
- ◆ Independent (Private) universities
- ◆ Diversification of HE (Post-secondary) Institutions
 - ◆ Liberal Arts
 - ◆ Academic
 - ◆ Professional
 - ◆ Technical/Vocational
 - ◆ Life-long Learning
- ◆ New Missions
 - ◆ Community (domestic and international) Contribution
 - ◆ Knowledge-based and Global Society and Human Resources
 - ◆ International Competitiveness

3

HIROSHIMA UNIVERSITY

Effective student exchange program

- ◆ Internationalization of curriculum
 - ◆ Lecture of culture of foreign country
 - ◆ Invitation of foreign professors
 - ◆ Invited lectures by foreign guests.
 - ◆ WebCT lectures provided from foreign universities
 - ◆ A traditional international student
- ◆ Curriculum abroad
 - ◆ Study trip to foreign countries
 - ◆ Internship in foreign countries

5

HIROSHIMA UNIVERSITY

Effective student exchange program

- ◆ Going abroad to study
 - ◆ Study Abroad-Traditional
 - ◆ Governments' Scholarship Programs to Study Abroad
 - ◆ Privately-funded Study Abroad (Investment)
 - ◆ Language study abroad programs and short-term type going abroad to study
 - ◆ Long-term study abroad
 - ◆ International students who do not return home (brain drain)
 - ◆ International student from foreign countries whom university invites by research fund
 - ◆ In the past, the university did not take care of. The students took "leave of absence" or they withdrew from universities to go to study abroad.

6

HIROSHIMA UNIVERSITY

Effective student exchange program

- ◆ Going abroad to study
 - ◆ Study Abroad-Emerging
 - ◆ Japanese Government research international student (graduate students) and undergraduate international student (preliminary education of six months or of one year)
 - ◆ Japanese and Japanese culture training international student
 - ◆ Acceptance of international student of in-service training of teachers
 - ◆ Japan-South Korea Sci. & Tech. international student
 - ◆ Establishment of special course in English (courses for foreign students)
 - ◆ Exchange students (Classes are taught in English.)
 - ◆ Tuition waiver (based on the students exchange agreement)
 - ◆ Short-term exchange program (reciprocal exchange)
 - ◆ Summer programs
 - ◆ University-recommendation-based Japanese Government Scholarship
 - ◆ Twinning program (university consortium)
 - ◆ Development of double and joint degree programs

7

HIROSHIMA UNIVERSITY

Attractive, effective and creative students exchange program

- ◆ Strategic
 - ◆ Internationalization and international student exchange as means for accomplishment of the goals
 - ◆ The clear description of the competencies and outcomes
- ◆ PDCA cycle
- ◆ Networking
 - ◆ Selection of partner university (What about criteria?)
 - ◆ Sharing of strength
 - ◆ Multi-universities exchange in stead of one to one
 - ◆ Collaboration program development
- ◆ Transparency and fairness
 - ◆ Transparency of selection process
 - ◆ Clear study programs (plans) before leaving
 - ◆ Credit transfer (ECTS/UCTS) (Total amount of learning in a year = 60 credit-points)
 - ◆ Clarification of learning outcome

8

Strategic--Hiroshima University's Internationalization Strategy

- ◆ Strategy 1: Branding
- ◆ Strategy 2: Universalization
- ◆ Strategy 3: Networking
- ◆ Strategy 4: Devolution
- ◆ Strategy 5: Business Models
- ◆ Strategy 6: Infrastructure Maintenance

9

Strategy 1: Branding

1. Create a university where students and researchers can gather to pursue peace
2. Create a university which continues to attract world-class foreign researchers
3. Create a university that advances to the international marketplace
4. Create a university that trains international talent and ability
5. Create a university that makes the best use of a "choice and concentration" strategy

10

Strategy 2: Universalization

1. "Anytime, anywhere, anyone" - create a university accessible 24-hours a day
2. Create an internationally-capable university through international standardization (global standard)
3. Create a friendly university
4. Create a university which strives to improve customer satisfaction
5. Create a university that provides peace of mind and safety

11

Strategy 3: Networking

1. Create a university that strategically makes university and departmental international exchange and cooperation agreements
2. Create a university that endeavors to organize university international networks and consortiums
3. Create a university that endeavors to build and use overseas bases
4. Create a university that promotes international cooperative research and education
5. Create a university that endeavors to strategically develop short-term exchange programs

12

Strategy 4: Devolution

1. Decentralization and the meaning of delegation
2. Varying internationalization plans for different departments and exemplifying international development

13

Strategy 5: Business Models

1. Create a university that challenges itself to develop an international cooperation service business model
2. Create a university that challenges itself to develop a business model for international student exchanges
3. Create a university that promotes a business-like approach to international industrial-educational enterprises
4. Create a university that promotes offering sophisticated international education services

14

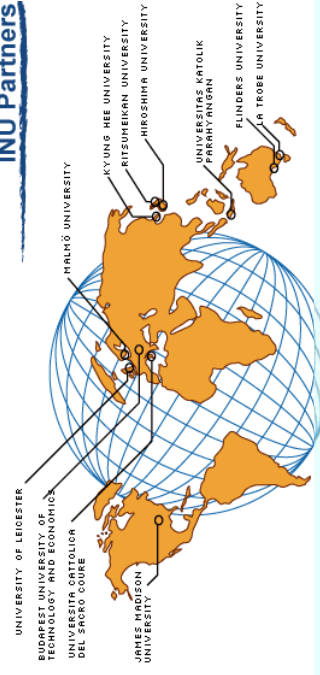
Strategy 6: Infrastructure Maintenance

1. Basic infrastructure maintenance to develop international research by staff
2. Basic infrastructure maintenance to admit international students
3. Basic infrastructure maintenance of support systems in the international department and other departments

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Networking--INU (Hiroshima University)

INU Partners



- The INU is comprised of 11 universities from 9 countries
- The mission of the INU is to advance the internationalization of INU members through student and staff mobility, research collaboration, and co-operation in university management

16

Joint Summer Programs--INU Student Seminar on Global Citizenship and Peace



Schedule	Theme	Number of Student Participants (Number of Students from Abroad)
August 2006	Peace	55 (17)
August 2007	Climate Change	59 (23)
August 2008	Global Citizenship	65 (16)

INU Student Seminar : Objective

The INU Student Seminar aims to allow students from INU Member Universities to gather in Hiroshima to think about and discuss "Global Citizenship" through discussions, workshops, etc, with distinguished guest speakers from around the world.



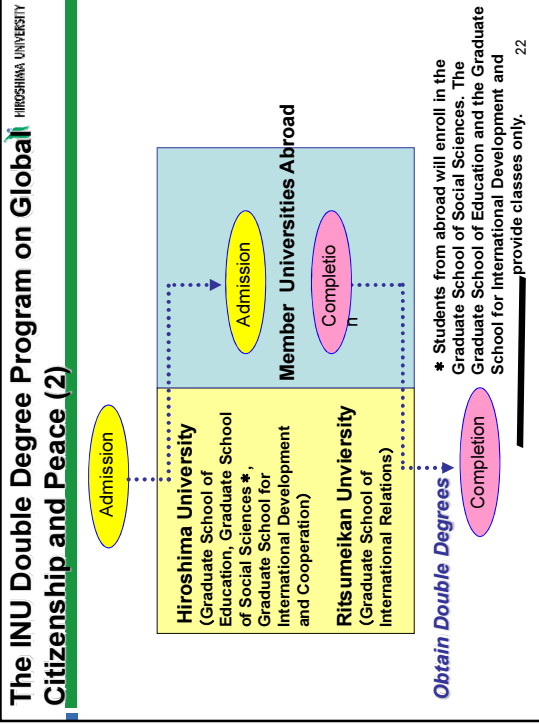
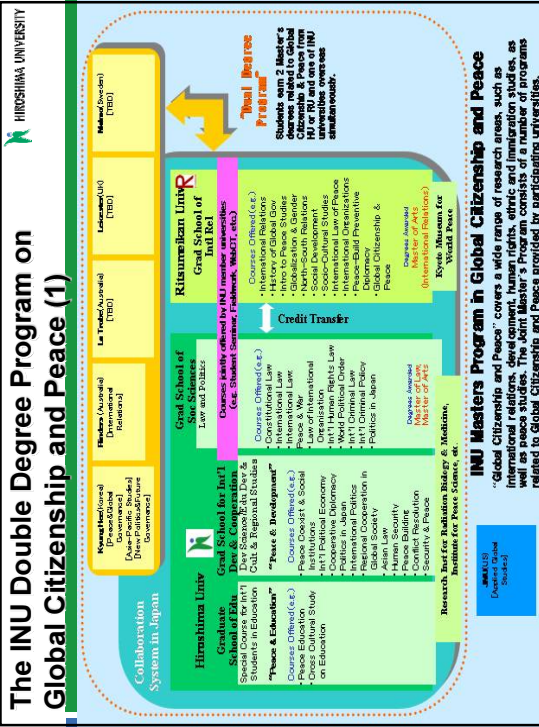
INU Student Seminar : Program Outline

- Aug. 5:** Visit to the Peace Memorial Museum, Narration of the Atomic Bomb Experience, Social Event, Welcome Party
- Aug. 6:** Participate in the Peace Memorial Service
- Aug. 7:** Keynote Speech, Lectures, Japanese Cultural Experience
- Aug. 8:** Lectures, Group Discussions
- Aug. 9:** Group Workshops, Mock UN General Assembly Preparation
- Aug.10:** Mock UN General Assembly, Diploma Ceremony, Farewell Party



Double Degree Programs / Joint Degree Programs—new challenges

1. The INU Double Degree Program on Global Citizenship and Peace
2. Joint Program with European Universities Coordinated by the University of Graz (Austria)



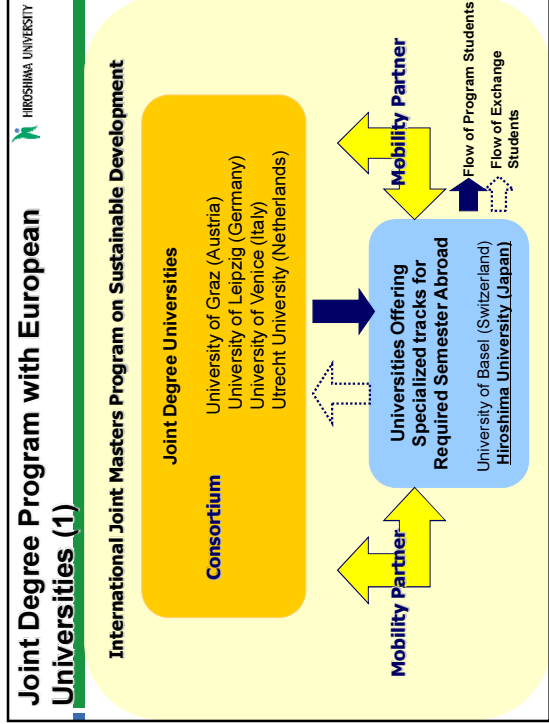
The INU Double Degree Program on Global Citizenship and Peace (3)

Participating Universities

- La Trobe University (Australia)
- Flinders University (Australia)
- Malmö University (Sweden)
- University of Leicester (UK)
- Kyung Hee University (Korea)
- Ritsumeikan University (Japan)
- Hiroshima University (Japan)

Agreement Conclusion

Date of Agreement	University
May 2008	Kyung Hee University
August 2008	Ritsumeikan University
October 2008	Flinders University
Under Development	Malmö University
	Leicester University
	La Trobe University



Some difficulties to develop more "Creative" and new student exchange programs


- ◆ The reasons why we have to have more creative programs-to analyze the new demands
 - ◆ Employability in the age of globalization
 - ◆ Employability in the age of rapid change
 - ◆ The talented human resources in the age of high international competitiveness
- ◆ Development of programs to meet the new demands and needs
 - ◆ Cross-cultural Studies, Study Abroad, Experiences Abroad
 - ◆ Joint programs with partner universities

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Some difficulties to develop more "Creative" and new student exchange programs

- ◆ To overcome the following problems
 - ◆ A lot of people are not likely to understand.
 - ◆ The top leaders are not likely to understand.
 - ◆ There is no person who are likely to be cooperative.
 - ◆ Rules and regulations (legal systems) is not advanced and revised enough to meet new challenges.
- ◆ Who then should challenge more creative programs?
- ◆ For whom is a creative program developed?

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 HIROSHIMA UNIVERSITY

Thank you very much.

An International University without an International Office:
Experiences in Mainstreaming Internationalisation at the University of Helsinki

Markus Laitinen
Head of International Affairs
University of Helsinki

As of 2003 the University of Helsinki has not had a unified, single office for international affairs. The speaker will describe the current organisational model for managing international affairs and also talk about both challenges and benefits of the current approach. Among the topics to be discussed are also the practical tools and other arrangements facilitating the co-ordination, leadership and management of international affairs, such as IT tools, strategic documents and regular meetings between different actors.




HELSINKI UNIVERSITY OF HELSINKI

An International University without an International Office?


Experiences in Mainstreaming Internationalisation at the University of Helsinki

Markus Latinen, Kyoto University, 12.2.2009


WHAT IS THE DEFINITION OF INTERNATIONAL RELATIONS / AFFAIRS?

- Something that takes place in English (or other foreign languages)?
- Something to do with moving people across borders?
- Something that only has to do with education...
- ...or with research too?
- Something that can be clearly defined?
- Something that one can delegate to a specific office or other administrative structure?
- Or something that is part of all modern university's activities, something that the whole university has to embrace?



Outline

- National and Institutional Context
- How we came to this?
- What did we come to?
- What do we do?
- How do we do it?
- Something about IT
- Conclusions



A few relevant things about Finland

- Small country, in terms of Population 5,2M
- Physically remote
- Linguistically remote
- To certain extent geopolitically remote
 - At least until EU-membership in 1995
- Very low immigration
 - No "natural" base for international recruitment or co-operation
- And then there's the climate and weather....
- ... and Nokia, F1 and Rally, Pisa success etc

Setting the scene: University of Helsinki facts

- Comprehensive, no business or engineering
- Publicly funded, national responsibilities
- Officially bilingual, in truth trilingual
- Research intensive, research strong (top-ranked)
- "Bologna proof" as of 2005
- 35000 students, 8000 staff
- 1500 international degree students (107 countries)
 - 30 English-taught Master's programmes in 2010
- ~600 international staff
- Student mobility: 1100 out, 950 in annually
- **No tuition fees!**

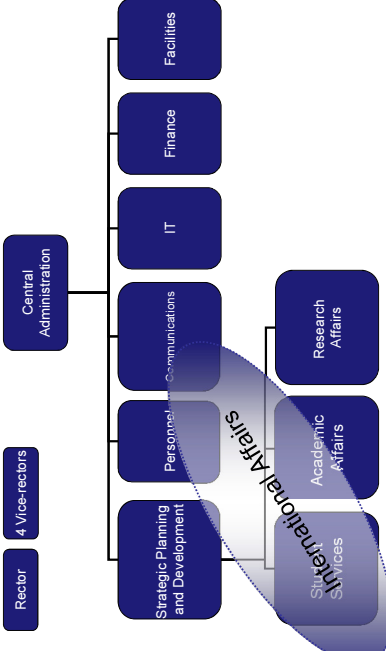
Briefly about international mobility

- Ministry of Education (MoE) sets target numbers for HEIs
- University of Helsinki has internal target numbers for faculties
- Result-based funding for internationalisation since late 1990's
 - Both by MoE and UH
- University annual budget for mobility ~2M€
- Mobility: an indicator in the 2010 → core funding formula
- New MoE internationalisation strategy calls for even more mobility
- Erasmus: 60% of all mobility: decentralised

Modes of Organisation

- International Relations established in late 1980's
 - Initially correspondence and protocol
- Since then 5 re-organisations
 - None because International Affairs analysed but rather by-products
- Since 2003 *Mainstreamed Internationalisation*
 - No International Office but a network/matrix organisation within central admin
 - No internationalisation strategy
 - Int'l embedded in all strategic documents

Current organisational model for IA



Areas of International Affairs

- Strategic planning and development of int. affairs
- Development of teaching in English + joint programmes
- Student Mobility
- International Staff Services
- International Admissions
- Teacher- and researcher mobility
- Traineeships
- Regional and national co-operation schemes
 - HERA, Summer School, UniversityAdmissions
- Altogether ~25 people (+further 15 for research)
- + administrators in all faculties, altogether ~50

How do we do it?

- Joint activities
- Meetings: both regular and ad-hoc
- Joint budget for activities
- Intranet site + e-mail lists
- IT-systems
- Not making a big deal out of it
 - For example at <http://www.helsinki.fi/international>
- Trust and co-operation
 - Between actors but also with their superiors
 - And just by doing things...

Benefits and Risks of Mainstreaming

- Benefits
 - International cannot be marginalised
 - International coupled with substance
 - Contamination of internationalisation
 - More resources added without adding people
 - If successful, university truly embraces internationality
- Risks
 - Requires positive attitudes from leadership and middle management
 - Can lead of invisibility
 - Unconventional leadership and management structures
 - Requires time and a delicate touch

International IT developments 1/2

- [UniversityAdmissions](#)
 - Electronic applications for degree students
 - CRM functions
 - Central service for checking eligibility
 - Started at UH, now serves 16 Finnish universities
 - Housed at UH

International IT developments 2/2

- [International Mobility database](#)
- University-wide system
- Connected to other systems
- Internet-based
- Streamlined processes (3 years planning)
- More electronic services
- Replaces a central database first developed in 1997
 - Need to keep institutional statistics of all international mobility
- Implementation phase 2008-2009

Final thoughts

- Mainstreaming works for the University of Helsinki!
 - Requires maturity as regards internationalisation
 - Is not the same as downsizing or making it invisible
 - Has had mostly positive outcomes and contributed towards shared responsibility
 - Difficult to turn back time
- Cannot and should not be copied as an ideal model
- Mainstreamed internationalisation needs continuous further development
 - Especially related to leadership management and tools
- In the right circumstances a University can be international without an international office!



Thank you for your attention

Markus Laitinen

Video

Session A

The Role of the International Office:
In building better research partnerships and
student exchanges

**4th University Administrators Workshop
Building International Partnerships
Kyoto, February 12-13, 2009**

**Chulalongkorn University's Internationalization Initiative
Implementation: The Role of International Office**

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

Abstract:

In 2008, there has been a major change in Chulalongkorn University. This key change happened early in 2008 where the university has been granted an “autonomous” status, by having its own charter that comes with freedom as well as greater responsibility for the administrator. Since the university itself has been regarded as the nation top university, it is inevitable that the university is expected to take advantage of this change and leap forward by innovative means alongside other leading universities around the world. Thus, it was realized that one key initiative that must be emphasized is internationalization. The university is planning to achieve more mobility of staff and students as well as gaining better international exposure through consolidation of activities both research and academic exchange program with its partner universities.

In this presentation, key university's internationalization initiative will be highlighted and the implementation methodology will be shared. In this regard, Office of International Affairs, Chulalongkorn University is taking on a greater role as a key supporting unit of the University in tackling new internationalization challenges. One of the initiatives is a project on new international complex development where support and service for international students and staff are expanded. A new Chulalongkorn International Communication Center (CICC) is also being established with a role in dissemination of important university information as well as implementing the new communication strategy where partner universities, international students and staff will benefit. In modern days internationalisation, effective communication is as essential as human mobility therefore CICC and the Office of International Affairs work closely together to strengthen communication channel among our partner universities.

Chulalongkorn University hopes to create better research partnerships and student exchanges in the future through improvement of communication, support, services and facilities for all international partners where Office of International Affairs takes a leading role.


จุฬาลงกรณ์มหาวิทยาลัย
 Chulalongkorn University
 Pillar of the Kingdom

**Chulalongkorn University
 Internationalization Initiative Implementation:
 The Role of International Office**

Assist. Prof. Rattachat Mongkolnavin Ph.D
 Assistant to the President
 Chulalongkorn University

วิสัยทัศน์
พันธกิจ
ยุทธศาสตร์

**จุฬาลงกรณ์มหาวิทยาลัย
 (Pillar of the Kingdom)**
 เป็นเสาหลักของแผ่นดิน

มุ่งสร้าง
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 บนพื้นฐาน
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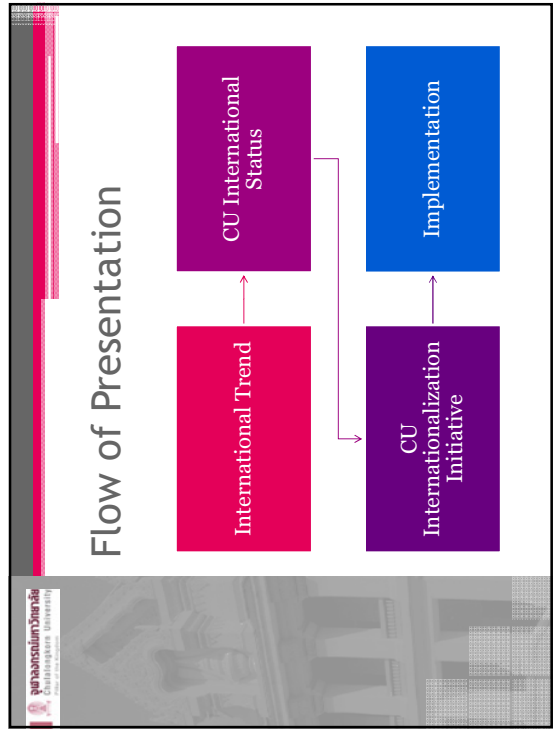
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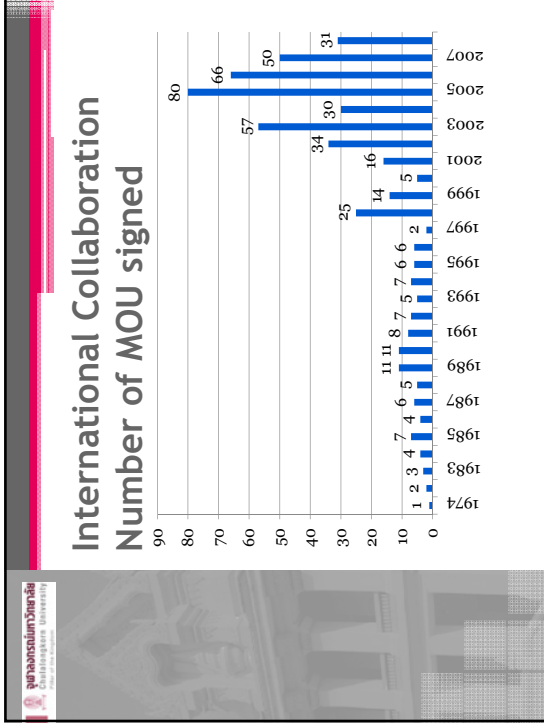
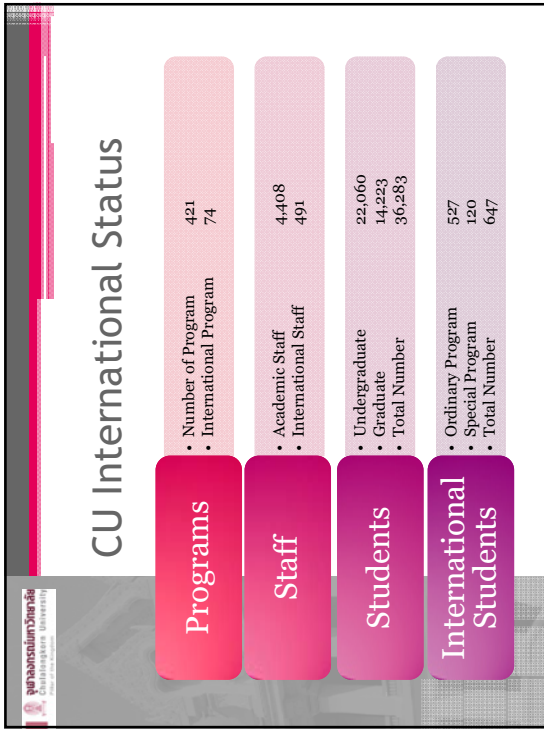
**คุณภาพ
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เสมอภาค
**สังคมและรัฐ
 (รับผิดชอบต่อ
 สังคม)**
โปร่งใส
**ส่วน
 ร่วม**

กำกับ



Current International Trend

- World Class University
- World University Ranking
- Mobility of Staff and Students
- Common Global Issues
 - Human Security
 - Global Warming etc.




- ## Global Network
1. The Association of Pacific Rim Universities (APRU)
 2. The ASEAN University Network (AUN)-ASEAN-EU University Network Program (AUNEP)
 3. The International Association of Universities (IAU)
 4. The Austrian Southeast Asian University Network (ASEA-Unitnet)
 5. The Association of Universities of Asia and the Pacific (AUAP)
 6. The Association of Southeast Asian Institutes of Higher Learning (ASAIHL)
 7. Academic Consortium 21 (AC 21)
 8. The Global University Network for Innovation-Asia and the Pacific (GUNI-AP)
 9. The Conference of Asian University Presidents (CAPs/AUPs)
 10. The Japan Society for the Promotion of Science (JSPS)
 11. Southeast Asian Studies Regional Exchange Program (SEASREP)
 12. NAFSA: The National Association of Foreign Student Affairs

CU Internationalization Initiative (I²)


Objective : To proactively increasing international academic and research activities as well as the mobility of staff and students.

1. PhD Scholarship for Thai Student to study abroad : 5.6 M USD
2. Scholarship for CU faculties short term training abroad and support fund for International faculties who visit CU : 1 M USD
3. Scholarship for student to do research abroad: 0.4 M USD
4. Scholarship for support the development of neighboring countries: ASEAN and China: 0.63 M USD
5. Development of Office of International Affairs: 0.33 M USD



Expected outcome for CUII

- Produce Thai-Global Citizen
- Becoming Leader in ASEAN Education
- Strengthen Relationship with Partner Universities
- Hub for Regional Studies



CUII Implementation

Expected Role of the Office of International Affairs

- Promote cooperation with international institutions to enhance global recognition
- Promote and create good relationship among international academic population
- Facilitate the coordination of international activities
- Collect and disseminate information and activities of the university to external institutions



OIA Function

- International Cooperation Service
- International Liaison and Special Affairs Service
- Overseas Students and Exchange Programme Service
- Chula International Communication Center (CICC)



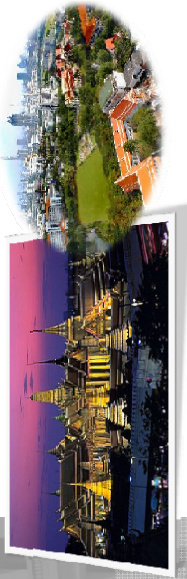
Looking into the Future

- New International Facilities



Location

- Chulalongkorn University's campus is located in the heart of downtown Bangkok, the capital city of Thailand.
- On the campus, one can find himself surrounded by very green and beautiful landscape and serene academic environment as well as high-quality facilities to enhance the ability for learning in the age of globalization.
- In the vicinity, one is provided with complete conveniences--housing, transportation and shopping facilities.



Thank you for your
Attention

Contact Us



จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University
Pillar of the Kingdom

254 Phayathai Road, Pathumwan,
Bangkok Thailand. 10330

Tel: +662 218 331 to 5

Fax: +662 216 1299

E-mail: [REDACTED]

www.chula.ac.th

Title:

Towards a More Internationalized University: The Role of the Foreign Affairs Office

— Fudan University as an Example

Author:

Ms. XIAO Yi (Program Director, Foreign Affairs Office, Fudan University, Shanghai, China)

Abstract:

For Fudan University, who made internationalization one of its key strategies for development, the Foreign Affairs Office conducts a key role in various issues related to international cooperation, exchanges and communication. To better facilitate the internationalization of the university, the Foreign Affairs Office should take up an active role in the construction of an all-round foreign policy which can better serve the students, faculty and researchers in an increasingly globalized context. Bear this in mind, we strive to strengthen the Foreign Affairs Office's functions in the following four aspects to contribute to a higher level of internationalization of Fudan university: 1) Provide insights and advice for the designing and operation of new English-taught-curriculum; 2) Establish international centers for specific regions or countries to provide platforms for in-depth exchanges and cooperation with those regions or countries; 3) Cultivate strategic partnership with suitable outstanding overseas universities. 4) Participate in international university organizations and establish closer ties with other member universities.

Towards a More Internationalized University: The Role of the Foreign Affairs Office

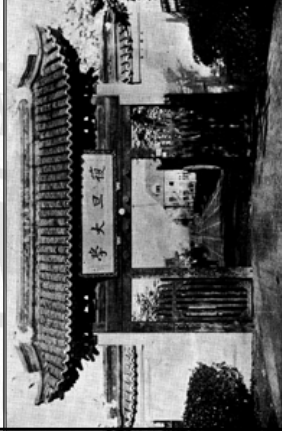
-- Fudan University as an Example

Xiao Yi
Program Director, Foreign Affairs Office
Fudan University, China



Fudan University

February 2009, Kyoto



Founded in 1905

The name of Fudan comes from:
"Brilliant are the sunshine and moonlight,
again the morning glory after a night"

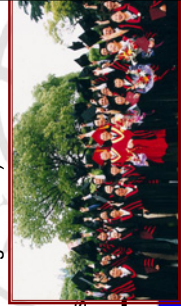


Fudan University

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



Fudan University

What is the role of the
Foreign Affairs Office in
constructing a more
internationalized university?

- ◆ Entering a new century of development, Fudan set *internationalization* as one of its strategies in its endeavors to become a world class university.



Fudan University

March 2006, Kyoto

The major tasks of FAO falls into the following areas:

- ◆ Promote international collaboration in scientific research
- ◆ Cultivate and strengthen strategic partnership with world renowned universities
- ◆ Create and consolidate platforms for international collaboration
- ◆ Student exchange programs
- ◆ Foreign faculty/experts and international conferences
- ◆ Other regular work (reception, visa service etc.)



Fudan University

◆ Cultivate strategic partnership with suitable outstanding overseas universities.



Fudan has established strategic partnership with many world-known universities, including Yale, Waseda, NUS, LSE and Georgetown University etc.



Fudan University

FAO's Role

- Strategic partnership provides a good starting point for developing in-depth cooperation with overseas universities
- FAO is responsible for providing insightful advice when the university leaders are making decisions about the choice of strategic partners



Fudan University

◆ Create and consolidate platforms for international collaboration



- Establish international centers for specific regions or countries to provide platforms for in-depth exchanges and cooperation with those regions or countries



Fudan University

Research Centres and Liaison Offices

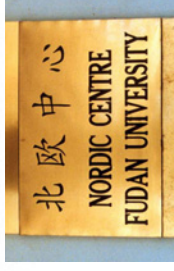
- Centre for American Studies
- Centre for European Studies
- Centre for Japanese Studies
- Centre for Russian and East European Studies
- Centre for Korean Studies
- Centre for Latin American Studies
- Nordic Centre
- Fudan-Yale Education Collaborative Center
- Austrian Center
- National University of Singapore Overseas Campus
- Hong Kong University Liaison Office
- University of North Carolina (System) Liaison Office
- Italian House



Fudan University

Nordic Center

- Establish in 1995
- The only Nordic Center in China
- 25 universities from the five nordic countries are members



Fudan University

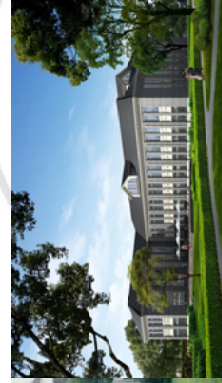
Nordic Center is:

- -A platform for initiating and developing research and educational activities, conferences and workshops of mutual interest to Nordic and Chinese scholars.
- -A teaching institution for Chinese students and scholars pursuing study of the Nordic countries, and for Nordic students and scholars pursuing study of China.
- -An organiser of programmes and courses for Nordic business communities in Shanghai.



Fudan University

The new *Nordic Centre* is to become a showcase for Nordic cooperation in education, Nordic culture, society and design, and is an unique possibility to the Nordic region to become more visible in China, through one of China's most prestigious institutions of higher education.— Nordic Center Website



Fudan University

FAO's Role:

- The development of the international centers is interwoven with the development of the host university; international centers is an extension to the university's scope
- The FAO is at the frontier in cooperating with the international centers



Fudan University

◆ Constructing More English-taught-curriculum



Fudan University

English-Taught Courses at Fudan

School or Dept.	Number of out-going exchange students		Number of English-taught courses
	2005	2006	
Schl. Of Economics	125	110	141
Schl. of Social Development and Public Administration	24	25	25
Schl. of Management	117	87	156
Schl. of International Relations and Public Affairs	62	75	94
Dept. of History	15	16	33
Dept. of Philosophy	14	10	25
Dept. of Chinese	12	22	28



Fudan University

International Master Programs (English-Instructed)

- IMP in Chinese Enterprises Management (MBA)
- IMP in Chinese Public Affairs Management (MPA)
- IMP in Chinese Legal System (JM)
- IMP in Chinese Public Health (MPH)
- Chinese Society
- Chinese Politics and Diplomacy



Fudan University

English-Taught Courses: Problems and Challenges

- Lack of qualified lecturers can teach in English
- Some departments are reluctant to increase English-Taught causes
- The level of internationalization in the teaching related departments (the Office of Academic Affairs) needs to be improved



Pudan University

FAO's Roles:

- Work together with the Foreign Students Office and the Office of Academic Affairs in conducting and facilitating English courses
- Work together with partner universities in providing joint-courses in English
- Inviting foreign professors or experts to be guest lecturers



Pudan University

◆ Participate in international university organizations and establish closer ties with other member universities.



Pudan University

International University Organizations


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



Pudan University

Fao's Role:

- An efficient foreign affairs office will provide the university with valuable advice about which organization to join, how to identify itself in the organization and also how to deepen the cooperation with members in the organization and, in some cases, develop the co-membership into more long-term, strategically important partnership.



Fudan University

◆ Other aspects FAO can contribute to a more internationalized university


- Confucius Institute
- Create international atmosphere on the campus
- Effective information release
- etc.





Fudan University

Thank you!



Fudan University

Hue University and the collaboration with Kyoto University

*Le Van An,
Office for International Cooperation, Hue University*

Hue University was initially founded in 1957 with four higher education faculties: Faculty of Teachers' Training, Faculty of Sciences, Faculty of Letters and Faculty of Law, and then the Faculty of Medicine and other training centers. After the reunification of the country (1975), independent colleges were established on the basis of the existing faculties namely Hue University of Pedagogy, Hue University of Sciences, Hue University of Medicine and College of Arts. In 1983, the University of Agriculture No.2 was displaced from Ha Bac province to Hue city and renamed Hue University of Agriculture and Forestry. In 1994, all the existing independent Universities in Hue jointed together to establish Hue University and they changed their names to Colleges. At the moment, Hue University consists of 7 Colleges: College of Pedagogy, College of Sciences, College of Medicine and Pharmacy, College of Agriculture and Forestry, College of Arts, College of Economics, College of Foreign Languages; and two Faculties including Faculty of Physical Education and Faculty of Tourism. Hue University is a multi-disciplinary and multi-field training as a major academic institution in the Central Vietnam. The University has 92 undergraduate training programs for Degree of Bachelor, Engineering, Architect, Medical doctor, and Dentist; 79 training programs for master and 24 training programs for PhDs. The University has about 3,000 staff and about 45,000 students following the intensive and in-service training programs at different Colleges of Hue University.

Hue University and Kyoto University were established the collaboration in research and student exchange programs since 2006, initially by the cooperation between College of Agriculture and Forestry of Hue University and Graduate School of Global Environmental Studies of Kyoto University. In September 2007, Hue University and Kyoto University have signed the General Memorandum for Academic Cooperation and Exchange between two universities (MoU). The Kyoto University has an Office in Hue to operate the collaboration activities. The internship program for Kyoto students has been organizing every year at Hue University, with the total of 46 undergraduate students studied in Hue. In summer 2007, 10 students of Hue University came to Kyoto University for 2-week study visit program. Annually, a number of graduated students of Kyoto University study in Hue for Master and PhD programs. The topics of study are diversity including social, cultural, economic and livelihood of Vietnamese people in different ecological conditions of lowlands to uplands of Vietnam. In research collaboration, a research project on "Enhancing community resilience and livelihood security to cope with natural disaster in central Vietnam" which is supported by JICA has been implementing since 2006. A number of research projects which were funded by Kyoto University were implemented. From this year 2009 the Kyoto University Hue Field Campus is established in Hue University to coordinate project on Environmental Education which is supported by the Ministry of Education of Japan.

On this collaboration, Hue University and Kyoto University are creating learning opportunity for students, academic cooperation for researchers of both universities as well as supporting the local people and communities in Vietnam to improve their livelihood.

An Introduction to Hue University


And the collaboration with Kyoto University in research and student exchange

Le Van An
Office for International Cooperation,
Hue University, Vietnam




Hue University

- In the central Vietnam
- Hue city, the old capital of country
- 1 hour-flight from Hanoi or Ho Chi Minh city
- Responsible for higher training of 13 provinces in the Central Vietnam.




