

Concurrent Group Discussions

Group I: Networking to Promote Student Exchange



Establishing international academic network for future professional students

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The International School of Engineering (ISE) was established in 2001. Our school is both part of, and serves all objectives set out by, the Faculty of Engineering, Chulalongkorn University. We have a broad vision and maintain high academic, moral and ethical standards. Four diverse but complementary fields of study are offered at undergraduate level: Nano Engineering, Automotive Design and Manufacturing Engineering, Aerospace Engineering and Information and Communication Engineering. One of ISE's key strategies is to promote internationalisation, encouraging students to participate in internships, exchanges, and further study and research abroad. Expanding the mindset of both staff and students beyond the borders of Thailand is, of course, of key importance. We hope to realise these goals via the following schemes:

1. Internship abroad (May - September)

We aim to put our junior students into two-month placements in prestigious foreign research or industrial environments. Visiting students will build upon their existing scientific knowledge while gaining hands-on workplace experience. Such exposure can only serve to increase their desirability to employers upon graduation.

2. Exchange abroad (October - February)

For those students carrying out their practical project for the internship at a university, we would like students to have the option of staying on at that host institution for one semester. Students would study a range of lecture courses and then be able to transfer credits to their degree at Chulalongkorn University. Ideally students would also start their senior project during this time, providing valuable assistance to a professor's research project that is relevant to their chosen field of study.

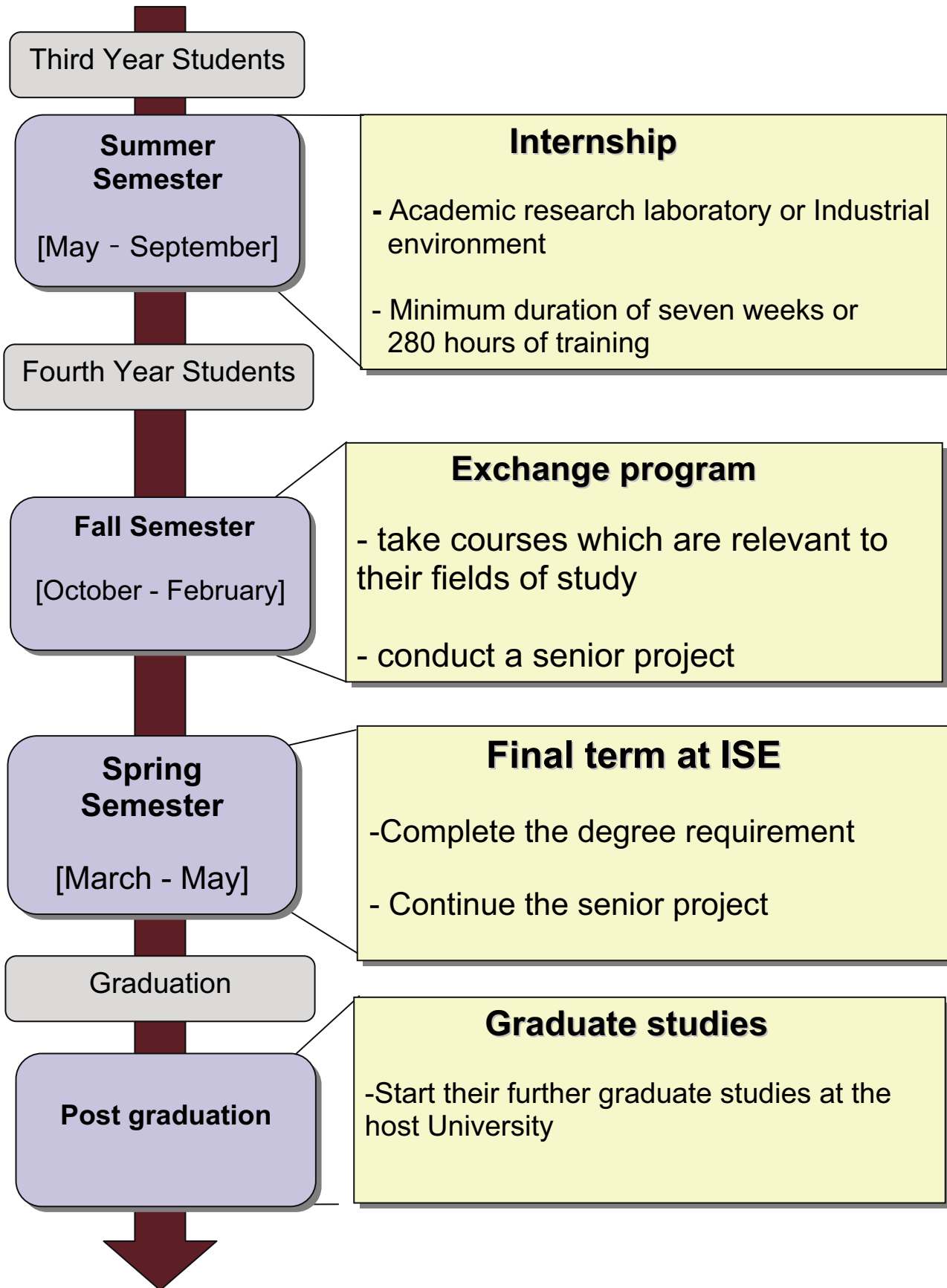
3. Final term (semester 2 in their 4th year: January - May)

The final term of students' study will be spent back at ISE, during which time senior projects would be finished and final lecture courses would be taken to complete degree requirements.

4. Further Study

For students interested in graduate studies, we will encourage them to return to their former overseas host institution to embark on Masters or PhD research.

At this exciting time of rapid expansion and development of our ISE programmes, we would be most grateful if you could assist us in realising our worthwhile goals.





The 3rd University Administrators Workshop Kyoto University January 24-25th, 2008

Establishing international academic network for future professional students

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Dr. Natcha Thawesaengskulthai
Ms. Waraluk Trakonluksana

Faculty of Engineering, Chulalongkorn University, Thailand
Chulalongkorn University International School of Engineering (ISE)



Outlines

- Background of Chulalongkorn University
- Background of Faculty of Engineering, Chulalongkorn University
- Core concepts of international academic network
- Roadmap and strategic academic network
- Closing remarks

Chulalongkorn University International School of Engineering (ISE)



CHULALONGKORN UNIVERSITY

- The concept of Thai Higher Education was conceived by King Chulalongkorn (King Rama V)
- Established in the year of 1917, by King Vajiravudh, (King Rama VI)
- Present status
 - 18 Faculties
 - 3 Affiliated Institutions
 - 3 Colleges
 - 11 Institutes
 - **Totally 132 Departments**



Chulalongkorn University International School of Engineering (ISE)



Academic Excellence

- Ranked **1** in Thailand
- Ranked **121** in the world in 2006 (Times Higher Education supplement)
- Ranked **1** in Thailand
- Ranked **30** in the world in 2006 (Times Higher Education supplement)



Chulalongkorn University International School of Engineering (ISE)



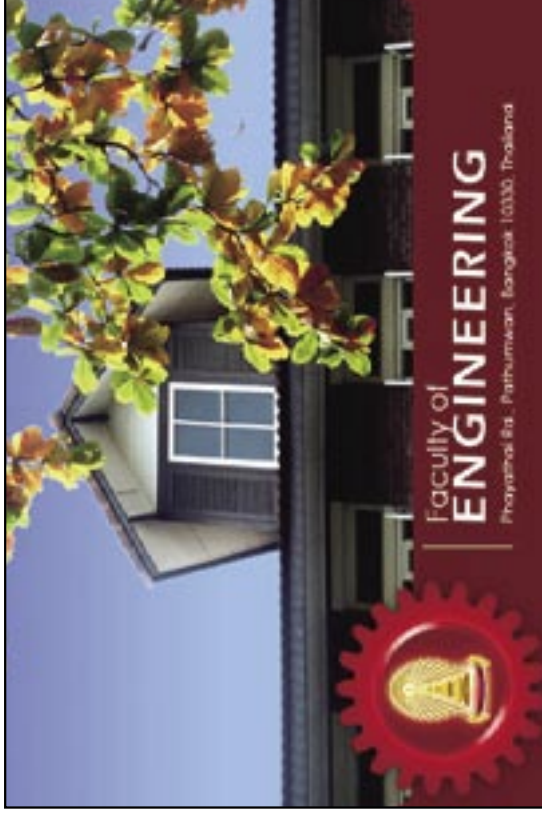
CHULALONGKORN UNIVERSITY

Present Status

Degree	Faculty members		Students (Last updated January 2008)		Graduates (in 2007)	
	amount	%	amount	%	amount	%
Bachelor Degree	156	5	22,516	64	4350	53
Graduate Diploma	-	-	239	1	223	3
Master Degree	1,300	46	9,952	28	3,314	40
Higher graduate diploma	-	-	368	1	152	2
Doctoral Degree	1,376	49	1,865	5	207	3
Total	2,852	100	32,460	100	8,246	100

Chulalongkorn University

International School of Engineering (ISE)



FACULTY OF ENGINEERING

Present Status

- **6 Centers of Excellence**
- **26 Research Units**
 - **11 Professors**
 - **85 Assoc. Professors**
 - **84 Assist. Professors**
 - **127 Lecturers**
 - **180 Supporting Staffs**



Chulalongkorn University

International School of Engineering (ISE)



International Collaborations

- Faculty of Engineering is engaged in **international collaborations** with universities and organizations worldwide, including



- Univ. of Tokyo (Japan)
- Kyoto Univ. (Japan)
- Tokyo Inst. of Tech. (Japan)
- Saitama University (Japan)
- Massachusetts Institute of Technology (USA)
- University of Maryland, College Park (USA)
- Oregon State University (USA)
- Case Western University (USA)
- Hong Kong University of Science and Technology (HK)
- National University of Singapore (NUS)
- Hub for ASEAN University Network (AUN)

Chulalongkorn University

International School of Engineering (ISE)



FACULTY OF ENGINEERING






- ❑ Established on 1 June 1913, by King Vajiruvudh (Rama VI)
- ❑ Merged into Chulalongkorn University in 1916
- ❑ Recognized as the "Faculty of Engineering" under CU since then
- ❑ International School of Engineering (ISE) established in 2005

International School of Engineering (ISE)
Chulalongkorn University



International School of Engineering (ISE)








International School of Engineering (ISE)
Chulalongkorn University



INTERNATIONAL SCHOOL OF ENGINEERING




Globalization




World issue in nanotechnology




Hub of South East Asia **Detroit of ASIA**

International School of Engineering (ISE)
Chulalongkorn University



ISE Vision



ISE aims for **Internationalization of Engineering** under the determination of Chulalongkorn University in educating students with **Knowledge and Morality** and the promotion of Thai culture

International School of Engineering (ISE)
Chulalongkorn University



Semester System

- ❑ International semester system the same as other international programs in Chulalongkorn University
- ❑ 2 Semesters
 - First semester: Fall (August – December)
 - Second semester: Spring (January – May)
 - Optional: Summer (June – July)

Chulalongkorn University

International School of Engineering (ISE)



ISE community

- ❑ 4 Programs of studies
- ❑ 600 Students
- ❑ 125 participating instructors in ISE across 6 Engineering departments



Chulalongkorn University

International School of Engineering (ISE)



The ideas of international academic network

- ❑ Establishing a well defined **International academic track through collaboration** between our institution and international partners
- ❑ Students enrolled in this track will have a **broader framework of thoughts and mindsets** beyond the nation scope
- ❑ The participating partners will have an opportunity to train future candidates that would meet their specific criteria

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Motivation

- ❑ Our motivation:
 - Gaining an international recognition in the academic and industrial societies
 - Providing an excellent international exposure and training experience for our students at the partner institutions
 - Building a solid and fruitful collaborative relations with our partner institutions

Chulalongkorn University

International School of Engineering (ISE)