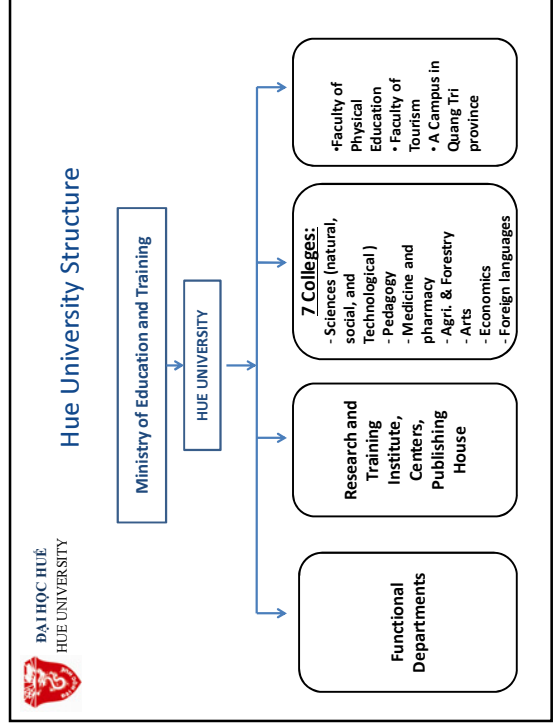
Hue University - Location



HUE UNIVERSITY

- Established in 1957, reunified in 1994
- One of 14 major universities and one of 5 universities with 2 levels of administration system (University and College/School levels)
- A multi-field, multidisciplinary university





ĐẠI HỌC HUẾ
HUE UNIVERSITY

HUE UNIVERSITY



- **Staff number:** 3,000
 - Teaching staff: 1,800
 - Admin and research staff: 1,200
- **Students:** about 45,000
 - Full-time Bachelor's students: 23,000
 - In-service: 21,000
 - Master and Ph.D students: 2,000
- **Training programs**
 - Undergraduate: 92 (Certificate by College level)
 - Master's: 79 (Certificate by University level)
 - Ph.D: 24 (Certificate by University level)

ĐẠI HỌC HUẾ
HUE UNIVERSITY

College of sciences




- Offers Bachelors and Engineers in 3 fields: Natural science, Social science & Humanities and Technology
- **Training programs**
 - + Undergraduate programs: 22
 - + Master's programs: 29
 - + Ph.D. programs: 8

ĐẠI HỌC HUẾ
HUE UNIVERSITY

College of Pedagogy





- Provides primary & secondary school teachers for regions of Central and Highland
- **Training programs**
 - + Undergraduate programs: 15
 - + Masters programs: 28
 - + Ph.D. programs: 6

ĐẠI HỌC HUẾ
HUE UNIVERSITY

College of Medicine and Pharmacy



- Offers training programs in General & Specialized Medicine, Nursing and Pharmacy
- **Training programs:**
 - + Undergraduate programs: 8
 - + Master's programs: 8
 - + Ph.D. programs: 7

ĐẠI HỌC HUẾ
HUE UNIVERSITY

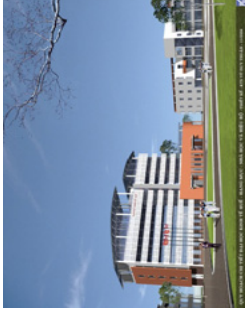
College of Agriculture and Forestry



- Offers engineering programs in agriculture, forestry and fishery, postharvest technology, rural engineering and rural development
- **Training programs:**
 - + Undergraduate programs: 18
 - + Master's programs: 6
 - + Ph.D. programs: 2

ĐẠI HỌC HUẾ
HUE UNIVERSITY


College of Economics



- Offers training programs in Economics, Business Administration, Accounting, Financing and Banking, and Economics Information System, Politic Economics
- **Training programs**
 - + Undergraduate programs: 6
 - + Master's programs: 4
 - + Ph.D. program: 1

ĐẠI HỌC HUẾ
HUE UNIVERSITY

College of Arts



- Offers Bachelors of Arts in 3 fields: Painting, Sculpture, and Applied Fine Arts
- **Training programs**
 - + Undergraduate program: 4

ĐẠI HỌC HUẾ
HUE UNIVERSITY

College of Foreign Languages

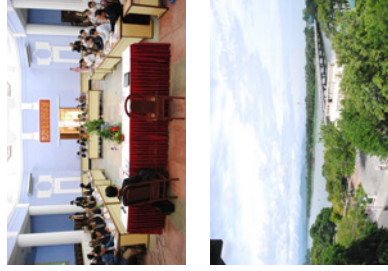



- Offers training programs in Foreign Languages, Vietnamese Studies, American Studies, International Studies
- **Training programs**
 - + Undergraduate programs : 11
 - + Master's programs: 4



ĐẠI HỌC HUẾ
HUE UNIVERSITY

Faculty of Tourism



- Offers Bachelors in Tourism Studies, Business Administration in Tourism
- **Training programs:**
 - + Undergraduate programs: 2
 - + Master's program: 1



ĐẠI HỌC HUẾ
HUE UNIVERSITY

Collaboration with Kyoto University

- By Graduated School of Global Environmental Studies (GGES) of Kyoto University and College of Agriculture and Forestry of Hue University since 2005
- By Kyoto University and Hue University level since September 2007 with the MoU



ĐẠI HỌC HUẾ
HUE UNIVERSITY

Collaboration with Kyoto University



- Kyoto University Office in Hue
 - Asia Platform project since 2005
 - JICA grass-root partnership project in Hue since 2006
 - Environmental Management Leadership Project in Hue, since Feb 2009
 - House in 21 Ngo Gia Tu Street for professors and students living



ĐẠI HỌC HUẾ
HUE UNIVERSITY

Collaboration with Kyoto University





- Student exchanges
 - Internship programs of Kyoto University in 2006, 2007 (funded by Kyoto Uni.), 2008 (funded by JST) for 46 undergraduate students
 - 10 undergraduate students of Hue University study visited Kyoto University 2-week course in 2007 (supported by MIZUHO foundation)

ĐẠI HỌC HUẾ
HUE UNIVERSITY

Collaboration with Kyoto University




- Student exchanges
 - Master students of Kyoto University in 2006, 2007, 2008, 2009 for 14 students
 - PhD student in 2008 for 1 student.
 - 3 PhD students of Hue study at Kyoto University

ĐẠI HỌC HUẾ
HUE UNIVERSITY

Collaboration with Kyoto University

- Staff exchanges
 - More than 10 times Hue University staff to Kyoto University
 - Kyoto University staff often come to Hue University

ĐẠI HỌC HUẾ
HUE UNIVERSITY

Collaboration with Kyoto University

- Research projects
 - Enhancing Community Resilience and Livelihood Security to Cope with Natural Disaster in Central Vietnam, supported by JICA (2006-2009)
 - Natural Disaster Management supported by Kyoto University
 - Environmental Education supported by JST/Ministry of Education (2009-2011)





ĐẠI HỌC HUẾ
HUE UNIVERSITY

Lessons learnt in Student Exchange program

- Pleasure but Difficulties for Kyoto University students:
 - Stay at the field sites in the remote rural communities
 - Communication
 - Go to the field
 - Local food and culture
- Solutions:
 - Establishing group of Hue students to collaborate with Kyoto students
 - Establishing field campus for study
 - Provided information to students in advance






Thank you for your attention!

The role of the International Office of KAIST (Korea Advanced Institute of Science and Technology)

Hyunsook Min
Coordinator
International Relations Team

KAIST was established by the government under a special law in 1971 as the nation's first graduate school for science and engineering education and research. In 2008, KAIST is ranked 95th among the World's Top 200 Universities selected by The Times (of London). In the area of engineering and information technology, it is ranked 34th and in natural sciences, 46th. KAIST ranked first in JoongAng Ilbo newspaper's annual evaluation of universities in Korea in 2008.

KAIST is located at Daedeok Innopolis in the city of Daejeon, 150 kilometers south of the capital city of Seoul. Daedeok Innopolis is the home to some 60 government-supported and private research institutes, four universities and 142 high-tech and venture companies. KAIST's Daedeok and Seoul campuses house seven colleges (Natural Science, Life Science & Bioengineering, Engineering, Information Science & Technology, Interdisciplinary Studies, Business, and Cultural Science), eight research institutes and five affiliate schools.

Under its long-term vision of becoming one of the best science and technology universities in the world, KAIST has focused on research in basic, influential and technically innovative fields. KAIST has founded eight KAIST (Research) Institutes (KIs) to intensively support researches in core fields of global competitiveness.



The key elements of KAIST's Five-year Plan (2007-2011) are as follows:

1. Increase the number of undergraduate students from 700 per to 1,000 per year
2. Increase the number of tenure-track faculty to 700
3. Secure government support for doubling our best budget in five years
4. Contribute to society and S & T through original and creative research
5. Improve and increase facilities for education and research
6. Improve productivity and performance of everyone in KAIST
7. Concentrate our resources to solve important problems of the 21st century
8. Concentrate our resources where we have unique strengths

As of the first semester of 2008, there are 8,217 students enrolled; 3,586 in the bachelor's, 2,776 in the master's, 644 in M.S.–Ph.D. joint, and 1,855 in the doctorate program. International students account for 7 percent of the total enrollment and foreign professors occupy 13% of the total faculty.


To achieve KAIST globalization, we, Office of International Relations, are working hard as follows:

1. To raise international visibility of KAIST
 - ✚ International Presidential Forum on Global Research Universities (<http://forum.kaist.ac.kr>)
 - ✚ Technical tours to leading international institutions by representative KAIST professors to have seminars or make presentations on their research areas
 - ✚ Upgrade KAIST International PR
2. To promote international collaboration & exchanges
 - ✚ Increase dual degree programs with internationally renowned universities
 - ✚ Increase courses offered in English
 - ✚ Offer KAIST Summer International Session (<http://summer.kaist.ac.kr>)
 - ✚ Open KAIST America Office in Silicon Valley & overseas liaison offices
3. Recruitment of international students to the KAIST undergraduate program
4. To realize campus globalization
 - ✚ Organize various cultural activities for international students, faculty, researchers, and their family members
 - ✚ Open International Student Center
 - ✚ Provide convenience facilities for international students
 - ✚ Designate International Zone areas near KAIST campus

<http://www.kaist.edu>


The Role of the International Office of KAIST



February 12, 2009

Hyunsook Min
International Relations Team



4th University Administrators Workshop
February 12-13, 2009
Kyoto University




Contents

- About KAIST
- KAIST International Relations Team & its role

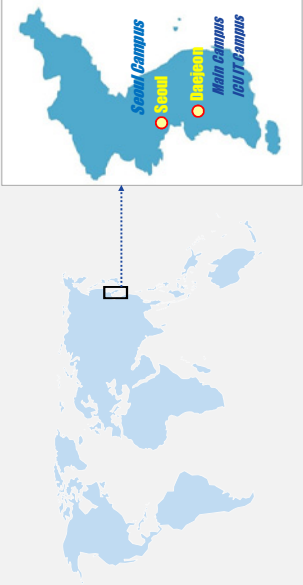
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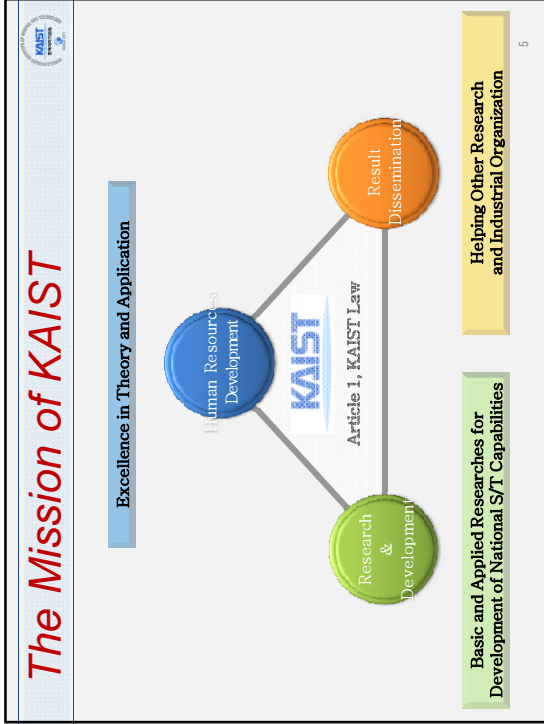
About KAIST



Location



4



- # Brief History
- Feb. 16, 1971 Establishment of Korea Advanced Institute of Science (KAIS) at Seoul campus (graduate school)
 - Aug. 20, 1975 First graduation of KAIS master's program
 - Aug. 19, 1978 First graduation of Ph.D. program
 - Jan. 05, 1981 Establishment of Korea Advanced Institute of Science and Technology (KAIST), merge with KIST
 - Dec. 31, 1984 Establishment of Korea Institute of Technology (KIT), (undergraduate school)
 - Jun. 12, 1989 Separation of KIST from KAIST
 - Jul. 04, 1989 Merge with KIT and transfer to Daedeok campus
 - Dec. 17, 1990 First graduation of bachelor's program
 - Jan. 19, 1996 Establishment of Graduate School of Management
 - Oct. 01, 1996 Establishment of Korea Institute for Advanced Study
 - May 04, 2004 Establishment of National NanoFab Center
 - Oct. 01, 2006 Establishment of 8 KAIST research institutes
 - Nov. 15, 2007
 - May 31, 2008 KAIST-ICU (Information-Communication Univ.) merger plan is announced





The KAIST Goal

To make KAIST

The best S&T University in the World

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Strategies

Education  Design / Synthesis Bilingual Dual degree program EEWS / HRHRP KI for Research Excellence Research at the Interface	Research 
Operation  Dept.-Centric system Boundary-Less system Ethics	Cooperation  Globalization Interaction with the Int'l Community Contribution to the society

8

Distinctive Features of KAIST

- **Unique Status in Korea**
 - Public institution under MEST (<http://www.mest.go.kr>)
 - Scholarship granted to all students with G.P.A. above 3.0
- **Flexible Management of Academic Affairs**
 - Independent & flexible management granted by KAIST Law
 - Early admission of students who completed their junior year of high school
- **Research-oriented / Innovative Education**
 - Maximization of educational effects via mutual interaction with industry
 - Cultivation of creativity by emphasizing discussion, experimentation, tutoring, etc
 - Design/synthesis education, Bilingual education, Dual degree program
- **Well-rounded Education**
 - Leadership training
 - Strong emphasis on humanities and social sciences

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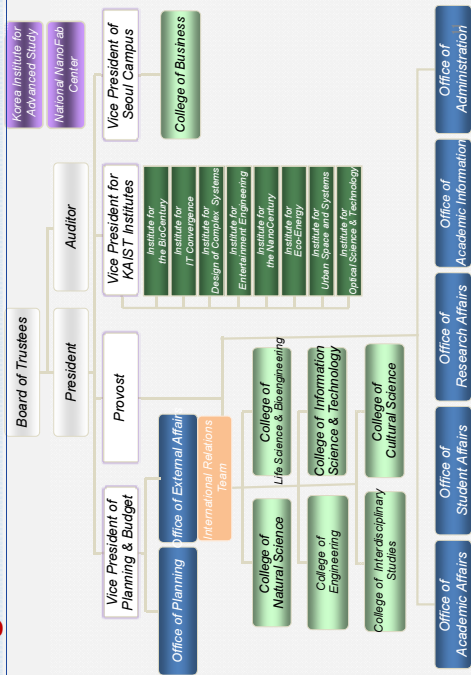
Evaluations & Achievements

- **Asian Ranking by ASIaweek ***
 - 1999 & 2000 : First in "Best Universities in Asia in Science and Technology"
- **2008 World Ranking by the THES ****
 - Top 34th in Technology field
 - Top 46th in Science field
- **2008 World Ranking by Elsevier**
 - First in System & Software Engineering
- **2008 National Ranking by Joong-Ang Ilbo*****
 - First in KOREA

*ASIaweek: The weekly magazine published in Hong Kong
 **THES: The Times Higher Education Supplement
 ***Joong-Ang Ilbo: The daily press published in Korea

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Organization

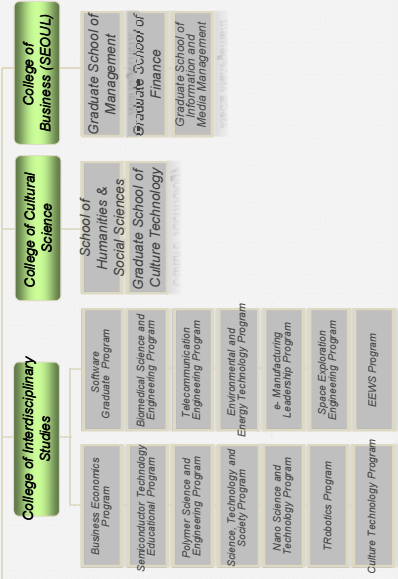


Academic Programs (1)



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Academic Programs (2)



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KAIST Campus



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Goal of KAIST by President Nam Pyo Suh



- Make KAIST one of the best universities in the world in science, engineering, business and culture/technology.
- KAIST has outstanding students. The goal of KAIST is to enable our graduates to be outstanding leaders in 10 to 20 years.

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Goal of KAIST by President Nam P. Suh

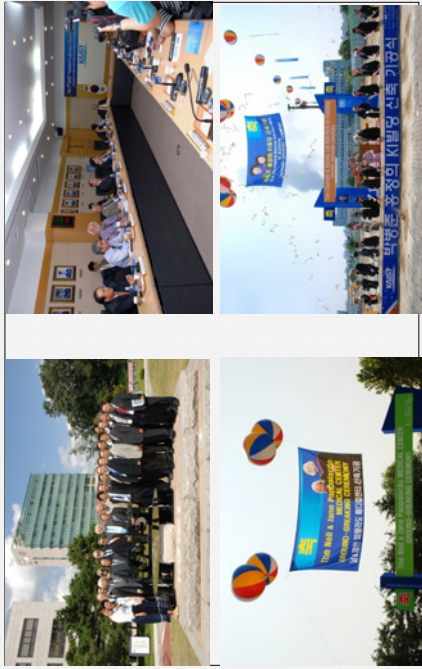


KAIST is a great university because ...

1. Outstanding students
2. Excellent professors
3. Strong support of the public
4. Strong commitment to excellence
5. Good facilities
6. Global university

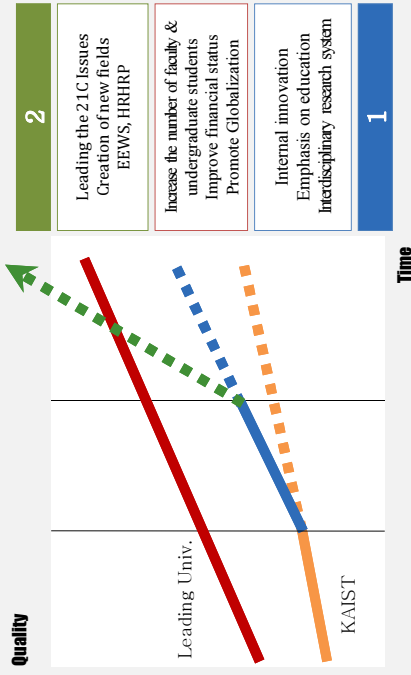
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PAC Meetings & Donations



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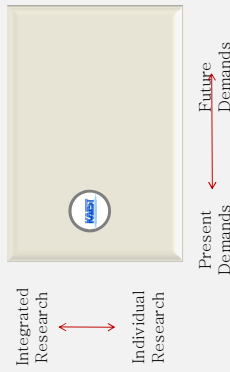
KAIST Reform by stages



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Creation of Tech-innovative Academic Org

Major Tasks in 2nd Phase Reform (1)



- New academic organization to meet new demands and opportunities in the future
- Integrated science-technology research to develop new academic disciplines
Dept. of Ocean systems engineering, Dept. of Nanoscience & Technology
Dept. of Intelligent service engineering, EWS Initiatives ...

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EWS Initiatives & Global Networking

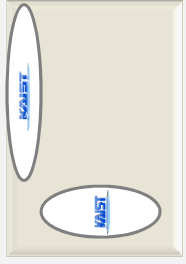
Major Tasks in 2nd Phase Reform (2)



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HRHR Projects to Proliferate KAIST Research Culture

Major Tasks in 2nd Phase Reform (3)



- KAIST to take up research tasks untapped by the public and corporate sectors
- KAIST to assume risks for creative, challenging researchers

* Young, capable researchers concentrate their energy, creativeness in projects for future values

* Quality-oriented assessment to replace quantity-oriented appraisal

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International Cooperation

- Cooperation Agreements with 99 foreign institutions in 31 countries for academic cooperation and exchange
 - bilateral student exchange programs: 70 overseas partner universities
 - dual degree programs:
 - Carnegie Mellon Univ., TU Berlin, TU Munchen, City Univ. London,
 - USC Marshall, Univ. of Illinois-Urbana Champaign
- EEWS Global Network
 - UN Environment Program, NASA, KAUST, MIT, CMU, NOKIA ...
- Cooperation with International Organization:
 - UNESCO HQ, UNDP, KOICA, CNRS ...

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KAIST International Relations Team & its role



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Role of KAIST IRT

- Raise International Visibility of KAIST
- Promote International Collaboration & Exchanges
- Recruit actively international students to the KAIST undergraduate Program
- Realize Campus Globalization

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To Raise Int'l Visibility of KAIST

- *International Presidential Forum on Global Research Universities*
✓ <http://forum.kaist.ac.kr>
- *Technical Tours to leading int'l institutions by KAIST professors*
- *Upgrade KAIST International PR*
- *Various External Advisory Committee (EAC) Activities by each department*

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International Visibility of KAIST



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2009 International Presidential Forum on Global Research Universities

2009
International Presidential Forum
on
Challenges of Global Research Universities



Organized by
President Nam P. Suh, KAIST
September 21, 2009
Westin Chosun Hotel, Seoul, KOREA
KAIST
<http://forum.kaist.ac.kr>

- The theme of 2009 forum:
Challenges of Global Research Universities
 - ✓ Institutional Management in Times of Financial Crisis
 - ✓ Innovations in Education & Research
 - ✓ Globalization of Institutions of Higher Learning
- Theme of 2008 Forum:
Globalizing through Interfacing with Existing Networking
- <http://forum.kaist.ac.kr>

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KAIST Spots



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To Promote int'l Collaboration & Exchanges

- Dual Degree Programs with international renowned universities
- KAIST Int'l Summer Session (KISS)
✓ <http://summer.kaist.ac.kr>
- KAIST America Office in Silicon Valley & overseas liaison offices

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International Collaboration & Exchanges



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Recruitment of int'l undergraduate students

- Recruitment visits by faculty members
- Active collaboration with KISA (KAIST International Students Association)
✓ <http://kisa.kaist.ac.kr>
- Increase courses offered in English

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To Realize Campus Globalization

- Organize various cultural activities for int'l students, faculty, researchers, and their family members
- Open International Student Center
- Provide Convenience facilities for international students
- Designate "International Zone" areas near KAIST campus

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KAIST & international activities



KAIST students Activities



*Thank you very
much for your
attention!*

The Roles of International Affairs Division Kasetsart University

by

Mr. Somsakdi TABTIMTHONG*

ABSTRACT

International Affairs Division of Kasetsart University was firstly established as a unit under Office of the University Secretariat in 1965 before transferred to be a unit attached to General Affairs Division in 1975. Nevertheless, the hierarchy was under the Vice President and the President until 2000 when the internationalization had played a very significant role in higher education in Thailand and Kasetsart University has emphasized on becoming an international university. Kasetsart University therefore initiated the Office of the Establishing International Affairs Division. Lastly, the division was renamed International Affairs Division under Office of the President, according to the announcement in the Royal Gazette on February 28, 1994. Since then, International Affairs Division has been responsible for all international issues of Kasetsart University, non academically. At present, International Affairs Division has been working closely with more than 200 partners worldwide in several activities including Exchange of faculty members, staff, and students, Joint research, Joint academic activities, Exchange of publications and scientific materials and other activities based on mutual interest.


* Director of International Affairs Division, Kasetsart University

KASETSART UNIVERSITY



The Roles of International Affairs Division

By Mr. Somsakdi Tabtimthong




Kasetsart University

Vision

Kasetsart University is a university known internationally for academic excellence and work of world standard. It is a prime mover in mustering intellectual resources to help the nation achieve sustainable development and negotiating power in the world community





Tasks

Kasetsart University gathers wisdom and knowledge, creates and develops varied bodies of knowledge, and forms people who are intelligent' who think rationally, who behave morally, who are conscious of the common good, and who produce high standard work capable of competing in the world market.

The university manages its resources efficiently, joins in the development of the community, and is responsible to society so as to serve as an important instrument in ensuring the well being and security of the country.








Philosophy

Kasetsart University devotes itself to the task of accumulating and developing intellectual knowledge, It thrives for the growth in academic wisdom including ethical and moral excellence.

In addition, it has a responsibility to play a leading role in keeping our Thai heritage alive and to ensure that it continues to grow and to enrich the civilization of the nation.

Since 1942

Higher Education

Research

Academic

Art & Culture

Agricultural Sciences
Agro-Industry
Science & Technology
Engineering
Veterinary Science
Social Science
Business & Administration
Economics, Education,
Humanities

Location : Campuses and Stations

KU : 4 Campuses

Suphanburi

Lopburi

4. Chamloemprakiat Sakon Nakorn Province

2. Kamphaeng Saen (Nakhon Pathom)

3. Sri Racha (Chonburi)

1. Bangkhen (Bangkok)

Krabi

53,335 Students : 79% Bachelor 18% Master 3% PhD

9,587 Staffs : 3,620 Lecturers-Researchers

26 Facilities
20 Institutes & Centers
15 Research Stations
6 Training Stations
4 Radio Broadcasting Stations

Center of Excellence for Food Innovation Research and Services in Thailand (KU-FIRST)

National Center for Agricultural Biotechnology

Center of Excellence for Rubber Science

Center of Excellence for Rice Science

Center of Excellence for Oil Palm

Center of Excellence for Sugarcane

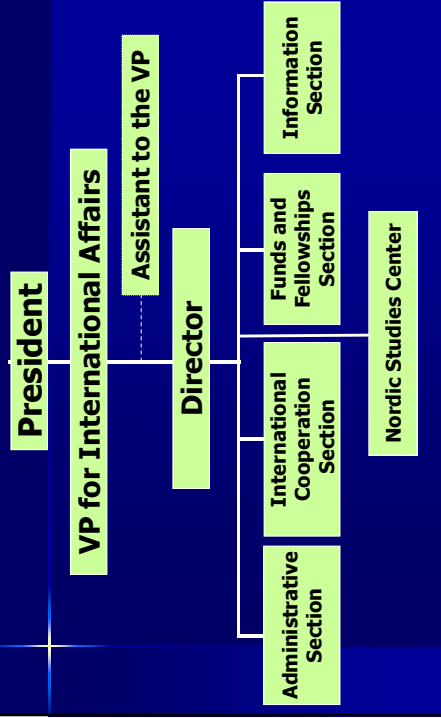
International Cooperation

More than 200 MOU had already established

International Affairs Division

- 1965 a unit under Office of the University Secretariat
- 1975 a unit under the General Affairs Division
- 1991 the Office of the Establishing International Affairs Division.
- 1994 International Affairs Division

Organizational Structure



Activities in MOUs

- Exchange of faculty members and staff,
- Exchange of students,
- Joint research,
- Joint seminar, workshop and conference,
- Exchange of information and publication, and Other activities

MOU and Faculty Members

- Advanced Studies
- Long Term Exchange
 - Post Doctoral Training
- Short Term Exchange
 - Training
- Visiting professors and Researchers

MOU and Students

- Senior Project
- Language Trainings
- International Experience
 - Study Visit
 - Partial Research
- Short Term Exchange
 - Credit Transfer

MOU and Other Activities

- Joint Researches
- Joint Seminars / Workshops
- Joint Training
- Training Course on Request

International Fundings

- Database on
 - International Agencies / Donors
 - EU
 - APEC
- Document Preparation
- Submission

Possible Cooperation Framework

- Academic Cooperation :
 - *Agricultural Science, Agro-Industry, Food, ...*
 - *Science & Technology Research and Development*
 - *Social Science, Humanities, Education, ...*
- Human Resource Development :
 - *Degree & Non-Degree Programs*
 - *Training : short term & specialization*
- Exchange of Personnel & Information
 - *Networking*
 - *Joint Seminar, Workshop, Conference,...*
- Regional Partnership :
 - *Bilateral*
 - *Countries in BIMSTEC*



<The Role of the International Office:

In building better research partnership and student exchanges>

From Centralized Office to Decentralized System: Creating New Administrative Structure at Keio

**Fumi Yabe
Manager, International Center
Keio University**

Keio is planning to merge administrative offices of the Academic Affairs Center, the Student Affairs Center, and the International Center to create a new administrative unit.

Historically, the International Center (established in 1964) has been the only Keio's centralized office, which has initiated and managed university-level international activities. However, profound changes in the higher education landscape both at home and abroad, have resulted in Keio reevaluating its approach to international activities. As a result, Organization for Global Initiatives (OGI) was established in January 2005 to strengthen Keio's international dimension and to develop strategic initiatives that enable the university to take a proactive role in the creation of international alliances, and the enhancement of Keio's own global activities. The role of the International Center has shifted more to planning and implementation of various international programs in collaboration with OGI.

However, because of its long history, perception towards the International Center as the centralized international office but somewhat isolated from the mainstream of university administrative system remained at Keio. This perception has created a mind set that issues related to international, such as services and programs for international students and study abroad are the responsibility of the International Center.

Since the establishment of OGI, Keio's international activities have expanded dramatically. Some of the indicators such as number of exchange agreements, international students, and international conferences hosted by Keio, have shown large increase. To meet the emerging challenges and future challenges resulting from further internationalization in the coming years, identifying key functions of "International Office" and introducing drastic structural reform in administrative offices is now needed.



Beyond "Island Approach" : Creating New Administrative Structure of "International Office" Keio University

February, 2009

Fumi Yabe
 Manager, International Center
 Keio University

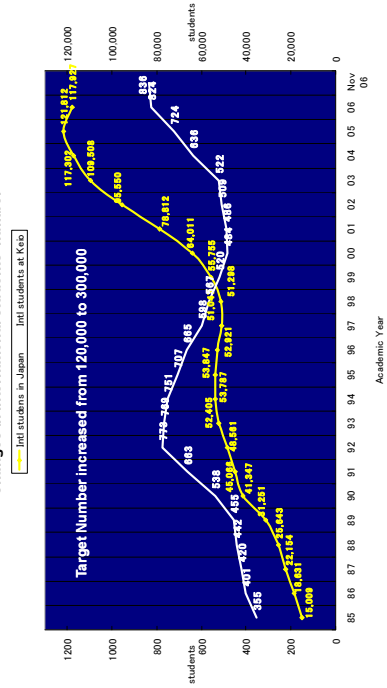
Tradition of Centralized International Office

- 1964 International Center
- 1990 Center for Japanese Studies
- 2005 Organization for Global Initiative (OGI) & OGI Office

2

Increasing International Students

Changes in international students' number



3

Keio's International Collaboration: 934 Students from all over the world

International students by Source Country (As of May 1, 2008)

Country (Area)	Number of Intl students	Percentage
China	276	29.6%
Korea	260	27.8%
Taiwan	51	5.5%
U.S.A.	49	5.2%
France	38	4.1%
Thailand	29	3.1%
Indonesia	28	3.0%
Germany	18	1.9%

International students by affiliation	
Undergraduate students	314
Graduate students	419
Japanese Language and other short term students	201
Total	934

Pursuit of Quality, and not Quantity, of International Students

4

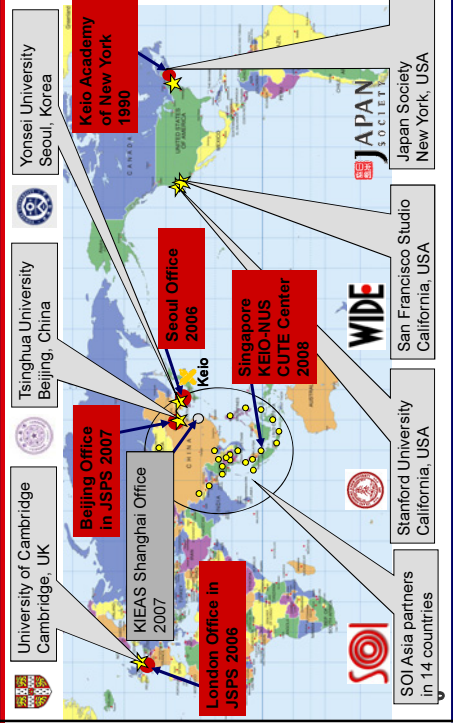
International Collaboration: 237 agreements with all parts of the world

Region	May 2001	January 2005	January 2006	January 2007	August 2008	October 2008
Asia	16	27	30	50	71	71
Middle East	1	1	2	2	3	3
Africa	0	0	0	0	1	1
Oceania	5	4	6	7	7	7
North America	31	38	45	47	57	59
Latin America	2	3	3	4	4	4
Europe	31	58	67	73	86	87
Other	2	3	3	4	5	5
Total	88	134	156	187	234	237

+149 partners since 2001

5

13 Offices/Satellites Abroad



Participation to Global Alliances

- **APRU**
(Association of 42 Pacific Rim Universities)
- **T.I.M.E.**
(Network of 51 leading engineering schools, faculties and technical universities in Europe)
- **CEMS**
(Network of 27 world-class academic institutions, 23 full members mostly in Europe and 4 associate members in management and economics)

7

University-wide International Activities Organized by Keio

150th Anniversary Event
Vietnam-Japan Friendship Initiative;
Summer Workshop 2006
(Hanoi & Ho Chi Minh City, Vietnam)

150th Anniversary Lecture
[Lecture Series 1]
President Anzai delivers speech at Japan Society (New York, U.S.A.)

150th Anniversary International Symposium
[Lecture Series 2] (London, UK)
"Frontiers of Neuroscience"
April 2007; Keio initiative jointly hosted by Keio University, University College London (UCL) and JSPS.

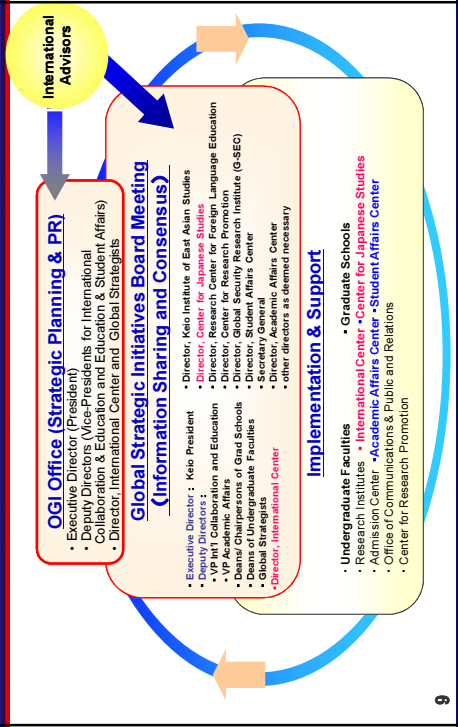
150th Anniversary International Symposium
[Lecture Series 3] (Beijing, P.R. China)
Future Direction of the Chinese Economy: comparison of Japan and China
November 2007; Keio initiative, jointly hosted by Keio University, Renmin University of China and JSPS.

KEIO/ISO/UK-JAPAN 2008 British Nobel Laureate Lecture Series (Mitsui Campus, Tokyo)
February-July 2008

(Photo: Aya Akemura)

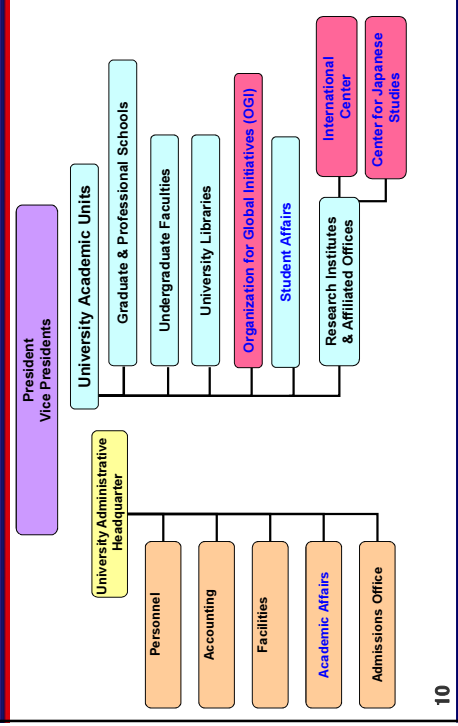
8

Global Initiatives: OGI Structure & Governance



9

Organization Chart (Summary: Present)



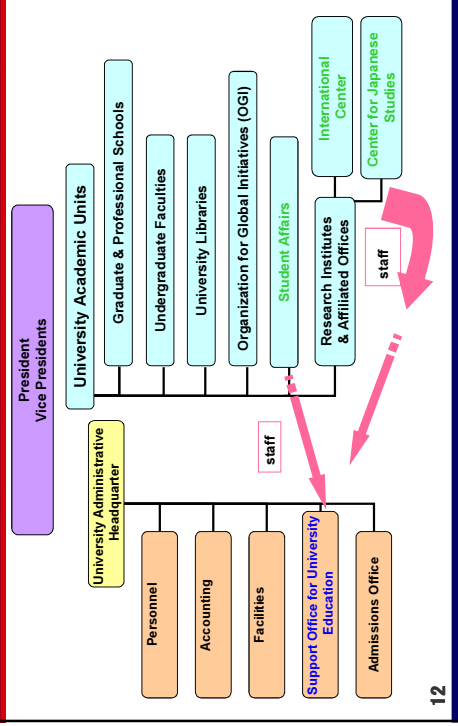
10

Functions of the International Center (1) <For Students>

- Coordinating student exchange program (Incoming & Outgoing)
- Providing academic programs in English
 - Keio International Programs (Japanese Studies Courses/International Studies Courses)
- Coordinating scholarships and awards for international students and for study abroad
- Summer / Spring Short Study Abroad Programs
- Maintaining international student database including immigration status
- Assisting application for Certificate of Eligibility and various immigration procedures
- Administrative office for the Center for Japanese Studies
- Housing office function (about 450 rooms, +150 rooms in April 2009)

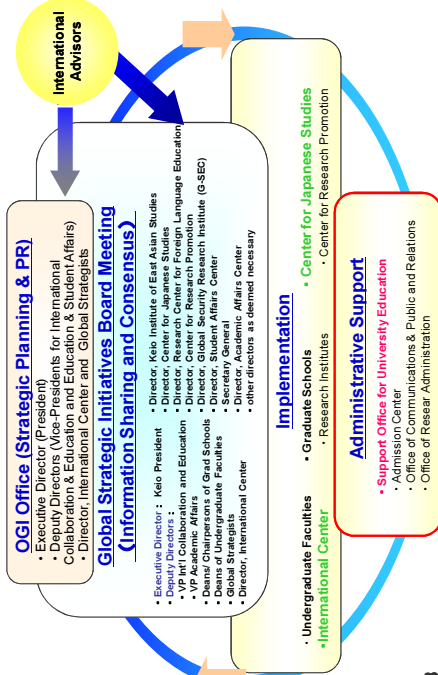
11

Organization Chart (Summary: After April 2009)



12

Global Initiatives: OGI Structure & Governance



13

Functions of the International Center <For Scholars>

- coordinating exchange programs for researchers
- Assisting application for Certificate of Eligibility and various immigration procedures
- Coordinating international visitors, lectures, and conferences
- Housing for international scholars

14

Benefits for Mainstreaming “International Office” functions

- Increasing contacts between international students and Japanese students
- More attention to international students and study abroad opportunities for Japanese students
- More cross-cultural experience for administrative staff members
- Ideally, each university administrative office will become able to work with international students and scholars
⇒ will be able to accommodate larger number of international students and scholars
- Opportunities for internationalization within the university

15

Challenges for Mainstreaming “International Office”

1. Overcoming psychological resistance against change and something unfamiliar to them
2. Staff development
3. Creating large office space
⇒ New building will be built by 2011



16

What are the key roles of "International Office" ?



- Promoting international activities and collaboration with overseas universities within the university
- Promoting more horizontal, vertical and diagonal collaboration with faculty and administrative staff across campuses
- Providing support to international initiatives of academic units
- Providing a point of contact for international partners
- Accumulating information on international activities as future resources

17



KEIO 150
Design the Future

www.keio.ac.jp
<http://keio150.jp>

Shimoda Student Village



- Opened April 2006
- Houses 150 international and 200 local students
- Fully equipped, air-conditioned private rooms for international students

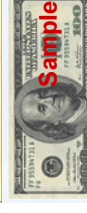


19

Keio University Fact Sheet



- Founded in 1858 by *Yukichi FUKUZAWA*
- Started modern higher education in Japan
- 6 campuses in Japan, 1 in New York
- 10 faculties, 14 graduate schools
- President *Yuichiro ANZAI*
- 1 university hospital (1,000 beds)
- 29,000 undergrad., 4,500 grad. students
- 2,000+ teaching and 2,700 admin staff
- Annual operating budget of US\$1.2 billion
- Endowment of US\$3.8 billion



20

Educational System

10 Undergraduate Faculties

- Letters
- Economics
- Law
- Business & Commerce
- School of Medicine
- Science & Technology
- Policy Management
- Environment & Information Studies
- Nursing & Medical Care
- Pharmacy

14 Graduate Schools

- Letters
- Economics
- Law
- Human Relations
- Business & Commerce
- Medicine
- Science & Technology
- Business Administration (KBS)
- Media & Governance
- Law School
- Health Management
- System Design & Management
- Media Design
- Pharmaceutical Sciences

21

6 Campuses in Tokyo Area

The map shows the following campuses and their locations:

- Tsuruoka Town Campus (TTCK) Shin-Kawasaki Town Campus** (Northwest)
- Shonan Fujisawa Campus (SFC) Policy, Media, Health Care, Sport...** (West)
- Yagami Campus Science and Technology** (Southwest)
- Hiyoshi Campus Liberal Arts** (Central)
- Shiba Kyoritsu Campus Pharmacy (Apr. 2008)** (East)
- Mita Campus Humanities and Social Sciences** (Northeast)
- Shinanomachi Campus Medical Science and Medical care** (North)

22

International Education

Enhanced quality and services in Japanese language & cultural studies programs

- Since 1960s, most highly regarded program run by a Japanese university
- New curricula meet diverse needs of students

Ongoing expansion of international programs offered (degree, non-degree, double degree)

- 104 undergraduate and 185 graduate courses delivered in English

23

International Educational Programs

- International Programs delivered entirely in English (Undergraduate, Master, Doctor)
 - 1996: Joint Japan/World Bank Graduate Scholarship Program in Taxation Policy and Management (Masters)
 - 2003: International Graduate Programs for Advanced Science & Technology (5 areas of study; Masters and Ph.D.)
 - 2006: International Advanced Degrees Program in Media & Governance (3 areas of study; Masters)
 - 2008: Professional Career Program (PCP) in Economics (5 areas of study)
 - 2008: Graduate School of Media Design
 - 2008: Graduate School of System Design and Management
- Double Degree Programs (Master)
 - 2005: Fudan University, China (Graduate School of Media & Governance)
 - 2005: Intergroupe des Ecoles Centrale, France (Graduate School of Science & Technology)
 - 2005: Yonsei University, Korea (Graduate School of Media & Governance)
 - 2006: "Indonesia Linkage Program" (Graduate School of Media & Governance)
 - 2006: "Indonesia Linkage Program" (Graduate School of Media & Governance)
 - 2008: ESSEC Business School (Keio Business School)
- International Center (For short-time visit students and others)
 - 24*International studies courses" and "Japanese studies courses" in English (Total 50 classes)

150th Anniversary Commemorative Project

- “Design the Future,” “Independence” & “Collaboration”
- 90 billion yen over 10 years (2005-2015)

“Design the Future” Fund promotes:

- International experience (study abroad, internships)
- International exchange (support for incoming students)
 - > 5 full scholarships/year awarded to non-Japanese MA students
 - > 400+ residential rooms made available for int'l students
- International lectures in English (top academics from abroad)
- Unified system fostering *independence* and *collaboration* at affiliated schools (elementary → high school)
- Cultivating students who will design the future, have the capacity to think independently and collaborate with others

25

Global Alliances (1) APRU (Association of 42 Pacific Rim Universities)



Keio University Summer School at University of Washington

Since 2006, Keio has made this program open to all APRU member universities

When: End of August or mid-September
Participants: 30 students

8th Doctoral Students Conference (DSC)

Keio hosted the DSC 2007
<FIRST HOST IN JAPAN>

When: 30 July-3 August 2007
Participants: 98 students

12th Annual Presidents Meeting (APM)

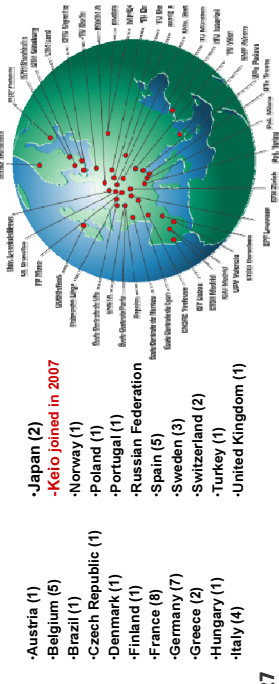
Keio hosted the APM 2008
<FIRST HOST IN JAPAN>

When: 26-28 June 2008
Participants: 22 presidents



Global Alliances (2) T.I.M.E.

T.I.M.E. is a network of 51 leading engineering schools, faculties and technical universities which offers, through a system of voluntary bilateral agreements between its members, high-level educational programs for engineers and future industrial executives.



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Global Alliances (3) CEMS

CEMS is a network of 27 world-class academic institutions (23 full members and 4 associate members) and more than 50 corporate partners offering international postgraduate students a unique blend of high quality education and professional experience.

CEMS member countries:

(each country can be represented by only one institution)

- Australia
- Austria
- Belgium
- Brazil
- Czech Republic
- Denmark
- Finland
- France
- Germany
- Hungary
- Ireland
- Italy
- Mexico
- Norway
- Poland
- Portugal
- Russia
- Singapore
- Spain
- Sweden
- Switzerland
- The Netherlands
- United Kingdom
- Canada
- China (Beijing)
- China (Hong Kong)
- Japan (Keio as an associate member from 2008)

28

Enriching Keio Students' Study Abroad Experience



	Outgoing students (exchange/ scholarship / Keio paying)	Participants (Short-Term Study Abroad Program)	DD Program (Faculty of Science and Technology)	2006 Total
Ireland	1	-	-	(1)
U.S.A.	62	(116)	-	(178)
Argentina	1	-	-	(1)
Italy	3	-	-	(3)
India	1	-	-	(1)
Indonesia	1	(5)	-	(6)
UK	18	(71)	-	(89)
Egypt	1	-	-	(1)
Australia	7	-	-	(7)
Austria	2	(1)	-	(3)
Netherlands	3	(1)	-	(4)
Canada	10	-	-	(10)
Singapore	4	-	-	(4)
Syria	-	(20)	-	(20)
Total		191	(412)	(607)

Organization of the International Center



<Faculty Members>

- **Director**
- **Deputy Directors**
- **Academic Advisors representing academic faculties**
- **Approximately 30 administrative staff members on 6 campuses**

A) The Role of the International Office:

In building better research partnerships and student exchanges

The Spontaneity of Students for International Communication

Ms. Lan Ma

Program Officer, Office of International Relations

Peking University

Abstract

International student mobility is becoming one of the most obvious characters of the system of modern higher education. The scale and influence of the mobility is enlarged by joint efforts of universities and institutions setting up exchange programs for students. In addition, there is another special form of exchange among students existing in parallel with the one based on official platform, which is the student-run intercultural exchange and communication program.

The student-run programs generally last for one week and are in the form of seminars, conferences culture experiences rather than semester-long academic studies. These self-organized programs are initiated by students spontaneously, which are a reflection of their desire of furthering communication with other students from different countries. This form of student-run program reflects the spontaneity and creativity of students for international communication, which is an effective complement to regular exchange programs.

Key words

Student-run program

spontaneity

comparison

The Spontaneity of Students for International Communication



MA Lan
Peking University
2009-02-12

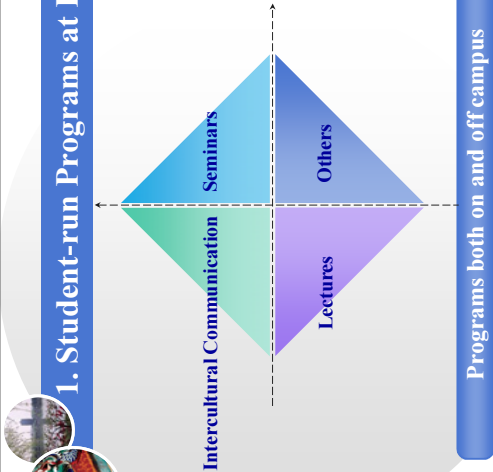
Outline

1. Student-run Programs at PKU
2. The Existing Global Network
3. Comparison
4. Some Ideas

1. Student-run Programs at PKU

- ◆ There are over 30 students organizations specialized in international exchange and communication (All together: 267)
- ◆ The first one was founded in 1997 (also the first one nationwide)
- ◆ The associations organize 100+ programs each year

1. Student-run Programs at PKU



Programs both on and off campus

1. Student-run Programs at PKU

TPIS
Tutor Program for International Students

- ❖ Dedicated to fostering and enhancing friendship between Chinese and international Students
- ❖ Aiming at helping international students to get used to the life at PKU
- ❖ More than 1000 international students have been involved




1. Student-run Programs at PKU

JING FORUM

- ❖ First Sino-Japan student bilateral forum
- ❖ Originally initiated by students from Tokyo University and PKU
- ❖ Discuss the future of Japan and China through four momentous themes: Security, Environment, Historical Perception, Economy




1. Student-run Programs at PKU

FACES
Forum for American/Chinese Exchange

- ❖ Foster lasting bonds between Chinese and American students
- ❖ Co-organized by students from Stanford University and Chinese universities
- ❖ One of the important dialogues between American and Chinese students

1. Student-run Programs at PKU

GLOBALIST

- ❖ Fully student-run magazine
- ❖ Co-published by students from Yale University, Peking University, Cambridge University, Sydney University, Sciences Po, Hebrew University, Toronto University, Bogacizi University, University of Cap Town
- ❖ Write hot-topic articles and publish joint magazine in partner universities

2. The Existing Global Network



2. The Existing Global Network

AIESEC

- Began in 1948
- The world's largest student organization present in over 1100 universities in over 100 countries and regions
- Provides over 6,500 leadership opportunities, 4,400 work abroad opportunities, 350 conferences, and virtual tools to build networks




2. The Existing Global Network

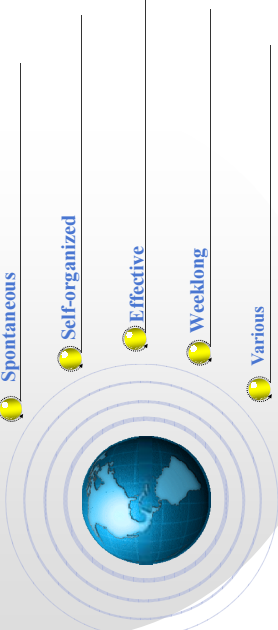
MUN

- An academic simulation of the United Nations that aims to educate participants about civics, effective communication, globalization and multilateral diplomacy
- Started as early as in the 1920s
- Has greatly matured and expanded worldwide
PKU held the 2006 World MUN

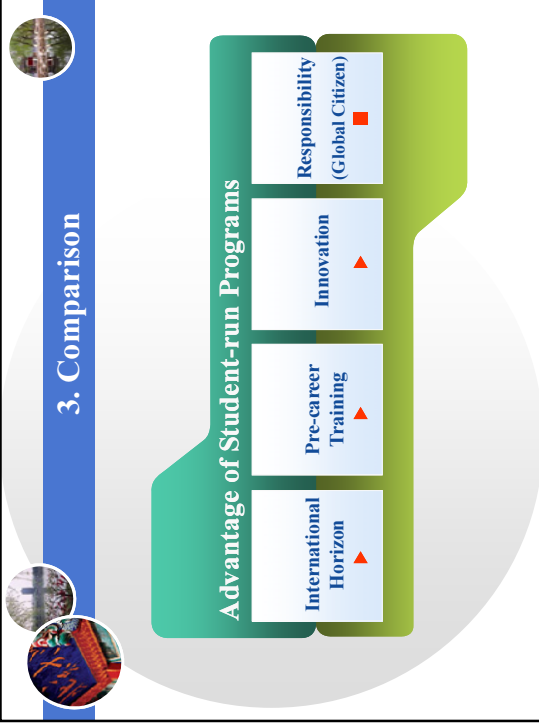



2. The Existing Global Network

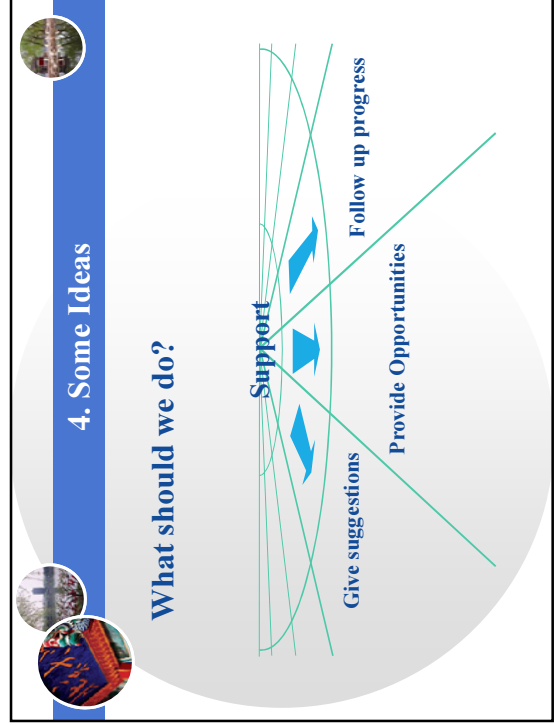
Characters of the student-run programs



- Spontaneous
- Self-organized
- Effective
- Weeklong
- Various



- ### 4. Some Ideas
- #### What Can We Benefit?
- ❖ Bottom-up process of internationalization
 - ❖ Develop the innovation and creativity of local students
 - ❖ Attract potential foreign students
 - ❖ Enrich campus culture





Session:

A) The Role of the international Office, we mainly focus on the role of the Academic Affairs Division in international cooperation

Mr. Zhibin Jiang

Director, Academic Affairs Division
Shanghai Jiao Tong University

Title of the presentation:

The Profile and Development Strategy of International Collaboration on Education at SJTU

Abstract

Shanghai Jiao Tong University (SJTU), directly subordinated to the China's Ministry of Education, is one of the oldest and top universities in China. Targeting to be one of the worldwide top universities, SJTU has taken internationalization as one its main strategies. To implement this strategy, the Academic Affairs Division of SJTU, which is responsible for all undergraduate education programs, has played an important role.

First, this presentation briefly introduces SJTU, with focus on the profile of the international cooperation on education. SJTU has been actively involved in International academic exchange programs with oversea universities. To date, it has established close relations with more than 100 renowned universities and colleges in the world as well as connections with many research institutions.


Then, the presentation schemes the internationalization strategy of SJTU. To be one of the worldwide top universities, SJTU has made the 3-steps development strategy, for which international cooperation on education is take as one of the keys.

Finally, the presentation talks about the role of the Academic Affairs Division, one of the most important divisions at SJTU, in implementing international cooperation on education, mainly in 5 aspects. They are: (1) exploring new collaboration opportunities with oversea universities or institutes; (2) regular management and contact of the exchange programs; (3) recruiting the out-going exchange students; (4) assisting out-going exchange students for the outgoing procedure; and (5) dealing with the incoming students' academic issues such registration, courses selection and the course records.




The Profile and Development Strategy of International Collaboration on Education at SJTU

Professor JIANG Zhibin
 Director, Academic Affairs Division
 Shanghai Jiao Tong University
 Feb. 12, 2009





Preview


- Brief Introduction of SJTU
- Internationalization Strategy of SJTU
- The Role of the Academic Affairs Division in International Cooperation



Brief Introduction of SJTU



SJTU is one of the oldest and top universities in China



1896, Nanyang Public School

1922, Nanyang University of the Ministry of Communications

1937, Public Jiao Tong University

1959 till now, Shanghai Jiao Tong University


 Shanghai Jiao Tong University

Located in Shanghai, an international, dynamic & prosperous city.






 Shanghai Jiao Tong University

SJTU has many outstanding alumni



Jiang Zemin
1947 electrical and mechanical department



Wu Weijian
1940, Mathematics




Yu Guangxian
1944, Chemistry

Winners of the State Supreme Science and Technology Award




Qian Xuesen
1954, ME


 Shanghai Jiao Tong University


SJTU alumni have created many No. ONES in modern Chinese history

The earliest Chinese Typewriting in China




Zhi Binyuan

The first ship of ten thousands tons since 1949




The earliest inventor of diesel locomotive machine in China




Zhang Jinglin


The first rocket launched in China




The earliest self-designed video in China





Zhouhoukan




 Shanghai Jiao Tong University


Academic Index

ITEM NAME	YEAR	INDEX	Rank in China
Academicians of the Chinese Academy of Sciences and Engineering	2008	16+19	3
973 Chief Scientists	2008	14 persons	3
Number NSFC Funding	2008	232	3
Graduate's quality for job	2008	Graduate's ability	1
Funds for Scientific Research	2007	1.28 billion	2
SCI Papers	2007	2331 pieces	3
EI Papers	2007	2748 pieces	4
MEDLINE Papers	2007	1194 pieces	3
Invention Patents	2007	621	1

Transferred from Engineering University to comprehensive one

- With three strong discipline groups in engineering, life science, and business;
- Quick progress in sciences; and
- Showing given features in agriculture, laws, social science, economics, and multimedia.






Academic Schools (21)

Engineering (9): Naval Architecture & Civil Engineering, Mechanical & Power Engineering, Software Engineering, Electronics, Information Tech & Electric Engineering, Microelectronics, Materials Science & Engineering, Chemistry & Chemical Engineering, Environmental Science & Engineering, Information Security

Science SS(3): Mathematics, Physics, Chemistry



Business, Literature, Arts & SS(5): Humanities & Social Sciences, Economics & Management Law, International & Public Affairs, Media & Design, Foreign Languages

Life Science & Medicine(4): Life Science & Technology Medicine (merged with SSMU), Agriculture, Pharmacy

Academic Disciplines & Labs

- 170 Ph.D. programs
- 179 Master's programs
- 65 Undergraduate's programs
- 49 National Key Disciplines
- 5 State Key Laboratories
- 6 State Engineering Research Centers

Profiles of Students

Faculty

- 3018 faculty members including 725 full professors
- 35 members of the Chinese Academy of Sciences and the Chinese Academy of Engineering.

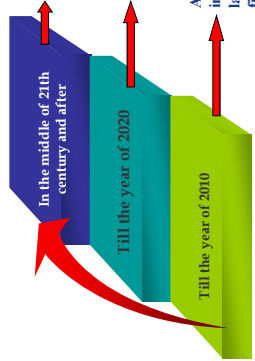
Internationalization Strategy of SJTU

SJTU is characterized by internationalization

- According to the most famous physical scientist QIAN Xuesen, all the courses offering, including the experiments, were the same as MIT in the late 1930s, SJTU was called "the Eastern MIT" at that time.
- In Sep. 30, 1978, education delegation of SJTU visited, America. It is the first Chinese university delegation visiting the USA.




1. Three-Steps Development Strategy of SJTU



- Till the year of 2010**: As one comprehensive, research, and internationalized high-level university, SJTU will lay itself a solid foundation for being one world first-class university.
- Till the year of 2020**: Some disciplines will become world first-class level, SJTU will start to enter the range of the world first-class universities.
- In the middle of 21th century and after**: **SJTU will be one world first-class university.**

Internationalization Targets for undergraduate education

- Enhance the teaching ability in internationalization, Push the construction of specialties where courses are all taught in English
- Continue to promote "Study Overseas Programs", let more and more undergraduates has the overseas experience
- Expand the scale of international students, build up one perfect management system

Year	Number of majors of which all courses are taught in English	Proportion of out-going students	Proportion of overseas degree student
2010	5	25%	6%
2013	8	30%	8%
2020	20	50%	10%

2. Promote cooperation with world-class universities

- Michigan University-SJTU Joint-School, Dual BSc. In ECE and ME;
- Georgia Institute of Technology (Dual MSc. Degree Program, Logistics Center, Summer School)
- MIT (CLFM Program ‘China Leadership for Manufacturing’)
- UC System 10+10 Program
- Universities 21
- Sino-French 4+4 Program, Graduate School, Engineer School

Some of the Universities in Partnership with SJTU

Europe: Technische Universität Berlin, Universität Stuttgart, Ruprecht-Karls-Universität Heidelberg, Ecole Centrale de Lyon, Ecole Centrale de Nantes, UCLouvain, UCL, Université de Liège, Université de Valenciennes et du Hainaut-Cambrai, Université de Bourgogne, University of Birmingham, University of Exeter, Cardiff University, University of Amsterdam, Delft.

Asia: NTU (Singapore), Kyoto U., Osaka University, Ritsumeikan University, Nagoya University, Hankyong University, Korea University, The University of Hong Kong, Hong Kong Univ. Of Science and Technology, Chiao Tung University, The Australian National University, University of Queensland.

North America: UC Berkeley, University of Michigan, Cornell University, Georgia Institute of Technology, University of Maryland, University of Minnesota, UCLA, MIT, USC, University of Waterloo, University of Montreal, UBC.

Currently, 19.4% of undergraduate students in SJTU have been involved in “Study Overseas Programs” for dual-degree program, short-term exchange and overseas internship.

SJTU students in the Wharton Business School

Students from Antai College of Economics and Management in UBC

SJTU students got UCLA A grade certificates

3. Foreign Students

Year	Graduate (毕业生数)	Postgraduate (授予学位数)	Enrolled (在校生数)
2004年	~100	~100	~100
2005年	~150	~150	~150
2006年	~200	~200	~200

- Now, **5600** foreign students from over **60** countries are studying in **17** schools and about **1000** of them study for degrees;
- The number of exchange students and participants of summer programs from **Columbia University, UM, Purdue University, UCLA, GIT and TUB** has been increased from **16** in 2000 to over **300** in 2008.



Shanghai Jiao Tong University

4. Established First Chinese Graduate School (2002) in Singapore



More 400 Singapore citizens have got MBA degree from SJTU



Shanghai Jiao Tong University

5. Each School should have partners in substantial international cooperation

- **Medical School:** Université Panthéon-Sorbonne-Paris 1, 5 and 10
- **School of Economics and Management:** National University of Singapore, MIT, University of Southern California, University of British Columbia, Max I Business School
- **School of Mechanical Engineering:** the University of Michigan, Purdue University, the University of Queensland
- **School of EE:** Georgia Institute of Technology, Carnegie Mellon Uni. Technique University Berlin
- **School of Agriculture and Biology:** the University of Nottingham, UC Davis, Cornell Uni.
- **School of International & Public Affairs:** Columbia University, University of Bergen
- **School of Naval Architecture, Ocean and Civil Engineering:** UT Delft, National University of Singapore
- **School of Science, Math, Dept.:** Canzants university



Shanghai Jiao Tong University

6. Implement internationalization evaluation on schools

- Implement evaluation on some schools once a year and on the whole university every five years.
- Encourage schools to actively participate in international certifications:
 - Antai College of Economics and Management has become the member of EFMD, AACSB, AMBA and AAPBS, and finalized the certification of EQUIS in 2008. International certifications help the college promote its level in all-round aspects including teaching, scientific research, management, etc.



Shanghai Jiao Tong University

7. Increase number of the faculty members with overseas degrees

- Attract excellent overseas Chinese scholars and overseas talents to work in the university (by 2010, the proportion of faculty with doctorate degree conferred by overseas famous universities will increase to 20% from the current 11%).
- Financially support outstanding young teachers and administrative staff to receive training in world-class universities (100 persons per year).
- Support young and middle-aged faculty members to hold posts in international scientific organizations.



8. Promote international research cooperation

- Develop all-round cooperation with world-class universities, scientific and research institutions and enterprises.
- Attach great importance to the establishment of international production, study and research alliance and promote disciplinary development.
- Increase support to scientific and technological personnel in international cooperation.
- By 2010, increase the funds of international research cooperation to 150 million RMB from currently 50 million RMB.



The Role of the Academic Affairs Division in International Cooperation



Role 1: Exploring new opportunities for cooperation with overseas universities or institutes

There are mainly four divisions which are in charge of exploring new cooperation or program:

- Division of International Cooperation and Exchange
- Division of Academic Affairs (undergraduate program)
- International Education School (foreign student program)
- Graduate School (graduate program)

SJTU also encourage each school to develop program with overseas university or institute.



Role 2: Regular management and contact for the exchange programs

We do some work in keeping relationships with our oversea partners.

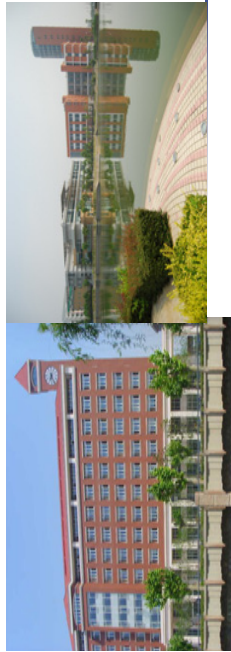


Role 3: Recruiting the out-going exchange students

Every semester, we will open the exchange program list on the website. At the same time, we ask the school administrators to assist in the propaganda. After application and interview, we determine our out-going student list.

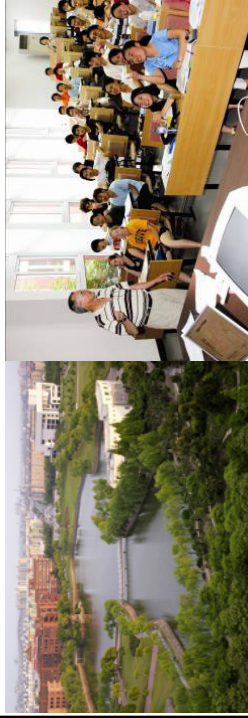
Role 4: Dealing with out-going exchange students affairs

- (1) Assisting the out-going students for the outgoing procedure
- (2) Manipulating procedure for the out-going students back to school, including credits auditing and transfer

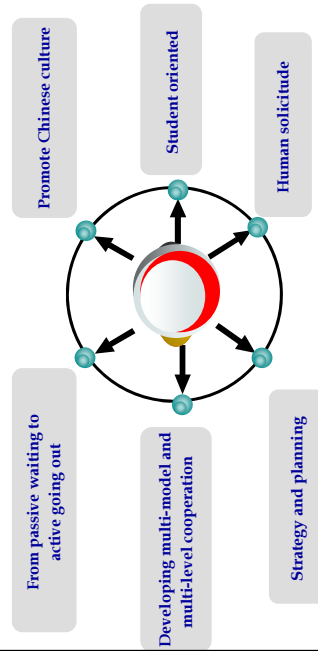


Role 5: Dealing with the incoming students' academic issues such as registration, courses selection and the course records.

Every semester, Shanghai Jiao Tong University also admits many students from the partner universities.

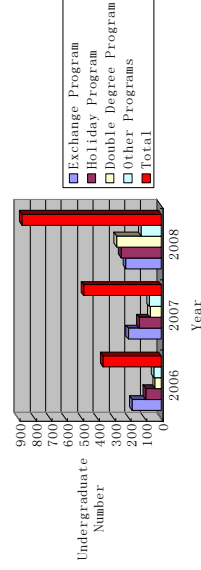


New attitudes for the international co-operations



Performance on overseas program

Out-going Undergraduate Number Chart



- ▶ The number of out-going undergraduates in 2008 doubled that the year of 2007
- ▶ More and more undergraduates enrolled in the overseas programs.



- ▶ The number of foreign degree students in 2008 is 3 times as much as that of five years ago
- ▶ In the year of 2008, SJTU has 115 postgraduates studying in the world first-class universities for dual degree programs
- ▶ In the year of 2008, the fund of international cooperation is 70 millions, increased by 75% over the past five years.



Internationalization is one of the Most Important Ways to for SJTU to Become a World-Class University!



Thanks !



New Structure of International Office

Kenichi FUJITA

International Affairs Department, Tokyo Institute of Technology

History of Internationalization of Tokyo Tech

- 1st stage: Permanent secretariat of the International Planning Office (IPO) with 2 administrative staff established in April 2002
- 2nd stage: Expanded the secretariat of IPO 2004
- 3rd stage: Selected as one of 20 universities for Strategic Fund for Establishing International Headquarters in Universities in April 2005
- 4th stage: International Affairs Department established in July 2008

Objectives for Internationalization

Tokyo Tech is aiming become one of the world's top universities in the field of science and engineering.

The Structure of International Office of Tokyo Tech

There are two functions in Tokyo Tech's International Office. One is planning. The other is implementation.

Flagship Programs

1. Young Scientist Exchange Program (YSEP)

Tokyo Tech offers YSEP, which gives the **unique opportunity** to experience SOTSURON (Research Project) under direct guidance of an experienced professor as well as related subjects and Japanese language

2. International Graduate Program

Tokyo Tech's International Graduate Program aims to offer international students an opportunity to enroll directly in the Master's or Doctoral programs at Tokyo Tech to qualified students with little or no knowledge of Japanese to pursue a full-degree program of advanced studies in Japan.

3. Global Edge Institute

Global Edge Institute is a research institute where the excellent young researchers from all over the world, in position as assistant professors, get trained under a mentored support and seek for the world's highest level research.

New Structure of International Office

Kenichi Fujita
Director, International Affairs Department
Tokyo Institute of Technology



1

History of Internationalization of Tokyo Tech:1st stage

- Permanent secretariat of the International Office with 2 administrative staff established in April 2002
- Policy Paper on internationalization in July 2003
- The major objective was to promote more active involvement of the administrative staff and collaboration with the faculty members

2

History of Internationalization of Tokyo Tech:2nd stage

- Tokyo Tech has become National University Cooperation from national university in April 2004
- Expanded the secretariat of International Office in April 2004, consisting of the international student division of the Student Service Department and the international affairs division of the Research Cooperation Department

3

History of Internationalization of Tokyo Tech:3rd stage

- Selected as one of 20 universities for Strategic Fund for Establishing International Headquarters in Universities in April 2005
- Head office for International Strategic Planning established in Nov. 2005
- The administration structure was re-organized, consisting of the group for international collaboration (the former international affairs division and the group for international students and scholars (the former international student division)
- One International coordination planner & two international cooperation coordinators recruited in Nov & Dec 2005

4

History of Internationalization of Tokyo Tech:4th stage

- International Affairs Department established in July 2008
- It is organized by 3 Division (International Cooperation Division, International Student Exchange Division, International Division)
- These 3 Division perform support of International Office.



5

Objective for Internationalization

Tokyo Tech is aiming to become one of the world's top universities in the field of science and engineering. We strive to accomplish this by three guiding principles:

- Building of human resources able to compete internationally.
- Focus on research with intellectual creativity.
- Training Engineers with social sensibility.

With this in mind, Tokyo Tech has created its first ever own International Office ahead of the other universities in Japan.

6

Mission Statement

1. Proactively design of : internationalization strategies-laying out initiatives and policies.
2. Enhancing Tokyo Tech's brand name among students and researchers world-wide.
3. Heightening Tokyo Tech's media recognition.
4. Help building research networks among top class technology hubs.

7

World University Rankings (THES Rankings 2008)

Tokyo Institute of Technology:

61st(4th in Japan)

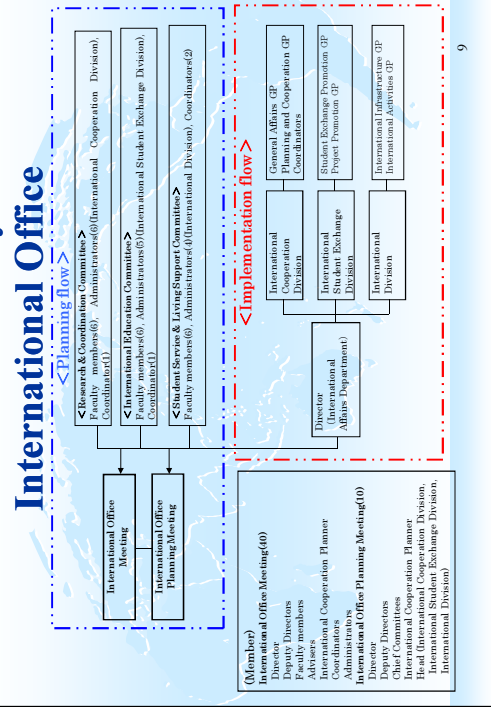
Category : Technology

21st (2nd in Japan)



8

The Structure of Tokyo Tech's International Office



9

Flagship Programs

1. Young Scientist Program (YSEP)
URL: <http://www.tyutitech.ac.jp/~ysep/home.html>
 2. International Graduate Program
URL: http://www.gakumu.titech.ac.jp/nyusi/prospectus/international_gp_e.html
 3. Global Edge Institute
URL: <http://www.global-edge.titech.ac.jp/index.html>
- etc.

10

Young Scientist Exchange Program (YSEP)

- Students who have completed 3 years of undergraduate study and not yet finished Master course
- From the universities with which Tokyo Tech has the Students Exchange Agreement
- Duration: September to next August
- 20 - 25 students annually



11

International Graduate Program

- The International Graduate Program provides a choice of 9 curricular programs relating to 41 departments of Tokyo Tech. There are 3 types of programs in these 9 programs;
 - Master's program
 - Doctoral program
 - Integrated Doctoral Education program.