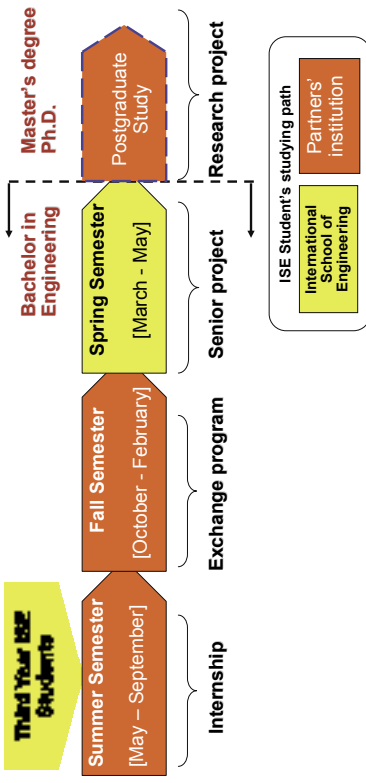


Motivation

- ❑ Partners motivation:
 - Having a chance to supervise and prepare our undergraduate students to meet your specific needs and requirements
 - Ensuring integration of potential candidates to suit your graduate programs and research interests
 - In case of fellowships offered by the partner institutions, students on this track become the preferred choice

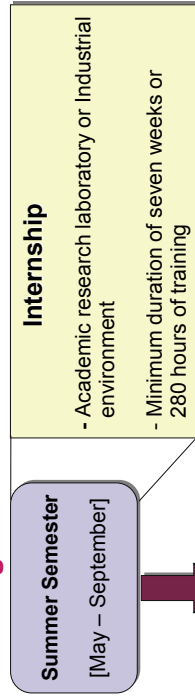


Strategy and Roadmap for International academic network



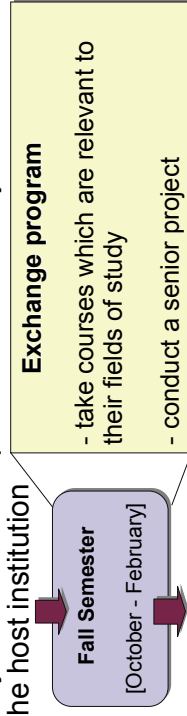
Proposed scheme (1)

- ❑ The proposed track starts from the summer of the third year study.
- ❑ The student joins the host institution for **internship training**



Proposed scheme (2)

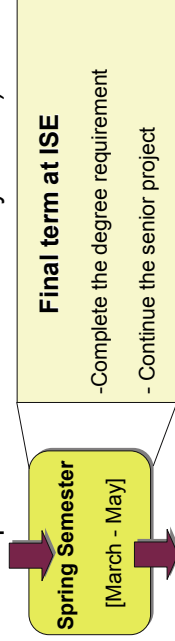
- ❑ The student starts his/her fourth year study as an **exchange student** at the host institution after finishing the internship period
- ❑ During this period the student initiates a senior project under the supervision of a faculty member of the host institution





Proposed scheme (3)

- ❑ The student **returns to ISE** after completing his/her internship and/or exchange program
- ❑ The student will remain in touch with the host faculty member to **continue the senior project** (a possible co-supervision with local faculty at ISE)



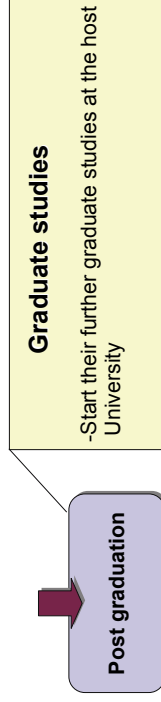
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Proposed scheme (5)

- The students who wish to continue their graduate studies have already established a personal contact with faculty members at the host institution, which facilitates the **direct admission procedure**



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ISE roles

- ❑ ISE is an international school with four majors:

NANO ENGINEERING	AUTOMOTIVE DESIGN AND MANUFACTURING ENGINEERING
AEROSPACE ENGINEERING	INFORMATION AND COMMUNICATION ENGINEERING
- ❑ Our majors are multi-disciplinary, which broadens the scope of the participating partners' specialities
- ❑ That makes our ISE students

International. Unique. Skilful. and Matching
most academic interests

Chulalongkorn University

International School of Engineering (ISE)



ISE roles

- ❑ Applying the proposed scheme, ISE becomes a **hub for networking in Engineering** among different international partners in the world
- ❑ **Promoting partner institutions** to Chulalongkorn University students and other Thai Universities



Chulalongkorn University

International School of Engineering (ISE)



Closing remarks

- ❑ Mutual Development with Clear Direction
- ❑ Sustainable Collaboration
- ❑ Innovative Endeavors in Interdisciplinary Schemes
- ❑ International and Global academic network

Challenging attitudes are required for achieving the development of the new generation of engineers for engineering excellence

Outcome-based management would be undertaken to ensure sustainable development in collaborative research works

Mutual benefits among alliances involved in global engineering education will essentially play an important role in our brighter future

Chulalongkorn University

International School of Engineering (ISE)



どうもありがとうございます

THANK YOU FOR YOUR ATTENTION

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International School of Engineering (ISE)
Faculty of Engineering
Chulalongkorn University

Networking to Promote Student Exchange at Hue University, Vietnam

Le Van An

Director of the Department of International Cooperation

Hue University, 3 Le Loi St., Hue, Vietnam

Hue University is one of 3 regional and 14 major universities in Vietnam. It is located in Hue, the city of World Cultural Heritage in the central part of Vietnam. Hue city is located in the area of emerging economic zone due to the newly constructed East-West corridor, of the multi-culture interaction between the countries in Greater Mekong Sub-Region. Hue City is also known as a center of high quality education in the Vietnamese history, during the imperial time of some hundred years ago till present. Hue University is a multi-disciplinary institute including basic sciences, natural sciences, social sciences, medicine and art. The University consists of 7 colleges including Sciences, Pedagogy, Agriculture and Forestry, Economics, Medicine and pharmacy, Art, Foreign languages with 88 training programs for undergraduate, 59 master training programs and 23 PhD training programs. The University has over 40,000 students and 3000 staff.

Hue University has close relation with universities and institutes in the world, particularly in Asia. The Graduate School of Global Environmental Studies (GSGES) of Kyoto University has signed the collaborative agreement on research and education with the College of Agriculture and Forestry of Hue University in October 2004. The interactive partnership between Hue University and GSGES may foster education, academic and implementing programs which contribute to the environment management, community-based rural development and livelihood security in Asia. It was further enhanced to a bilateral collaboration between Kyoto University and Hue University under the agreement signed on 15th September 2007

From 2005, students from Kyoto, including undergraduate and master courses come to Hue University to study under the internship program and student exchange program. In 2007, students of Hue University had a study visit to Kyoto University.

The two universities are also implementing a project on “Enhancing Community Resilience and Livelihood Security to Cope with Natural Disaster in Central Vietnam” under the JICA Partnership Program since 2006. It provides us good opportunities for understanding each other, as well as lively materials for training students through fieldworks and community-based activities. The collaboration between the universities in research and education fields are closely linked and contributing effectively to enhance the services of both universities.



Networking to Promote Student Exchange, at Hue University, Vietnam

Le Van An, PhD.,
Director of the Department of
International Cooperation,
Hue University



Location of Hue University



Hue University



Hue University

- Established in 1957, reunified in 1994
- One of 14 major universities and one of 3 regional universities
- A multi-field, multidisciplinary university



Hue University

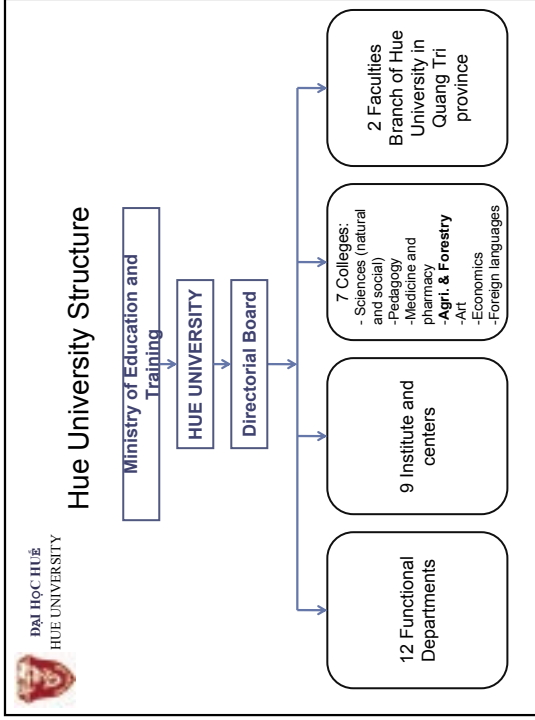
Number of staff and students:

- **Total staff number:** 2794 including 100 professors and associate professors, 300 Ph.Ds
- **Teaching staff:** 1,600
- **Students:** about 40,000
 - Full-time Bachelor's students: 22,000
 - In-service: 18,000
 - Master and Ph.D students: 1580


Hue University


 ĐAI HỌC HUẾ
 HUE UNIVERSITY



- **Annual enrolment:**
- + 5,000 undergraduate regular students
- + 4000 in-service students
- + 900 postgraduate students
- + 20 Ph.D students
- **Training programs**
- + Undergraduate: 87
- + Master's: 59
- + Ph.D: 23



Colleges of Hue University


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 HUE UNIVERSITY


1. **College of Sciences:**
 - Natural science,
 - Social science & humanities, and
 - Technology
2. **College of Pedagogy**
 - Provides primary & secondary school teachers for regions of Central and Highland
3. **College of Medicine and pharmacy**
 - Offers training programs in General & Specialized Medicine, Nursing and Pharmacy

Colleges of Hue University


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 HUE UNIVERSITY


4. **College of Agriculture and Forestry:**
 - Animal and crop sciences, forestry, aqua-culture and fishery, food technology, rural engineering and rural development and environment
5. **College of Economics:**
 - Economics, Business Administration, Tourism, Accounting, Financing and Banking

ĐẠI HỌC HUẾ
HUE UNIVERSITY


Colleges of Hue University

6. College of Foreign languages



7. College of Art

- Music, Painting and Sculpture



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HUE UNIVERSITY

HU-KU Collaboration

Joint Research (examples of the research topics)

1. Mechanisms of Community-based Resilience to Natural Disaster in Monsoon Asia
(Grant-in-aid for Scientific Research, 2005.04 - 2008.03)
2. Assessment of Human Impacts on Ecosystems and Land Resources by Aerial Image Analysis
(KU President Initiatives Fund, 2006.09 - 2007.03)
3. Re-appraisal of Traditional Values for Community Development – from Women’s Perspectives –
(GSGES Asia-platform Project, 2006.09 -)




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HUE UNIVERSITY

HU-KU Collaboration

Implementing Project
Enhancing Community Resilience and Livelihood Security to Cope with Natural Disaster in Central Vietnam
(JICA Grass-roots Partnership Project, 2006.09-2009.08)



Project Objectives
To enhance:

- Community Resilience
- Environmental Conversation
- Better Welfare and Human Security

On-going Activities (examples)
Education on Environment and Disaster Management; Participatory Trials for vanilla cultivation, goat raising and bio-gas system; Revival of Traditional Textile; Construction of Community House



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HUE UNIVERSITY

HU-KU Collaboration

Student Programs

1. Kyoto to Hue
 - Study Visit of Undergraduate Students
(Kokusai-Koryu- Kamoku; 16 in 2006 and 12 in 2007)
 - Internship Program of GSGES (Masters’ Program; 2 in 2005, 6 in 2006 and 2 in 2007)
2. Hue to Kyoto
 - Study Visit of Undergraduate Students
(Mizuho Foundation International Exchange Program; 10 students and 2 teachers in 2007)





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HUE UNIVERSITY

HU-KU Collaboration

Local Offices of KU in Hue

- JICA Grass-roots Project Office (Office Space provided by HUAF; 2006.10 -)
- GSGES Asia-Platform Office (Kaigai-Kyoten) (Funded by GSGES; Managed with HU; 2007.04 -)
- Field Learning Center (Hong Ha village) (Traditional-style house provided by HU; Renovated by KU President Initiatives Fund in 2006)





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HUE UNIVERSITY

HU-KU Collaboration

Our Dream in Near Future: Inter-Regional Institute (Hue Center) for Environmental Management and Livelihood Security (KU Field Campus in Hue)


- Interactive Learning for Environmental Management Disaster Management, Livelihood Security and Rural Development
- To cover Indo-china Region (Vietnam, Laos, Cambodia and Thailand) as an Inter-Regional Institute
- Internship (field work) program for Japanese Students
- Joint Degree with KU and HU (Master and Doctor Course)




ĐẠI HỌC HUẾ
HUE UNIVERSITY

Opportunities for student exchanges

- Hue city is located in central Vietnam and has close to Laos, Thailand and countries in Mekong region.
- Recently, the East-West Economic Corridor from Danang – Hue – Savanakhet (Laos) – Northeast Thailand – Myanmar established
- Hue city is a world heritage


ĐẠI HỌC HUẾ
HUE UNIVERSITY

Opportunities for student exchanges

- Near by the city the diversity of local culture from coastal to mountains
- Hue University with different disciplines and faculties
- There are field-schools which have been established for students in mountain, plain and coastal areas

Thank you for your attention!



**New Initiatives to Promote Student Exchange:
Prospects for Collaboration to Enhance Educational Quality and
Creative Competency**


Mayumi Ishikawa

Associate Professor, Office for International Planning and Programs,
International Affairs Board, Osaka University

The presentation introduces three new initiatives aimed at promoting student exchange at Osaka University and offers prospects for future collaboration with partner universities so as to enhance educational quality and research capacities. The presentation also elaborates on policy and planning considerations by university administrators that can meet the challenges of globalizing higher education and the demands of knowledge-based economy by using student exchange as an explanatory case.




Osaka University supports a targeted approach to student exchange and has formulated strategic programs to strengthen ties with European higher education institutions. Examples of the approach include the participation in a joint master's 'Euroculture' program under the auspices of the Erasmus Mundus, a structured dispatch of graduate science students and up-and-coming researchers to Europe under the "International Training Program for Young Scientists" scheme, and the "APPRENTICE" inter-faculty laboratory training program for exchange students currently in the planning phase. One of the key objectives to be achieved is to increase accountability and verifiability of our education system to facilitate greater exchange and interaction with all regions of the world. Another objective is to exchange students in areas in which partner institutions excel; Osaka University plans to offer lab training programs designed to nurture creative competency in young students through the acquisition of basic lab skills and problem-solving processes. With an aim to educate the next generation of global professionals and to enhance university's international standing, we intend to promote student exchange which will complement and strengthen the capacities of both Osaka University and partner institutions.

The presentation concludes with suggestions for proactive collaboration within the regional academic community. It addresses the possible creation of platforms and mechanisms to address common logistical issues.




New Initiatives to Promote Student Exchange: Prospects for Collaboration and to Enhance Educational Quality and Creative Competency

Mayumi Ishikawa
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 International Affairs Board
 Osaka University
 ishikawa@ipc.cmc.osaka-u.ac.jp


3rd University Administrators Workshop "Laying Firm Foundations for University Internationalization"
24-25 January 2008, Kyoto University



New initiatives to promote student exchange by Osaka University

Outline

- I. Student exchange for research universities - enhancing educational quality and creative competencies
- II. Institutional goals : Osaka University's Global Commitment and Strategies
- III. New initiatives
 - (a) Erasmus Mundus Joint Master's Program "Euroculture"
 - (b) International Training Program for Young Scientists (ITP)
 - (c) Apprentice@Japan
- IV. Prospects for collaboration with partner universities overseas




I. Why exchange students? research university perspectives

Basic concepts

- Integral part of higher education in the age of globalization
 - Training of *global professionals*
 - Cultivation of global perspectives
 - Language acquisition
 - Friendship with host society, university and future leaders of the global society
- Institutional goals
- Strengthen university's international standing through diplomacy and alliance building

.....and more for the future



Student exchange to enhance

Educational quality & creative competency

- Demands of knowledge-based economy
- Fast pace of technological advancement and growing disciplinary divides
- Growing needs to cultivate creative competency in students
- Quality assurance: collaboration with partner universities by ensuring transparency and verifiability.
- Exchange students in areas partner universities excel.




II. Case of Osaka University: Our Global Goals

Three goals of Osaka University to be an academic institution of global caliber open to the world community:

Goal 1: *To promote research collaboration with scholars and institutions overseas and share the research results for the benefit of the global society*

Goal 2: *To promote education that fosters transcultural communicability and encourages constructive, creative action*

Goal 3: *To build regional academic communities in Asia and work for human security and sustainable development*




III. New initiatives to promote student exchange by Osaka University

3 New programs

a. Participation in the Erasmus Mundus Joint Master's Program "Euroculture" - a host course "Contemporary Japan in the Global Context" planned for Oct-Dec 2008

b. International Training Program for Young Scientists (ITP)


c. APPRENTICE@JAPAN: inter-faculty laboratory internship program for international students



a. Erasmus Mundus Joint Master's Program "Euroculture"

"Contemporary Japan in the Global Context"
Faculty of Letters, Osaka University

- Credits awarded based on the ECTS system
- Graduate-level, advanced courses on contemporary Japan in English language
- Consider application by non-Erasmus students from partner universities




a. Erasmus Mundus Joint Master's Program "Euroculture"

Course units
<Planned for Oct/Dec 2008>

- *Contemporary Japanese Culture*
- *Contemporary Japanese Thought*
- *Modern Japanese History*
- *Modern Japanese Literature*
- *Comparative Arts*


» 10 lectures and 3 ECTS for each course unit



a. Erasmus Mundus Joint Master's Program "Euroculture"

Course specifics


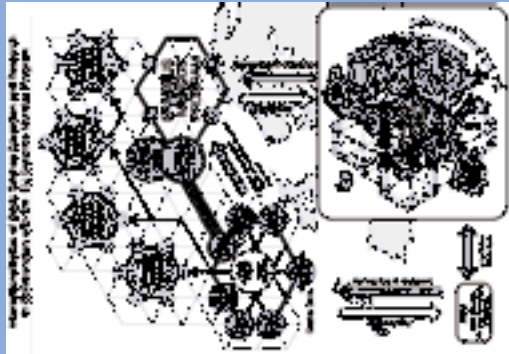
- Lectures highlight modern aspects of Japanese culture, society, history, arts, literature and language - from the perspective of interrelationship and mutual impact between Japan and Europe, The US, and Asia.
- bi-/multi-directionally class discussion, based on English-language literature on present-day Japan.



b. International Training Program for Young Scientists (ITP) sponsored by JSPS

Outline

- ITP entitled "Collaboration Project with the EU Erasmus Mundus Program for the Internationalized Education and Research of Basic Science"
- Initiated by the Graduate School of Science, extension to other fields in scope
- 5 year program starting Nov 2007.
- Focus on "research power" of participating institutions to formulate research-based education plans.






ITP Action procedure

- To send graduate students and young scholars to leading European universities/institutes
- To establish ties that may lead to the formation of official Erasmus Mundus 3rd Country Partnership, esp. in view of the upcoming EM II

→ Student exchange for degrees

- To internationalize education and research environment at the Graduate School of Science, Osaka University


ITP in 2007 and beyond

Groningen Center for Education and Research, Osaka University, as a gateway

Overcome curriculum disparity, logistical matters and differences → Internationalization of curricula and assessment standards.

ITP 2007 Action Plan: dispatch of young talents

- 1 Master 2nd year, Physics, Groningen University
- 2 Master 2nd year, Chemistry, The Institute of Nuclear Physics of the Polish Academy of Sciences
- 3 Master 2nd year, Biology, Imperial College London
- 4 Ph.D 1st year, Mathematics, University of Warwick
- 5 Ph.D 2nd year, Physics, Humboldt University in Berlin
- 6 Ph.D 3rd year, Biology, Utrecht University
- 7 Ph.D 1st year, Earth/Cosmic Science, Max Planck Institute fuer Kosmophysik
- 8 Ph.D 1st year, Earth/Cosmic Science, Utrecht University
- 9 Assist. Prof., Physics, Groningen University
- 10 Research Fellow, Biology, Groningen University





Erasmus Mundus Symposium

"Erasmus Mundus- A New Strategy for Academic Exchange between Japan and Europe"

December 18th, 2007 at Nakanoshima Center, Osaka University

3 Presenters from EU & 3 Panelists from Japanese Universities



Mr. Diego Sammaritano
European Commission, Brussels




Mr. Robert Wageaar
University of Groningen



Ms. Marie-Helene Vareille
Delegation of the European Commission to Japan

115 representatives from 24 universities and 6 institutes




c. Inter-Faculty Academic Internship Program

Apprentice@Japan

Knowledge + Skills = Creative Competency

- Offered by three distinguished frontier science & technology schools as an integrated program, starting in 6 areas
- Focused on advanced science & technology
- Emphasizes proficiency in laboratory skills
- One-year research experience for undergraduate
- Individual study & group work oriented
- Interactive, not rote learning



c. Inter-Faculty Academic Internship Program

Apprentice@Japan

Science	Engineering	Engineering Science
Life Science / Biology / Biotechnology	Nanotechnology	
Computing & Information Science	Engineering / Robotics	
Advanced Material Science		
Photon Science		



IV. Prospects for Proactive Collaboration within the Regional Academic Community

- To increase accountability and verifiability of our education system to facilitate greater exchange and interaction with all regions of the world.
- To exchange students in areas in which partner institutions excel; Osaka University plans to offer lab training programs designed to nurture creative competency through the acquisition of basic skills and problem-solving processes.

Possible creation of platforms and mechanisms to address common logistical issues



Osaka University
"Live Locally, Grow Globally"

Thank you.



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A. Networking to Promote Student Exchange
Promoting study abroad programmes to domestic students

Professor LOH Hong Sai

Acting Director, International Relations Office, National University of Singapore
Block E3A, Level 1, 7 Engineering Drive 1, Singapore 117574
irohead@nus.edu.sg

International education has been recognized as an integral part of education in universities around the world. In our pursuit for global exposure for our students, the National University of Singapore (NUS) has set a target of sending 50% of our undergraduates for various overseas educational programmes and 20% for semester-based student exchange programmes. To provide study abroad opportunities for our students, we focus on the following:

- a) marketing at our annual international exchange day and faculty roadshows
- b) streamlining the application processes
- c) providing sufficient financial awards

Promoting Study Abroad Programmes To Domestic Students

3rd University Administrators Workshop
Kyoto University
24 & 25 January 2008

Professor LOH Hong Sai
Director, International Relations Office



NUS MISSION

Advance knowledge and foster innovation,
educate students and nurture talent,
in service of country and society.

IRO MISSION

Forge international **partnerships** that make
NUS a world-class knowledge enterprise.



IRO Core Business

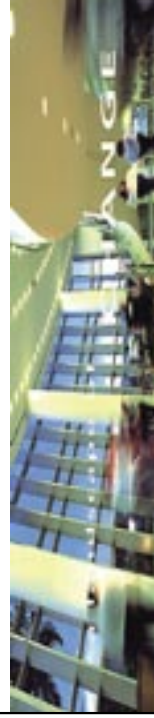
1. Promoting NUS and raise NUS global visibility
2. **Enhancing NUS global pursuits for students**
3. Participating in global networking and partnerships
4. Hosting visits to cultivate international relations



Enhancing NUS Global Pursuits for Students

Partnering with 180 active overseas universities in
about 30 countries.

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




Enhancing NUS Global Pursuits for Students

Meet Singapore Ministry of Education (MOE) and NUS targets by AY08/09:

- a. 20% NUS students for semester-based Student Exchange Programmes (SEP)**
i.e. 1,300 students per cohort
- b. 50% for various Overseas Educational Programmes (OEP)**
i.e. 3250 students per cohort

Cohort = average student population of year 2 and year 3



Enhancing NUS Global Pursuits for Students

Student Exchange Programs (SEP)

	AY 04/05	AY 05/06	AY 06/07
Outgoing Students	533	675	949
Incoming Students	799	780	1086




Enhancing NUS Global Pursuits for Students

Top 10 SEP destinations (AY2006/2007)


1. US
2. UK
3. Canada
4. China
5. Germany
6. Sweden
7. Hong Kong
8. Netherlands
9. Australia
10. France





Enhancing NUS Global Pursuits for Students

Through:

- A. Marketing IRO initiatives**
- B. Streamlining application processes**
- C. Providing financial awards**





A. Marketing IRO Initiatives

- Conduct customised roadshows @ various faculties
- Organise annual International Exchange Day (IED)
- **IRO resource library** – carries PUs' catalogue, course handbooks, travel guides, etc. There is also a discussion corner (with pc) for students to discuss amongst themselves or consult our country managers.