12

Global Edge Institute

- For the excellent young researchers
- To be recruited as Assistant professors for 5 years
- To be promoted to associate professor or professor
- 12 assistant professors selected in 2006 (9 from abroad)



13

TOKYO TECH Pursuing Excellence

Tokyo Institute of Technology—TOKYO TECH—develops distinctive students with outstanding qualities of creativity and leadership. TOKYO TECH is making significant contributions to science and technology in many fields of expertise, creating new and powerful synergies. TOKYO TECH, being a research-based university, is dedicated to education and research, and to exploring knowledge in science and technology. Pursuing excellence, TOKYO TECH serves society and the world.

Tokyo Tech will celebrate its 130th anniversary in 2011.

Thank you for your attention!!

14



Creating a Better International Atmosphere for Students' Training

LUO, Lisheng
Office of Cooperation and Exchange
Tsinghua University



Outline of the major points

1. Significance for International Atmosphere for Students' Training
2. Definition and Insight of International Atmosphere
3. Tsinghua's Efforts in Creation of International Atmosphere
4. Suggestions

清华大学

1. Significance for International Atmosphere for Students' Training

1. It is believed that the internationalization is one of the important and necessary approaches leading towards a world-class university.
2. Since the 1990s, Tsinghua University has worked hard to build up a comprehensive, research-oriented, and open-minded university with the world class standard.

清华大学

1. Significance for International Atmosphere for Students' Training

3. The University has focused on the three tasks:
 - Improve teaching and learning quality,
 - Increase research capacity,
 - Strengthen the international cooperation.
- The three tasks are directly or indirectly related to internationalization for the students' training.

清华大学

1. Significance for International Atmosphere for Students' Training

- The benefits for internationalization can be seen as follows:
 - 1) It can help students to acquire an international vision;
 - 2) It can help integrate the variety of cultures and promote the multi-contacts of ideas for the students.

清华大学

1. Significance for International Atmosphere for Students' Training

In the top universities in Europe, America, Australia, and even in Japan, we can easily feel the internationalization on these camps, which can be reflected by

- 1) their foreign students,
- 2) foreign teachers,
- 3) joint research programs,
- 4) international conferences
- 5) lectures.

清华大学

1. Significance for International Atmosphere for Students' Training

- In conclusion, the international atmosphere is the important precondition for building up a top university and fostering innovative students.

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- 2. Present International Atmosphere
- in Tsinghua University

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Signing inter-university cooperation agreements

- 170 University-level exchange agreements with universities in 32 countries.
- 68 Inter-university cooperation agreements with European universities.
- 32 joint research institutes with overseas partners.

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- world-class universities contain a fine internationalization.
- 1) the best faculty members
- 2) the top students (especially graduates) from other countries,
- 3) the most frontier research.
- In these universities, it can be easily seen that the nationality no longer matters. What matters is to absorb the best from each culture.

清华大学

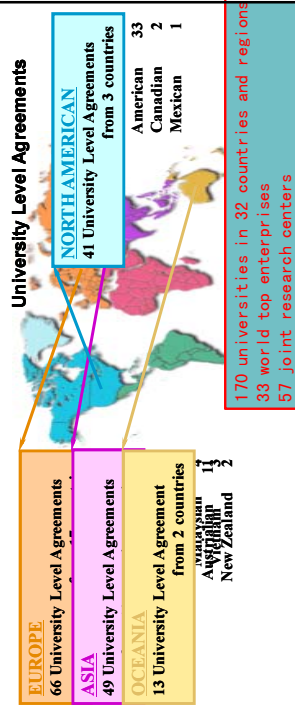
2. Present International Atmosphere in Tsinghua University

Among them are Harvard University, MIT, Cambridge University, Oxford University, University of Tokyo, Kyoto University and so on.

清华大学

Academic Agreements

- University-level Agreements



清华大学

Top visits and speeches at the campus

In 2007, Tsinghua received 26,000 overseas visitors including:

- 9 state leaders or former state leaders,
- 23 ministers, vice ministers, state governors and mayors,
- 17 ambassadors,
- 158 presidents and vice presidents from leading universities overseas;
- 35 Board Chairmen and CEOs



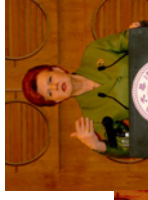
French President Nicolas Sarkozy
Belgium Prince Philippe



清华大学

Top visits and speeches at the campus

- Johannes Rau, President of Germany, visited Tsinghua and delivered a speech on Sep. 12, 2003.
- Vaira Vike-Freiberga, President of the Republic of Latvia, delivered a speech on the relationship between China, EU and Latvia on Apr. 14, 2004.
- Bertie Ahern, Prime Minister of Ireland, delivered a speech titled "Ireland & China: Friendship and Cooperation" on Jan. 18, 2005.



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Tsinghua faculty and students going abroad

- In 2007, 5,822 Tsinghua faculty members and students went abroad for academic and international exchange purposes.
- Of the students, 621 went abroad for academic conferences, 143 for international competitions, and 530 for study, research, academic visits.

Joint Workshop in TU Delft

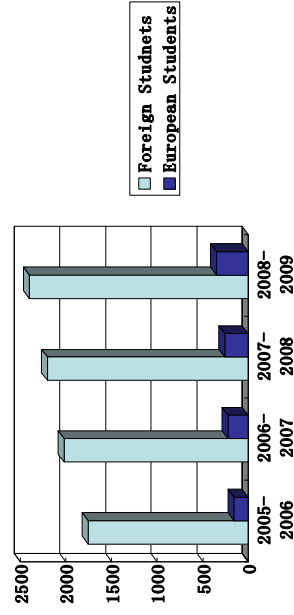


Tsinghua students in EPFL



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Increase of International Students in Tsinghua



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3. Tsinghua's Efforts in Creation of International Atmosphere

- Tsinghua is working hard to find a proper approach for internalization, and create varied opportunities for students to experience the international atmosphere.

Following steps have been taken:

清华大学

3. Tsinghua's Efforts in Creation of International Atmosphere

- 1) By taking advantage of the resources which are available on the campus, the University has enabled the students to join various international activities such as conference, symposiums, lectures by government leaders, and CEOs. These lectures and speeches are entitled as “Global Vision Lectures”, which are warmly welcomed.

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3. Tsinghua's Efforts in Creation of International Atmosphere

- 2) Holding a university week. In 2007 Tsinghua University held a Tsinghua-Leuven Week and then Leuven-Tsinghua Week was held in Belgium, which was the first Tsinghua Week abroad. Then in 2008, we had Tsinghua-Todai Week and Tsinghua-Berkeley Week.

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Foreign University's Week.

- In November, 2007, Tsinghua-K.U. Leuven week was held at KUL, Belgium, which was the first Tsinghua Week abroad.
- In May 2008, Tsinghua-Todai Week was held in Beijing. Over 200 professors and students from the University of Tokyo visited Tsinghua.



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3. Tsinghua's Efforts in Creation of International Atmosphere

3) There are more than one hundred courses taught in English. These courses are in the fields such as biology, economics, information science, and industrial engineering, and so on.

Over one hundred foreign teachers or professors are appointed each year to offer varied courses in science, engineering and humanities.

All these have created the opportunities for the students to be in touch with the foreign teachers and cultures, which are beneficial to the students' cultivation.

清华大学

- 4) Organizing English Summer Camp.
- 5) Tsinghua University realizes the importance of students' overseas experience, and claims that in the next five year, about 30% of undergraduates can get the overseas experience through the exchange programs, summer lab practice, overseas internships and so on. For example, Tsinghua-RWTH Aachen joint Master degree training project started in 2001, and continued up to now.

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Joint training program

- Tsinghua-RWTH Aachen joint Master degree training project started in 2001.
- By 2008, 168 students from Tsinghua have studied in RWTH Aachen, and 104 students from RWTH Aachen have studied in Tsinghua.
- The Joint Masters Degree Program had the Graduation Ceremony at RWTH Aachen on November 16th, 2007

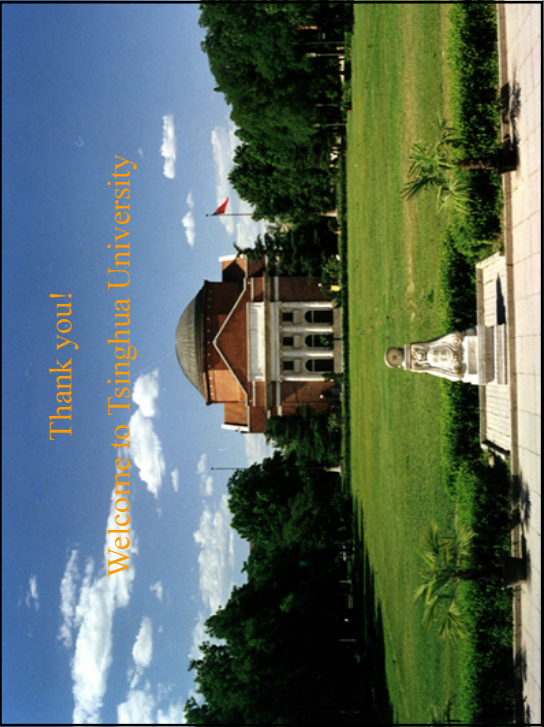


清华大学

4. Suggestions

- 1) Concerning the internationalization, it is necessary for universities in the world to strengthen the cooperation and provide more opportunities for international communication and varied culture-contacts.
- 2) On the principle of equality, exchange programs, joint programs and joint research should be greatly encouraged by the universities all over the world.
- 3) Try to get the financial support from industries and enterprises for the students' international communication and practice.

清华大学



Session B

Developing a Variety of Programs for
Accommodating More Students:
Double degrees / short term programs

Korea University International Summer Campus

Mr. Jongkeun Kim
Exchange Programs Manager, Office of International Affairs
Korea University

For more than 100 years, Korea University has been providing academic excellence under the motto, "Liberty, Justice and Truth". Throughout its history, KU has educated many leaders in the past and will continue on with its tireless efforts in the present and future, with the objective of educating not only national but also global leaders.

In anticipation of KU's 100th anniversary, the university launched the "Global KU" project to elevate the standard of education and life at KU for both Korean and International students. Starting from 2004, Korea University International Summer Campus has grown to one of the biggest and the best Summer program in the world.

Its mission is to excel in our subject of quality education through inviting professors from the world's leading universities and accommodating for diverse student needs, thereby creating a welcoming and highly motivated international hub for academic dialogue and interchange in the courses offered at Korea University.

For Korean students, it is a gateway to experience quality education that prepares them for global leadership. For International students, it is an opportunity to learn about Korea and Korean culture, politics, economy and history. Korea University International Summer Campus opens the door to globalization and increases mutual understanding among people with diverse backgrounds.

Global KU
Frontier Spirit

International Summer Campus

- Introduction
- Strategy
 - What ISC Offers...
 - Distinguished Faculty
 - Internship Program
 - Scholarships
 - KU Buddy Program
 - Cultural Activities
- Stats
- Q & A

2009. 02

The Office of International Affairs

Global KU
Frontier Spirit

I. Introduction

Global KU Project

-To educate global leaders for the future

- International summer campus
- Partnership with quality institutions
- Increase # of int'l faculty & Students
- Join int'l organizations (U21, APRU etc)

The Office of International Affairs

Global KU
Frontier Spirit

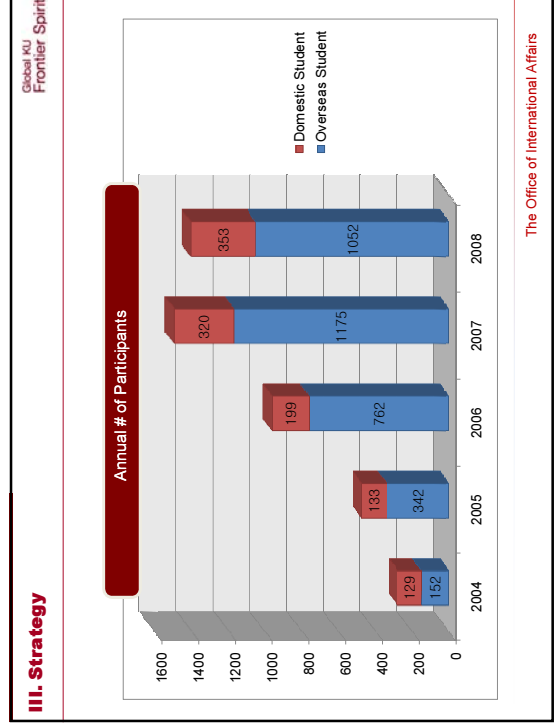
II. Strategy

I. What ISC Offers...

All courses taught in the English Language

- Distinguished Faculty
- Internship Program
- Scholarships
- KU Buddy Program
- Cultural Activities

The Office of International Affairs



II. Strategy

II. Distinguished Faculty

Professor lists – Scholars from prestigious universities around the world

Name	Univ.	Name	Univ.
Franklin Meyer	Johns Hopkins Univ.	William Pettigrew	Oxford
Andrea Vinidighi	Princeton Univ.	Jun Saito	Yale Univ.
James Vreeland	Georgetown	Philip Nichols	U. Penn (Wharton)
Eloundou-Enyegue Parfait	Cornell Univ.	Eugene Terentjev	Univ. of Cambridge
Millie Creighton	UBC	Murray Johannsen	UCLA
Charles Cameron	Princeton Univ.	WJ Ethier	U. Penn (Wharton)
Nareesh Malhotra	Georgia Institute of Tech	Anders Karlsson	SOAS
Ahmet Duran	University of Michigan	Kevin Davey	Univ. of Chicago
Thomas Doherty	Brandeis Univ.	Burglind Jungmann	UCLA
Frank E. McDonald	Emory Univ.	Michael Miller	SAIC
Bill Seaman	Duke Univ.	Samiran Banerjee	Emory Univ.
Hakan Seckinelgin	LSE	Seung B. Kye	UCLA
Maxim Peter Engers	Univ. of Virginia		

The Office of International Affairs

II. Strategy

III. Internship Program

The internship experience provides the opportunity to develop students' ideas and systems and also to build their networks of possible future contacts in Korea, which can prove invaluable for the future

The National Assembly
APEC
KOPEC
Korea Tourism Organization
IMF
Price Water House Coopers
Harpers Bazaar
Canadian Chamber of Commerce
Unilever
MBC/SBS
Samsung
Hana bank
FM Communications
Daum
Seoul Art Center



• Previous Summer Internship Companies

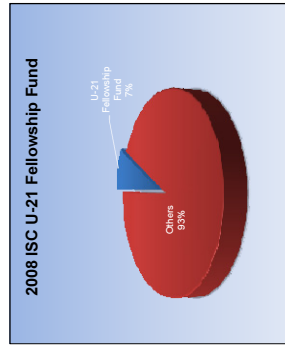
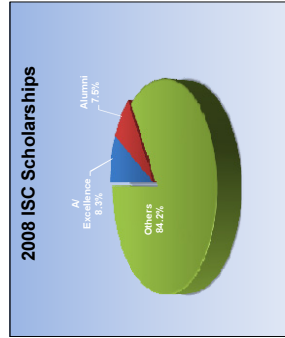
The Office of International Affairs

II. Strategy

II. Strategy

IV. Scholarships

The Academic Excellence scholarship is awarded to students who receive all A--s in three courses. Children and grandchildren of Korea University's alumni are invited to apply for Alumni Scholarships. Students who are coming from U-21 member institutions are eligible for fellowship fund from Korea University.



The Office of International Affairs

II. Strategy

V. KU Buddy Programs

The buddy program is designed to ensure that students are comfortable in the new surroundings. With their KU buddy, students can practice Korean Language skills, venture around Seoul and its surroundings or just hang out.

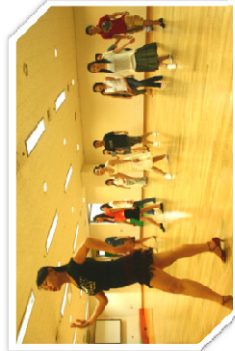


The Office of International Affairs

II. Strategy

VI. Cultural Activities

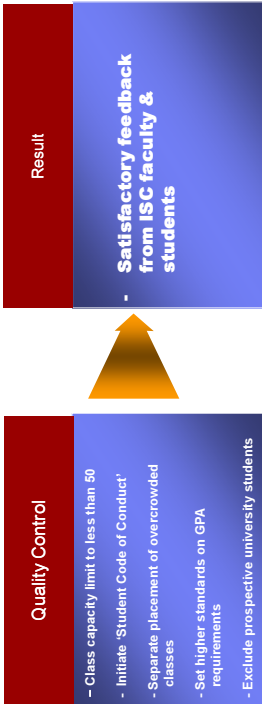
Students also can take day trips on the outskirts of Seoul to places such as a b-boy performance, Chang Deok Gung, and the amusement park, while experiencing traditional recreations at Namsan Folk Village. ISC also offered break dancing and sports dance classes during the summer program.



The Office of International Affairs

III. Stats

I. Quality Control



	# of Applicants	# of Participants
2007	2,347	1,495
2008	2,370	1,405

The Office of International Affairs

III. Stats

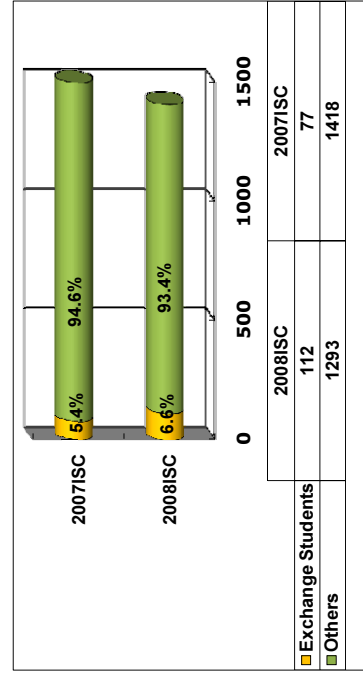
II. Participants' Background

	2004	2005	2006	2007	2008
Canada	17	18	56	59	36
China	14	23	13	5	16
Hong Kong	-	2	3	15	25
Japan	-	-	-	9	3
Singapore	5	18	14	21	26
UK	2	2	12	49	15
USA	107	274	656	1,013	927
Others	5	5	5	4	19
Exchange Student	18	54	65	77	112
# of Country / Institution	11 / 98	11 / 113	11 / 140	11 / 173	20 / 188

The Office of International Affairs

III. Stats

II. Participants' Background – Exchange Student Rate



The Office of International Affairs

III. Q & A	<p data-bbox="199 1240 252 1964">Global KU Frontier Spirit</p> <p data-bbox="395 1541 448 1697">Q & A</p> <p data-bbox="715 1240 743 1964">The Office of International Affairs</p>
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Abstract

KNU's Experience of International Programs

Heejoung Woo

International Programs Manager

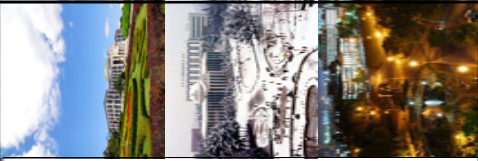
Office of International Affairs, KNU

Since its establishment in 1946, KNU has remained committed to train leaders that can be at the forefront of Korea's development on a global level. As such, KNU strives to offer a unique international learning environment that can combine the pursuit of excellence with intercultural understanding and a dedication to public service.

Internationalization:

- Active relations with 217 universities and institutions from 33 different countries
- Student Exchange programs
- Dual Degree program
- International internship program
- Visiting scholar program during winter and summer session
- Global Leadership program
- International Volunteer program
- Global Challenger program(study-tour)

Kyeongpook National University



KNU's Experiences of International Programs

Office of International Affairs

Kyeongpook National University

City of Daegu




Location
 Province Gyeongbuk
 City Daegu
 Population 2.5 million

Kyeongpook National University



City of Daegu

Daegu is the third largest city in Korea with a population of approximately 2.5 million and conveniently located in relation to Seoul and Busan. An educational and cultural city with strong historic links, Daegu is also known as the "Green and Fashion City" and a key center for regional industrial development.

In August 2003, Daegu hosted the 22nd Summer Universiade that attracted over 7,000 participants from 172 countries. Plus, Daegu was just selected to host the World Athletics Championships in 2011, providing another wonderful opportunity to build the international profile of the city

Further information: <http://english.daegu.go.kr>

Kyeongpook National University

KNU at a glance

founded in 1946 in the spirit of
Truth, Pride, and Service.

Colleges / Schools	16 (over 120 majors)
Graduate Schools	13
Students	26,243 (grad 5,923)
International Students	830
Staff	966 academic + 590 admin
Research Center	62
Partner Institution	217 in 35 countries

International Programs

KYUNGPOOK NATIONAL UNIVERSITY

- **Int'l Activities overseas**
- **Int'l Activities at Home**

International Programs

KYUNGPOOK NATIONAL UNIVERSITY

- Overseas Internship Program
- Student Exchange Program
- Dual Degree Program
- Cultural Exchange Program
- Overseas Volunteer Program
- Global Challenge Program (study-tour)

International Programs

KYUNGPOOK NATIONAL UNIVERSITY

For better understanding and experience

- Preparation course in semester
- Orientation
- KNU Global Ambassador
- Mentor Program

International Programs

KYUNGPOOK NATIONAL UNIVERSITY

Preparation course

- Academic Writing and Study Skills
 - : Preparing to study overseas requires advanced analytical, comprehension, and writing skills in English, along with an awareness of how to survive and succeed in a different teaching and learning setting and campus environment.
- Business Communication and Writing Skills
 - : The primary course goal is preparation for participation in the KNU overseas internship program. Therefore, activities will cover understanding Western business culture, improving English presentations skills, and learning English writing skills for the business environment.

International Programs

KYUNGPPOOK NATIONAL UNIVERSITY

- Int'l Activities overseas
- Int'l Activities at Home

Int'l Programs at Home

KYUNGPPOOK NATIONAL UNIVERSITY

1. KNU International Education program

< Courses in English >

- * History of Korea
- * International Business
- * Modern Korean Society
- * Environment and Health
- * Contemporary Legal Issues in Korea
- * Korean Localities in the Globalization Era
- * Introduction to Korean Public Policy
- * Language Use and Production in Korean and English
- * Korea in Motion: Korean Film and the Korean Wave
- * Introduction to Korean Welfare Policy
- * Literacy of Internet information

< Courses in Korean >

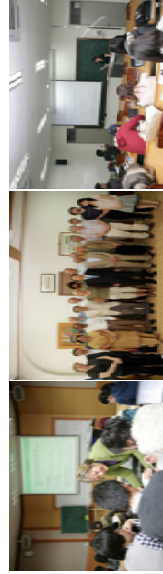
<Regular Courses in English>

Int'l Programs at Home

KYUNGPPOOK NATIONAL UNIVERSITY

2. Summer/ Winter Session

- : Provide a special international education experience for KNU students
- Started in 2003
 - Hosted 73 professors from 18 countries



Int'l Programs at Home

KYUNGPPOOK NATIONAL UNIVERSITY

3. Buddy/ Student Assistant

- : Buddies will help the visiting students/ professors to assimilate into the campus life and Korean culture
- Create global friendship



Int'l Programs at Home

KYUNGPOOK NATIONAL UNIVERSITY



4. KNU Global Lounge

- Space for cultural exchange between international students and Korean students.
- Computer, cable TV, books to enjoy
- houses two students club :
KNU International Supporters(KIS) and
International Student Organization(ISO)

Int'l Programs at Home

KYUNGPOOK NATIONAL UNIVERSITY



5. KNU Global Leadership Program

Globalization is not a single experience,
but an accumulation and assimilation of many
experiences, promoting individual growth and maturity.

Points for engaging in 'international' activities at KNU
+
Points for engaging in 'international' activities overseas
=

Global Explorer (100 – 120 points)
Global Specialist (121 – 150 points)
Global Leader (over 150 points)

Int'l Programs at Home

KYUNGPOOK NATIONAL UNIVERSITY



GLP Benefits :

- Improvement English language and communication skills
- Development of global awareness and cross-cultural understanding
- Design international experience in step
- Build the leader ability and professional skills


Thanks for your
attention!

Graduate Program Internationalization in Nanjing University

Bian Qing

Graduate School

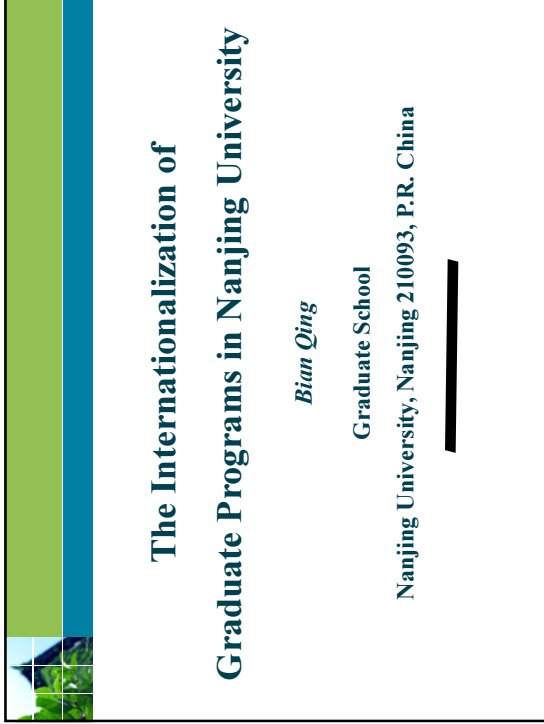
Nanjing University, 210093, P.R. China



At present, internationalization of communication has become a more urgent and important issue affecting the high education, especially for the graduate education. A wide range of international cooperation and exchanges is an efficient channel through which the graduate students can quickly obtain access to world academic frontiers, improve their academic quality as well as strengthen their cross-cultural communication skills. The academic exchange of graduate students is one of the key issues of internationalization and globalization of higher education.

Nanjing University takes an active role in internationalization. It has established academic exchange relations with over 200 institutions in the world. During the process of building up a world class university, Nanjing University has set its vision to become comprehensive, research-intensive and internationalized. The graduate student exchange program is one part of the international and opening developing strategies in Nanjing University. In this presentation, a brief introduction of graduate program will be elaborated, followed by a series of measures to promote internationalization.

Key words: graduate program, internationalization



The Internationalization of Graduate Programs in Nanjing University

NJU Graduate Programs

- History

1954 enrolled graduate students in several faculties

1984 listed as one of the first experimental graduate schools with the permission of the State Council

1995 evaluated by the State Council, NJU performed as top 3 among 33 experimental graduate schools. Graduate School was established with the approval of the State Council.

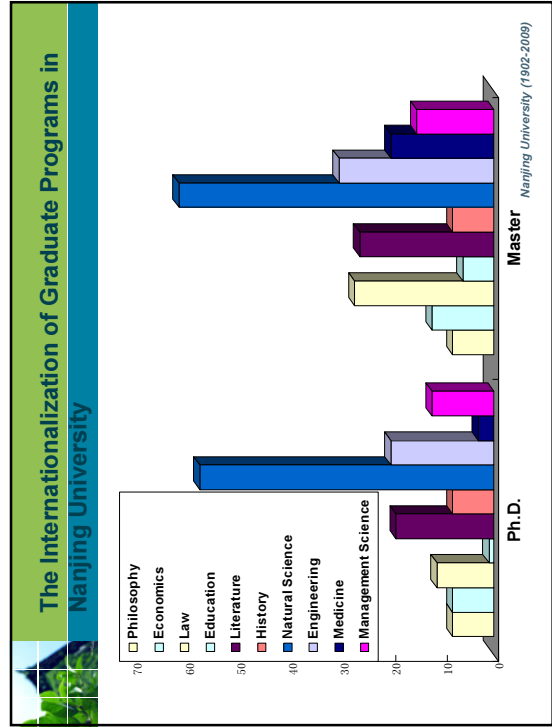
Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

NJU Graduate Programs

- Facts
- Ph.D. Programs 147
- Master's Programs 213
- Professional Master's Programs 9

Nanjing University (1902-2009)



The Internationalization of Graduate Programs in Nanjing University

NJU Graduate Programs

- Facts
- National Key Disciplines
- Mathematics
- Physics
- Chemistry
- Astronomy
- Geology
- Biology
- Computer Science & Technology
- Chinese Literature

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

NJU Graduate Programs

•Facts

➤ **National Key Disciplines**

- Sociology
- Philosophy of Marxism
- Political Economy
- Materials Physics & Chemistry
- Meteorology
- Microelectronics & Solid State Electronics
- Physical Geography
- Environmental Sciences
- English Language & Literature
- Information Science
- Corporate Management
- World History
- Surgery

Nanjing University (1902-2009)

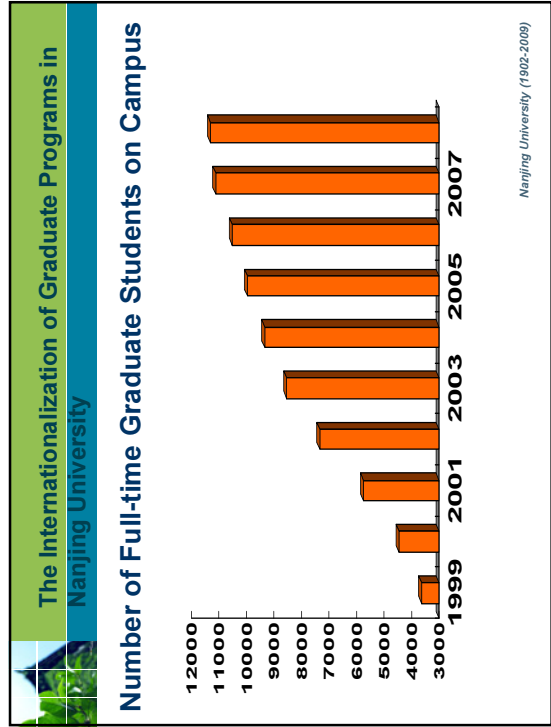
The Internationalization of Graduate Programs in Nanjing University

NJU Graduate Programs

•Facts

- Confer 4688 Ph.D.
- 20300 Master's Degree
- Enrolled Graduate Students 11316
- Supervisors for Ph.D. 663
- for Master 930

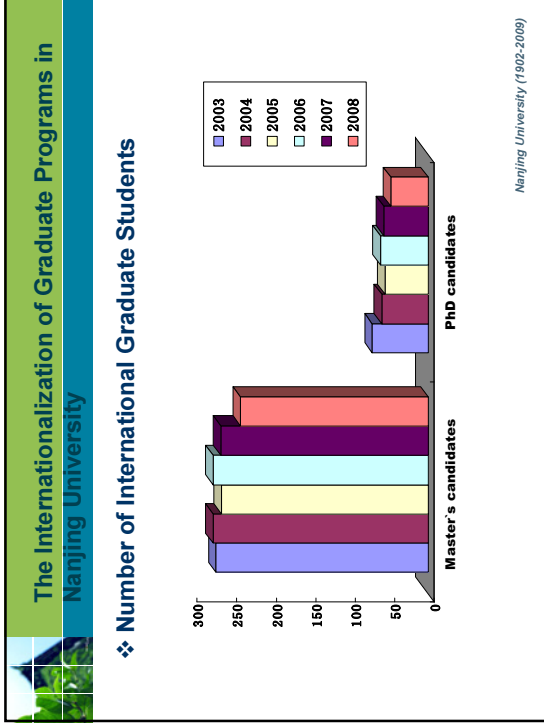
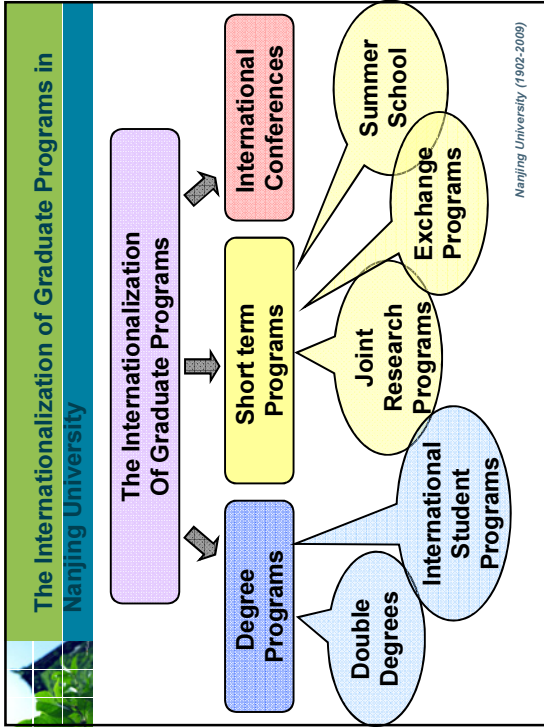
Nanjing University (1902-2009)



The Internationalization of Graduate Programs in Nanjing University

International Exchange in NJU Graduate Programs

Nanjing University (1902-2009)



The Internationalization of Graduate Program in Nanjing University

➤ **Create platforms for international academic exchange in various fields and at various levels.**

Nanjing University (1902-2009)

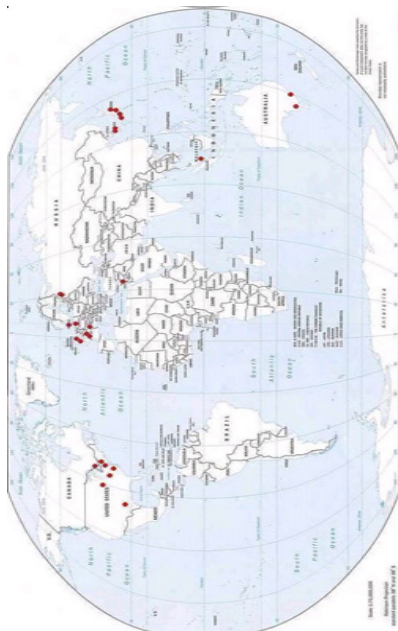
The Internationalization of Graduate Programs in Nanjing University

Exchange Universities

Area	Number of Exchange Universities
America	60
Europe	51
Oceania	12
Asia	56
Africa	3

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University



Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

- ❖ The exchange and cooperative agreements are focusing on graduate exchange programs especially in Ph.D. programs.
- ❖ In 2008, the agreements signed with 15 universities are concerned double degrees and joint research programs.

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

Case1: The agreement with the University of Western Australia

- 1) Entrance criteria for the joint Ph.D. Program
 - a) IELTS 6.5 and above;
 - b) Pass NJU's Ph.D. entrance exam.
- 2) Duration of study – Up to 4 years base on:
 - a) First year at NJU in preparation for course work / research studies at UWA;
 - b) Thereafter, up to 3 years of Ph.D. research studies at UWA.
- 3) Supervisors – A supervisor each from NJU and UWA is required unless a supervisor has appointment at both universities, in which case a single supervisor is sufficient.
- 4) Thesis submission:
 - a) Thesis will be submitted in English with Chinese abstract;
 - b) At least two papers should be published in international peer reviewed journals.
- 5) Thesis examination:
 - a) Students are required to give an oral defence in Chinese at NJU;
 - b) The same thesis will be examined by three international experts in the field in accordance with UWA's policies.

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

Exchange Platforms in NJU Graduate Programs

- CSC 5000 Ph.D. Project
- CSC Graduate programs
- NJU Exchange Programs
- Research Cooperation Programs
- “985” Platform Exchange Programs
- International Conference Programs

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

Types of Exchange in NJU Graduate Programs

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

Course Exchange & Summer School

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

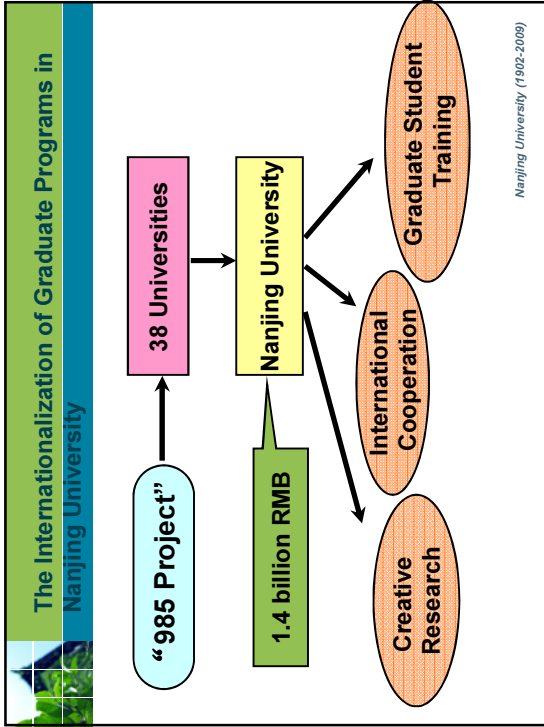
International Conference

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The Internationalization of Graduate Programs in Nanjing University

Establish in-depth scientific and research cooperation between Chinese and international supervisors.