9




A. Marketing IRO Initiatives

International Exchange Day (IED)

- Full-day event on campus with participation from senior management, deans, HoDs, administrators, student union, local and international students
- Arrange informative talks
- Set up "country" counters
- Introduce different cultures - bazaar, food stalls & cultural performances
- Distribute SEP guide – how to apply, which destinations to go, how much exchange costs, etc.
- About 4,500 students participated in IED 2007

10





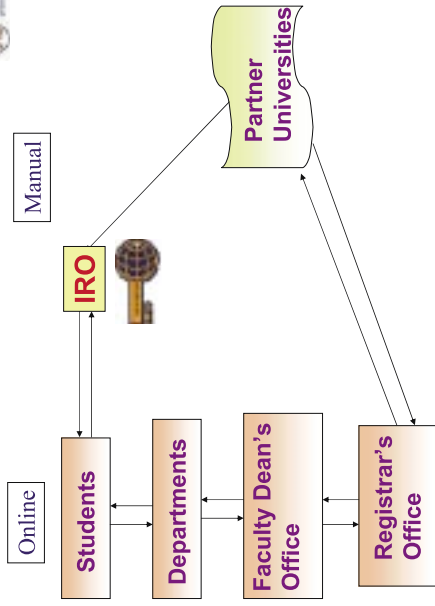
A. Marketing IRO Initiatives

Outcomes:

1. Increased awareness of IRO activities
2. More student enquiries
3. Higher application rate
4. Higher participation rate
e.g. 676 students in AY05/06 vs 949 students in AY06/07

12

B. Streamlining application process



B. Streamlining application process

Features of Overseas Programme Application System (OPAS):

- ❖ Handle SEP place allocations
- ❖ Plan, project, manage overseas programmes by providing statistics, trends, management and operation reports
- ❖ Capture students' data for easy computation
- ❖ Provide students' customised application choices (students can view available choices by their faculties)
- ❖ Allow students to review and revise their applications
- ❖ Route applications to the relevant offices for processing

14



B. Streamlining application process

Outcomes

1. **Increase transparency**
 - faculties can view allocation online
 - students can view all choices available to them
2. **Reduce paper work**
 - students apply online
 - applications e-channel to relevant departments, offices
3. **Enhance efficiency**
 - allow more rounds of applications
 - faculties define their requirements

15



C. Providing Financial Awards

Objectives:

- encourage students to participate in overseas programmes
- prevent students from opting out due to financial constraints

For example,

1. **NUS Awards for Study Abroad – NASA (Exchange) award**
 - 600 NASA – (Exchange) Awards annually
 - Award amounts vary from country to country (up to S\$3,500)
2. **NUS-Alumni Student Exchange Awards**
 - 12 awards annually
 - award fixed at S\$2,500
3. **Faculty awards, e.g. Faculty of Arts and Social Sciences, Faculty of Science & University Scholars Programme**
4. **SEP Loan**

16

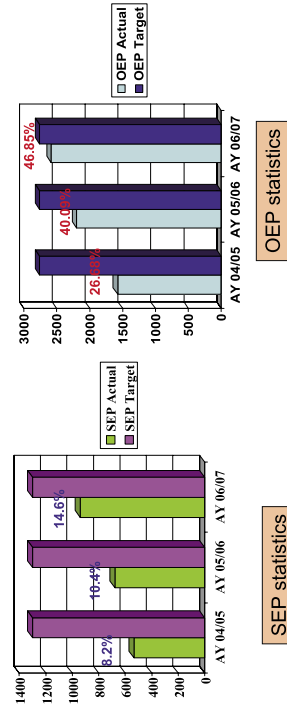
Outcomes:

1. More applications
 - 676 students in AY05/06 vs 949 students in AY06/07
2. Encourage high caliber students with financial difficulty to apply
 - local & international students.

Other Efforts in Promoting Study Abroad

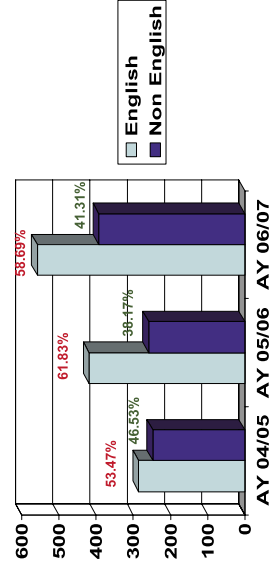
- a. Conduct pre-departure briefings
- b. Visit partner universities to know partners' latest developments, new programmes, application processes
- c. Attend study abroad fairs, international exhibitions and conferences

Where are we now?



Challenges

- Increase no of NUS students going to non- English language destinations.



Challenges

- ♣ **Maintain exchange balance with PUs**
 - more NUS students going to US, UK, Australia
 - received more students from China, Korea, Germany
- ♣ **Initiate international internships**
 - ranging from 6 weeks to 6 months
- ♣ **Expand overseas UROP (8-12 months)**
- ♣ **Secure funding for new programmes**

Sharing and Learning

16-17 March 2006	Enhancing the Quality of International Activities of Asian Universities
1-2 February 2007	Innovating Universities through Internationalization
24-25 January 2008	Laying Firm Foundations for University Internationalisation

1. exchange of opinions & ideas
2. raise the quality of the international activities of participating universities
3. foster closer relations amongst participating universities



Tokyo Tech's Collaboration Strategy in China

Tsugihiko SHIMURA

International Office, Tokyo Institute of Technology

1. Background

On-going rapid change / Increased importance of East Asia in global economy / Diversification and expansion in economic activities in East Asia / Japanese educational policy aiming at East Asia collaboration / Increasing mobility in higher education / Importance of strategic differentiation in competitive environment

2. Higher education in China

Reform in higher education for quality / Difficulty in recruitment for graduates

3. Why China now? Pragmatic reasons ...

Include non-Japanese to maintain high quality of student cohort / Human network cultivated in Japan supports Sino-Japan relationship / High quality of young generation in science and technology field in China

4. ... and philosophical ones

Necessity for Japanese students to study in Asia / Establishment of Human network in Asia / Researchers and academics are positive about collaboration

5. Key concepts

Global responsibility of China and Japan / China-Japan cooperation as a driving force for collaboration in East Asia / Re-discover wisdom in East Asia

6. Principles

Win-win collaboration / Focused activities / Diversified exchange scheme → 7. / Strategic differentiation

7. Diversified exchange scheme

Short-term exchange program / Joint-graduate program / Research with internship & work experience / Research-oriented education / Support for China's study abroad program (e.g. tuition waiver)

8. Outcome

Marketable human resources / Contribution to China and Japan as well as to Asian community / Promoting equal partnership / Influence on society via quality research / "Ex oriente lux" in research advancement

[End]

Collaboration Strategy in CHINA

October, 2007

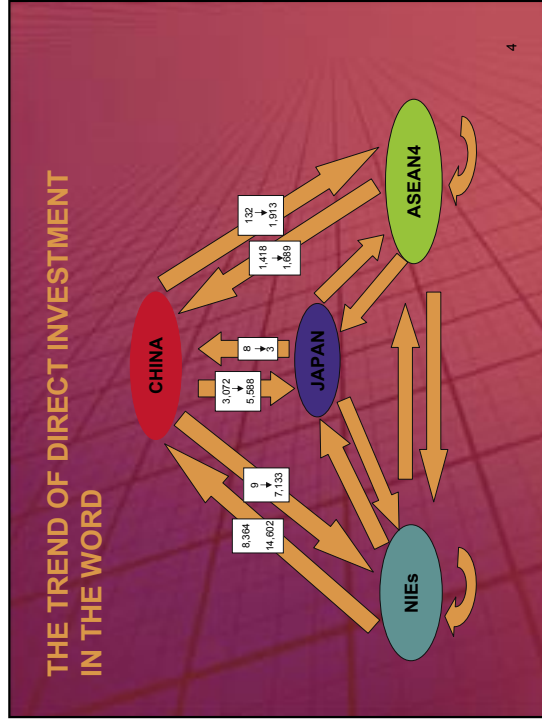
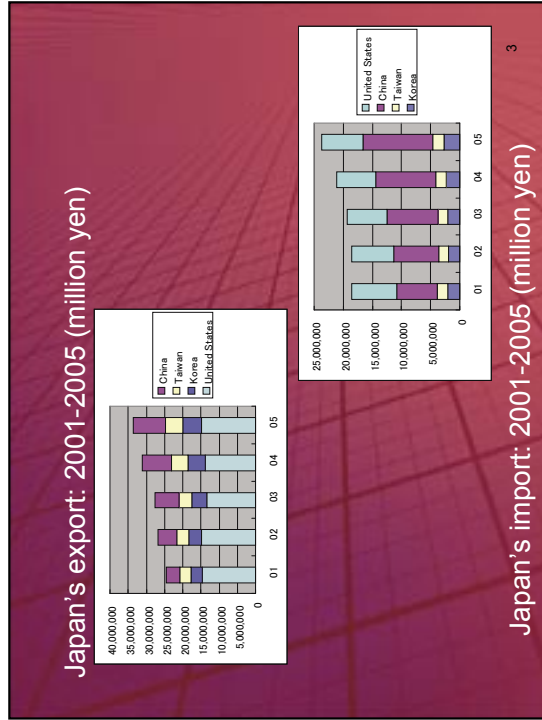
ROKYO TECH
Pursuing Excellence

1

BACKGROUND¹

- On-going rapid change
- Increased importance of East Asia in global economy
- Diversification and expansion in economic activities (trade and investment) in East Asia

2





BACKGROUND₂

- Japanese educational policy aiming at East Asia collaboration
- Increasing mobility in higher education
- Importance of strategic differentiation in competitive environment


5



HIGHER EDUCATION IN CHINA

- Reform in higher education for quality**
 - Merger of universities to raise efficiency
 - Decentralization to provincial government
 - Government focus on Key Universities
 - Policy change within open-door policy
- Difficulty in recruitment for graduates**
 - Official unemployment 10% (possibly higher)
 - Mismatch university skills / market needs
 - Increased number of university graduate

6



WHY CHINA NOW? PRAGMATIC...

- Include non-Japanese to maintain high quality of student cohort
- Human network cultivated in Japan supports Sino-Japan relationship
- High quality of young generation in science and technology field in China

7



WHY CHINA NOW? PHILOSOPHICAL...

- Necessity for Japanese students to study in Asia
- Establishment of Human network in Asia
- researchers and academics are positive about collaboration

8

WHAT CRITERIA?

- Quality measured by marketability
- Wide variety of learning experience (undergraduate program)
- More practical study (graduate schools)
- Easy adjustment in new learning and living environment
- Financial support








9

IMPORTANT FACTS

- University ranking is still important in China
- Marketability is important goal for graduates





10

HOW TO ATTRACT?

- Shorter period of time of study
- Internship/work experience in Japanese companies and industries
- Good services on campus











11

KEY CONCEPTS

- Global responsibility of China and Japan
- China-Japan cooperation as a driving force for collaboration in East Asia
- Re-discover wisdom in East Asia

12

FINAL GOALS

- Mutual Human Asset Development
- High Level HRD

13

PRINCIPLES

- Win-win collaboration
- Diversified Exchange Scheme
- Focused activities
- Strategic differentiation

14

WHY TOKYO TECH?

- Solid tradition in R&D / education
- Team work, step-by-step, Lab work based
- Education with developing Creativity
- Strong link with top companies & industries
- Variety of Graduate Program

15

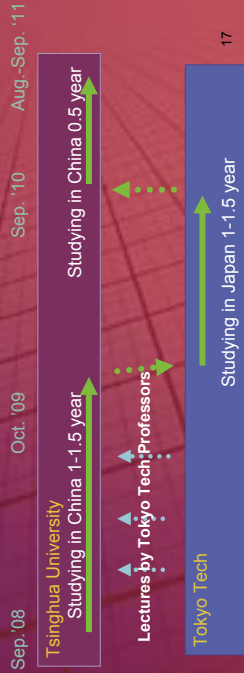
DIVERSIFIED EXCHANGE SCHEME

- Short-term Exchange Program
- Joint-Graduate Program
- Research with Internship & Work experience
- Research Oriented Education
- Support National Study Abroad program (e.g. tuition waiver)

16

Tokyo Tech - Tsinghua University Joint Graduate Program

- The first "dual degree" program 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



17

Tokyo Tech - Tsinghua University Joint Graduate Program (total # of current student enrollment)

	Master's Program		Doctoral Program	
	Tokyo Tech	Tsinghua	Tokyo Tech	Tsinghua
Nanotechnology Course	4	11	1	
Biotechnology Course	5	10	1	Application procedure to be announced
Social science and Engineering Course	3	3	1	
Total	12	24	3	

- 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.

18

Tokyo Tech - Riken International School

Purpose

- ☆Chance for talented students to get a doctoral degree
- ☆Future core of international network
- ☆Advancement in science and technology

Outline

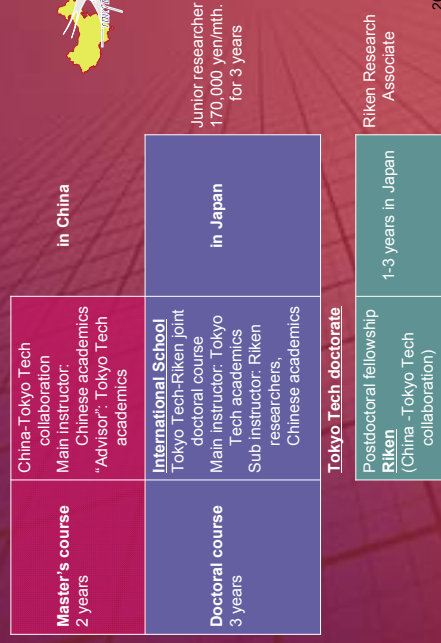
- ☆Tokyo Tech awards a doctorate degree.
- ☆Riken offers a junior researcher status.
- ☆Both have outstanding research facilities.

Merit

- ☆3-year fellowship position
- ☆Job opportunities: Riken will provide special support and inform about vacancies.
- ☆Career prospects: Riken and other institutes will employ as researchers.

19

Tokyo Tech - Riken International School



20

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

21

International Graduate Program



- 8 curricular programs relating to 35 departments of Tokyo Tech.
- 3 types of programs in these 8 programs;
 - Master's program
 - Doctoral program
 - Integrated Doctoral Education program.
- All courses taught in English

22

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 upon review in the 5th year
- * 12 assistant professors selected in 2006 (9 from abroad)

23

Asia Human Resource Project



- Graduate Schools : conferring a degree
 - Curriculum linked with industry
 - Class for business Japanese
 - Learning Japan's business practice
 - Corporate internship
 - Award of a special certificate



- Employment by Japanese companies

24



Asia Human Resource Project

- 10-20 Asian students/year for 2007-2010 to be accepted with Japan's government scholarship
- Aimed for professional work such as research, product design and corporate planning with...
- ...high employability with specialist knowledge
- ...sufficient command of business Japanese
- ...adaptability to Japan's business environment
- Skilled communicators in science & technology
- Globally-acting experts based in Asia

25



Outcome

- Marketable human resources
- Contribution to China and Japan as well as to Asian community
- Promoting equal partnership
- Influence on society via quality research
- “Ex oriente lux” in research advancement
-

26

The Development of PKU's EAP and Future Vision

Ru-Qing Zheng

Assistant Director, Office of International Relations

Peking University

EAP is the abbreviation for Education Abroad Program. PKU's EAP offers over 30 general programs in nearly 20 countries and regions. There are long-term, short-term and summer options for all students at Peking University. However, compared to the established patterns of student exchange at different universities, PKU still needs to explore more opportunities to broaden the channels for students.



In most developing countries, universities have taken it as their missions to train people who can be sent out in the world to engage in international competition. The main feature of an established EAP is systematic service for students. Abundant scholarships, institutional support and advisory information compose the whole system of EAP. PKU's EAP so far is only very small in scale and lacks of systematic administration which we will place more emphasis on.

[Key Words]

Education Abroad Program


Systematic Administration

Comparison

The Development of PKU's EAP and Future Vision

Dr. Ruqing (Rachel) Zheng
Peking University



Outline

- ❖ 1. Brief Introduction to Peking University
- ❖ 2. Ideas on THES 2007 World University Rankings
- ❖ 3. Education Abroad Program (EAP) at PKU
- ❖ 4. What can We Do? - Systematic Administration




1. Brief Introduction to Peking University

- ❖ **History**
 - ❖ Founded in 1898:
“Imperial University of Peking”
 - ❖ From 1912 – “Peking University”
 - ❖ Disciplinary Relocation in 1952
 - ❖ Centennial Anniversary in 1998
 - Defined the goal to be a world-class university in the 21st century
 - ❖ Merged with Beijing Medical University in 2000



1. Brief Introduction to Peking University

- ❖ **Fast Facts**
 - ❖ Students: 30,791
 - Undergraduates: 14,125
 - Master's Students: 11,224
 - Ph.D. Students: 5,442
 - ❖ Faculty Members: ≈ 5,500
 - Humanities & Social Sciences: 1140
 - Natural Sciences: 1040
 - Medicine: 820
 - 8 Affiliated Hospitals: ≈ 2500
 - ❖ International Students
 - Degree Seeking Students: ≈ 2000
 - Exchange Students: ≈ 500
 - Short Term Students: ≈ 3100

1. Brief Introduction to Peking University

- ❖ **The Academic Structure**
 - ❖ 5 faculties
 - Faculty of Sciences
 - Faculty of Humanities
 - Faculty of Social Sciences
 - Faculty of Medical & Health Science
 - Faculty of IT & Engineering
 - ❖ Schools/Colleges/Departments: 43
 - ❖ Research Institutions and Centers: 360

2. Ideas on THES 2007 World University Rankings

2. Ideas on THES 2007 World University Rankings

- ❖ **Criteria of THES World University Rankings**

	Peer review score	Employer review score	Staff/student score	Citations/staff score	International staff score	International students score
Portion	40%	10%	20%	20%	5%	5%
PKU's Scores	100	98	98	53	32	26
Overall Score	84.2					

PKU's Rankings	17 (2004)	15 (2005)	14 (2006)	36 (2007)
-----------------------	------------------	------------------	------------------	------------------

2. Ideas on THES 2007 World University Rankings

- ❖ **Four Key Developments in 2007**
 - ❖ Peer reviewers prevented from promoting their own university;
 - ❖ Switch to Scopus from ESI (Thomson) for citation data;
 - ❖ Consistent usage of Full-Time Equivalent (FTE) data for all personnel related data;
 - ❖ Z-score aggregation of indicators to generate overall scores.

3. EAP at PKU

Exchange Program

- ❖ Based on exchange agreement between universities
- ❖ With 40+ universities and institutions
- ❖ 20+ countries and regions covered
- ❖ More than 100 outgoing students per year

Exchange with Japanese Universities
 Keio University, Nagoya University, Osaka University,
 The University of Tokyo, Kyoto University, etc.

3. EAP at PKU

Summer Schools

- ❖ Yale University (4-5 w)
- ❖ York University - Canada (8 w)
- ❖ Salzburg University (3 w)
- ❖ Ludwig-Maximilians-Universität (4 w, open in 2008)
- ❖ IARU summer session (open in 2008)

3. EAP at PKU

Scholarships

- ❖ **Regular Programs**
 - University of Tokyo ADK scholarship
 - Sweden STINT scholarship
 - Cambridge University Wing Yip scholarship
 - Cambridge University Hughes Hall scholarship
 - Leuven University SBA scholarship
- ❖ **Others**
 - 30+ programs per year

3. EAP at PKU

CSC Program (China)

Students

3549
403

Degree Seeking Students
Joint Supervision Students

Nations

Nation	Number of Students
US	1977
UK	359
Canada	286
Germany	295
Others	507
France	172
UK Army	118
Japan	176

3. EAP at PKU

CSC Program (PKU)

Nations

Nation	Number of Students
Germany	27
Japan	18
UK	15
Canada	1
US	1
France	1
Korea	1
Singapore	1
Taiwan	1
Thailand	1
New Zealand	1

3. EAP at PKU

Experience from Other Universities

UCLA

- ❖ Offer over 140 programs in over 30 countries
- ❖ Send over 2,400 students abroad per year
- ❖ Provide diverse information
- ❖ Provide abundant scholarships
- ❖ Offer advisory service

3. EAP at PKU

Experience from Other Universities

Sciences Po

- ❖ Reform- “The Third Year Compulsorily Abroad”
300 partner universities to choose
- ❖ Study/Internship Abroad
- ❖ Information Service
 - Information meeting
 - The appointment advice and guidance
 - Presentations of businesses and organizations that offer internships
- ❖ International Day on Campus

3. EAP at PKU

Experience from Other Universities

- ❖ Systematic Administration
 - ❖ Abundant Scholarships
 - ❖ Institutional Support
 - ❖ Advisory Information
 - ❖ More opportunities !

4. What can we do? - Systematic Administration

- ❖ **Financial Issues**
 - ❖ Regional disparity
 - ❖ Low family income vs. high EAP cost for Chinese students
 - ❖ No enough scholarships/ internships
 - ❖ Fund raising & special funds for EAP
 - ❖ Cost sharing

4. What can we do? - Systematic Administration

- ❖ **Institutional Support**
 - ❖ Advertisement & call for applicants
 - ❖ Collection of application packages
 - ❖ Screening & pre-selection of applicants
 - ❖ Short-listing
 - ❖ Decision-making
 - ❖ Some factors: quality assurance, curriculum & credits transfer, visa procedures, etc.

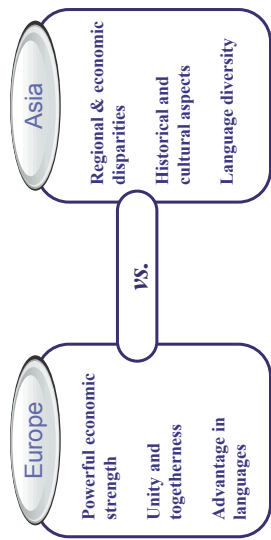
4. What can we do? - Systematic Administration

- ❖ **Advisory Information**



4. What can we do? - Systematic Administration

- ❖ **More Opportunities!**
-- Can Asia learn Bologna Process from EU?





The Internationalization of Undergraduate Level Education at Kyoto University

Junichi Mori

International Center

Kyoto University

In its mission statement, Kyoto University states its intention ‘to pursue harmonious coexistence within human and ecological community on this planet.’ By our definition, this ‘community’ is not limited to humans, but includes non-humans ranging ‘from animals and plants to rocks and streams.’ Guided by this mission statement, we are striving to better accommodate modern science and technology within the diverse and rich cultures of Asian and other countries. The internationalization of our education program should also be in line with goals of our mission statement.

As far as the internationalization of our campus is concerned, a long-term concern of the university management has been how to internationalize the junior undergraduate students in our university. In this presentation I would like to talk about our efforts in that area.

We are currently operating three university wide programs for undergraduate students. They are the Kyoto University International Exchange Program (KUINEP), the International Exchange Program (IEP) for short exchanges and the Kyoto Consortium for Japanese Studies (KCJS) & Stanford Center for Technology and Innovation (SCTI) Auditing Program.

Our future vision for the internationalization of our campus is manifested in our “10 Year Plan to Promote Multilingual Education.” In order to achieve the goals of this plan we need to collaborate with the international academic community. This idea will be further explained when I describe our idea for the “ISEPO Net System.”