Nanjing University (1902-2009)



The Internationalization of Graduate Programs in Nanjing University

“985 Project” Science and Technology Innovation Platform

Material Science	Acoustics and Audio Information Processing
The Earth Layers and Environment	Theoretical and Scientific Computation
Molecule Metabidization	Stealth Technology
New Technology of Pervasive Computing Software	Urbanization and Urban Science
High-energy Astrophysics and Space Astronomy	

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

“985 Project” Philosophy and Sciences Innovation Bases

Chinese Language and Literature and National Recognition
Economic Transformation and Development
The Study of Contemporary Capitalism
Religious and Culture
Economic Globalization and International Relations
Evaluation of Chinese Humanities and Social Sciences

Nanjing University (1902-2009)

- The Internationalization of Graduate Programs in Nanjing University
- Internationalization has been an important strategy in these areas.
- Research Cooperation
 - Faculty Exchange
 - International Conference
- Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

Case 2: 17 international conferences were held in NJU in 2008

- ❖ Sixth International Symposium on Multinational Business Management: Enterprise Management in a Transition Economy
- ❖ The 2 IEEE Theoretical Aspects of Software Engineering Conference
- ❖ Third International Workshop on Tropical Cyclones
- ❖ 2008 Nanjing Gamma Ray Bursts Workshop
- ❖ International Conference on Gender and Chinese Cinema WJUN-SPIN08
- ❖ Forum On Cross-cultural Dialogue Risk, Crisis and Public Management
- ❖ The Seventh International Conference on Environment (Tidalities 2008)
- ❖ International Symposium on Organic Synthesis and Drug Development, 2008
- ❖ 2008 International Conference on Chinese Society and China Studies
- ❖ International Workshop on Environmental Health & Pollution Control in 2008
- ❖ 2nd International Symposium on Microfluidics & 5th Chinese Conference on Micro Total Analysis System
- ❖ Colloquie International : Simone de Beauvoir a 1'heure actuelle
- ❖ The 11 IEEE High Assurance Systems Engineering Symposium

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University





Case 3: In 2008, 42 scholars and experts gave lectures at the School of Chemistry and Chemical Engineering, and two of them are Nobel Prize Winners.

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

Case 4: In 2007, Virtual Spaces Laboratory was set up by University of Sydney and NJU.

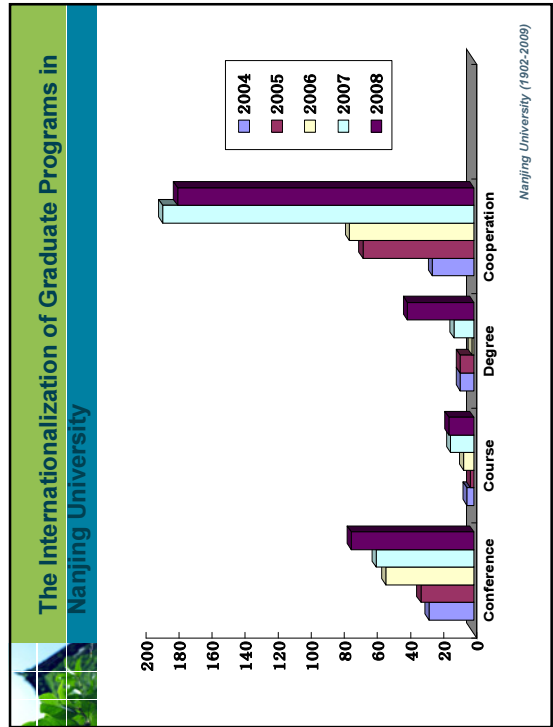
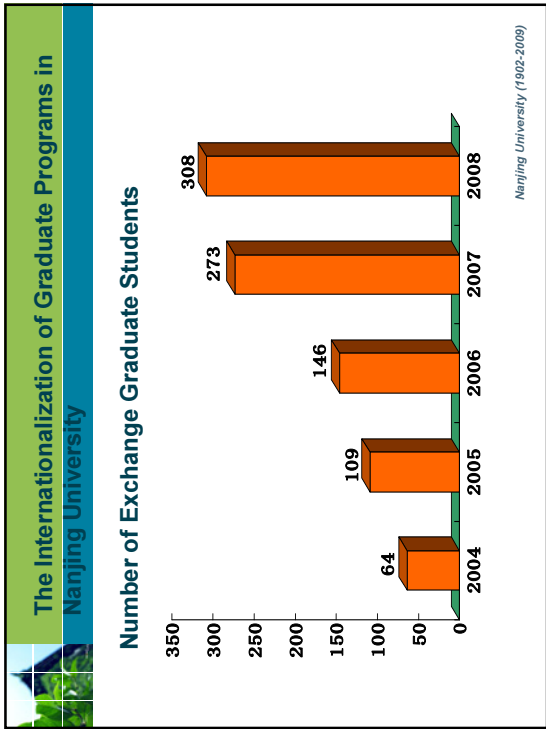
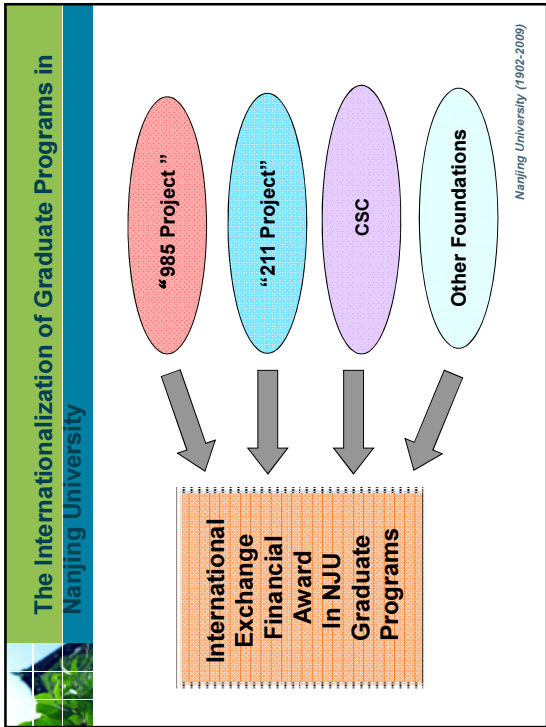


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The Internationalization of Graduate Programs in Nanjing University

Provide financial support for the graduate exchange programs.

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The Internationalization of Graduate Programs in Nanjing University

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

Conclusions

Nanjing University (1902-2009)

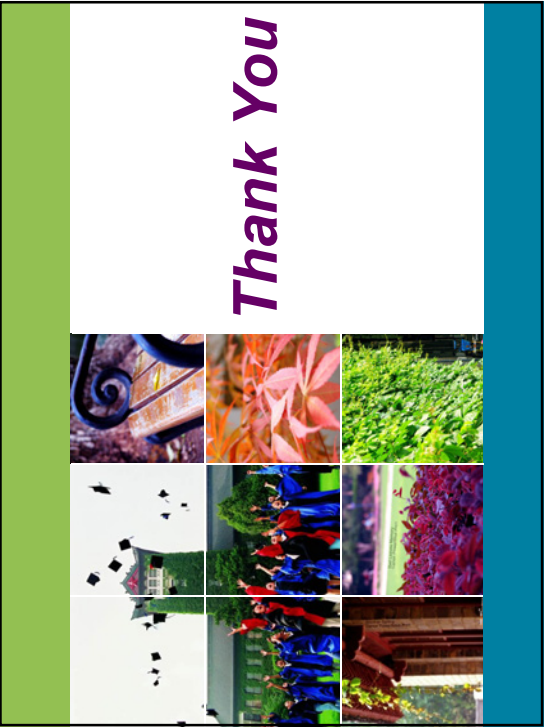
The Internationalization of Graduate Programs in Nanjing University

A wide range of international cooperation and exchanges is an efficient channel through which the graduate students can quickly obtain access to world academic frontiers, improve their academic quality as well as strengthen their cross-cultural communication skills.

Nanjing University (1902-2009)

The Internationalization of Graduate Programs in Nanjing University

Nanjing University (1902-2009)



Connecting Creatively with University Partners: the NUS Perspective

4th University Administrators Workshop
Kyoto University
12 & 13 February 2009

Associate Professor Anne Pakir
Director, International Relations Office



A research-intensive university with an entrepreneurial dimension



The NUS Vision

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



The NUS Mission

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



NUS
National University
of Singapore

A Truly International Campus

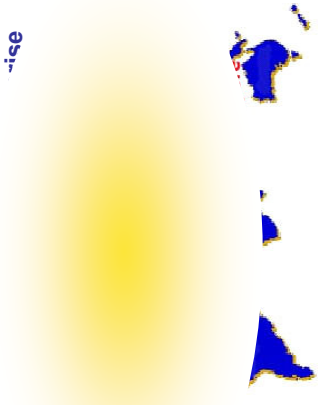
- Enrolled **23,200** undergraduates, **8,800** graduates students of whom **1700** are engaged in research
- Attracted **7,800** international students
- Another **1,100** students are exchange students
- 20%** of undergraduates full-time foreign students
- 70%** postgraduates are foreign students
- 50%** of faculty are from overseas
- 75%** of research staff are from overseas



NUS
National University
of Singapore

IRO Mission

Forge international partnerships that make NUS **irresistible**



NUS
National University
of Singapore

Global Pursuits for Students

- Target of **50%** of NUS undergrads to get *global exposure*
- Participation rate of **48%** in AY2007/08
- Student Exchange Programmes (SEP)
 - Semester or year-long academic studies abroad
- NUS Overseas Colleges (NOC)
 - Structured year-long overseas technopreneurship programme
- Joint / Double Degree Programmes (JDP/DDP)
 - Structured learning semesters/years across campuses
- Overseas Education Programmes (OEP)
 - Summer Programmes, Field Trips, Research Exchanges, Internships, Clinical Attachments, Community Projects, Conferences, Language Immersion Programmes

NUS
National University
of Singapore

Student Exchange Programme (SEP)

- Target of **20%** of NUS undergrads on international exchange
- Participation rate of **19%** in AY2007/08
- SEP students spend 1 or 2 semesters at an overseas partner university for exposure to different education systems, way of life and culture.
- Number of Students in AY2007/08: **1101 outgoing / 1229 incoming**
- 180 university-wide partners spanning 27 countries
- Scholarships & Awards for Exchange:
 - Sponsored by local and overseas government agencies, university partners, multinational companies or philanthropic foundations
- Language Preparation Programmes:
 - Conducted by NUS Centre for Language Studies

Enhancing NUS Global Pursuits for Students

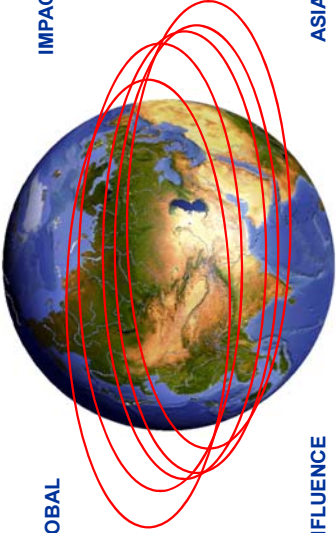
Partnering 180 active overseas universities from over 27 countries for:

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



A New Dimension

GLOBAL



IMPACT

INFLUENCE

ASIA

A leading global university, centred in Asia

10

New Global Businesses

- A. International Internship (i-Intern)
- B. International Research Attachment Programmes (i-RAP)
- C. International Summer Programme (i-SP)
- D. International Structured Student Exchange Programme (is-SEP)
- E. Internationalisation at Home (i @ Home)
- F. International Alumni (i-Alumni)

New Global Businesses



A. International Internship (i-Intern):

- internship opportunities worldwide
- can be tied in with exchange programme



B. International Research Attachment Programmes (i-RAP):

- undergrad research opportunities at PUs
- combination of models with exchange programme

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National University
of Singapore

New Global Businesses

C. International Summer Programme (i-SP):

- short-term summer initiatives

D. International Structured Student Exchange Programme (is-SEP):

- set courses/curriculum for exchange
- working on complementary strengths
- may progress into a joint minor with PUs

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of Singapore

New Global Businesses

E. Internationalisation at Home (i@Home):

- promote global citizenry
- utilising on-campus international population

F. International Alumni (i-Alum):

- 14,172 students have taken part in SEP
- a strong NUS identity
- a sense of belonging among students

NUS
National University
of Singapore

Challenges

- ❖ **Faculty Support**
- faculty must be able to commit to the New Global Businesses; faculty support required
- ❖ **Student Response**
- concerned about getting credits for their stint
- ❖ **Funding**
- to ensure students will take part, funding needs to be secured to subsidise student expenses
- ❖ **Human Resources**
- to build into work processes (IRO, OSA, RO, OHS, PVO)

Thank you.
Please visit www.nus.edu.sg for more information.

4th University Administrators Workshop

Dr. David Uva

Office for International Planning and Programs, Osaka University

Abstract

Short-term Programs for Japanese Language and Culture at Osaka University

One of the most notable recent changes at Osaka University was the merger with Osaka University of Foreign Studies in 2007. The combination and effective use of resources of these two universities enhanced international cooperation and research on global issues of the new Osaka University. The merger also proved very beneficial in improving and expanding existing short-term exchange programs for international students and in designing new ones. This presentation will give an overview of the different short-term programs for international students at Osaka University and will concentrate on the programs for Japanese language and culture: the Japanese Studies Program and the OUSSEP-Maple Program.

Short-term Programs for Japanese Language and Culture at Osaka University

Dr. David UVA

Researcher

Office for International Planning and Programs

OSAKA UNIVERSITY

Feb. 12th, 2009



1. Osaka University and the Merger with Osaka University of Foreign Studies
2. Overview of Short-term Programs for International Students at Osaka University
3. Japanese Studies Program
4. OUSSEP-Maple Program

The Merger of Osaka University with Osaka University of Foreign Studies (Oct. 2007)

Combination and effective use of resources of two universities.

Strong education and research capacities in multitude of disciplines



Osaka University

Strength in area studies and foreign languages



Osaka University of Foreign Studies

Enhanced international cooperation and research on global issues

Developing Short-term Programs for International Students

Short-term Programs for International Students at Osaka University

OURSEP

OUSSEP

OUSSEP-Maple

Japanese Studies

FrontierLab@OsakaU

Inside Japan

OURSEP

- Regular Short-term Exchange Program
- Short-term study program for overseas students, organized independently by each school/faculty or graduate school.
- Students can freely choose classes from various courses offered by each school/faculty or graduate school.

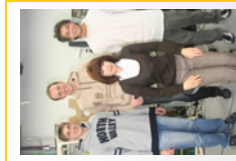
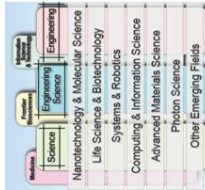
OUSSEP

English-language Program for Exchange Students



- Almost 30 students
- 3rd year undergraduates
- Full-year (2 semesters) or Half-year (1 semester)
- Students are expected to take more than 15 credits per semester by attending English-language lectures/classes.
- They may take Independent Study and Japanese classes.
- Out-of-class activities.
- OUSSEP coordinators

FrontierLab@Osaka U



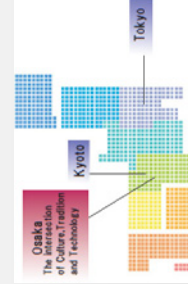
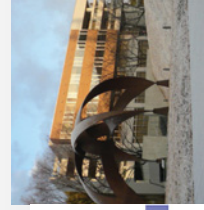
Launched in October 2008

- For students seeking to upgrade research and analytical skills
- Emphasizes hands-on laboratory experience
- Interactive, experimental learning
- In English or Japanese
- Both undergraduate and graduate level

Inside Japan

Spring Intensive Program at Osaka University
February 9-16, 2009 (New)

- Program
 - Course A : Manga/ Anime, Social Welfare for the Elderly and Robotics
 - Course B : Cutting Edge Nanotechnology
- All lectures in English



The Center for Japanese Language and Culture



Location: Mino Campus
Teaching Staff: Full-time 18
Part-time 100
Number of Students: max. 175

CJLC Facts and Figures

- Leading national institute for Japanese Language and Culture
- Apr. 1991: Established as the Center for Japanese Language of Osaka University of Foreign Studies
- Apr.2005: Renamed Center for Japanese Language and Culture
- Oct.2007: Osaka University Center for Japanese Language and Culture



Director Prof. Shunsuke Okumishi

Japanese Studies Program (J-Course)

For undergraduate-level MEXT scholarship students specializing in Japanese Studies

- Launched at Osaka University of Foreign Studies in Oct.1985
- Max. 60 Students (average 45 students)
35 through recommendation by Japanese embassies
10 from partner universities recommended by CJLC
- One year
- Program Certificate (Japanese Studies Course)

Japanese Studies Program (J-Course)

Enriched Program for Japanese Language / Japanese Studies

- **Individualized Program**
 1. Practical Japanese Course
 2. Research Course:
 - Japanese Language Research Sub-course
 - Japanese Cultural Studies Research Sub-course

Research Paper Writing Track
Independent Research Track *more than 100 elective courses*
- **Individual Guidance**
Directed Research and Reading (DR) with advisor (once a week)
Japanese student tutor
- **Interaction with Japanese Students and Local Community**
Classes at other faculties with Japanese students (from Oct. 2009)
Host family program
University dorm on campus

OUSSEP-Maple Program

For undergraduate-level students studying Japanese language and/or Japanese culture

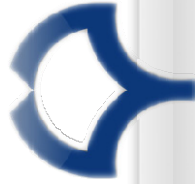
- Built on "Japanese Studies Program" experience
- Launched as "Maple Course" in Oct. 1999
Renamed OUSSEP-Maple in Oct. 2008
- Max. 40 Students
From universities having an exchange agreement with
Osaka University
- One Year

OUSSEP-Maple Program

Training Program for Japanese Language and Culture

- **Language Courses according to Japanese Proficiency Level**
 1. Upper-Elementary Course
 2. Intermediate Japanese Course
 3. Advanced Course
- **More than 80 Subjects offered**
Japanese language and culture subjects

Some research subjects in Japanese Studies offered in English
Some classes attended by Japanese students.



THANK YOU FOR YOUR ATTENTION

For information on the Japanese Studies Program and the OUSSEP-Maple Program please contact:

International Student Affairs Division
Center for Japanese Language and Culture, Osaka University
8-1-1 Aomatsani-higashi
562-8558 Minoo City, Japan

TEL +81 72 730-5071
FAX +81 72 730-5074

<http://www.cjlc.osaka-u.ac.jp/index.html>

Study Abroad Promotion Policy at Ritsumeikan University

Tatsuyuki Kataoka

Assistant Administrative Manager,

Office of International Planning & Development

Division of International Affairs

Ritsumeikan University

1 Nishinokyo-Suzaku-cho Nakagyo-ku, Kyoto, 604-8520 JAPAN

E-mail ██████████@ritsumei.ac.jp

<http://www.ritsumei.ac.jp/eng/>

Ritsumeikan University is a private university located in Kyoto, the ancient capital of Japan, and forms part of the Ritsumeikan Trust, an integrated academy which consists of two universities (Ritsumeikan University and Ritsumeikan Asia Pacific University), four senior and junior high schools, and one primary school, representing a total of 46,000 students. Based on its underlying principles of peace and democracy, Ritsumeikan University is serving the international community as a center of education, cutting-edge research, and global cooperation in the Asia Pacific region.

Ritsumeikan University actively accepts international students from many different countries to promote the internationalization of its education and research, by offering a wide variety of degree and non-degree programs designed for international students. Presently, more than 1,100 international students (undergraduate and graduate) from Asia, America, Europe, Oceania, and Africa are studying at Ritsumeikan University.

Ritsumeikan University has also been developing programs that would allow its domestic students to study abroad. These programs include Intercultural Programs, Ritsumeikan-UBC Academic Exchange Program, One Semester Study Abroad Programs, Dual Degree Programs, and so forth. During the 2007 Academic Year, approximately 1,400 Ritsumeikan students took part in such study abroad programs.

Study Abroad Promotion Policy at Ritsumeikan University

Tatsuyuki KATAOKA

Assistant Administrative Manager

Office of International Planning & Development
Ritsumeikan University

February 12, 2009

The Spirit of Ritsumeikan

Founding Ethos

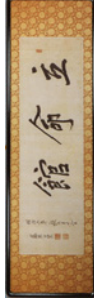
Freedom and Innovation

Advocated by Ritsumeikan founder Saionji Kinmochi, a member of the Japanese nobility known for his liberal and internationalist views. Saionji later served as prime minister of Japan.

Key Values Underlying Education

Peace and Democracy

The key values of Peace and Democracy underlying education at Ritsumeikan were adopted soon after Japan's defeat in World War II as Ritsumeikan committed itself to promoting these values under the leadership of Dr. Suekawa Hiroshi who served as university president through 1969.



History of Ritsumeikan Academy: The Past 140 Years

- **1869** Prince Saionji Kinmochi founds "Ritsumeikan" as a private academy.
- **1900** Nakagawa Kojuro establishes Kyoto Hosei School, an evening college of law.
- **1913** Nakagawa adopts the name "Ritsumeikan" upon consent from Saionji.
- **1945** Suekawa Hiroshi assumes university presidency to promote democratization.
- **1981** Campus moved within Kyoto from Crosstown Hirokoji to Kinugasa.
- **1985** Major reforms launched to introduce internationalization, information technology, and societal outreach.
- **1994** Biwako-Kusatsu Campus (BKC) established in Kusatsu City, east of Kyoto.
- **2000** Ritsumeikan Asia Pacific University (APU) established as sister university in Beppu City, Oita Prefecture.
- **2004** School of Law is established at Kinugasa (later moved to Suzaku Campus in 2006)



Saionji Kinmochi



Nakagawa Kojuro

History of Ritsumeikan Academy: The Past 140 Years

- **2005** Graduate School of Technology Management is established at BKC.
- **2006** Suzaku Campus is established in Kyoto City's Nakagyo Ward. Ritsumeikan Moriyama Senior High School is established in Moriyama City, Shiga Prefecture. The Graduate School of Management is established at Suzaku Campus.
- **2007** Ritsumeikan Primary School is established in Kyoto's Kita Ward. The Graduate School of Management is established at Suzaku Campus. College of Image Arts and Sciences is established. Ritsumeikan Moriyama Junior High School is established in Moriyama City, Shiga Prefecture. The Graduate School of Public Policy is established at Suzaku Campus. Tokyo Campus is established.
- **2008** College of Life Sciences and Pharmaceutical Sciences are established at BKC.



Kinugasa Campus



Bivako-Kusatsu
Campus (BKC)



Suzaku Campus



Ritsumeikan Asia
Pacific University (APU)

RITSUMEIKAN

Ritsumeikan Academy

- Ritsumeikan is a multi-disciplinary academic institution consisting of two universities, four campuses, eight affiliate primary and secondary schools and one elementary school, offering comprehensive education from elementary school to graduate school.

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    graph TD
      A[Ritsumeikan Elementary School (Founded April 2006)] --> B1[Ritsumeikan Junior High School]
      A --> B2[Ritsumeikan Uji Junior High School]
      A --> B3[Ritsumeikan Keisho Junior High School]
      A --> B4[Ritsumeikan Moriyama Junior High School (Founded April 2007)]
      B1 --> C1[Ritsumeikan High School]
      B1 --> C2[Ritsumeikan Uji High School]
      B1 --> C3[Ritsumeikan Keisho High School]
      B1 --> C4[Ritsumeikan Moriyama High School (Founded April 2006)]
      C1 --> D1[Ritsumeikan University Undergraduate Colleges]
      C2 --> D1
      C3 --> D1
      C4 --> D1
      C1 --> D2[Ritsumeikan Asia Pacific University Undergraduate Colleges]
      C2 --> D2
      C3 --> D2
      C4 --> D2
      D1 --> E1[Ritsumeikan University (Graduate Schools)]
      D2 --> E2[Ritsumeikan Asia Pacific University (Graduate Schools)]
  
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RITSUMEIKAN

Campus & Office Locations

- Ritsumeikan Keisho Senior/Junior High School**
Ebetsu City, Hokkaido
- Ritsumeikan University, Biwako Kusatsu Campus**
Kusatsu City, Shiga Prefecture
- Ritsumeikan Elementary School**
Kita Ward, Kyoto City
- Ritsumeikan University, Kinugasa Campus**
Ritsumeikan University, Suzaku Campus
- Ritsumeikan Asia Pacific University**
Beppu City, Oita Prefecture
- Osaka Office & satellite campus**
- Ritsumeikan Moriyama Senior/Junior High School**
Moriyama City, Shiga Prefecture
- Tokyo Campus**
- Ritsumeikan Senior/Junior High School**
Fushimi Ward, Kyoto City
- Ritsumeikan Uji Senior/Junior High School**
Uji City, Kyoto Prefecture

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RITSUMEIKAN

Ritsumeikan University Kinugasa Campus

- Approximately 18,000 students.
- Locus of education and research in humanities and social sciences
- Undergraduate Colleges (6) & Inter-Faculty Institute for International Studies Law, Social Sciences, International Relations, Policy Science, Letters, and Image Arts and Sciences
- Graduate Schools (8)
- Law, Sociology, International Relations, Policy Science, Letters, Science for Human Services, Language Education & Information Sciences, and Core Ethics & Frontier Sciences
- Research institutes / centers (10)

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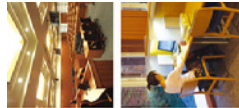
RITSUMEIKAN

Ritsumeikan University Biwako-Kusatsu Campus

- Campus established in 1994 to combine technology with business and economics.
- Approximately 17,000 students.
- Undergraduate Colleges (6) & Integrated Institute of Arts & Science
- Economics, Business Administration, Science & Engineering, Information Science & Engineering, Life Sciences, and Pharmaceutical Sciences
- Graduate Schools (4)
- Economics, Business Administration, Science & Engineering, and Technology Management
- Research institutes / centers (20)

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- Campus established in 2006 as a local and global center of knowledge.
- Diverse and high level professional graduate schools and University headquarters.
- Graduate Schools (3)
Law, Management, Public Policy



- Founded in April 2000 in Beppu City, Oita Prefecture.
- Approximately 5300 students, with 50% coming from eighty-two countries/areas outside of Japan
- Bilingual institution: courses taught in English & Japanese
- Undergraduate Colleges (2)



Asia Pacific Studies, Asia Pacific Management

- Graduate Schools (2)
- Asia Pacific Studies Management (MBA Program)
- Research institutes / centers (2)



The Ritsumeikan Global Network

- Building academic ties with universities and educational/ research institutes around the world.
- Collaborative relationships with 349 universities and educational / research institutes in 57 countries and areas. -As of March 2008-



- Overseas offices in Vancouver, Seoul, Jakarta, Shanghai

Catching up with International Education (1)

Year	Program/Event	Starting Year Statistics Faculty and Staff >10	2007 Statistics Faculty and Staff 60
1985	International Center opened	91 students to 3 institutions in 2 countries	287 students to 13 institutions in 12 countries & areas
1986	Intercultural Programs launched	4 institutions in 4 countries	331 institutions in 56 countries & areas
1986	General Agreements of Cooperation Initiated	6 faculty members	111 faculty members
1986	Employment of Non-Japanese Faculty Members	60 students	888 students
1986	Enrollment of Degree-Seeking International Students through Special Purpose Entrance Exams (with Japanese language requirement)	4 students to 2 institutions in 1 country	94 students to 54 institutions in 18 countries & areas
1987	Student Exchange begun (Outbound)	6 students from 4 institutions in 3 countries	115 students from 60 institutions in 18 countries & areas
1988	Student Exchange begun (Inbound)		
1988	Faculty of International Relations Founded		

Catching up with International Education (2)

Year	Program/Event	Starting Year Statistics	2007 Statistics
1989	Japanese Language and Culture Program Launched (Inbound)	16 students	128 students
1991	Ritsumeikan-UBC Academic Exchange Program started	100 students	101 students
1992	Sub-Major Programs in Foreign Languages begun	272 students in 4 languages	643 students in 6 languages
1994	Dual Undergraduate Degree Program with American University, Washington, DC, Launched	26 students	35 students
2000	APU founded		
2000	ARISE 2000 initiated		
2001	Study Abroad Program, Inter-faculty Institute for International Studies begun	61 students to 5 institutions in 5 countries	171 students to 9 institutions in 7 countries
2004	4-year Project initiated for expanding student mobility Programs		

Promotion of Study Abroad among domestic students

Developing International Education Programs that would allow 20% of undergraduate enrolment to study abroad until their graduation

→ Approx. 1,600 undergraduate students per year!

How?

By providing our domestic students with...

1. A wide variety of Programs

Categorizing programs according to...

Language level, Duration, Contents, Expected outcomes etc.

2. Scholarships offered by university

392 Million Yen (As of 2007)

3. College-based Programs (Independent Overseas Programs)

Discipline-related study contents
Successully meet individual needs of students from each college

Categorizing Study Abroad Programs NO.1

■ "Introductory" Programs

Intercultural Program (5 weeks)

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

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

Ritsumeikan – Showa Boston "Culture and Society Survey" Program (5 weeks)

Categorizing Study Abroad Programs NO.2

- “Intermediate” Programs
 - Ritsumeikan UBC Academic Exchange Program (8 months)**
Dispatch one hundred students each year for the program co-developed with University of British Columbia, Canada.
 - Ritsumeikan - University of Washington, 1 Semester Program**
Ritsumeikan - Macquarie University, 1 Semester Program
 - Ritsumeikan – Simmons College, “USA and South East Asia” Program (5 weeks)**

International Institute, Overseas Program (5 weeks)

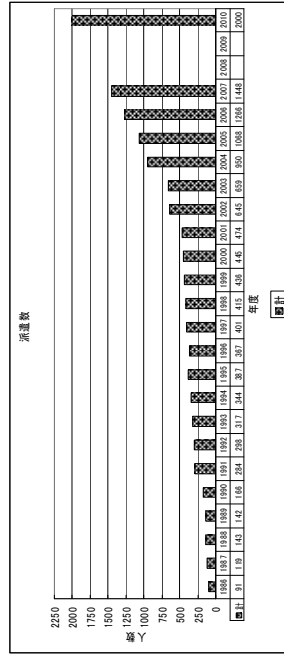
Various courses in English and practical field studies in the world.

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

Categorizing Study Abroad Programs NO.3

- “Advanced” Programs
 - Ritsumeikan University – American University Dual Degree Program (2 years)**
Can obtain dual undergraduate degree from Ritsumeikan & American University, Washington D.C., in four years.
 - Student Exchange Program (1 year)**
Students can take regular classes in their specialty at more than 90 universities around the world.

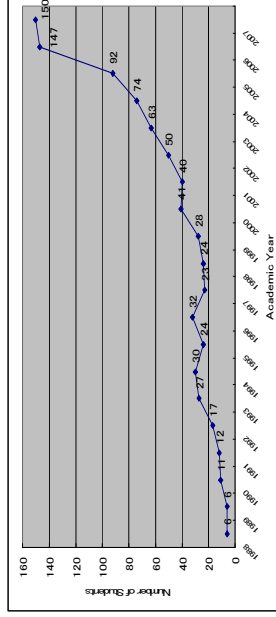
Growing Number of Outbound students



Study in Kyoto Program (SKP)

Non-Degree Seeking Students at Ritsumeikan University

- Students mainly from Ritsumeikan's partner institutions
- Students who share an interest in Japan
- Good combination of Japanese language courses and Japanese cultural studies



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



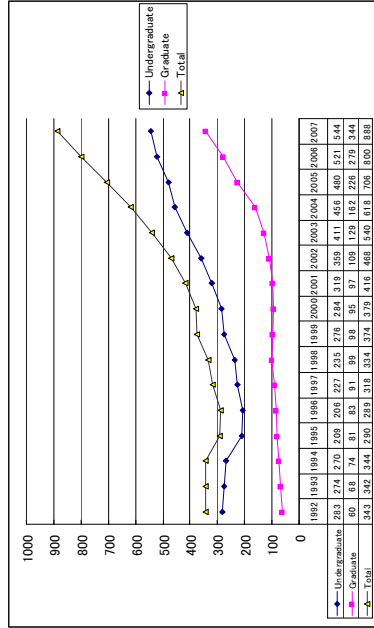
Ritsumeikan Summer Japanese Program (RSJP)

- Comprehensive introduction to Japanese language and culture
- Intensive Japanese language classes
- Academic fieldwork
- Cultural extracurricular activities



Degree Seeking International Students at Ritsumeikan University

■ RU accepts more than **800 regular** international students each year.



Graduate School Programs Offered in English

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 Relations
- 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 Opportunities

- Japanese Government (Ministry of Education) 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

R RITSUMEIKAN

ご静聴
ありがとうございました

Thank you for your kind attention!

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**Developing a variety of programs for accommodating more students :
A Seoul National University Case: ISI (International Summer Institute)
Program**

**Prof. Hiwon Yoon,
Vice President for International Affairs, Seoul National University**

To attract more students from abroad, a program should cover globally interested topics with international competitiveness. And it should be remunerative, accessible and affordable. To meet those requirements, the SNU designed a program titled “International Summer Institute” and operates since 2007.

For global-local strength, ISI is dealing with East Asian Studies, in which many non-Asian countries are beginning to be interested, and at which SNU is very good at in education and research. To increase remunerability, accessibility, ISI credits are fully transferable to incoming student’s home institution. For accessibility, the courses are given in English. And SNU offers various scholarships.

For regular courses, we may apply same principles. However, we cannot and must not alter all of our courses for the purpose of seducing international students. There are problems of in-equality, in-equity and imbalance.

One of the key issues, I suggest, might be identification of optimal point of globalization by accommodating international students in our institution.



SEOUL NATIONAL UNIVERSITY

Developing a Variety of Programs
for Accommodating More Students:

SNU International Summer Institute

Professor, Hiwon Yoon
Vice President, Office of International Affairs
Kyoto University Clock Tower International Conference Hall
February 12~13, 2009, Kyoto, Japan

Students and Staff

- 16 colleges, 84 departments
- About 6,000 faculty and staff members
- 99 Graduate and Doctorate Programs
- 6 Professional Schools
- 27,000 undergraduate and graduate students
- 1,200 International students


SEOUL NATIONAL UNIVERSITY

Research

- 66 Research Institutes
- 33 National Research Centers
- 34 Brain Korea Groups (BK 21)

SEOUL NATIONAL UNIVERSITY

Research (cont)

 **SNU Research Projects**

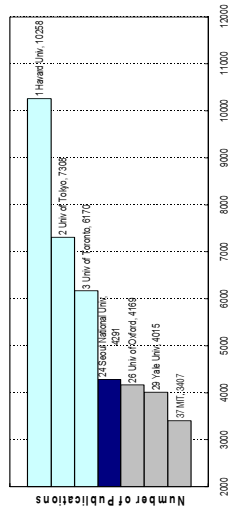
	2005		2006		2007	
	Number of Projects		Number of Projects		Number of Projects	
External	Government	2,395	2,613	2,786		
	Private	903	1,109	1,318		
	Overseas	18	20	20		
Internal		298	338	349		
Total		3,614	4,080	4,473		

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Research (cont)



World University Rankings by Number of SCI Publications



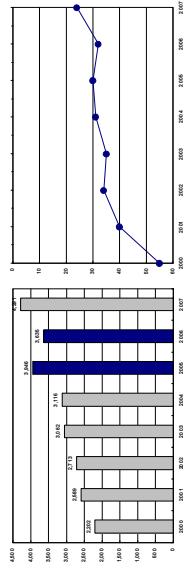
Source: Korea Research Foundation, Analysis on Science Citation Index (SCI), CD-ROM 2007 Edition, <http://www.krf.or.kr>

SEOUL NATIONAL UNIVERSITY

Research (cont)



SNU's Number of SCI Publications and Yearly Ranking in the world



Source: Analysis of Scientific and Technical Papers, Ministry of Education and Human Resources Development, 2000-2007

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SNU in the World

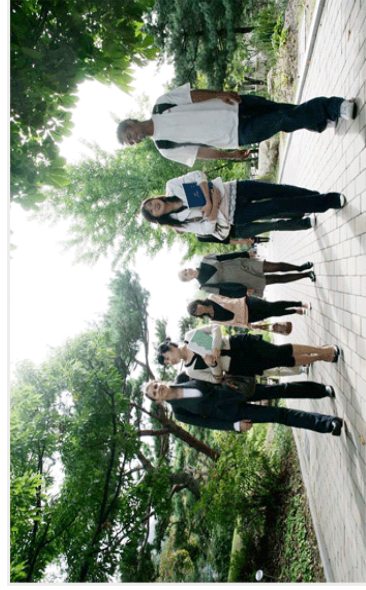
16th in 2008 Professional Ranking of World Universities by The École des Mines de Paris – MINES Paris Tech

24th in 2008 Ranking in the World by Number of SCI Publications

50th in 2008 THE TIMES World University Rankings

- Natural Sciences : 31st
- Social Sciences : 33rd
- Engineering & IT : 43rd
- Life Sciences & Biomedicine : 40th

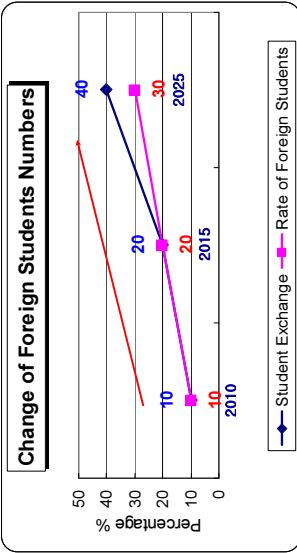
International Students



SEOUL NATIONAL UNIVERSITY

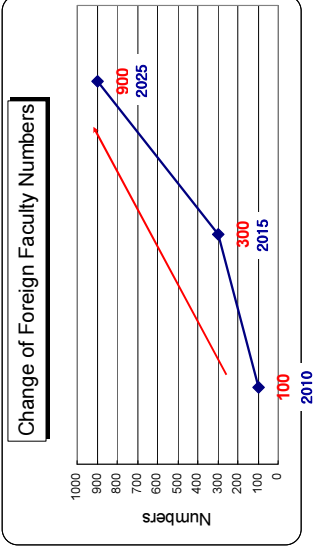
SNU's Internationalization Strategy

SNU Future Development Plan



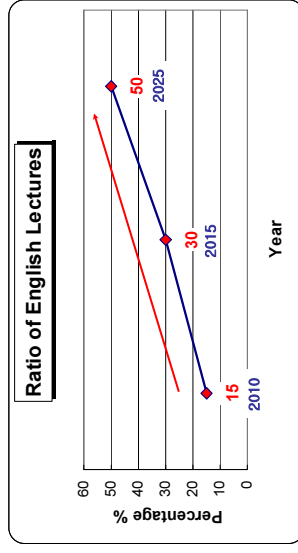
SNU's Internationalization Strategy

SNU Future Development Plan



SNU's Internationalization Strategy

SNU Future Development Plan



International Faculty Members



SEOUL NATIONAL UNIVERSITY

International Faculty Members



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International Partnership

- Expanding Int'l Partnerships
 - 45 countries, 179 universities (Feb.1, 2009)
 - * Total numbers of MOUs : 623 (51 countries)
- Increase of Inbound/Outbound students
- Dual/Joint Degree System
 - 11 Dual Degrees with Duke, ESSEC, Peking...
 - Joint degree U. Mainz
- Development of Joint On-line Courses
 - SNU-Berlin-Michigan, SNU-Tokyo U...

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SNU Support for Intl Students

- SNU Tuition Scholarship
- Scholarships from the Korean Government
- Scholarships from Private Foundations

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SNU Student Organizations

- SNU Student Ambassadors
- SNU Intl Students Association (SISA)
- SNU Buddy (1:1 Student Matching System for Exchange Students)

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서울대학교 국제학계강좌

International Summer Institute

Key Concepts

- ◆ SOMETHING
- “remunerative, accessible, affordable”
- <remunerability & accessibility>
 - Credit Transfer
- <accessibility>
 - English Courses
- <affordability>
 - Scholarships

SEOUL NATIONAL UNIVERSITY

Program

ISI

2009 SNU

Time Period	No.	Courses	Credit
10:00 - 13:00	1	History of Science in East Asia	3
	2	Economic Development and Business in East Asia	3
	3	Law and Society in Contemporary East Asia	3
	4	Security Issues in Contemporary East Asia	3
	5	Values and Identities in East Asia	3
	6	History and Culture of Modern Korea	3
	7	Korean Economics in Retrospective	3
14:00 - 17:00	8	Art and Popular Culture in Contemporary Korea	3
	9	History and Culture of Modern China	3
	10	Politics and Economy in Contemporary China	3
10:00 - 13:00	11	Korean Language	2
	12	Korean Arts and Crafts	2

Faculty

2009 SNU ISI

1	History of Science in East Asia	<ul style="list-style-type: none"> ■ Morris Low (Queensland) ■ Yung Sik Kim (SNU)
2	Economic Development and Business in East Asia	<ul style="list-style-type: none"> ■ Dukgeun Ahn (SNU) ■ Takashi Shimizu (Tokyo)
3	Law and Society in Contemporary East Asia	<ul style="list-style-type: none"> ■ John Chesapeake (Missouri) ■ Ilhyung Lee (Missouri)
4	Security Issues in Contemporary East Asia	<ul style="list-style-type: none"> ■ Jae-Jung Suh (Johns Hopkins) ■ David Kang (Southern California)
5	Values and Identities in East Asia	<ul style="list-style-type: none"> ■ Eugene Y. Park (Pennsylvania) ■ Wolfgang Kubin (Bonn)
6	History and Culture of Modern Korea	<ul style="list-style-type: none"> ■ Tae-Gyun Park (SNU) ■ Hyung Gu Lynn (UBC)
7	Korean Economics in Retrospective	<ul style="list-style-type: none"> ■ Seung-hoon Lee (SNU) ■ Wujin Chu (SNU)
8	Art and Popular Culture in Contemporary Korea	<ul style="list-style-type: none"> ■ Hyeon-Soon Yi (Georgia) ■ Antonella L. Bruno (La Sapienza)
9	History and Culture of Modern China	<ul style="list-style-type: none"> ■ Ben Wang (Stanford) ■ Ming Yue (Toronto)
10	Politics and Economy in Contemporary China	<ul style="list-style-type: none"> ■ Jae Ho Chung (SNU) ■ Susan Whiting (Washington) ■ Hengyi Lai (Nottingham)
11	Korean Language	<ul style="list-style-type: none"> ■ Hwom Yoon (SNU) ■ Robert J. Fouser (SNU)
12	Korean Arts and Crafts	<ul style="list-style-type: none"> ■ Do-ilik Seo (SNU)

Fees

2009 SNU ISI

No.	Payment for Registration	Fees	Others
①	Application	\$100	
②	Tuition No.1-10	\$1,000	per course
③	Tuition No.11-12	\$500	per course
④	Accommodation	\$700 (7.4-8.8, 2009)	Optional
⑤	Student Activity	\$250	Field trips
⑥	Class Materials and References		



International Program

<p>◆ Incoming</p> <ul style="list-style-type: none"> - International Summer Institute - GSFS Program - Silkroad Scholarship Program - Neighborhood Fellowship Program - Glo-Harmony Scholarship Program <p>◆ Outgoing</p> <ul style="list-style-type: none"> - ELI / Summer Session B Program (Yale University) - ALC Program (Stanford University) - Harvard-Yenching Program (Harvard University) - Global Talent Program
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UNIVERSITY

감사합니다!

SEOUL NATIONAL UNIVERSITY



Various International Programs at Tokyo Tech

Tsugihiko SHIMURA

International Cooperation Coordinator, International Office,
Tokyo Institute of Technology

ABSTRACT

Tokyo Institute of Technology (“Tokyo Tech” for short) offers variety of programs to attract more students with various demands.

1. International Graduate Program

Tokyo Tech offers graduate programs (master’s/ doctoral) in English in almost all the field of science and engineering. 69 students under this program are applicable for Monbukagakusho (Ministry of Education in Japan) Scholarship.

2. Tokyo Tech – Tsinghua Joint Graduate Program (Dual Degree Program)

Under cooperation with Tsinghua University (China), Tokyo Tech established the first dual degree graduate program in Japan titled “Tokyo Tech-Tsinghua University Joint Graduate Program”. Japanese or Chinese students will be registered at and awarded master’s degrees from both of the universities in 2.5 to 3 years.

3. YSEP (Young Scientists Exchange Program)

The students under YSEP are the 4th year of undergraduate program. They will belong to a laboratory and be advised by Tokyo Tech professor on writing dissertation. (“Sotsuron” in Japanese)

4. JAYSES (Japan – Asia Young Scientist and Engineer Study Visit)

In 2007, Tokyo Tech established short visiting program by Japanese students and the students from partner universities. 17 Japanese students, with Thai and Indonesian students visited various research institute, organizations, Japanese companies and local companies in Thailand and Indonesia in 2008.

5. Others

Exchange program for research students, supporting programs for doctoral students, etc...

[End]

Various International Programs at Tokyo Tech

Developing a Variety of Programs for Accommodating
More Students
12 Feb., 2009

Tsugihiko Shimura
International Cooperation Coordinator
International Office



Tokyo Institute of Technology



Basic numbers

- ◆ 10,000 students in total
- ◆ UG 5,000, G 5,000 (M 3,500 D 1,500)
- ◆ Male 9,100 Female 900
- ◆ JPN 8,900 International 1,100 (11%)
- ◆ China (422) Korea (134) Vietnam (84)
Indonesia (57) Thailand (53)
(as of May 2008)

2

Programs

- ◆ International Graduate Program
- ◆ Tokyo Tech-Tsinghua Joint Graduate Program
[Dual Degree]
- ◆ Young Scientist Exchange Program [YSEP]
- ◆ Japan Young Scientist and Engineer Study
Visit (JAYSES)
- ◆ TAIIST-Tokyo Tech (Joint Graduate Program
with NSTDA and Thai univs)

3

International Graduate Program

4

International Graduate Program

- ◆ 8 programs relating to 35 departments (6 Graduate Schools) of Tokyo Tech.
- ◆ All courses taught in English
- ◆ Master's(2 y), doctoral(3y) and "Integrated doctoral education program" (3-5 y)
- ◆ Applicable for MEXT (Monbukagakusho) scholarship (69 students year)

5

Application process

- ◆ TOEFL / TOEIC / IELTS score
- ◆ Sep: Announcement
- ◆ Communication with the prospective advisor (Internet) interview
- ◆ Should obtain the consent of the prospective advisor that s/he agrees to be your academic advisor in the event you pass the entrance screening.
- ◆ 5 Dec: Deadline for application (admission and scholarship)
- ◆ Mar. next year: Result of admission
- ◆ Jul. next year: Result of scholarship
- ◆ Sep. next year: Registration in Japan
- ◆ Oct. next year: Starting the program

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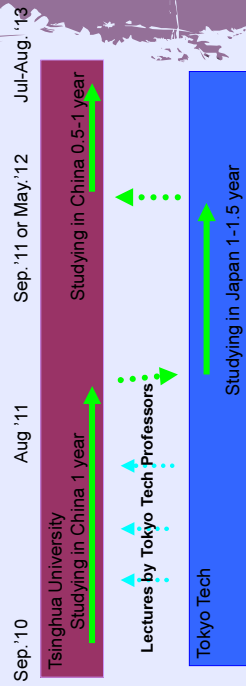
Tokyo Tech - Tsinghua University Joint Graduate Program

7

Tokyo Tech - Tsinghua University Joint Graduate Program

1/2

- ◆ One of the first "dual degree" programs on graduate level between China and Japan
- ◆ Joint supervision by professors of both universities
- ◆ Master's degrees awarded by both universities in 3 years
- ◆ Expenses in Japan supported by scholarship



Tokyo Tech - Tsinghua University
Joint Graduate Program
(total # of students enrolled) ^{2/2}

	Master's Program		Doctoral Program	
	Tokyo Tech	Tsinghua	Tokyo Tech	Tsinghua
Nanotechnology Course	5	25	1	
Biotechnology Course	7	23	3	Application procedure to be announced
Social science and Engineering Course	3	7	2	
Total	15	55	6	

◆ Doctoral programs are different from Master's programs. Students will be registered in either Tokyo Tech or Tsinghua University. They will conduct their research under supervision of professors of both universities. They will gain, by submitting their thesis, the degree from the university where they are registered.

YSEP (Young Scientist Exchange Program)

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Program Outline

- ◆ One year program for the 4th year student of undergraduate school
- ◆ All the lectures taught in English
- ◆ Graduation thesis (“sotsuron” 卒論) under supervision of Tokyo Tech advisor
- ◆ Tuition fee waiver for the students from partner universities (with university – wide MOU)
- ◆ Applicable for JASSO (Japan Student Services Org.) scholarship

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Schedule

- ◆ Deadline at Tokyo Tech: End of February
 - ◆ Should be nominated through International Relations Office of each university
- ◆ Program: September – August next year

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TAIST - Tokyo Tech

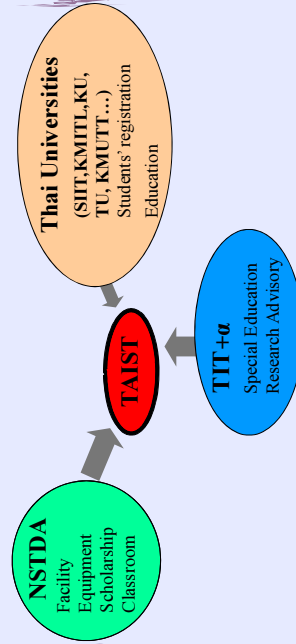
15

Outlines

- ◆ Thailand Advanced Institute of Science and Technology (cf. KAIST in Korea)
- ◆ Requested by NSTDA (National Science and Technology Development Agency “สวทช.”)
 - ◆ MTEC
 - ◆ NANOTEC
 - ◆ NECTEC
 - ◆ BIOTEC
- ◆ Cooperation with Thai universities, KMITL, SIIT, KU, TU, KMUTT...
- ◆ HRD for industries in Thailand by Japanese contribution
- ◆ Graduate Program for Master's degree (Ph.D in the future...)

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Structure of TAIST Tokyo Tech



Structure

- ◆ NSTDA
 - ◆ Space for education & research
 - ◆ Facility
 - ◆ Scholarships
 - ◆ Co-advisory by researcher
- ◆ Tokyo Tech
 - ◆ Special education (lectures, distance education)
 - ◆ Research advice
- ◆ Thai universities
 - ◆ Students' registration
 - ◆ Awarding degree
 - ◆ Main advisory by professor
 - ◆ Co-lecturing with Tokyo Tech professors
- ◆ 3 parties
 - ◆ Jointly award certificate of the program

Programs

- ◆ AE: Automotive Engineering
 - ◆ Started June 2007
 - ◆ MTEC, KMITL, SIIT, KMUTT(2009-)
- ◆ ICT-ES: Info. & Comm. Tech.-Embedded System
 - ◆ Started June 2008
 - ◆ NECTEC, SIIT, KU
- ◆ EnvE: Environmental Engineering
 - ◆ To be launched in June 2009 or 2010
 - ◆ MTEC, TU
- ◆ BIO: Bioscience and Biotechnology
 - ◆ Under preparation

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Future plan

- ◆ Accepting students from neighboring countries (Indonesia, Laos, Vietnam...)
- ◆ Establish joint doctoral program
- ◆ Career path for Doctoral program at Tokyo Tech
- ◆ Collaboration with Japanese companies in Thailand and major Thai companies (PTT, Siam Cement, etc)

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JAYSSES

Japan-Asia Young Scientist and Engineer Study Visit 2008

*The Commemorate event to celebrate
the Golden Year of Friendship 2008: Indonesia - Japan*

Program Outline

- ◆ Joint Study Visit Program by Tokyo Tech and partner universities in Asia
- ◆ Discussion (students forum) after the technical visits
- ◆ Visiting 1 or 2 countries in Asia (Thailand/2007, Thailand & Indonesia/2008)
- ◆ 15 Tokyo Tech students + 3-5 students from each partner university
- ◆ 10 days – 2 weeks in August – September

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Expected direct outcome

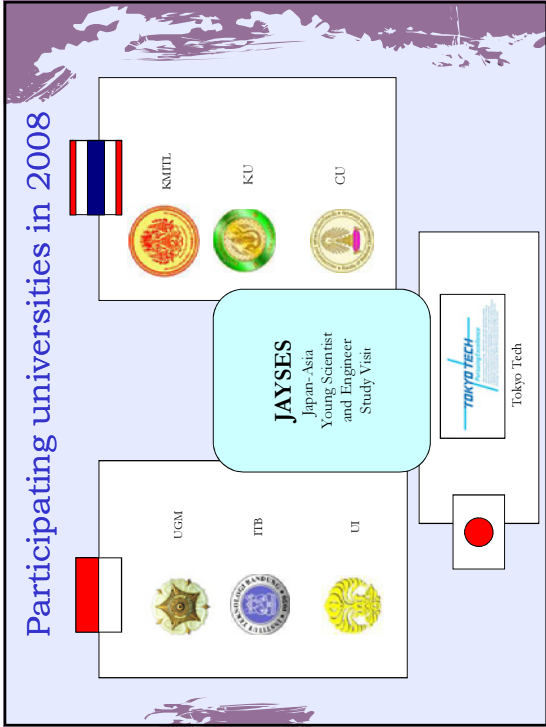
1) Internationalization of students

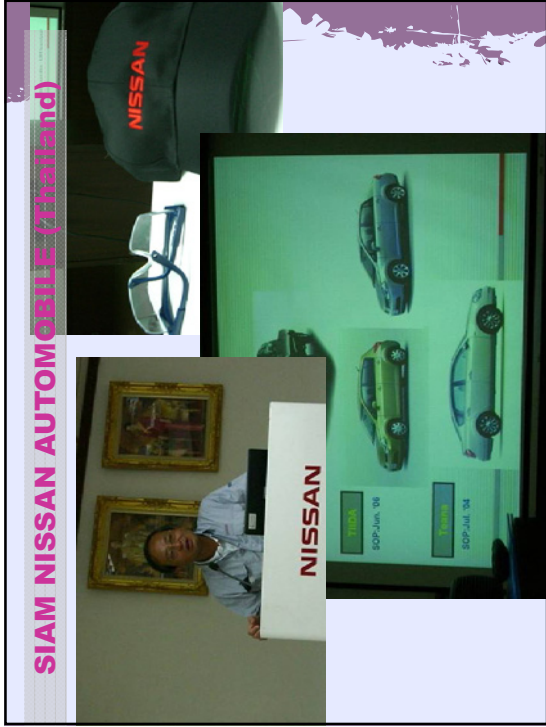
- More **Japanese** students to **study abroad**.
- More **international** students (from Thailand, Indonesia, etc) to **study in Japan**

- encourage students to have more interest in different culture/society.

Expected super-goal

To establish human network of **key players in science and technology in various fields in Asia**, which may contribute to solidarity of Asian region.









Discussion Topics

- ◆ Group1: How to Improve English Abilities for Japanese, Thais and Indonesians
- ◆ Group2: Understanding of Cultural Difference for Technology Transfer
- ◆ Group 3:Countermeasures of Japan, Thailand and Indonesia for Global Warming
- ◆ Group4: Role of Japanese ODA to Thailand and Indonesia

Group 1. How to Improve English Abilities for Japanese, Thais and Indonesians

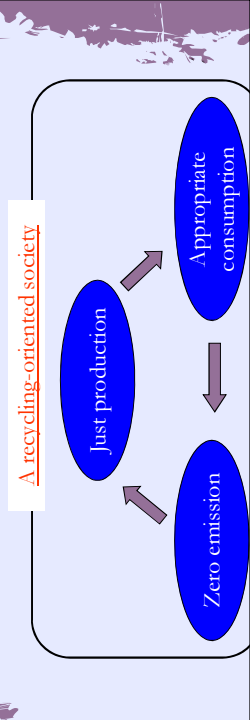
JAPAN	THAILAND	INDONESIA
<ul style="list-style-type: none"> • Few conversation classes ↓ • Poor speaking ability 	<ul style="list-style-type: none"> • Few grammar classes ↓ • Use grammatically incorrect English (Speaking and Writing) 	
<ul style="list-style-type: none"> • Start learning English late ↓ • Hard to absorb English 	<ul style="list-style-type: none"> • Centralized English education ↓ • Big English ability gap between students from big cities and villages 	
<ul style="list-style-type: none"> • Few pronunciation and accent trainings ↓ • Use incorrect pronunciation and accent 		

Group3 Countermeasures of Japan, Thailand and Indonesia for global warming

- Present economical model (A one-way society)



- Economical model in the future



JAYSES 2009 nomination

- ◆ **10 days in Bangkok** starting from late August to early Sep.
- ◆ **5 participants** from each partner university
- ◆ Should be nominated by International Relations Office
- ◆ No requirement for the **year of study, gender, or field of study,**
- ◆ **No fee** for participation
- ◆ Participants should be supported financially by home university or self-supported
- ◆ Official Announcement by April 09

Career Development Program for Foreign Students from Asia at Tokyo Tech

CDSA

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Program outline

- ◆ To train and foster global-minded individuals who have the desire and skills necessary to work for a Japanese company.
- ◆ IGP + Specialized education and job hunting support for foreign students from Asia
 - ◆ Business Japanese
 - ◆ Internship
 - ◆ Lecture on industry-academia collaboration
- ◆ Financial support same level with MEXT scholarship

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Requirement

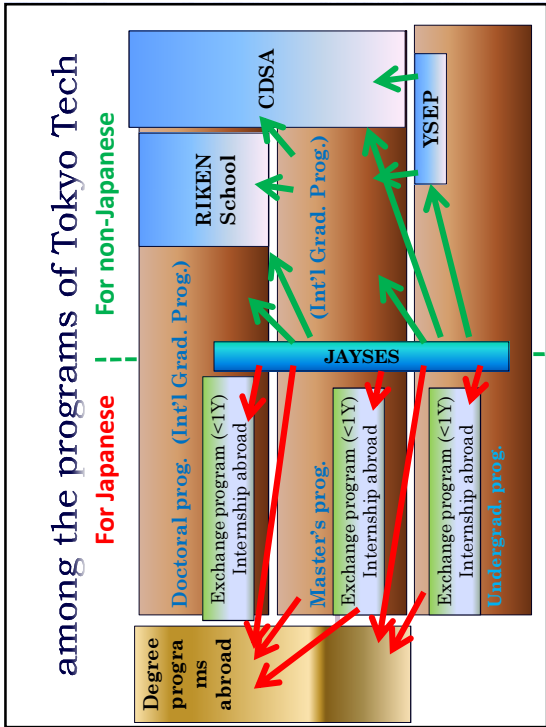
- ◆ To be enrolled master's or doctoral program
- ◆ Should have good Japanese language ability (Japanese Language Proficiency Test : JLPT) 3rd Grade or more

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Application Process

- ◆ Apr. 2009: Announcement
- ◆ May 2009: Deadline for application
- ◆ Jul. 2009: Result of selection
- ◆ Sep. 2009: Registration in Japan
- ◆ Oct. 2009: Starting program

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Thank you for your attention!!

www.titech.ac.jp

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Abstract for
The 4th University Administrators Workshop
12-13 February 2009 in Kyoto
NEW STRATEGY FOR ATTRACTING MORE FOREIGN STUDENTS
Wei-Chung Wang
Office of International Affairs
National Tsing Hua University
Hsinchu, Taiwan 30013
Republic of China

To expedite the internationalization of its campus, National Tsing Hua University (NTHU) has developed two new plans to help foreign students adapt to the conducive, friendly, and supportive learning environment. In this presentation, the Private and Public Sectors Scholarships and Intensive Mandarin Program developed by NTHU for foreign students will be introduced.

1. Private and Public Sectors Scholarships

In recognition of NTHU's long-term contribution to industry and research, three private sectors (Taiwan Semiconductor Manufacturing Company, Media Tek Inc, and Macronix International Company, the leading companies in semiconductor manufacturing and IC design) and one public sector (Industrial Technology Research Institute, the largest non-profit R&D organization funded by the Ministry of Economic Affairs of Taiwan, Republic of China) offer scholarship packages to foreign students wishing to study in NTHU. The beauty of the scholarship is not only the monthly stipend but awardees stand a better chance of being employed by these private and public sectors upon graduation or work as an intern during school sessions. In addition to the regular stipend, interns will be paid during the internship period. The interns will have the best opportunities to be exposed to Taiwan's industrial and research environment.

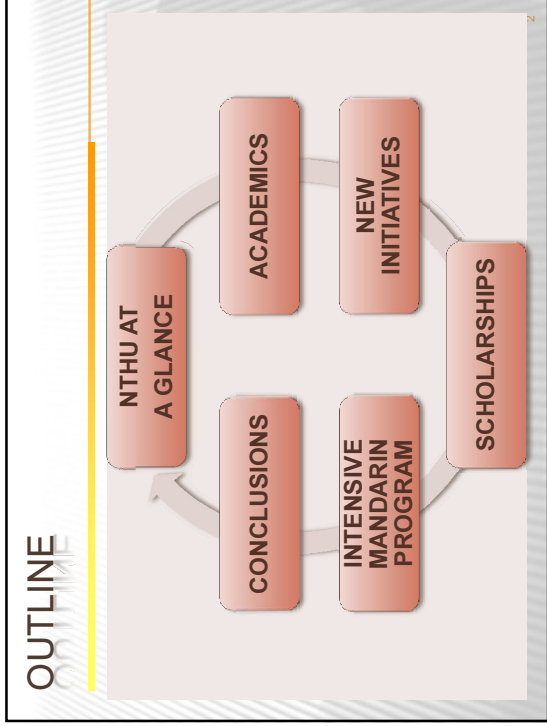
2. Intensive Mandarin Program

Toward overcoming language barrier for foreign students, NTHU offers intensive mandarin courses to all foreign students. After two months' intensive training, students who sign up for the course will be able to interact and communicate fluently with the local people and to become integrated in the Taiwanese society. Furthermore, being fluent Mandarin will give students the edge in their professional career should they want to work in Taiwan. Tuition fee for the Mandarin course is waived for students upon passing the examination.

國立清華大學
National Tsing Hua University

The 4th University Administrators Workshop
NEW STRATEGY FOR ATTRACTING MORE FOREIGN STUDENTS

Wei-Chung Wang, Ph. D.
Professor and Dean
Office of International Affairs
National Tsing Hua University
Hsinchu, Taiwan



NTHU AT A GLANCE

National Tsing Hua University, Hsinchu, Taiwan

National Tsing Hua University

Established in 1911

No. 1 Research University in Taiwan

Famous for its plum blossoms

At 0: Purple is the representative color

Chilun

LOW / HILLS / MOUNTAINS | Luzon Strait

NTHU AT A GLANCE

- 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*

厚德載物
自強不息

4

NTHU AT A GLANCE

✦ In 1956, the University was re-installed in Hsinchu, College of Nuclear Science Established then expanded to be University of Science and Engineering



The First President of NTHU



6

ACADEMICS

✦ 7 Colleges 17 Departments 21 Graduate Institutes

- Science
- Electrical Engineering & Computer Science
- Nuclear Science
- Engineering
- Humanities & Social Sciences
- Life Sciences
- Technology Management

6

ACADEMIC HONORS-NOBLE & WOLF

- Chen-Ning Yang
- Tsung-Dao Lee
- Yuan-Tseh Lee
- Sheng-Shen Chen

1957 : **Chen-Ning Yang & Tsung-Dao Lee**, Nobel Laureate (Physics) for their penetrating investigation of the so-called parity laws which has led to important discoveries regarding the elementary particles

1984 : **Sheng-Shen Chen**, Wolf prize winner (Mathematics) for outstanding contributions to global differential geometry, which have profoundly influenced all mathematics

1986 : **Yua-Tseh Lee**, Nobel Laureate (Chemistry) for their contributions concerning the dynamics of chemical elementary processes

7

NEW INITIATIVES

- NEW INITIATIVES
 - Private & Public Sector Scholarships
 - Intensive Mandarin Program

8

PRIVATE & PUBLIC SECTOR SCHOLARSHIPS

SCHOLARSHIPS

TSMC

MEDIA TEK

MXIC

ITRI

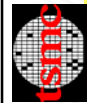
9

TAIWAN SEMICONDUCTOR MANUFACTURING COMPANY



- Founded in 1987
- The world's largest dedicated semiconductor foundry headquartered in the Hsinchu Science Park in Taiwan
- Founder and leader of this industry, with the reputation of offering advanced wafer production processes and unparalleled manufacturing efficiency
- Revenue sales represents 50% of the dedicated foundry segment in the semiconductor industry
- Commitment to Education is one of its key responsibilities

TAIWAN SEMICONDUCTOR MANUFACTURING COMPANY




- As of 2009, TSMC has an employee base of more than 20,000 people worldwide
- Fabs in Taiwan, U.S.A., Singapore and China
- Account management and engineering service offices in Taiwan, Japan, Netherlands and the U.S.
- Listed on the Taiwan Stock Exchange (TSE) and New York Stock Exchange (NYSE)

11

MEDIA TEK MEDIA TEK INC.

- A Leading fabless semiconductor company for wireless communications and digital media solutions was founded in 1997
- Market leader and pioneer in cutting-edge SOC system solutions for wireless communications, high-definition digital TV, optical storage, and high definition DVD products
- MediaTek is headquartered in Taiwan and has sales and research subsidiaries in Mainland China, U.S., England, Ireland, Denmark, India, Japan, Korea and Singapore



Macronix International Company

- ✦ The largest and the most advanced supplier of ROM products worldwide was founded in 1989
- ✦ Dedicates 14%~24% of its annual revenue to Research and Development
- ✦ One of the very few suppliers offering a wide range of Serial Flash products from 512Kbit to 128Mbit densities
- ✦ Produce wide range of ROM and NOR Flash products and solutions across various densities in embedded, consumer, and enterprise applications.



Industrial Technology Research Institute

- ✦ ITRI is Taiwan's premiere research institute founded in 1973
- ✦ Originator of Taiwan's high-tech companies, including TSMC, UMC and Media Tek
- ✦ Where Taiwan's high tech industries originated, such as IC, TFT-LCD, Optoelectronics, Laptop, Desktop and Broadband Communication
- ✦ 2,263 patents applied, 908 patents awarded, 653 technologies transferred, over 25,000 firms serviced in 2007.

Scholarships

	TSMC	MEDIA TEK	MXIC	ITRI
Objectives	To encourage outstanding international graduate students to study in Taiwan and help them find their career in Taiwan			
Eligibility	1st, 2nd or 3rd year of study toward a Ph. D. program at NTHU in Electronics, Electrical Engineering, Physics, Materials Science and Engineering, Chemistry or Engineering related fields	1 st year of study attending a Master program or Ph. D. program in College of Science, College of Engineering or College of Technology Management related fields	1 st year of study attending a Ph. D. program at NTHU in Electronics, Electrical Engineering, Physics, Materials Science and Engineering, and Chemistry related fields	1 st year of study attending a Master program or Ph. D. program in Colleges of Science, Engineering, Electrical Engineering and Computer Science, Life Sciences, and Technology Management related fields
Award	NT 300,000 per academic year for a maximum of 4 years			NT 360,000

Scholarships

	TSMC	MEDIA TEK	MXIC	ITRI
Degree	Ph.D. degree within four years	Master or Ph.D. degree within the term of the program	Ph.D. degree within four years	Master or Ph.D. degree within the term of the program
Obligations	Perform his/her internship at TSMC at least twice with a minimum of two months each during the program	Take an internship during summer vacations at Media Tek Inc. before completing his/her graduate program	Perform his/her internship at MXIC during the term of program	Take an internship during summer vacations
Service Commitment	minimum of two years after graduation	minimum of three years after graduation if they receive a job assignment		
Application Requirements	<ul style="list-style-type: none"> ✓ Application form ✓ One copy of official transcript 	<ul style="list-style-type: none"> ✓ Application form ✓ One copy of official transcript 	<ul style="list-style-type: none"> ✓ One copy of original graduate diploma ✓ One recommendation letter 	

REFERENCES

- ✓ TSMC
<http://www.tsmc.com/english/default.htm>
- ✓ MEDIATEK
<http://www.mtk.com.tw/>
- ✓ MXIC
<http://www.mxic.com.tw/>
- ✓ ITRI
<http://www.itri.org.tw/>

INTENSIVE MANDARIN PROGRAM

- ✦ Designed to overcome language barrier difficulties
 - ✦ Ni(3) Hao(3) ma? How are you ?
 - ✦ Wo(3) Hen Hao(3) I am fine
 - ✦ Zao.a Good Morning
- ✦ Help foreign students to fully integrate into Taiwanese Society
- ✦ Give students the edge in their professional careers

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CONCLUSIONS

- ✦ The beauty of the scholarships is not only the monthly stipend but awardees stand a better chance of being employed by these private and public sectors upon graduation or work as an intern during school sessions.
- ✦ The best opportunity to join NTHU and expand their horizon in the fields of Science, Engineering, and Technology Management
- ✦ ¼ of world's population speak mandarin. Learning mandarin will facilitate your quest for knowledge in Taiwan

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Thank you for your
attention
Questions?

20

Double Degree and Short Term Programmes at the University of Malaya

Professor Dr. Bernardine Renaldo Wong
Deputy Director (International Relations)
International & Corporate Relations Office (ICR)
University of Malaya
50603 Kuala Lumpur
Malaysia

ABSTRACT

In its fifty-year history of awarding degrees at its Kuala Lumpur campus, the University of Malaya has produced over 120,000 graduates in various fields at the Bachelor, Master and Doctoral levels. As a publicly-funded, research-intensive university the University of Malaya has the responsibility of providing a sound, yet modern, educational experience for its students.

In the context of globalization, internationalization has become the norm. The University of Malaya is in the process of increasing the number of international students, international faculty and exchange students at the undergraduate and postgraduate levels. In addition, the University of Malaya has also recently embarked on student exchange programmes as well as establishing double degree programmes with some partner universities. This paper will report on the achievements and challenges faced in pursuing these initiatives.



DOUBLE DEGREE AND SHORT TERM PROGRAMMES AT THE UNIVERSITY OF MALAYA

BERNARDINE RENALDO WONG
Deputy Director (International Relations)
International & Corporate Relations Office
UNIVERSITY OF MALAYA



MALAYSIA: Demographics

Population - 27,544,000

- Malays** - ≈ **61%**
- Chinese** - ≈ **23%**
- Indians** - ≈ **7%**
- Indigenous groups** ≈ **9%**




GOVERNMENT EXPECTATIONS BY 2020

- 50% cohort of 17-23 years old participate in tertiary education (36% in year 2007)
- 33% workforce with tertiary qualification (22% in year 2007)
- Critical mass of researchers - 100 RSE per 10,000 workforce (30 per 10,000 in 2007)



HIGHER EDUCATION INSTITUTIONS IN MALAYSIA (2008)

Types of Institutions	Number
Public Universities	20
Polytechnics	24
Community Colleges	37
Private University Colleges/Universities	37
Private Colleges	487
TOTAL	605




UNIVERSITY OF MALAYA
INFORMATION

Origins – in Singapore (1905)

- Kuala Lumpur campus (1958)

University of Malaya

- comprehensive, research-intensive
- 12 faculties, 2 academies, 3 centres
- ~ 45% of courses taught in English



UNIVERSITY OF MALAYA
INFORMATION


Tuition fees (USD/year)

Undergraduates:

- Local ~ 600.00
- International ~ 1,800.00

Postgraduate:

- Local ~ 2,100.00
- International ~ 3,500.00



UNIVERSITY OF MALAYA
STATISTICS (Dec 2008)

Undergraduates:

- local 16,879
- international 907 (5.4%)

Postgraduates:

- local 8,112
- international 2,591 (24.0%)



University Admissions Policy for Undergraduate International Students

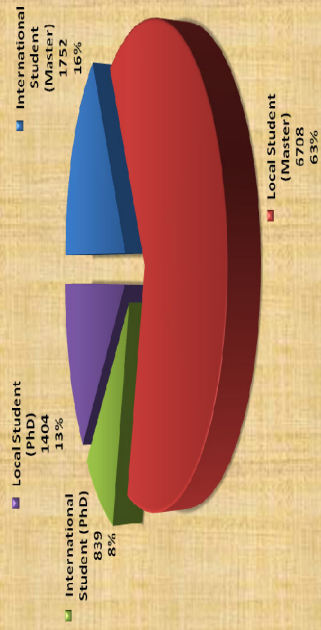
- ❑ 5% of total enrollment i.e. 5% of 18,000 or 900 students
- ❑ Note: Increase to 10% beginning 2008/2009 academic session
- ❑ 5% of annual admissions i.e. 5% of 4,500 or 225
- ❑ Reduce by 10% undergraduate students every year

University Admissions Policy for Postgraduate International Students

- Increase by 10% every year
- 50% Graduate: 50% undergraduate by 2012
- 50% International: 50% local by 2012

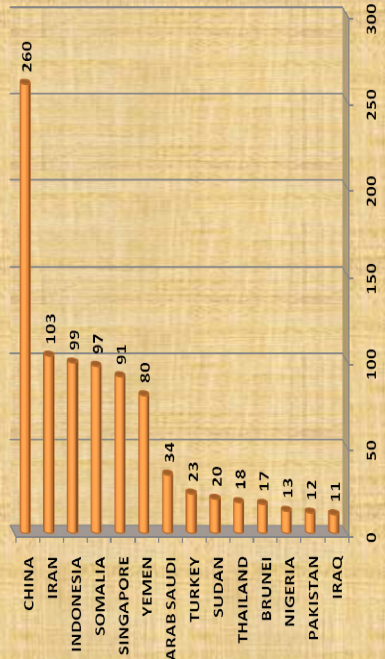
Total – 10,703 Postgraduate students

Local and International Postgraduate Students (as at 8 January 2008)

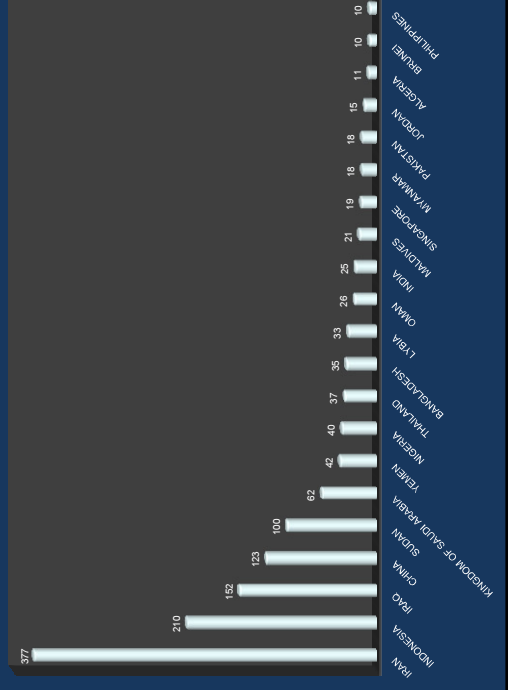


Total – 907 (5.4%) students

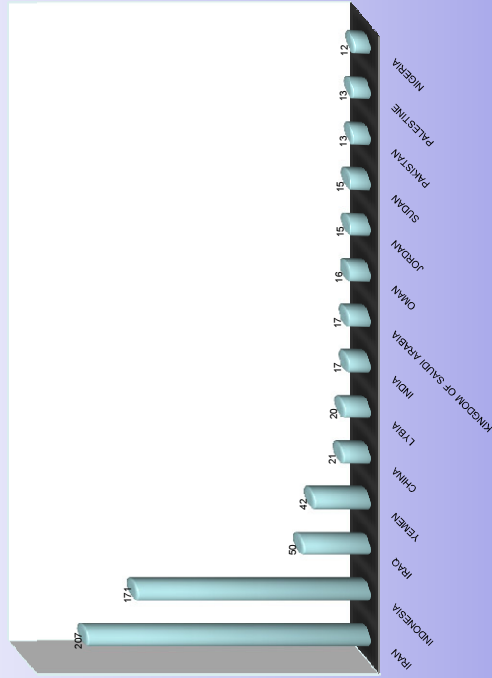
Undergraduate Student by Country



Total Master Students by Country (Jan 2009)



Total PhD Students by Country (Jan 2009)



STUDENT EXCHANGE Some Partner Universities

- Beijing Foreign Studies University
- University of Southern California (San Diego)
- Inje University
- Woosuk University
- University of Sydney
- Copenhagen Business School
- University Medical Centre Utrecht



STUDENT EXCHANGE Academic Session

08/09 **07/08**

INBOUND	315	276
~ 40 Partner Universities		
OUTBOUND	168	84
~ 30 Partner Universities		



EXAMPLE OF STUDENT EXCHANGE

BEIJING FOREIGN STUDIES UNIVERSITY

- BFSU sends ~ 20 – 25 students to UM per year for 2 semesters to study Bahasa Malaysia.
- UM sends ~ 45 – 50 students to BFSU per year for 8 weeks to study Mandarin.
- Exchange since 2007/2008.