Finally I would like to discuss some issues which we are facing every day. First, what role can the central office for internationalization play in a strong research oriented university. Second, are there effective measures for risk management? Third, what are the most effective ways to secure to funding?

The Internationalization of Undergraduate Level Education at Kyoto University

Kyoto University
International Center
Junichi Mori

Kyoto University's Mission Statement

- In 2001 Kyoto University declared a new mission: *'to pursue harmonious coexistence within human and ecological community on this planet.'*
- This 'community' should include non-humans ranging 'from animals and plants to rocks and streams.'
- Kyoto University is involved in the search for a *new civilization* for the human and ecological community on this planet.

How can we translate the mission statement into reality?

Key Statistics of Kyoto University as of May 1st, 2007

Number of Students	22,758	Graduate Students:	9,377
Faculty Members	2,879	Undergraduate Students:	13,381
Non-teaching Staff	2,552		





The Importance of Internationalizing Undergraduate Programs

- Internationalization within the university
 - Faculty - Very internationalized
 - Graduate students – Internationalized
 - Undergraduate students – **Less internationalized**
- KU aims to support young students to experience other cultures.
- How to promote the internationalization of the university at undergraduate level?

Current Programs for Undergraduate Students at Kyoto University

- KUINEP (Kyoto University International Exchange Program)
- IEP (International Exchange Program)
- KCJS & SCTI Auditing Program
- iAT (International Afternoon Tea)

KUINEP

- KUINEP: Kyoto University International Education Program (since 1997) designed for incoming exchange students
- Courses are given in English (biotechnology, statistics, physics, economics, Japanese literature, etc.)
- About 50 KUINEP students from overseas attend these classes
- About 400 KU students attend these classes
- Limitations of KUINEP
 - Number of courses is limited
 - Most lecturers are **not native English speakers**

International Exchange Program (IEP)

- Short term exchange of students with partner universities
- Usual term of exchange is 10 to 14 days
- Accompanied by veteran researchers from the home university
- Multi-disciplinary course
- The International Center assists the faculty/graduate schools by applying for the budget, making travel arrangements, handling student registration and making provisions for risk management.

IEP: Hue Vietnam

- Partner University: **Hue University (HU)**
- Faculty in charge: Graduate School of Global Environmental Studies (GGES)
- IEP is a part of the **Asia Platform** program which is operated by GSGES in Vietnam
- KU students visit: Hue city, mountain and coastal areas. They are accompanied by Vietnamese students and local villagers
- HU students visit: Kyoto City, Saijo City in Shikoku. They meet with the citizens of Saijo City and discuss their experience of disaster prevention
- Academic Emphasis: Natural Disaster Prevention, Environment, Culture

IEP pictures



KCJS & SCTI Auditing Program

- **Kyoto Consortium for Japanese Studies (KCJS)**
 - Established in September 1989, the Kyoto Consortium for Japanese Studies (KCJS) is a consortium of 14 American universities
 - Consortium Members:
 - Boston University * Brown University * University of Chicago * Columbia University/Barnard College * Cornell University * Emory University * Harvard University * University of Pennsylvania * Princeton University * Stanford University * Washington University in St. Louis * Yale University. In association with University of Michigan * University of Virginia
- **Stanford Center for Technology and Innovation (SCTI)**

KCJS Auditing Program

- KCJS lectures run from September to April and SCTI lectures from April to July
- Kyoto University students participate in the KCJS lectures
- 3 or 4 students participate in each class of 15 to 20 students
- KU students are treated in the same way as the US students
- Merits for both sides
- communication and cooperation from both sides is very important
- Faculty members and administration officers of KCJS and KU talk continuously to improve the program

KCJS Auditing Program Pictures



iAT (International Afternoon Tea)

- Many Japanese students have difficulty making friends with international students.
- Every Thursday from 16:30 until 18:30 students hold iAT meetings in the KIZUNA building.
- The name KIZUNA refers to "bonds" among students.
- Student arranges iAT meetings and also trips with international students on their own initiative.
- Question: How to assist them?

iAT pictures

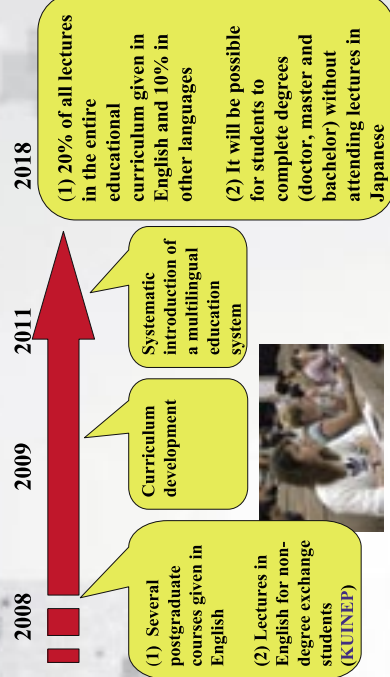


Topics to be discussed

- **Keys to Successful Cooperation**
 - Willingness to have discussions for continuous improvement
 - Identifying the true requirements of students
- **Roles of administrators in the headquarters of a very strong research oriented university**
 - A leading role or a supportive role?
 - An important role is planning for undergraduate education
- **Risk management**
 - How to cooperate with partner universities when accidents occur?
 - Are we prepared for such a serious "Bird Flu" epidemic?
- **Funding**
 - How to secure stable funding for these activities?

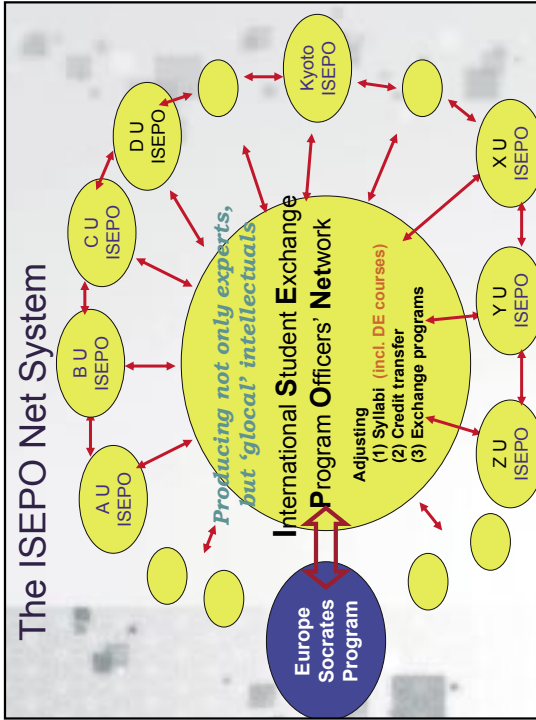
Future Vision

10-year plan to promote multilingual education



Examples of Sensitive Notions in Discussions about the History of Science and Technology

- **civilization** - *wenming* (Ch.文明)
 - *moonmyong* (K.文明)
 - *bunmei* (J.文明)
- **evolution** - *tianyan* (Ch.天演)
 - *jinhua* (K.進化)
 - *shinka* (J.進化)



Thank You for Listening

Promoting Student Exchange Program -Experience of Tsinghua University

Yuan Yuan

Deputy Chief, International Relations, International Office

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yuanyuan@tsinghua.edu.cn

Tsinghua University attaches great importance to the education of students. In the context of globalization, exchange programs will provide students deeper understanding of different cultures, experience of working and living in other countries, and make students better prepared for the international competition. Thus, exchange program has become one of the major study abroad programs for most of the universities.

Being a university targeting to become a world class university, Tsinghua is facing challenges in courses taught in English, scholarship, and management system. To cope with these challenges, Tsinghua has made effort in supporting the courses taught in English, in fund-raising to encourage students to study abroad, and improving the management system to match the need of student exchange programs.

Promoting Student Exchange Program

—Experience of Tsinghua University

Yuan Yuan
Deputy Chief, International Relations
International Office
Tsinghua University



Outline

- Tsinghua at a Glance
- Structure of Student International Education
- Current Situation of Exchange Programs
- Efforts to Promote Exchange Programs
- Next Steps



Tsinghua at a Glance

- Tsinghua University
 - > Established in 1911
 - > Campus size (hectare) 395
- Faculty Members
 - > Full professors 1,291
 - > Associate professors 1,811
 - > Research fellows 1,380
- Students population
 - > Undergraduates 13,106
 - > Graduates 12,831

(Ph.D. 5316)





Tsinghua at a Glance

- Comprehensive
 - > 13 schools and 5 independent departments, covering
 - » Sciences » Engineering » Humanities and social sciences
 - » Management » Law » Arts and design » Medical science
- Research-intensive
 - > \$190 million research fund for year 2006
 - > 170 Labs and 6 National Engineering Research Centres
- Open to World
 - > 182 international partner universities in 32 countries
 - > 33 international partner companies from top 100 companies in the world
 - > 57 international joint-labs and joint research centers





Current Situation of Exchange Program

- Exchange programs on two levels
 - University level: institutional agreements
38 students participated the programs(2007)
 - School and department level: school level agreement:
200+ students participated the programs (2007)

Efforts to Promote Exchange Program

- Expand Exchange Programs with Partner Universities
 - 29 university level exchange programs
 - 150 exchange places every year

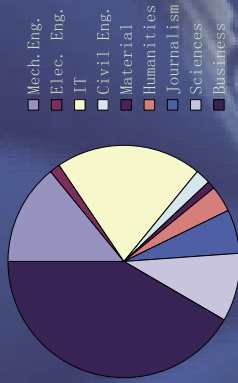
NORTH AMERICAN Programs	10 University Level Exchange Programs
EUROPE Programs	6 University Level Exchange Programs
ASIA	8 University Level Exchange Programs
OCEANIA	5 University Level Exchange Programs

Partner University	Number	Partner University	Number
Waseda University	2	UCSD	6-8
Kyoto University	4	Purdue University	4
Tohoku University	4	NCSU	6
Seoul National University	10	SBU	2
Korean University	4	University of Oregon	4
POSTECH	2	University of Utah	2
National University of Singapore	10	University of Toronto	4
Israel Institute of Technology	3	University of Calgary	6
Katholieke Universiteit Leuven	10	Simon Fraser University	4
Helsinki University of Technology	4	ITESM	*
University of Heidelberg	4	UNSW	4
RWTH AACHEN	5	University of Melbourne	4
University of Karlsruhe	10	Australian National University	4
Technical University of Denmark	4	University of Sydney	6
		University of Adelaide	4

Efforts to Promote Exchange Program

- Increase the Number of Courses Taught in English

The International Office and Academic Affairs Office jointly subsidized 90 courses taught in English. Together with the 10 English Master Programs, there are totally about 300 courses taught in English.



Efforts to Promote Exchange Program

- Set up Scholarship for Study Abroad
 - > 25% of the students coming from rural areas
 - > Every year, about 100 students will get scholarship to study abroad
 - > Exchange Scholarship with partner universities, such as Univ. of Melbourne, UNSW, etc.,
 - > Fund-raising to support more students

Next Steps

- Further expand the scale of exchange programs
 - > Our goal: 10% of the undergraduate students have the opportunity to study abroad
 - > Agreements under discussion with: Northwestern, UIUC, GIT, UGA, etc..
- Improve the management system of the exchange programs
 - > Set up an office / division to deal with the international education programs

Thank you,
and welcome to visit
Tsinghua University !

International Strategy at Keio University
– Keio Universities Establishment of an overseas office–

Yuko Sakuma

Keio University, International Centre

My presentation will be based on Keio University's international strategy and our first attempt to establish an overseas office. I will detail how the office was set up and how the first year of operation progressed. Keio's London Office was established in partnership with the Japan Society for the Promotion of Science and represented the first collaboration of its kind between a Japanese University and the JSPS. The London Office has accelerated Keio's international activity. For example, we co-hosted a symposium with University College London and JSPS in April 2006, which was also part of Keio's 150th Anniversary Commemorative Project.