DOUBLE DEGREES Partner Universities

- University of Sydney
- University of Melbourne
- The Conference Des Presidents D'Universite (CPU)
- Imperial College London
- University of Nottingham



JOINT RESEARCH PhD UNIVERSITY OF SYDNEY

- 4 academic years (3 sems UM, 5 sems USyd)
- 1 supervisor from each university
- Minimum stay in each country is 30%
- Student pays local tuition fees
- Exempt from fees of partner university
- Single degree certificate bearing names of both universities



FUNDING MECHANISMS

- Sultan Azlan Shah Mobility Fund (USD 9 million)
- POSCO Asia Fellowship
- JICA
- JSPS
- Panasonic Scholarship
- Korea Foundation
- Japan Foundation



CHALLENGES FACED

- Credit Transfer issues
- Calendar Year/Semester mismatch
- Visa/Immigration hindrances
- Infrastructure deficiencies
- Local student apprehension
- Funding



Producing Leaders Since 1905
www.um.edu.my

THANK YOU








Internationalization Practices of Wuhan University

LIU Xiaoli
International Office, Wuhan University, China





Location of Wuhan

Feature Profile of Wuhan University




- Founded in 1893, one of the oldest universities in China;
- With hills on campus and a lake by its side, the university is widely regarded as the most beautiful campus in China;
- One of the most typical comprehensive universities in China with 6 divisions and 36 schools, covering 11 disciplines;
- The most internationalized university in central and western China (About 2000 international students from over 100 countries);



Figures about Wuhan University

- 50,000 students including 15,000 postgraduates and 1800 international students
- 3400 teachers including 900 professors
- 238 master's programs and 162 doctoral programs
- 360 hectares campus
- 200 overseas partner institutions
- in 60 countries and regions





Strong Disciplines

- **Discipline of Humanities**
(Philosophy, Liberal Studies, History)
- **Discipline of Social Sciences**
(Information Management, Law, Economics and Management)
- **Discipline of Natural Sciences**
(Life Science, Mathematics, Chemistry)
- **Discipline of Engineering**
(Water Resources & Hydropower)
- **Discipline of Information Science**
(Remote Sensing & Information Engineering)
- **Discipline of Medical Science**
(Dentistry, Cardiovascular, tumor)



Natural Science and Engineering

- **4 National Key Laboratories**
 - 1. Software Engineering
 - 2. Cartography, Remote Sensing & information Engineering
 - 3. Water Resources and Hydroelectric Engineering
 - 4. Virology
- **2 National Engineering Technology Research Centers**
 - 1. GPS
 - 2. Multimedia Software
- **8 Key Laboratories of the Ministry of Education**
 - 1. Earth Space Environment and Geodesic Survey
 - 2. Plant Development Biology
 - 3. Biomedical High Polymer
 - 4. Water and Sediment Sciences
 - 5. Oral Biomedical Engineering
 - 6. Virology
 - 7. Geographic Information
 - 8. Acoustooptical Material



Humanities and Social sciences

- **7 Key Research Bases of the Ministry of Education**
 - 1. Environmental Law Research Institute
 - 2. International Law Research Institute
 - 3. Informational Resources Research Center
 - 4. Social Security Research Center
 - 5. Chinese Traditional Culture Research Center
 - 6. Economic Development Research Center
 - 7. Media Development Research Center



Major Events in Recent Years



Prime Minister of Kazakhstan, Outstanding Alumni 2008 of Wuhan University



Then French President, Jacques Chirac Unveiling the Sino-French Joint Research Institute




Princess Sirindhorn of Thailand Honorary professor of Wuhan Univ.



Partner Institutions in Japan



Kyoto University
 Tokyo University
 Kobe University
 Osaka University
 Hitotsubashi University
 Waseda University
 Ritsumeikan University
 Doshisha University
 Tokushima University
 Hiroshima University



Internationalization strategy

School Running Goal set by MOE:
 building Wuhan University into a leading research based university both in china and abroad

Two strategic goals of internationalization:

One is to foster the students' and staff's international awareness, international vision, international communication skills, and international competitiveness;

The other is to promote the university's international influence and competitiveness.



Practices of internationalization

- In practice, *Four Integrations* should be achieved, i.e. the university should integrate international cooperation into *disciplinary development, students' education, scientific research and social services.*



Innovation in international cooperation model

(1) The university created a lot of opportunities for students to study abroad. In 2008, as planned, the university newly started 30 study-abroad programs with foreign partner institutions. In order to balance the students exchange, we mapped out three international summer programs in 2008. One of them were co-hosted with NUS of Singapore.






2. Creating platforms of international joint research and upgrading the levels of research and disciplinary development

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

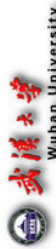
(2) The university, collaborating with foreign partners, offered a range of international special programs, such as Sino-French Economics Program, Sino-French Medical Program, Sino-German Law Program, and Sino-British Business Program.

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




2. Creating platforms of international joint research and upgrading the levels of research and disciplinary development

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




(2) By creating platforms of international joint research, the university strived to upgrade its research strength.

- Princess Sirindhorn International Research Center of Geoinformatics (with Thai Ministry of Science & Technology)
- the Sino-French Research Institute of Liver Diseases (with French National Health Research Institute)
- the Open Laboratory for Overseas Researchers (with Yale Dept. of Immunology)




3. Sharing overseas advanced management experiences and promoting the quality and integrity of the administrative staff


The decision-makers of Wuhan University are always concerned about whether the administrative system and its administrative staff meet the demand of internationalization. Facilitating the administrative offices to make innovations and forming an atmosphere of internationalization is what the university tries to achieve. For this purpose, the university sent several study groups overseas and carried out several overseas training classes, and this proved successful.




(1) In 2006, the university organized a group of its senior financial managers to make an overseas study tour in Europe. The group undertook a thorough study on the financial systems of several famous European universities, including fundraising, day-to-day management, cost accounting and etc. Upon their return, the managers organized university-wide intensive seminars on financial issues and submitted a report to the university authorities, prompting the university leaders to adopt a major financial reform in the end.



(2) Every year, the university selected 12 student affairs staff members for a one-month intensive training program at the Ohio State University of the United States. This initiative produced profound repercussions in Chinese higher education sector, and had a positive effect on improving the quality of student services at Wuhan University.



(3) Aiming to offer first class undergraduate programs, in recent years, the Office of Teaching Affairs of the university organized a group of 12 teaching researcher and managers annually for a study tour in several US universities including UC Berkeley and the University of Minnesota. This laid a solid foundation for the reform of undergraduate teaching in the university



Conclusion

Generally speaking, Chinese universities are all making all-out efforts to meet the challenges and opportunities of globalization. They are also making positive experiments towards internationalization, aiming to build world class universities and improve their core competitiveness. Although there remains a long, tough way to go for Chinese universities to achieve internationalization, we are all confident that the Chinese universities would make it in the end.



Korea; New Hub for International Student Mobility

Mr. Kyoung Oh Lee

Manager, Office of International Affairs

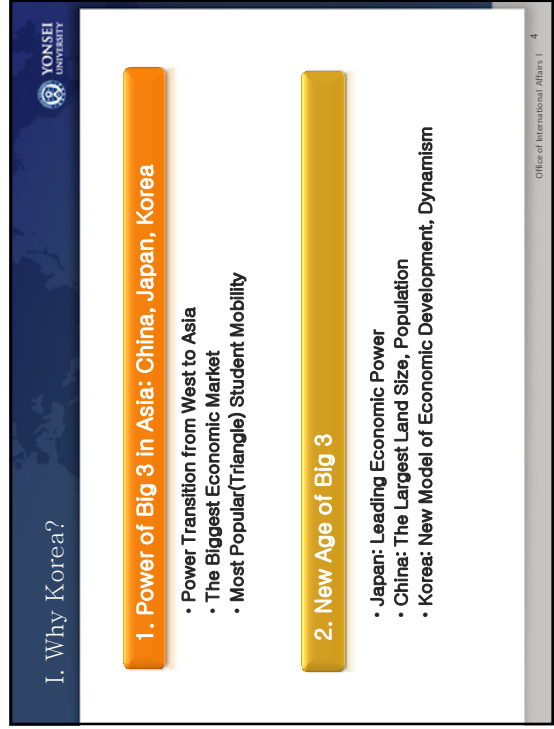
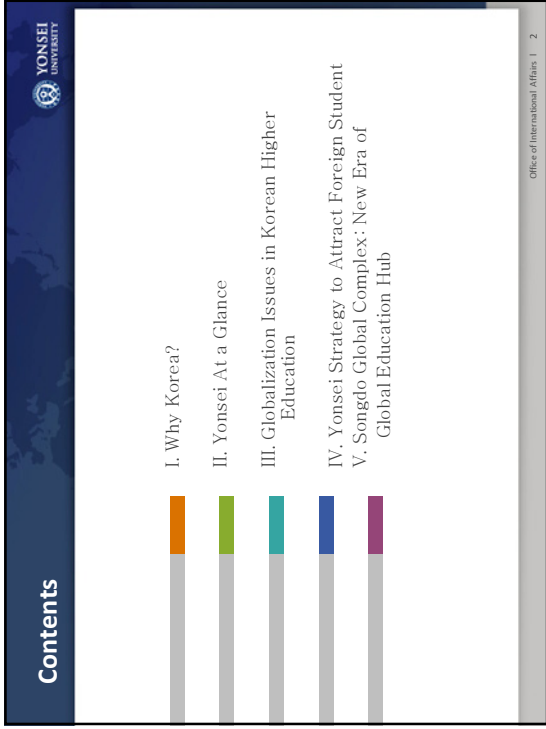
Yonsei University

As one of the most rapidly developing countries in the world, Korea has become a model for educational expansion, gender equality, industrial development, and many other key issues facing the nations of Asia and the world. As a leader of IT Revolution, Korea is the most wired countries in the world.

The dynamism in Asia springs from factors such as an appreciation of education, dedication to hard work, pride in self reliance, and belief in progress and the future. Korea is no exception. To a foreigner's eyes, Korea may seem similar to China or Japan at first. But one quickly realizes that Korea has a unique culture that offers an intriguing mixture of modernization and tradition. In this sense, Korea provides a particularly advantageous position from which to study the changing culture, economics, and politics of all the nations of the Asian region.

This presentation will address the major factors that contribute to a student's decision to Korea as a study abroad destination. Especially, the survey will identify the most important elements they take into consideration when selecting a study abroad destination, as well as what they expect to gain from the study abroad opportunity.

Especially, Yonsei has succeeded in attracting a large number of students from different countries who join the Tailor-made Program or Short Term Exchange Program. This presentation will also address the "Songdo Global Complex Project" which create the Asian Hub of Research and Education and serve as the major destination for western students in Asia for East Asian studies and technology research



I. Why Korea?

1. Geographical Advantage

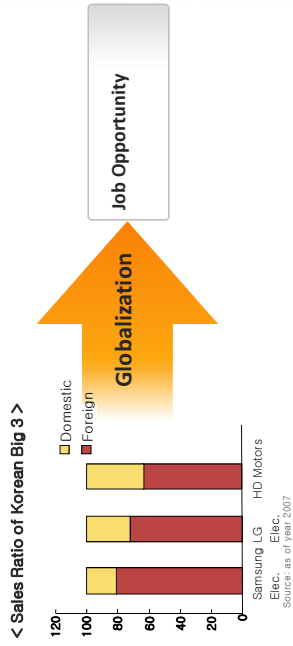
2. Dynamic Society

3. Korean Wave



I. Why Korea?

4. Globalization of Company



I. Why Korea?

Reference

Box C3.1. Long term growth in the number of students enrolled outside their country of citizenship

Growth in internationalisation of tertiary education (1975-2005)

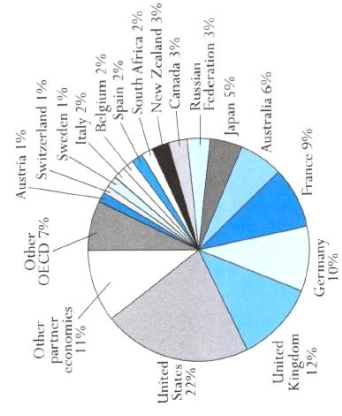


Source: OECD and UNESCO Institute for Statistics.



I. Why Korea?

Ref.: Distribution Chart of Transnational Student Mobility(2005)



YONSEI UNIVERSITY
Office of International Affairs | 9

II. Yonsei At a Glance

YONSEI UNIVERSITY
Office of International Affairs | 1

History & Motto



Founded in 1885

- 1885. 4 Kwanghyewon (Royal Hospital)
- 1919. 3 Chosun Christian College
- 1957. 1 Yonsei University
- (Merger of Yonhui College with Severance University Medical School)
- 2005. 5 120th Anniversary



Motto: Truth & Freedom

“The truth shall make you free.”
(John 8:31-32)

YONSEI UNIVERSITY
Office of International Affairs | 11

Key Statistics

Faculty	Full-time	1,739
	Part-time	2,342
	Staff	6,304
Affiliated Research Institutes		130
Number of Courses Offered		6,051
Budget		340 Million GBP
SCI Ranking (As of 2005)		104 (2,025 theses)

Yonsei is the best private and the most globalized university in Korea
Top 1.2~1.5% of whole high school graduates can get into Yonsei

YONSEI UNIVERSITY
Office of International Affairs | 12

Globalization

Partner Institutions

Australia	University of Sydney
Canada	McGill University
China	Fudan University
	Tsinghua University
Denmark	University of Copenhagen
France	Sciences-Po
Germany	University of Munich
Italy	Boconi University
Japan	Kyoto University
	University of Tokyo
	Keio University
Netherlands	Erasmus University, Rotterdam
New Zealand	University of Auckland
Singapore	National University of Singapore
USA	University of California, Berkeley
	University of Pennsylvania
Thailand	Chulalongkorn University
UK	University of Oxford

Partner Universities
578 Institutions
in 59 Countries as of November 2008




YONSEI UNIVERSITY
Office of International Affairs | 17

III. Globalization Issues in Korean Higher Education

- 3. Global Standard on Campus**
 - Academic Regulation
 - Harmony with Local & Foreign Culture
- 4. Strategy to Recruit More Foreign Students**
 - NAFSA, EAIE, APAIE, QS-APPLE
 - Education Fair Supported by Government

YONSEI UNIVERSITY
Office of International Affairs | 18

IV. Yonsei Strategy to Attract Foreign Students

YONSEI UNIVERSITY
Office of International Affairs | 19

Yonsei Know-how for Global Excellence

- 1. Long History of Globalization Since 1960s**
- 2. Harmony of Hardware & Software**
Ratio of Courses in English 25%, High Quality On-campus Housing
- 3. Program for Multi-cultural Understanding**
Global Lounge, Language Exchange, Global Day
- 4. Various Education Program for Int'l Students**
The Best Korean Language Program
International Summer School, Taylor Made Program

YONSEI UNIVERSITY
Office of International Affairs | 1

Global Lounge

- ▶ A Multi-functional Compound
- ▶ Wireless Internet Access, Study and Seminar Rooms
- ▶ 8 Satellite TV Channels with Wireless Headsets
- ▶ On-spot Help Center
 - Hub of Cultural Exchange
 - Home-Stay, Language Exchange
 - Travel, Transportation, etc.




2nd International House



- **Size**
 - 11 stories
- **Capacity: 659**
 - Family room: 20 (70 persons)
 - Single room: 191 (191 persons)
 - Twin room: 198 (398 persons)
- **Construction period: 2007 – 2009**

Tailor-made Programs

Country	Institution	Period	Student No.	Year Of program Start	Reference
	Kelo University	2/9 – 2/21	17	2007	
Japan	Kwansei Gakuin University	3/10 – 3/15	5	2007	
	Hosei University	9/18 – 1/30, 2009	8	2000	
	St. Olaf College	1/2 – 1/25	28	1996	
USA	Indiana University	5/14 – 5/24	20	2008	
	CIEE /FDS (Scheduled)	6/10 – 6/18	12	2009	
	Washington University in St. Louis (Scheduled)	4 Months	12	2009	
China	University of Hong Kong	7/12 – 7/20	35	2008	
	Total		127		

V. Songdo Global Academic Complex; New Era of Global Education Hub

A bird's eye view of Songdo Global Academic Complex



An outline of Songdo Global Academic Complex



Location

- Incheon Free Economic Zone Songdo Area (30km west from Seoul)

Land Area

- 616,017m² (152 acre, 6,630,689ft²)

Features

- Global Campus, Joint University Campus, R&D Campus

Numbers Involved

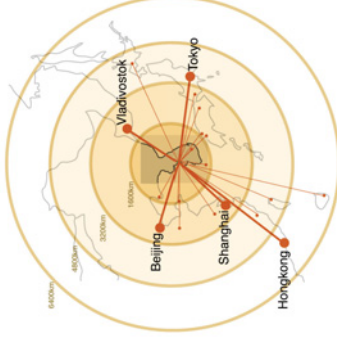
- Students 4,000 / Researchers 500
- Professors & Staff 500

25

Geographical Advantages of Incheon



Gateway to China Japan & Russia



Incheon to	Flight Time
Beijing	1.5 hrs
Shanghai	1.5 hrs
Tokyo	1.5 hrs
Vladivostok	2 hrs
Hong Kong	3 hrs

- Incheon is within a 3.5 hour flight to 51 cities, each with a population of over one million
- Incheon aims to be hub city of east Asia

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Chief features of Songdo Global Academic Complex



Global Campus

- Site for Yonsei's global campus
- Specialized campus for global education & high-tech research
- Residential college system

Joint University Campus

- Site for branch of leading foreign univ. and educational institute
- Programs can be independently managed, or jointly managed with Yonsei.

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Thank you
Arigato Kozaimas

Office of International Affairs | 28

A New Dimension in Study Abroad – Service Learning

Katherine Wan

Office of International Student Exchange

The University of Hong Kong

Internationalization is a strategic goal of many universities around the world. One of the more sweeping forces shaping higher education today is the movement of student across borders. This flow of students, who will become leaders in their home countries, enables cross cultural understanding, personal development and global integration. The University of Hong Kong, like all its partners, is committed to nurturing its students to become global citizens with commitment and social responsibilities to their society and the world at large.

Student exchange and study abroad programmes are well established in many universities. In order to increase the number of outgoing students across faculties (especially those who are in professional faculties with restrictive curriculum requirement) and to be able to offer more diverse overseas learning experiences to enhance students' international perspectives, service learning programme is getting more popular and serves as an alternative to semester-based exchange programme.

In my presentation, I would like to share with colleagues some of the service learning programmes that we are currently running on our campus. We welcome collaboration with our partners worldwide. The challenges we face ahead are how to find more resources to support service learning initiatives and how to devise tools and evaluation schemes to gauge the impact of such experience on our students before and after their graduation.

A New Dimension in Study Abroad – Service Learning



presented by
Katherine Wan
Programme Director
Office of International Student Exchange
The University of Hong Kong

HKU's Vision

- “To excel in the core functions of teaching and research so that we will be recognized globally as an international, research-led university of world-class standing that engages the community we serve.”

The First and Foremost University – HKU 香港第一學府 – 香港大學



- 1887 - The establishment of Hong Kong College of Medicine
- 1910.3.16 – The Foundation of the University of Hong Kong
- 1911 – The University of Hong Kong incorporated by ordinance. The first two faculties were Medicine and Engineering

Dr. Sun Yat-sen at HKU



HKU Main Building



A Comprehensive Research-led University with 10 Faculties

- Architecture
- Arts
- Business and Economics
- Dentistry
- Education
- Engineering
- Law
- Medicine
- Science
- Social Sciences

Key Statistics of HKU in 2007/08

- 13,345 students for degree programmes
- 4,909 regular FT staff of which 1,934 are teaching & research staff
- 2163 RPs (FT + PT)
- 1189 TPGs (FT + PT)
- Over 2000 non-local students on campus



A Truly International University

Half of the teaching staff are from outside HK, representing nearly 50 countries
(5th best in the world, according to the THES rankings on international faculty)

Member of international universities consortia, e.g. U21, APRU
Extensive student exchange programme with over 160 partners worldwide



Why Internationalize?

- Academic goals – excellence in research, teaching and learning
- Economic and entrepreneurial goals – revenue and resources generating
- Social goals – nurture global citizens and future leaders with international perspectives
- Global goals –foster cross cultural understanding and world peace

Teaching & Learning

- New curriculum structure – 4 year undergraduate curriculum in 2012
- English as the medium instruction
- Curriculum design – joint programmes with overseas partners
- Campus facilities
- Quality assurance and International benchmarking
- Broad education to train leaders

International Opportunities

- Exchange opportunities to universities in Australia, New Zealand, United States, Canada and the UK
- Include Oxford, Cambridge, Berkeley, UCLA, Chicago...
- 160 exchange partners
- Credit transfer to HKU degree programme
- Internship opportunities also available



Canada University of British Columbia McGill University The University of Toronto The University of Alberta The University of Waterloo Europe On Lund University, Sweden Uppsala University, Sweden Institute of Political Studies, France University of Paris - Dauphine, France Albert-Ludwigs University, Freiburg, Germany University of Bonn, Germany Bremen University of Applied Sciences, Germany University of Tübingen, Germany Vienna University of Economics and Business, Austria Administration, Austria University of Amsterdam, Netherlands Helsinki University of Technology, Finland Helsinki University of Education, Finland University of Amsterdam, The Netherlands Maastricht University, The Netherlands University of Bergen, Norway Warsaw University of Technology, Poland Nanyang University Tokyo University of Foreign Studies	United States MIT University of Chicago Mount Holyoke College University of Pittsburgh The University of Kansas Ball State University Tufts University University of California Berkeley San Diego State University Davis Irvine Los Angeles Riverside Santa Clara University Santa Barbara Santa Cruz United Kingdom Oxford University Cambridge University University of Edinburgh University of Glasgow University of Nottingham Bath University University of Manchester University of Southampton Royal Holloway, University of London	Australia & New Zealand University of Melbourne, Australia University of Queensland, Australia Australian National University University of New South Wales, Australia University of New England, Australia Deakin University, Australia Flinders University, Australia Macquarie University, Australia Murdoch University, Australia University of Canterbury, New Zealand University of Auckland, New Zealand University of Otago, New Zealand	China Tsinghua University Peking University East China Normal University	Mexico Tec de Monterrey	Asia Malaysia, Malaysia Science Malaysia National University of Singapore Nanyang Technological University, Singapore Assumption University, Thailand Chulalongkorn University, Thailand Thammasat University, Thailand Yonsei University, Korea Pusan University, Korea Ehwa Women's University, Korea
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Global Citizenship & Social Responsibilities



- Exchange programmes are already an integral part of the undergraduate curriculum
- What other programmes can we offer to our students to equip them to become 'Global Citizens'?

International Service Learning

- A combination of conventional study abroad with meaningful community service across the world
- Such programmes can take place in various setting in which the service will be
 - Socially useful and provide first-hand experience to the students
 - Sufficient depth and duration to challenge the students assumptions and ways of thinking about the world
 - Linked with relevant academic study and make them reflect on their studies while working in the field

Service Learning Programmes at HKU

Some examples:

- **Project SEE** - students form groups to conduct a service project in a developing country in Asia for a period of four to six weeks on the following themes:
 - Gender
 - Health
 - Environment
 - Child Education
 - Human Right
- **Social Innovation Internship** - Compulsory for social sciences major. Work in local and overseas NGOs under expert supervision. Credits are given.
- Volunteering projects in Ghana and Sichuan
- U21 e-health project – clinical placement in Papua New Guinea

Service Learning

<http://gened.hku.hk/programme/projectsee/>

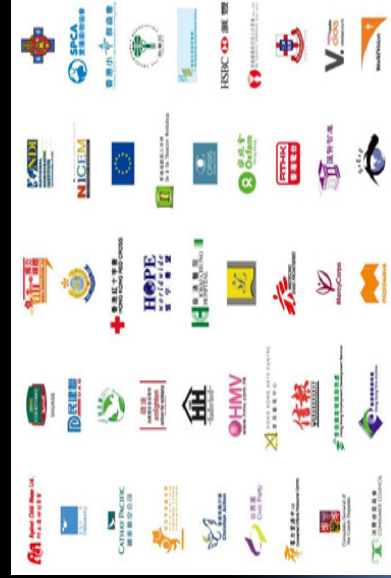


Social Innovation Internship

- ◆ Launched by the Faculty of Social Sciences
- ◆ Offer internship placements in over 100 local and overseas partner organisations to enable students to gain professional knowledge and community experience in real work place.
- ◆ Credit bearings with well structured internship programme with a dual system of supervision

Social Innovation Internship

<http://www.hku.hk/socsci/si2/home.html>



Volunteering Teaching

English-language education for migrant children and adults from Burma located along the Moei River section of the Thai-Burma border



China earthquake -Sichuan Aid Project



Source: <http://hku.hk/chinaearthquake>

Light for Children

- Established in 2005
- Light for Children – Ghana is a non-governmental, child centered, development organization without religious or political affiliation.
- Concern the welfare of vulnerable and disadvantaged children, especially those whom are HIV-positive.
- To raise local and global awareness of the lives of vulnerable children in the Ashanti region.
- To engage a global community of young people with the lives of vulnerable children, empowering a sense of understanding and hope.
- HKU student-initiated project



Source: <http://www.lightforchildren.com>

Challenges....

- Heavy workload-planning, liaison, on-site supervision
- Risk management –safety and health issues in developing countries, living condition, on-site management and insurance matter
- Funding support for service learning programme may be difficult
- Evaluation and outcome assessment of such programme may not be easy.

Looking ahead

- Internationalization as top priority
- **Motivation and resources for internationalization initiation**
- Student mobility activities will take different forms, exchange internship, service learning programmes.
- **International curriculum and co-curriculum**
- Diversity of activities / programmes
- **Be open-minded, collaborate with your overseas partners**
- Solicit both internal and external funding to support new initiatives

One World

- www.hku.hk/oneworld
- A publication that summarises HKU students overseas experience
- The valuable experience gained by 47 HKU students through different types of international programmes such as exchange programmes ,services, study trips, and attendance at international conferences.



Go for it

“International education opportunities will bring a little more knowledge, a little more reason, and a little more compassion into another culture and world affairs in general, and thereby will increase the chance that nations will learn at last to respect one another and to live in peace and friendship.”

(Senator J.W. Fullbright)

End
Thank You



Session C

Risk Management in International Exchange:

Cooperation to lessen your risk

– Defining the roles of each party

Risk Management in International Exchange at HKUST

Kar Yan TAM

Hong Kong University of Science and Technology

To support the growing population of international and exchange students, HKUST has been running an International Student Office to provide comprehensive support to international students, ensuring them a memorable and fruitful learning experience in Hong Kong.

There are a number of potential risks which, if not mitigate, will adversely affect the University's internationalization effort. The International Office provides support to both incoming and outgoing exchange students to properly manage these risk factors. For incoming exchange students, we will assist them in their visa application. We work closely with the Hong Kong Immigration Department to ensure the application process is smooth and timely. Information about campus life (accommodation, study, catering etc) will also be distributed to students so as to get them ready for their stay in Hong Kong. For those who have financial difficulties, there are a number of scholarships, bursaries, and studentships available for international students.

To assist exchange students to adapt to local society and culture, we arrange a series of activities, ranging from local tour to language workshop to immerse them in local culture and integrating them with local students. A local buddy will also be assigned to each international student in their first semester of study. Insurance is also required to cover personal liability during their study.

We pay special attention to health and safety. Before the departure of outgoing exchange students, we will inform them with precaution measures, e.g. vaccine or travel warning. For incoming students, upon their arrival, they will receive information about campus clinic, nearby hospital and 24-hrs campus emergency contact.

On the academic side, we will monitor students' academic progress to ensure that they can cope with HKUST's workload and activities. We have counselors who are ready to assist them in the Student Affairs Office and academic departments.

To conclude, we are aware of the potential risks that exchange students are facing and the International Office is ready to help them if needed.

Risk Management in International Exchange

Kar Yan Tam
Hong Kong University of Science and Technology

The Nature of International Exchange

- International exchange is the meeting of people of:
 - Different citizenship, ethnic, political, religious, socio-cultural, backgrounds
 - Different values, ethics and morals
- This results in the convergence of people with various needs, expectations and behavior. This is the source of most of the risks involved with international exchange.



Risk Management through Cooperation between Various Parties

- Host institution
- Home institution
- Internal units in host and home institutions, including those involved with academic, food, housing, campus hygiene matters
- Exchange student
- Local students in the host institution
- Consulate offices
- Insurance companies


Topic	Risk	Solutions
Student Visa 	Rejection by Hong Kong Immigration Department	<ul style="list-style-type: none">• School coordinates the applications with students & Immigration to ensure smooth and timely processing of visas• Most visa applications are processed by HKUST
Housing 	Accommodation not up to a customized size and standards	<ul style="list-style-type: none">• All international/exchange students are guaranteed on-campus housing• Provided hall info/photos well-in advance• Off-campus options



Hall 6



Topic	Risk	Solutions
Health & Safety 	Health & safety while travelling <ul style="list-style-type: none"> Natural disasters: SARS, tsunami, earthquakes Political instability Accidents and Injuries 	<ul style="list-style-type: none"> An insurance offered thru HKUST has UNLIMITED COVERAGE in case of EMERGENCY EVACUATION. Students are advised to check Travel Warnings for destinations Students are advised to register with the EMBASSY of their home country. On-campus clinic Nearby Hospital 24-hr campus emergency/security line Insurance with medical/illness/accident coverage is a requirement before coming
	 Teung Kwan O Hospital	

Topic	Risk	Solutions
Student conduct 	Student misconduct  Exchange handbook	<ul style="list-style-type: none"> Reminders at Orientation and in EXCHANGE HANDBOOK Students are strictly reminded to be responsible for their conduct and are subject to HK laws Misconduct may lead to appropriate disciplinary actions
Negligence 	Harmful acts resulting in legal liability to 3rd party	<ul style="list-style-type: none"> The required insurance plan also has coverage PERSONAL LIABILITY of up to HK\$1.5 million

Topic	Risk	Solutions
Adaptation  Dinner  Local bar  Orientation program	Culture shock & adjustment  Cafe  McDonald  Uni Bar	<ul style="list-style-type: none"> Providing preparation/orientation activities Buddy program Airport reception Local tours Orientation program Activities throughout semester (i.e. hiking, dinners etc.) Providing more western 'hang-out' places on campus: <ul style="list-style-type: none"> Uni-bar McDonald Coffee shop Bistro Family program SAO counselors are also available for counseling

Topic	Risk	Solutions
Integration  Culture Fiesta  Exchange fair	Segregation amongst local and international students  Tablet shown by MAUTY	<ul style="list-style-type: none"> Providing more interactive activities with local students One-on-one buddy program Full-day orientation tour with 100+ local buddies Participation in on-campus exchange fairs to promote to local students
Language barrier	Communication problem 	<ul style="list-style-type: none"> Organize English conversational workshops for international & local students to converse Non-Chinese students can take LANG 11.3/11.4 to learn Putonghua

Topic	Risk	Solutions
Courses	<p>Not getting enrollment in transferrable courses</p>  <p>Unsatisfactory academic performance</p> 	<ul style="list-style-type: none"> Provide course offering list with detailed outlines well in advance to students to get approval from their home institutions Facilitating course registration with students & professors Student applications are screened to ensure they are able to cope with HKUST academic workload and activities. Those with low grades will be given <i>conditional acceptance</i>. Add / drop period for students to change courses to suit their requirements

Topic	Risk	Solutions
Financial Difficulties	<p>Not enough money</p>  	<ul style="list-style-type: none"> Some organizations / donors have provided scholarship & awards in the past for exchange students, for example: <ul style="list-style-type: none"> British Council Ringo Scholarship Cheung Kong Scholarship UBC Scholarship, etc.

Conclusion

- Risks in international exchange stem from the convergence of people of different backgrounds, expectations and behavior
- Understanding these differences are crucial
- By identifying clear roles for each involved party and cooperating, universities can avoid or reduce risks in international exchange

Managing Cultural Differences

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

Background

The University of the Philippines attracts a good number of international students because of several strengths. Perhaps the most important is the fact that English is, and has been from its beginning a hundred years ago, its medium of instruction. English is also widely spoken by Filipinos in all walks of life. Everywhere in the country, communication and signage are in English. This is a major attraction to international students who want to learn and sharpen their English. Even to English-speaking international students, this is an advantage because they do very well inside the classroom where instruction is delivered in English.

Another factor that draws international students to UP is the comparatively low tuition fee, coupled with a low cost – not necessarily low standard – of living. College education and even postgraduate programs are affordable and students on a budget can live reasonably well while studying in UP. There are also a few scholarships available to foreign students, although the benefits are quite limited.

Because of these, UP has been host to a number of international students from Asia, Europe, Africa, and the United States. The number of foreign students enrolled in UP Diliman has almost doubled in the last four years, to around 600. This academic year, 245 foreign students are in degree programs, while the rest are in exchange programs and short-term courses.

Majority of the foreign students in the degree programs are graduate students, coming from 70 countries, the top three countries of origin being Korea, Japan, and the United States. The programs of choice are Regional Development, Environmental Engineering, and Public Administration. Students in the non-degree programs are enrolled in various courses, while most students taking short-term courses of three to six months are in Intensive English language programs.

Apart from the students, 341 international faculty members from 31 countries have taught in the various UP campuses in the last four years, with Japan, the United States, France and Australia as the countries most represented. The College of Science in UP Diliman has had the most number of foreign visiting professors.

Every year, UP Diliman organizes an average of 19 international conferences. There are academic cooperation agreements with 165 universities, with the largest number from Japan, Korea and the United States.

Needless to say, there is a lot of interaction between our students and faculty on the one hand, and foreign students and visiting professors on the other. This interaction of people coming from divergent cultures presents some challenges, which the University manages using several strategies.

I will first discuss the most common issues that I think are cultural, which present challenges to harmonious relationships among Filipinos and international students, as well as faculty. Then, I will discuss the methods which we have found to be useful and effective in enhancing relationships among everybody.

Academic setting

Let me start with the difficulties encountered in the classroom and other academic facilities. Ironically, while we think that English is one of our biggest advantages as an international university, there are quite a few complaints about the use of English as a language of instruction. The problem seems to stem from the expectation that only English is used in the classroom. UP has a bilingual policy, which means that subjects may be taught in English and/or Filipino. One approach that is considered good because it teaches students both English and Filipino is code-switching – when a professor finishes a whole sentence or a whole discussion in English, then repeats the entire discussion in Filipino. This is hard enough for some foreigners to follow, unless the foreign student is also interested in learning Filipino. The problem gets worse when the professor, instead of code-switching, code-mixes – which means English and Filipino are used in the same sentence.

On the other hand, there are also difficulties with visiting professors whose teaching style and methods are different from ours, and who implement changes in the classroom that sometimes depart from the policies of the University. Some visiting professors are openly critical of the University and the Philippines inside the classroom. This, of course, offends Filipino students, affecting the atmosphere in class.

Another difficulty in the academic setting is the lack of state-of-the-art facilities, which foreign students from first-world countries complain about. Some colleges have very good facilities, like 24-hour computer laboratories, especially in the sciences and engineering, but not all colleges have the same provisions. As the top university in the Philippines, UP is expected to have 100% state-of-the-art facilities, but the University's reliance on state subsidy limits its capacity. Both Filipino and foreign students are frustrated at this, but Filipinos take it for granted while foreign students from developed countries are appalled.

The library is another area where foreign students have difficulties. Some foreign students complain that navigating the shelves, the card catalogs and the computer catalogs is confusing. These students find that our libraries are arranged differently from the libraries of the universities they come from. Our Filipino librarians presume that the library orientations they hold are adequate, while foreign students feel they need special orientations.

The stress of living together

Many foreign students live in a residence hall on campus called the International Center. In addition to the different nationalities of the residents, around 20% of the students in this residence hall are Filipinos. Students share a room with one or two other students, usually of different nationalities. Living in close proximity with a person whose culture you are not familiar with can pose problems. The most common is incompatibility of habits such as mismatched sleeping and waking hours and differences in hygiene practices, which are often culturally developed.

The residence hall or dorm manager has often complained of disrespect from many residents, who see her more as an employee who must attend to their needs rather than as an authority and a parent figure in the dorm. The dorm manager complains that some foreigners insist on their own beliefs in how things should be run in the dorm. This has many times resulted in antagonistic relations between the dorm manager and some foreign residents. Again this may stem from different cultural expectations of each party.

A more serious problem in the dorm may be described as racial tension. While this does not happen often, it is disturbing that it happens at all. Some residents feel that they are treated with less respect by other residents on account of the color of their skin. Such tension has produced an unpleasant atmosphere in the dorm.

A less critical problem is the lack of first-class amenities, which students from first-world countries are shocked to find out. Filipinos and other students from less developed countries are less bothered, though, from the lack of hot shower facilities, air conditioning, and the like.

Emotional difficulty

The foreign student or the visiting professor may go through periods of loneliness and homesickness. They miss seeing familiar faces, eating familiar food, and hearing the comforting sound of their own language.

Another issue is boredom especially during Christmas and other holiday seasons when Filipinos take a break and the foreign student or visiting professor is left behind in an empty campus.

Personal conflict

As we all know, living in a foreign land whose people have customs that are strange to us is stressful. The stress can sometimes get the better of some people. Personal differences across cultures sometimes erupt into personal conflicts, especially when one perceives an affront directed at his or her nationality.

A rather common source of conflict is the perception of division between Filipinos and students from developing countries on the one hand, and students from industrialized countries on the other – a “haves” and “have-nots” divide. Most of the academic agreements of UP with universities in industrialized countries provide that Filipinos pay less while the foreigners pay more for the academic exchange. The latter sometimes feel that this arrangement entitles them to more rights, which does not sit well with the former.

Filipinos often perceive many foreign students to be impatient, demanding immediate attention and expecting Filipinos to conform to the foreigner in the Philippines. Foreign students and visiting professors on the other hand complain that Filipinos are very much oriented to the American culture and lack consciousness of other cultures.

Managing cultural differences

The University administration has been encouraging and employing several strategies to smooth out cultural differences not only to protect its programs and its good name but also because of the conviction that international universities play a role in cross-cultural understanding and global peace and security. I am now going to discuss some of the practices that have helped ease cultural differences on campus.

Administrative practices

Orientations. - The colleges, the libraries, the residence halls or dormitories housing foreign students and visiting professors, and the Office of Student Activities all hold orientations not only on University rules and regulations but also on the culture of the Filipinos. In some cases, before students arrive in the Philippines, they are given orientations on living in the Philippines. Some colleges hold welcome parties for visiting professors and foreign students every year. In these parties the foreigners meet the officials of the college and the student leaders. Students from developed countries are warned about the simple living conditions on campus.

Dialogue. - Dialogues with visiting professors and foreign students are conducted by colleges and the management of the residence hall for foreigners, the International Center. In these dialogues, it is explained how the bureaucracy operates in the University and the country in general. In colleges where there are several foreign students, faculty coordinators hold

regular dialogues with foreign students and their Filipino classmates. The open communication prevents misunderstandings.

Mediation. - When conflicts arise, the faculty coordinator or the College Dean, the dormitory manager, or myself as the Vice Chancellor for Student Affairs, put all the parties together to peacefully resolve the disagreement. Sometimes Filipino students are part of the dispute. It is important to listen to all sides and to remind everyone that they are all equal as students of the University. They are also reminded that rules should be followed and that everyone should respect and try to understand differences.

Tours and community immersion. - Colleges host out-of-town activities for visiting professors and foreign students, such as historical tours and visits to famous tourist places. In courses that require field exposures and community immersion, foreign students are exposed to different places where they experience different cultures and meet all kinds of people.

Curricular and extra-curricular activities. - Some foreign students who prefer to be taught in Filipino are placed under professors who teach in Filipino. Also, foreign students are allowed to sit in classes in addition to their regular courses, to allow them to interact with many people of their age. Colleges host several lectures about different cultures throughout the semester. The University has many cultural activities in which foreign students are involved, such as the annual lantern parade.

Residence hall activities. - The culture of each country represented by residents in the dormitory is celebrated by holding an evening festivity once a year for every nationality. Hence, once a year there is a Japan Night, a Korea Night, a Chinese Night, and so forth, including a Filipino Night as well as an International Night. In these events are featured the food, music, dance and other aspects of the culture of the particular country being celebrated.

The residents of the International House are organized as a dorm association, which represents the residents in dialogues with administration. The dorm manager, on the other hand, firmly enforces rules while taking care to smooth out relationships among residents. The manager solves incompatibility problems by matching habits, not necessarily the nationalities, of roommates.

Homestay/hosting during holidays. - Some foreign students enrolled in short term courses are placed in the homes of Filipino families who are alumni of UP. Most of these foreign students are in Intensive English courses. Even those staying in the dormitory get a chance to stay with Filipino families, usually families of faculty and Filipino students, who adopt the foreigners during Christmas and other holidays so that they are not left behind and lonely in the dorms. By staying with Filipino families, many of them learn not only English but also Filipino. Moreover, they get to experience Filipino Christmas and other festivals.

Administrative support. - The college administration reminds Filipino professors and students to speak in English when there are foreigners in class.

The administrative staff provides assistance to foreign students who need help with immigration papers and other official requirements.

The role of student organizations

Student organizations play a big role in helping foreign students adjust to life in UP and in the Philippines in general. Some student organizations adopt visiting students; take them along to experience the life of young people in the Philippines; help introduce Philippine culture to the foreigners by bringing them to fiestas and similar cultural events. In return UP students gain exposure to different cultures and realize that while there are differences across cultures, they are also the same in many ways. Let me mention just a few of these organizations:

The UP Tomo-Kai assists Japanese Exchange Students in the enrolment process, which can be complicated compared with the enrolment process in Japan. The Tomo-Kai has an official newsletter, the *Tayori*. It sponsors activities like origami (Japanese art of paper-folding) demonstrations and tea ceremony. Many Japanese students are interested in learning the Filipino language.

The UP Chinese Student Association has 80 members who are Chinese, Chinese-Filipinos, and Filipinos. Their activities include cultural events like the moon cake festival, the Chinese New Year; Chinese dice games, lion dances, and dimsum eating contests. It has an official publication, the *Currents*.

The UP Arirang holds free classes in the Korean language, workshops in Korean cuisine, guided tours for Korean exchange students, speech competitions, and Korean-Filipino dance parties. Each Filipino member of the Arirang is assigned a Korean exchange student as buddy to help him or her adjust to life in the University.

The UP EURO, which stands for Euro-Filipino Understanding and Relations Organization, keeps an active tie-up with the European embassies and institutions. This organization sponsors free tutorials in the various European languages, performances showcasing European cultures, talks and lectures on Filipino-European relations, career orientations, and Foreign Service seminars.

The UP-HPAIR, which stands for UP-Harvard Project for Asian and International Relations, sponsors symposia and dialogues on student issues like the state of Philippine education and the changing nature of student activism, as well as international issues like globalization and the relationship between economic prosperity and political infrastructures.

The ICUP, which stands for International Club of UP, includes foreign students and visiting professors as well as Filipino students. It holds interesting activities like lecture and audio visual presentation on different death rituals from different cultures, a walking tour of historic places like the Chinese district called Binondo and the Muslim areas of a Manila district called Quiapo.

The AIESEC, or the International Association of Economics and Business Students, organizes study tours for foreign AIESEC members to see natural wonders and experience indigenous cultures of the Philippines; take part in home-stay immersion programs; holds lectures and workshops on business ethics, international business, project management, and environmental impact of over-consumerism; conducts joint research; participates in ASEAN trade and food fairs; and encourages the exchange of students in the ASEAN region.

ACLE (Alternative Classroom Learning Experience)

An important activity of students is the ACLE, or Alternative Classroom Learning Experience, held one day every semester. On this day, student councils and student organizations take over the classrooms from professors. Several of the topics and activities are oriented towards cultural exchange and cooperation. For example, here is a list of some alternative classes held recently:

- Chinese Culture in Hollywood
- Habla Musica (Music Talk in Spanish)
- A discussion regarding the Pangasinan Language (a Philippine language)
- Different death rituals from different cultures
- European Traditional and Contemporary Indoor and Outdoor Games
- Koreans who changed the world
- Seminar on Tai-chi: Chinese martial art of meditation
- Katutubong Pinoy: Buhay at Kabuhayan (Indigenous Filipino: Life and Living)
- Kalye Kultura (Street Culture): International Arts and Culture
- Japanese and Italian cuisine
- Sining Pinoy na may Timplang Hapon (Japanese language through film with Filipino values)

One significant source of support for the cultural activities of student organizations is the University Office for Initiatives in Culture and the Arts, or OICA. The OICA gives financial grants to help student organizations such as those mentioned above to stage performances, hold exhibits, and conduct festivals.

Some foreign students become members of our athletic varsity teams and compete in inter-university sports events. The physical activity brought about by the sport becomes a unifying link between two cultures.

Final word

Even if adjustment to one another's culture can be challenging at first, in the end, most learn not only to tolerate but to appreciate our differences

as well as similarities. Many end up as lifelong friends who keep in touch even if the program of study has ended and everyone is back in his or her country. Many adopt some cultural practices of the others and develop an understanding of the histories, character and temperament of the peoples of other nations. Most realize that cross-cultural relations are not that difficult once we have opened our hearts and minds to others.

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- Prof. Aileen SP Baviera, Ph.D., Dean, Asian Center, January 23, 2009.
- Prof. Alex Brillantes, Ph.D., Dean, National College of Public Administration and Governance, January 27, 2009.
- Prof. Hercules Callanta, Dean, College of Human Kinetics, January 30, 2009.
- Prof. Wendell Capili, Ph.D., Associate Dean, College of Arts and Letters, January 27, 2009.
- Prof. Florinda de Fiesta-Mateo, Ph.D., Assistant Vice President for Academic Affairs and Director, Office of Institutional Linkages, January 6, 2009.
- Prof. Oscar P. Ferrer, Coordinator, Office of Student Activities and Coordinator, International Students Program, January 7, 2009.

Prof. Crisanta Flores, Ph.D., Director, Office of Extension Coordination, January 8, 2009.

Imelda Jimenez, Residence Hall Manager, International Center, January 7, 2009.

Prof. Carmelita R.E.U. Liwag, Coordinator of a twin program between the UP School of Urban and Regional Planning and Dortmund University in Germany, January 23, 2009.

Ester Mendoza, Assistant to the Coordinator, International Students Program, January 7, 2009.

With assistance from Ms. Maricel Rodriguez, University Research Associate, Office of the Vice Chancellor for Student Affairs.
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MANAGING CULTURAL DIFFERENCES

The University of the Philippines Experience

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

February 13, 2009
Kyoto University
Kyoto, Japan



UNIVERSITY OF THE PHILIPPINES

- English as medium of instruction
- Low tuition fee
- Low cost of living
- Availability of scholarships

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UNIVERSITY OF THE PHILIPPINES

- 600 foreign students
- 245 foreign students from 70 countries in degree programs, the rest in exchange and short-term courses
- Korea, Japan and U.S. as top 3 countries of origin
- Programs of Choice: Regional Development, Environmental Engineering, and Public Administration

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UNIVERSITY OF THE PHILIPPINES

- 341 foreign faculty members from 31 countries
- Japan, United States, France and Australia as the countries most represented
- 19 international conferences annually
- 165 Academic cooperation agreements with foreign Universities
- Japan, Korea and U.S. having the largest number

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Cultural Challenges



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Academic Setting

- Bilingual policy
 - code switching
 - code mixing
- Teaching style and method
- Some facilities not state-of-the-art
- University Library



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Stress of Living Together

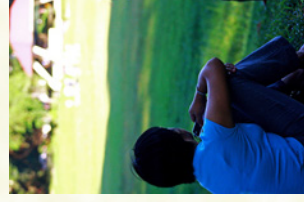


- Students share rooms
- Cultural expectations
- Racial tension
- Lack of first-class amenities



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Emotional difficulty



- Loneliness and homesickness
- Boredom



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Personal Conflict

- Division between “haves” and “have-nots”
- Filipino orientation to the American culture
- Lack of consciousness of other cultures



Managing Cultural Differences



Administrative Practices

- Orientations in
 - Colleges
 - Library
 - Residence Halls
 - Office of Student Activities



- Dialogue
 - Conducted in colleges and residence halls
 - Explains how the bureaucracy operates in the University and the country in general
 - Regular basis to keep open communication

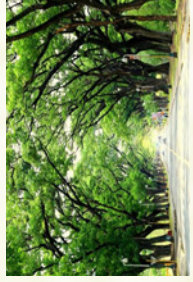


- Mediation
 - Faculty coordinator, College Dean, Dormitory Manager or the Vice-Chancellor for Student Affairs put all parties together to peacefully resolve the disagreement
 - Important to listen to all sides and remind everyone that they are all equal as students of the University

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- Tours and community immersion



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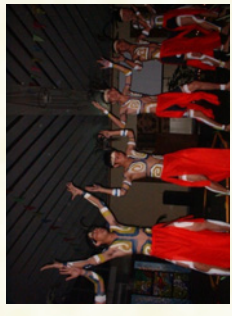
- Curricular and extra-curricular activities



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- Residence Hall activities



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- Homestay/Hosting during holidays



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- Administrative support



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Student Organizations

- Play a big role in helping foreign students adjust to life in UP and the Philippines in general
- Adopt visiting students
- Help foreign students to experience life of young people in the Philippines
- Help introduce Philippine culture, e.g, fiestas and similar cultural events

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- In return, Filipino students:
 - Gain exposure to different cultures
 - Realize that while there are differences across cultures, they are the same in many ways.

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- Assists Japanese Exchange Students in the enrollment process
- Official newsletter- **Tayori**
- Sponsors activities e.g. origami demonstrations and tea ceremony

U.P. TOMO-KAI is a fourteen-year-old organization that started from the pursuit of seven students who were interested in the Japanese culture and language. With this interest came their desire to promote their newfound interest to the Filipinos and also serve as instrument in fostering mutual relations and understanding between Filipinos and Japanese.



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UP Chinese Student Association

- 80 members - Chinese, Chinese-Filipinos, Filipinos
- Moon Cake Festival
- Chinese New Year
- Chinese Games
- Lion Dances
- Dimsum eating contest



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- Free classes in Korean language
- Workshops on Korean cuisine
- Guided tours for Korean students
- Speech competitions
- Korean-Filipino dance parties



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UP Euro-Filipino Understanding and Relations Organization

- Keeps an active tie-up with European embassies and institutions
- Sponsors tutorials in various European languages, performances showcasing European cultures, talks and lectures on Filipino-European relations
- Career orientations and Foreign Service seminars



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UP-HPAIR

UP-Harvard Project for Asian and International Relations

- Sponsors symposia and dialogues on student issues
 - state of the Philippine education
 - changing nature of student activism
 - globalization
 - economic prosperity and political infrastructures

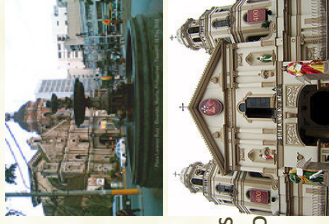


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ICUP

International Club of UP

- Includes visiting professors and Filipinos
- Activities
 - lecture and audio visual presentation on different death rituals from different cultures
 - a walking tour on historic places like the Chinese district Binondo and Muslim areas in a Manila district called Quiapo



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International Association of Economics
and Business Students

- Organizes study tours for foreign AIESEC members to see natural wonders and experience indigenous cultures
- Takes part in home-stay immersion programs
- Holds lectures and workshops on business ethics, international business, project management and environmental impact of over-consumerism
- Conducts joint research
- Participates in ASEAN trade and food fairs
- Encourages the exchange of students in the ASEAN region



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Alternative Classroom Learning Experience (ACLE)

- Held one day every semester where student councils and student organizations take over the classrooms from professors



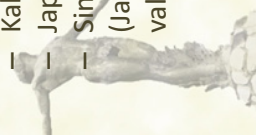

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- Examples of ACLE topics:
 - Chinese culture in Hollywood
 - Habla Musica
 - A discussion regarding Pangasinan language (a Philippine language)
 - Different death rituals from different cultures
 - European Traditional and Contemporary Indoor and Outdoor games

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- Examples of ACLE topics:
 - Koreans who changed the world
 - Seminar on Tai-chi: Chinese Martial art of Meditation
 - Katutubong Pinoy: Buhay at Kabuhayan (Indigenous Filipino: life and Living)
 - Kalye Kultura: International Arts and Culture
 - Japanese and Italian Cuisine
 - Sining Pinoy na may Timplang Hapon (Japanese language through film with Filipino values)

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UP Office for Initiatives in Culture and the Arts (UP OICA)

- Gives financial grants to help student organizations stage cultural performances, exhibits, festivals




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Some foreign students become members of athletic varsity teams and compete in inter-university sports events.



The physical activity brought about by the sport becomes a unifying link between the two cultures





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Even if **adjustment** to one another's culture can be **challenging** at first,

in the end, most **learn** not only to tolerate but to **appreciate** differences as well as similarities.

Many end up as lifelong **friends** who keep in touch even if the program of study has ended and everyone is back in his or her country.



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Many **adopt** some cultural practices of others and develop an **understanding** of the histories, character and temperament of the peoples of other nations.

Most **realize** that cross-cultural relations are not that difficult once we have **opened our hearts and minds** to others.



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Domo Arigato!
Thank you very much!
Maraming salamat!



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Voices from International Students
- Their Needs and Opinions on Campus Life at Kyoto University -

Junko KAWAI, Ph.D.
Associate Professor, International Center
Kyoto University

There are currently, 1,425 international students* studying at Kyoto University from 92 different countries/regions. The departments in which they are enrolled, their majors, purposes of studying at Kyoto University and length of study, etc. are varied and each of them has a different cultural background. The purpose of this presentation is to introduce the voices of those international students – to learn how they spend their lives, what aspects of Kyoto University they are satisfied with or not satisfied with, and what they want from the university, taking the diverse backgrounds of the international students into account.

One of the roles of the International Center of Kyoto University, where I work, is to study various measures for the promotion of international exchange on campus – that is, improving the mechanism for accepting international students and cultivating the international exchange of domestic students. We have conducted condition/opinion surveys including questionnaires and interviews every three years since 2002. This year, the 3rd survey (for the 2008-2009 academic year) was conducted on “fact-finding for studying at Kyoto University” for international students and “intention to study abroad” for domestic students, respectively. The contents of the surveys were based on the 1st and 2nd surveys.

I will introduce the results of the above survey of international students conducted in June-December 2008. I will focus on risk management. By analyzing the survey results in detail, I hope to better understand the causes of risks, and therefore be able to more effectively prevent them.

The main findings that I would like to address include:

- (1) What attracts international students to Kyoto University differs depending on status of students (undergraduate or graduate) and their majors (arts or sciences).
- (2) Economic support and the improvement of basic living conditions such as accommodation are the minimum requirements for a satisfactory period of studying abroad.
- (3) However, it became clear in this survey that the students' relationships with the

* As of October 1st, 2008

people around them, including academic advisors, have the greatest impact on their level of satisfaction.

(4) Relating to the above (3), there are “gaps” in understanding between international students and the people around them on various matters, such as the considerable gap between the level of Japanese language skill that international students feel necessary and the level that their academic advisors require them to have.

(5) The both international students and domestic students feel that there are not enough opportunities for exchange on the campus, although they wish to have more contact with each other.

I would like to discuss with you all how we should develop the above survey results into policies for the promotion of international exchange in universities including risk management.

Voices from International Students

- Their Needs and Opinions on Campus Life at
Kyoto University -

Junko KAWAI
The International Center
Kyoto University

Email: _____

Focuses

- (1) What aspects of Kyoto University (KU) are international students satisfied with and not satisfied with?
- (2) What factors influence their level of "general" satisfaction?
- (3) What can we learn from the results to better understand the causes of possible risks based on the build-up of problems and be able to more effectively prevent them?

Outline of the surveys

The International Center of KU has been conducting condition/opinion surveys every three years since 2002.

The 3rd survey (2008-2009 academic year)

- (1) "Fact-finding for studying at Kyoto University" for international students
 - (2) "Intention to study abroad" for domestic students
- Questionnaires (June-July 2008) and interviews (Nov.-December 2008)

Outline of the 3rd survey

"Fact-finding for studying at Kyoto University" for international students

- (1) number of respondents 569 students
(42% of 1,353 total international students on campus, as of May 1, 2008)
- (2) Status of respondents

	survey data	campus statistics
Research student, auditing student	21.1%	18.9%
Graduate student	63.1%	65.9%
Undergraduate student	9.3%	10.5%
Exchange program student	4.7%	3.4%
Japanese Studies Program student	1.1%	1.4%
Other	0.7%	0.0%

Outline of the 3rd survey

Branch of study	survey data	campus statistics
Arts (Humanities and social sciences)	26.7%	not available
Sciences	60.3%	not available
Interdisciplinary undecided/N.A.	8.1%	not available
	4.9%	not available
Regions where students are from		
Asia	74.2%	79.5%
Europe	10.9%	9.2%
South America	4.7%	3.5%
Africa	3.5%	3.0%
Middle East	2.5%	2.1%
North America	2.1%	0.7%
Oceania	0.7%	0.7%
Other	1.4%	0.0%

Focuses

(1) What aspects of KU are international students satisfied with and not satisfied with?

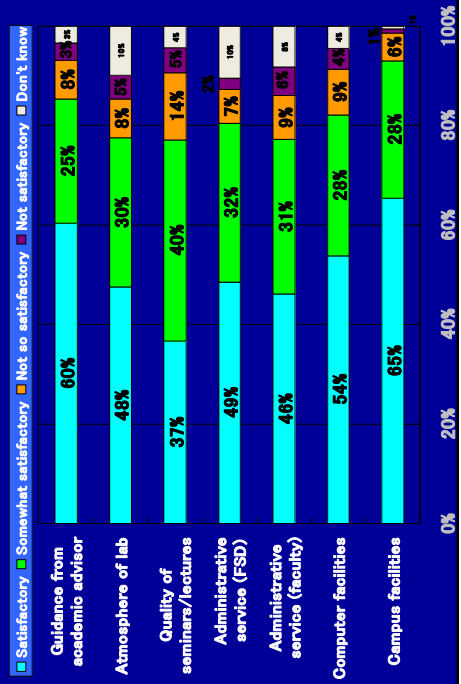
III. Education and Research at Kyoto University

Q28. What is your impression of the educational and research environment at Kyoto University? For each item (a-n), please circle the applicable number.

	1	2	3	4	5	6	7	8
a. Guidance from academic advisor	1	2	3	4	5	6	7	8
b. Standard of research	1	2	3	4	5	6	7	8
c. Quality of seminars/lectures	1	2	3	4	5	6	7	8
d. Atmosphere in your research lab	1	2	3	4	5	6	7	8
e. The international student advisor in your faculty/graduate school	1	2	3	4	5	6	7	8
f. Communication with Japanese students	1	2	3	4	5	6	7	8
g. Tutoring system	1	2	3	4	5	6	7	8
h. Japanese language classes offered by the International Center	1	2	3	4	5	6	7	8
i. Student Advisory services offered by the International Center	1	2	3	4	5	6	7	8
j. Administrative services in your faculty/graduate school	1	2	3	4	5	6	7	8
k. Administration services offered by the Foreign Student Division (FSD)	1	2	3	4	5	6	7	8
l. Campus facilities (Buildings, libraries, laboratories)	1	2	3	4	5	6	7	8
m. Computer facilities/equipment	1	2	3	4	5	6	7	8
n. Interaction with local community	1	2	3	4	5	6	7	8

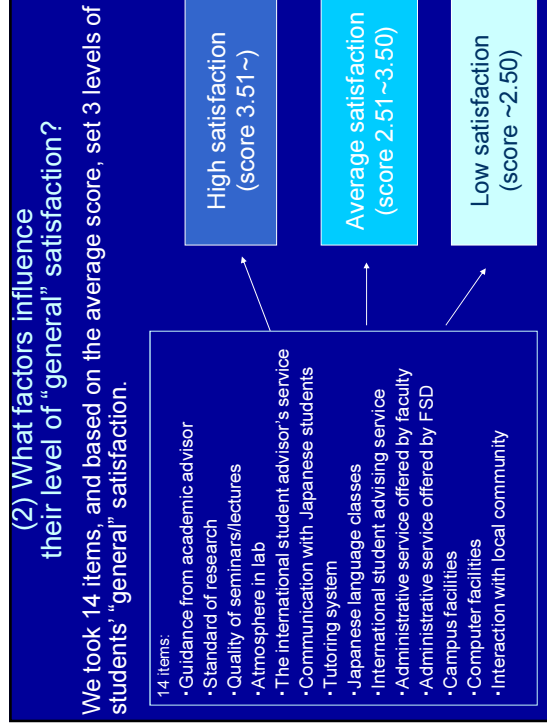
Q29. Please tell us about the ways in which you are satisfied with Kyoto University's educational and research environment.

(1) What aspects of KU are international students satisfied with and not satisfied with?



Focuses

(2) What factors influence their level of “general” satisfaction?



(2) What factors influence their level of “general” satisfaction?

The factors that we examined include;

- Economic support and the basic living conditions.
 - academic advisors
 - their tutor
 - Japanese students
- Relationships with the people around them
 - academic advisors
 - their tutor
 - Japanese students

General satisfaction level	Economic support	
	scholarship supported	not/partially supported
High	63	133
Average	91	205
Low	25	37
Total	179	375
	100.0%	100.0%

(2) What factors influence their level of “general” satisfaction?

a) Economic support and the basic living conditions.

→ No direct impact??

b) Relationships with the people around them.

→ Major impacts

- academic advisors
- their tutor
- Japanese students

(2) What factors influence their level of “general” satisfaction?

a) Economic support and the basic living conditions.

→ No direct impact??

However, most students who were interviewed indicated that those factors were the minimum requirements for a satisfactory period of studying abroad.

Satisfaction can only be achieved with minimum living conditions guaranteed.

(2) What factors influence their level of “general” satisfaction?

b) Relationships with the people around them.

→ Major impacts

- academic advisors
- their tutor
- Japanese students

The number of cases brought to the “international students/foreign scholars advising service”

contents of consultations	The number of contacts 2007–2008	year
Admissions/changing departments	85	16.9%
Academic issues	74	14.7%
Cultural adjustment	12	2.4%
Family issues	18	3.2%
Matters on living in Japan	58	11.5%
Japanese language	5	1.0%
Scholarship	3	0.8%
Economic issues	24	4.8%
Finding jobs	12	2.4%
Accommodations	12	2.4%
Health	112	22.5%
Traffic accidents	32	6.4%
Accidents (other)	15	3.0%
Inquiries from off-campus/abroad	38	7.8%
other	5	1.0%
Total	503	100.0%

Relationships with the people around: **48.7%**

Source: International students/foreign scholars advising service, the International Center, Kyoto University. (Translated and reorganized the order by the author.)

Both the survey results and actual cases show the importance of relationships with the people around.

Gaps

However, there are “gaps” in understanding between international students and the people around them on various issues.

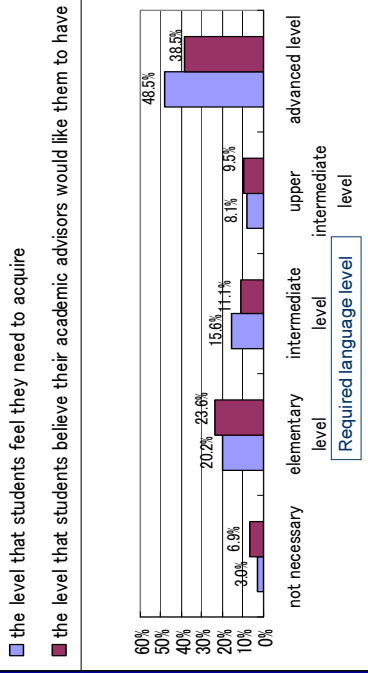
An example of gaps

The level of Japanese language that international students feel they need to acquire to be successful at the university

versus

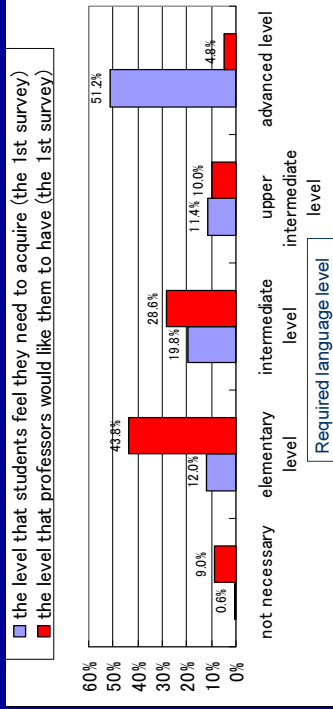
The level that they believe their academic advisors would like them to have

An example of gaps



An example of gaps

The gap became clearer when we directly asked the same question to the professors, in the 1st survey, 2002.



Focuses

- (3) What can we learn from the results to better understand the causes of possible risks based on the build-up of these problems and be able to more effectively prevent them?

summary of findings

- a) Economic support and the basic living conditions are the minimum requirements for a satisfactory period of studying abroad.

However,

- b) The students' relationships with the people around them have the greatest impacts on their level of satisfaction.

and

summary of findings

- c) There are gaps in understanding between international students and the people around them on various issues.



Therefore, it is important

- for the parties involved, to recognize the presence of these “gaps” .
- to create a system that solves problems in relationships with academic advisors.
- to create support networks within and without the campus to effectively assist the students.
- to create networking opportunities between international students and domestic students, in other words, creating more “mingling” opportunities.

Reference

『京都大学における国際交流の現状と可能性 - 第2回アンケート調査報告書』 京都大学国際交流センター, 2006 (*2nd Survey Report – International Exchange and its Possibilities at Kyoto University, in Japanese, 2006*)
<http://www.ryugaku.kyoto-u.ac.jp/docs/enquete0205.pdf>

Concluding Remarks

Junichi Mori
Director
International Center
Kyoto University

The internationalization of higher education is progressing rapidly all over the world and we are an integral part of it. The cooperation among us is therefore becoming increasingly important. I am quite sure that all the attendees of the fourth UAW meeting this February were aware of this.

For this year's meeting we prepared three sub-topics under one main heading. The main heading was "Building International Partnerships: In quest of a more creative exchange students," and the three sub-topics were 1. The role of the International Office; 2. Developing a Variety of Programs for Accommodating More Students; and 3. Risk Management in International Exchange. These three topics covered matters which many international administrators in universities must regularly deal with in their daily operations.

We invited two guest speakers to the workshop. The first was Professor Akira Ninomiya of Hiroshima University and the second speaker was Mr. Markus Laitinen of the University of Helsinki.

Professor Ninomiya's speech was entitled "Desirable Internationalization of University Education". He began his speech with the question of how and how far can we pursue the internationalization of universities. This seems to be an odd question, because we live in the world where everyone talks about the pursuit of internationalization. However, according to Prof. Ninomiya, there is no automatic agreement in any given university whether the university should be internationalized at all and how it will be internationalized. Each university should provide its own answers to these questions. Once a university decides upon their aims, they can start to establish their internationalization strategies. Prof. Ninomiya introduced the efforts of Hiroshima University to create innovative and effective student exchange programs. He focused particularly on their Joint Seminar Program and Double Degree Program of INU of "Global Citizenship and Peace". He touched upon the difficulties which university administrators may face in developing international programs, and concluded his

speech by emphasizing the importance of functional organizations, as well as trust and cooperation in and among such organizations.

The title of Mr. Laitinen's speech was "An International University without an International Office". The title itself seemed very mysterious before we listened to his speech. Later, however, we understood the meaning of the title and were informed of what is going on in international affairs in one of the most prominent universities in Europe. He began his speech with several questions related to the definition of international affairs. Is international affairs related to something that takes place in English? Is it something to do with moving people across borders? And so on. Then Mr. Laitinen gave us a key to the mysterious title. The International Office in the University of Helsinki evolved from dealing with correspondence and protocol in the late 1980's and there have been five re-organizations of the International Office since then. Since 2003 there is no one International Office, but the Office of International Affairs is a network/matrix organization within the central administration. Internationalization is no longer restricted to one section, but each section of the central office is in charge of internationalization. Internationalization is part of the everyday operations of all staff and it is embedded in all strategic documents. The Office of International Affairs has its own budget and meetings, although the members of the office are distributed in various sections of the central office. Mr. Laitinen referred to this idea as "Mainstreamed Internationalization". With the help of the university's advanced IT system, this structure has worked well, although he said that this is not a model which could be applied in every institution.

After these two intriguing speeches, we moved to the sessions where each participating university presented their ideas. I cannot introduce each speaker here, but all the presentations are detailed in this book.

The first session concerned "The Role of the International Office". Many presenters spoke about the different functions the international office plays in their universities. They are creating platforms for joint research, international curriculum development, care of international students, admission and information services, publicity, and international relations, including academic agreements. The speakers also outlined their institution's organizational structures. Some of them are very centralized and others are much more decentralized, depending on their history and their characteristics. They also discussed financial aspects, such as contracts with governments and corporations, as well as staff training and rotation. Although each participant knew her or his organization well, many of us didn't know how other

institutions operate.

The second session focused on “Creating Attractive Student Exchange Programs”. The first question raised was about the targets of such programs. When we talk about a student exchange program, it is necessary to identify the target of the program. Is the target undergraduate or graduate students? Is it domestic students or international students? Depending on the target, our job will be very different. Then many speakers spoke about their unique programs. Summer programs, service learning, internship programs, exchange programs, dual degree programs and joint degree programs were discussed. The very new idea of “Student to Student Programs” was proposed. This concept entails that students are no longer the simple recipients of a service, but that they participate in the creation of new programs. Several problems related to student exchange were also mentioned in the discussions. These included credit transfers, the language of education, and funding.

The third session was about “Risk Management”. In this session, three speakers talked about their experience of assisting students with risks. International students face unique risks which domestic students would not usually have. These risks can be caused by different factors such as the loneliness and stress that can be experienced when living in a different culture. The presentations emphasized that it is vital that we understand the risks involved. Some research results relating to risk management were also presented.

After the intensive discussions of the two days, we once again felt a strong solidarity among the participants who are striving to develop the international exchange undertakings within higher education in Asia. We agreed upon the necessity to establish a forum where all participating institutions could discuss the issues freely and creatively.

In this spirit, I look forward to meeting again in Kyoto next year!

Any inquiries on the workshop may be directed to
the Organization for the Promotion of International Relations,
Kyoto University
Yoshida-Honmachi, Sakyo-ku, Kyoto 606-8501 Japan
E-mail:kokusa52@mail.adm.kyoto-u.ac.jp
<http://www.opir.kyoto-u.ac.jp/e/index.html>