In addition, it has been extremely easy for us to take part in activities within Europe, such as the World Economic Forum or EAIE, as well as being in contact with our European partner universities on a daily bases. Having a European base has also made it possible to make annual visits to our partner universities to discuss collaborations face-to-face. We are certain that in the long run the Keio London Office will work actively to promote Keio's interests abroad thereby raising the visibility of Keio University world wide through positive promotion methods, establishing international networks which support both Japanese and foreign high caliber researchers connected to Keio, facilitating the movement of students to and from Keio and supporting alumni networking activities in Europe.



International Strategy at Keio University

-Keio University's Establishment of an Overseas Office-

Keio University 2007

Copyright © 2008 Keio University
Organization for Global Initiatives



Keio University: Facts

- Founded in 1858 by Yukichi Fukuzawa
- Oldest modern university in Japan
- 5 campuses in Japan
- 10 overseas offices and school
- 9 faculties and 10 graduate schools
- 28,000 undergraduate students
- 4,000 graduate students




2

Five Main Campuses in Tokyo and Kanagawa



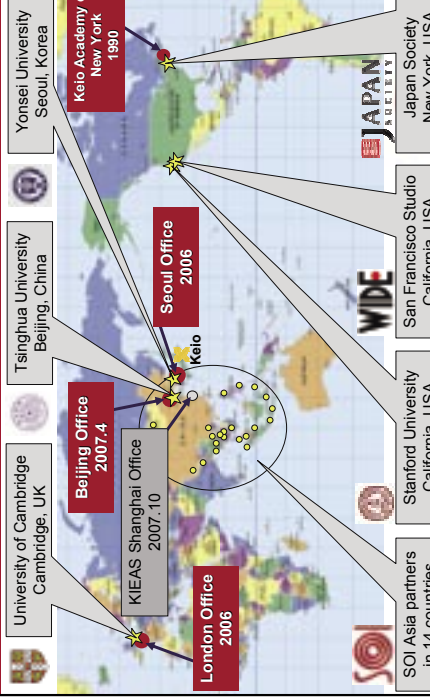
- Shonan Fujisawa Campus (SFC)**
Policy, Media, Health care, Sport
- Shinanomachi Campus**
Medical Science & Medical care
- Yagami Campus**
Science & Technology
- Mita Campus**
Humanities & Social Sciences
- Hiyoshi Campus**
Liberal Arts



3

International Network: 11 Bases

(as of November 2007)



- University of Cambridge, Cambridge, UK
- Beijing Office 2007.4
- Yonsei University, Seoul, Korea
- Tsinghua University, Beijing, China
- Keio
- London Office 2006
- KIEAS Shanghai Office 2007.10
- Seoul Office 2006
- Keio Academy of New York 1990
- Stanford University, California, USA
- San Francisco Studio, California, USA
- Japan Society, New York, USA
- SOI Asia partners in 14 countries

4

Keio University's Educational System (From April 2008)

10 Undergraduate Faculties, 14 Graduate and Professional Schools

Undergraduate Faculties

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

From 2008

- Pharmacy

Professional Schools

- Keio Business School
- Keio Law School

Graduate Schools

- Letters
- Economics
- Law
- Human Relations
- Business & Commerce
- School of Medicine
- Science & Technology
- Media & Governance
- Health Management

From 2008

- Pharmaceutical Sciences
- Media Design
- System Design & Management

5



Keio University's International Education

International students by Source Countries (As of 2006)

Country (Area)	Number of Intl students	Percentage
China	311	38%
Korea	193	23%
U.S.A.	48	5.8%
Taiwan	43	5.2%
Thailand	22	2.6%
Germany	22	2.6%
Malaysia	20	2.4%
France	20	2.4%

International students by affiliation

Undergraduate	308
Graduate	331
Japanese Language and others	185
Total	824

6



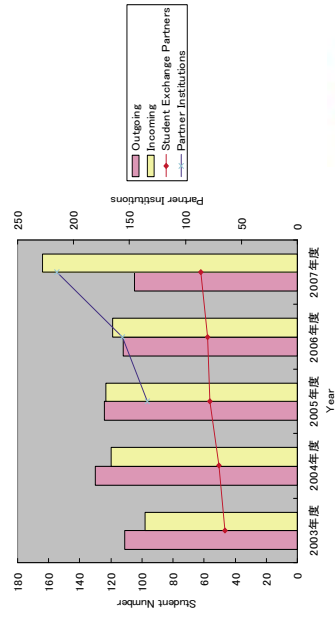
Keio University's International Programs

- **Double Degree Programs (BA,MA)**
 - 2005: Yonsei University, Korea (Grad. School of Media & Governance)
 - 2005: Fudan University, China (Grad. School of Media & Governance)
 - 2005: Intergroupe des Ecoles Centrale, France (Grad. School of Science & Technology)
 - 2006: University of Indonesia, Gadjah Mada University, Brawijaya University, (Grad.School of Media & Governance)
- **International Programs offered in English (MA, PhD)**
 - 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)
 - 2006: Professional Career Program (PCP) in Economics (5 areas of study; Diploma)

7



Number of Exchange students and partner institutions



8



Keio's Strategies for increasing International Students

- Improvement of Admission System
- Strengthen Scholarship and Students Housing
 - Design the Future Fund (3 billion yen)
 - Shimoda Student Village (150 rooms)
- Enhance the Japanese language programs
- Expand English-taught Courses in All Areas
- Involving the academics in the whole process of internationalization

International Students (Target Figure)

1,000 students (AY2008) ⇒ 1,500 students (AY2015)

9



Overseas Offices: Collaboration with JSPS



Keio University London Office
 c/o JSPS London Office
 12 Berkeley Street
 London, W1J 8DT
 UK

Keio University Beijing Office
 c/o JSPS Beijing Office
 605, Library of Chinese Academy of Sciences
 33 Beishihuan Xilu, Zhongguancun,
 Beijing 100080, P.R.C.

10



Purpose of overseas offices

1. Support and Risk management of Keio students and academics abroad
2. Net working of Keio Alumni
3. Daily Promo and Advertising Keio University
4. Recruiting the best students world wide
5. Searching partners and cooperating with partners

11



Various tasks of London Office

- Daily contact with the partner institutions
- Regular visit to partner institutions
- Attend the conferences, symposium held within Europe. Proactive networking and presence at conferences, events in Europe.
- Research on European institutions, Gather information of higher education within Europe
- Organizing, negotiating and risk managing of the short term programs held within Europe
- Hold a symposium with partner institutions
- Joint and co-hosting events with JSPS
- Take part in the study abroad fairs of partner institutions if necessary
- Assist the researcher/student from Keio abroad
- Supporting alumni net working activities in Europe

12



Various tasks of London Office

Cooperation with partner universities 1-1



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. Two professors from Keio School of Medicine and two professor from UCL delivered lectures on cutting-edge research and its applications.



13

Various tasks of London Office

Cooperation with partner universities 1-2

10th anniversary of Keio Summer School at Downing College, Cambridge University

In commemoration of the 10th anniversary of Keio's Summer School at Downing College, Cambridge, a cherry tree planting ceremony was held.



The cherry tree and participants



Commemorative dinner



14

Future Events at London Office

- Participating in the World Economic Forum 2008
 - Holding a Japan reception in collaboration with Tokyo University
- The 150th anniversary conference at British Library
- Exhibition of Keio rare books at Christies London (150th anniversary)



15

Issues of oversea offices

Having a office abroad is not the goal of Internationalization but one of the steps to achieve the goal

- Difficulty of having a office in a different organization (working in collaboration)
- Only one staff member from Keio
- Not yet gained recognition and visibility
- To be broaden usage of the office
- Multi task, communication within and out side Keio



16

Future prospects of Keio London Office

- Promote Keio's interests abroad thereby raising the visibility of Keio University world wide through positive promotion methods
- Establish international networks which support both Japanese and foreign high caliber researchers connected to Keio
- Facilitating the movement of student to and from Keio

17



Thank you for your attention !!

18



Wuhan University's Internationalization Strategy and its Implementation

LI Xiaoshu

International Office, Wuhan University, China

Internationalization is an irreversible trend of higher education development in the context of globalization, and also an inevitable choice for Chinese universities striving to be world leading universities. In 2005, Wuhan University authorities passed a resolution *Guidelines on the University's International Exchange and Cooperation*, which drew a blueprint for the university's internationalization from the perspective of strategic sustainable development. The *Guidelines* set two strategic goals of the university's internationalization, one of which is to foster the students' and staff's international awareness, international vision, international communication skills, and international competitiveness, and the other is to promote the university's international influence and competitiveness. 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*. With this guideline in mind, the university is making a series of positive experiments in the following three aspects: (i) innovating in education models and fostering international talents; (ii) creating platforms of international joint research and upgrading the levels of research and disciplinary development; (iii) sharing overseas advanced management experiences and promoting the quality and integrity of the administrative staff.

IN an age of economic globalization, the notion of *Internationalization of Higher Education* has gradually been accepted by the Chinese education sector and the society at large, after over ten years' debate. Even further, internationalization has become a global trend of higher educational development, not only as an educational concept, but also a worldwide educational practice. In *the Internationalization of Yale: 2005-2008, the Emerging Framework*, Yale University states clearly, internationalization is a response to the opportunities and challenges of a changing world. For Chinese universities, especially those wishing to play a role in the world, what would be our response?

By and large, Chinese universities still lag far behind those world class institutes. In the recently published book *An Evaluation Report on World Class Universities and Subjects Competitiveness*, it shows that USA, Germany, UK, Canada and Japan account for nearly 80% of the world top 100 universities and nearly 70% of the top 200. No Chinese mainland university is on the list of top 100. Chinese government promulgated *The National Mid-term & Long-term Science & Technology Development Plan*, requiring accelerating the process of building up a group of world famous, research-based universities. Thus the demand for Chinese universities, especially *Project 985 Universities*, becomes higher. How should Chinese universities meet the

trend and narrow the gap? Inevitably, strengthening international cooperation and improving core competitiveness is a natural choice and ultimate target.

In 2005, Wuhan University authorities passed a resolution *Guidelines on the University's International Exchange and Cooperation*, which drew a blueprint for the university's internationalization from the perspective of strategic sustainable development. The *Guidelines* set two strategic goals of the university's internationalization, one of which is to foster the students' and staff's international awareness, international vision, international communication skills, and international competitiveness, and the other is to promote the university's international influence and competitiveness. 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*. With this guideline in mind, the university is making a series of positive experiments in the following three aspects.

I. Innovating in education models and fostering international talents

While widening the channels of international exchange and expanding the domain of international exchange, the university keeps trying to innovate in educational models to foster international talents. (1) The university created a lot of opportunities for students to study abroad. In 2007, as planned, the university newly started 30 student exchange programs with foreign partner institutions including Paris 11 of France, Waseda of Japan and Cambridge of the UK, and selected over 300 undergraduates for overseas study. (2) The university collaborated with foreign partners to open a range of international special programs, such as Sino-French Economics Program, Sino-French Management Program, Sino-French Law Program, Sino-French Medical Program, Sino-German Law Program, and Sino-British Business Program. The programs are well received by the students and become brand names of the university. (3) The university, taking advantage of funding programs of the China Scholarship Council and other sources, offered postgraduates more chances of study or research abroad. In 2007, there were 163 postgraduates secured funding from *the CSC 5000 Postgraduates Scheme*, and 21 Ph. D. candidates were granted support from the *Sino-French Joint Doctoral Program*.

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

One of the priorities of Wuhan University's international strategy is to promote disciplinary development through international cooperation.

1. Through international cooperation, teaching and research strength in certain fields are greatly upgraded. In 2002, the university and the World Health Foundation (also known as Project HOPE) signed an agreement on jointly starting the HOPE Nursing School of Wuhan University which met international advanced norms. This nursing school employed Dr. Marcia Petrini, a graduate of Harvard and an American nursing expert, as its dean, who overhauled the teaching system of the school. In 2005, the HOPE Nursing School became one of the only two nursing

schools in mainland China which are entitled to grant doctoral degrees, thus playing a vital role in Chinese nursing field ever since.

2. By creating platforms of international joint research, the university strived to upgrade its research strength. In 2007, with elaborate planning, the university successfully set up three platforms of international joint research, including *Princess Sirindhorn International Research Center of Geo-informatics* collaborated between the State Key Laboratory of Information Engineering in Mapping, Surveying and Remote Sensing at Wuhan University and the Ministry of Science and Technology of Thailand, *the Sino-French Research Institute of Liver Diseases* collaborated among the Medical Faculty of Wuhan University, French National Health Research Institute, and the Chinese Academy of Sciences, and *the Open Laboratory for Overseas Researchers* collaborated between the School of Fundamental Medicine of Wuhan University and the Department of Immunology of Yale University. These research platforms played a significant role in promoting international research collaboration between Wuhan University and world class research institutes, and also in upgrading the university's international influence.

III. 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 trip 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. In 2006, the university selected 12 student affairs staff members for a one-month intensive training program at the Ohio State University of the United States. During their stay, those staff made an all-around study on 12 major aspects of student services in OSU, including orientation, financial support, psychological counseling, students' rights, careers guidance and so on, and at the end of the training program, they submitted 12 study papers and one comprehensive report. This initiative produced profound repercussions in Chinese education sector, and had a positive effect on improving the quality of student services in Wuhan University. The university has made a decision to train 10 student services staff overseas each year for the coming four years.

3. Aiming to offer world class undergraduate programs, in 2007, the Office of Teaching Affairs of the university organized a group of 12 teaching researcher and managers for a study tour in several US universities including UC Berkeley and the University of Minnesota. The mission of



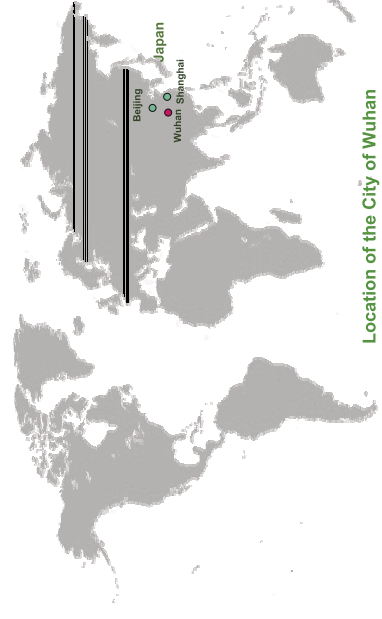
the tour is *A Study on Undergraduate Management and Education in World Class Universities*. The study group worked out a detailed report and gave special theme lectures in the university. The lectures were well received, laying a solid theoretical foundation for the reform of undergraduate teaching in the university.

In addition, in recent years, the university also organized overseas study tours featuring on themes like postgraduate education and social sciences research. All these proved beneficial. These were part of the measures adopted by the university to implement the *Four Integrations Guideline* for international cooperation.



Wuhan University's Internationalization Strategy and its Implementation

By LI Xiaoshu
International Office, Wuhan University, China
January 24, 2008



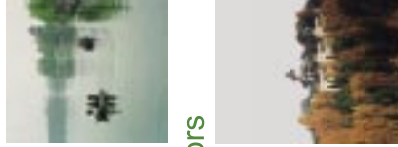
Location of the City of Wuhan





- 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.

A Few Words about the university

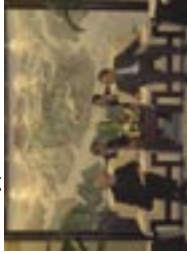




- **Figures about the University**
- *48,000 students including 15,000 postgraduates and 1800 international students
- *3400 teachers including 900 professors
- *238 master's programs and 162 doctoral programs
- *360 hectares campus
- *200 overseas partner institutions in 60 countries and regions

Major events of internationalization at Wuhan University



Princess Sirindhorn of Thailand
Honorary professor of Wuhan Univ.



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

Dr. Rowan Williams, Archbishop of
Canterbury, Church of England,
Meeting with president of Wuhan Univ.



15 Partner Institutions in Japan including:

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





Research Strength on Japanese Studies

- Dept. of Japanese Language & Literature with 15 faculty members and 140 undergraduates and postgraduates
- Research Center on Japanese Studies
- Research Center on Ikeda Daisaku





On Dec. 15, 2007,
H. E. Mr.
Miyamoto Yuji,
Japanese
Ambassador to
China,
delivering a
speech at
Wuhan Univ.






Outline:

- I. Internationalization: an inevitable choice of Chinese universities
- II. Wuhan University's internationalization strategy
- III. Wuhan University's practices of internationalization



Internationalization has become a global trend of higher educational development, not only as an educational concept, but also a worldwide educational practice. In *the Internationalization of Yale: 2005-2008, the Emerging Framework*, Yale University states clearly that internationalization is a response to the opportunities and challenges of a changing world.

Internationalization: an inevitable choice of Chinese Universities


In the recently published book *An Evaluation Report on World Class Universities and Subjects Competitiveness*, it shows that USA, Germany, UK, Canada and Japan account for nearly 80% of the world top 100 universities and nearly 70% of the top 200.

China lags behind. No Chinese mainland university is on the list of top 100.

Chinese government promulgated *The National Mid-term & Long-term Science & Technology Development Plan*, requiring accelerating the process of building up a group of world famous, research-based universities. Thus the demand for Chinese universities, especially *Project 985* Universities, becomes higher.

Strengthening international cooperation and improving core competitiveness is a natural choice and ultimate target.




Internationalization strategy of Wuhan Univ.

In 2005, the university passed a resolution, *Guidelines on the University's International Exchange and Cooperation*.

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*.



1. Innovating in education models and fostering international talents

(4) The university created a lot of opportunities for students to study abroad. In 2007, as planned, the university newly started 30 study-abroad programs with foreign partner institutions, including Waseda of Japan, NUS of Singapore, Yonsei of Korea, Paris 11 of France, Cambridge of the U. K. and Helsinki Univ. of Finland. (Exchange of students with Kyoto, Oslo, Milan Polytechnic will be started in 2008.)



Pictures of the International Summer Program at Wuhan Univ.



(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 JSPS and DAAD, offered postgraduates more chances of study or research abroad. In 2007, there were 163 Ph. D. candidates secured funding from the *CSC Three Top Postgraduate Scheme*.





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.



**Dr. John Howe III (center),
President & CEO of Project
HOPE, unveiling the Project
HOPE Nursing School of
Wuhan University, together
with governor of Hubei
Province**

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



- Princess Sirindhorn International Research Center of Geo-informatics (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)

These research platforms played a significant role in promoting international research collaboration between Wuhan University and world class research institutes, and also in upgrading the university's international influence.




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) In 2006, 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 2007, the Office of Teaching Affairs of the university organized a group of 12 teaching researcher and managers 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.

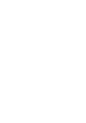
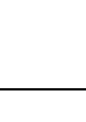


Conclusion

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.



Thank you for your attention!

Recent Initiatives by the University of Tokyo to Promote International Student Exchange

Prof. Kazuhiko TAKEUCHI

Vice President for International Relations

In keeping with the progress of globalization, research universities of the world are pressed to respond to increasing demands to strengthen international competitiveness. How international student exchange programs are promoted at the University of Tokyo (Todai) will herein be discussed.

Todai is currently making full use of a new international alliance, the International Alliance of Research Universities (IARU) formed in January of 2006 to promote international exchange, in addition to existing mutual exchange activities, such as summer camps among the members of Association of Pacific Rim Universities (APRU) and the Association of East Asian Research Universities (AEARU).

Todai also has established the “Todai-Yale Initiative” at Yale University to promote exchange by sending doctoral students as well as faculty in the fields of humanities and social sciences. In the summer of 2007, Todai hosted Yale summer program for the first time. In addition, a plan to hold a global summer program is underway among the IARU member universities, which aims to start the actual program during the academic year 2008.

At some graduate schools at Todai, English courses are offered for students from abroad. Furthermore, the Graduate School of Frontier Sciences, in cooperation with the Integrated Research System for Sustainability Science (IR3S), introduced a new Master’s program in April, 2007. The program formally started in October, in which the entrance exams and all classes are given in English.

Todai’s overseas liaison office in Beijing plays a key role in the on-going student exchange programs, such as the acceptance of graduate students from the School of International Studies at Peking University, and “Chinese National Project for University Students to Study Abroad”.

The ultimate goal of international exchange of students is the internationalization of education. For this purpose, it is imperative that Todai enhance the international presence, provide more substantive international campus infrastructure, give opportunities for Todai students to study at international sites and encourage the promotion of international student exchange activities where the students play a leading role.

Recent Initiatives by the University of Tokyo to Promote International Student Exchange

Kazuhiko TAKEUCHI

Vice President for International Relations

3rd University Administrators Workshop
24th January 2008



1

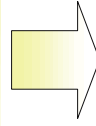
Introduction

- Increasing demands to strengthen international competitiveness
- Establishment of Division for International Relations
 - Adoption of the Strategic Fund for Establishing International Headquarters in Universities
- Drafting a long-term plan to promote internationalization
 - Internationalization of faculty and administrative staff
 - Enhancement of international research activities
 - Promotion of student exchange program

2

International Activities

- Acceptance of 2,372 international students
- 350 Todai students studying abroad
- 289 Academic Exchange Agreements with universities and institutions in 48 countries and region around the world



The Majority was promoted by individual faculty members and departments at Todai

3

From UT to Todai

UT → Todai

Tokyo Daigaku
(University)

東京 大学

4

Recent Initiatives by Todai

- Top-down international student exchange programs are strategically promoted
 - Active participation in the **APRU**, **AEARU** student activities
 - Full use of **IARU**
 - Yale Summer Session Program
 - IARU Global Summer Program
 - Todai-Yale Initiatives
 - **Todai Beijing Office** - etc -

5

Summer Camps

The Association of Pacific Rim Universities (APRU)




The Association of East Asian Research Universities (AEARU)



6

UT Forum

- UT Forum: Todai (UT) has held a series of Forums outside Japan in order to transmit the Todai's academic research activities abroad and to promote the international research collaboration
- UT Forum 2000 in Boston with MIT & JSPS
- UT Forum 2000 in Silicon Valley and the Bay Area with Stanford & UCSF
- UT Forum 2002 in Singapore with NUS
- UT Forum 2004 in Sweden with Stockholm Univ., Karolinska Institute Stockholm School of Economics, Uppsala Univ.
- UT Forum 2005 in Peking with PKU, Tsinghua, CAS
- UT Forum 2007 in Seoul with SNU, Korea Univ.




7

International Alliance of Research University (IARU)



Yale, UC Berkeley, PKU, Todai, NUS, ANU, Copenhagen, ETH, Cambridge and Oxford

Programs supported by the IARU

- Research collaboration: "Global Changes and Sustainability" Todai will take the lead in "Energy, Resources and Environment" with ETH and NUS.
- Student exchange (undergraduate and postgraduate)
- Faculty exchange
- Conference Participation by faculty

8

IARU Global Summer Program
 “Frontier of Nanoscience and Sustainability”

- **Date:** June 16 – July 18, 2008
- **Level:** Undergraduate
- **Venue:** Hongo Campus, Tokyo
- **Lectures**
 - (1) Sustainable Urban Management
 - (2) Introduction to Japanese Language
 - (3) Nanoscience
 - (4) Study Visit (Industry, Univ. Lab and Culture)

INTERNATIONAL ALLIANCE OF RESEARCH UNIVERSITIES

9

Yale Summer Session Program

- **Date:** July 7 -August 11, 2007
- **Place:** Hongo Campus at UT
- **Course:** “Macroeconomics in Light of Japan’s Experience Since the 1990s”
- **Instructor:** Dr. Koichi Hamada
- **Participants:** 11 Yale students (1 assistant), 4 Todai students

Dr. KOICHI HAMADA

Orientation

Class

Excursion

10

Todai-Yale Initiatives

The Japanese Studies Laboratory established in 2007 with the cooperation of, and within the campus of, Yale University. It aims to contribute to the development of education and research on Japanese studies at Yale and in the US.

55 Whitney Avenue,
New Haven,
Connecticut

Doctoral Student Exchange as well as faculty in the field of Humanities and Social sciences

11

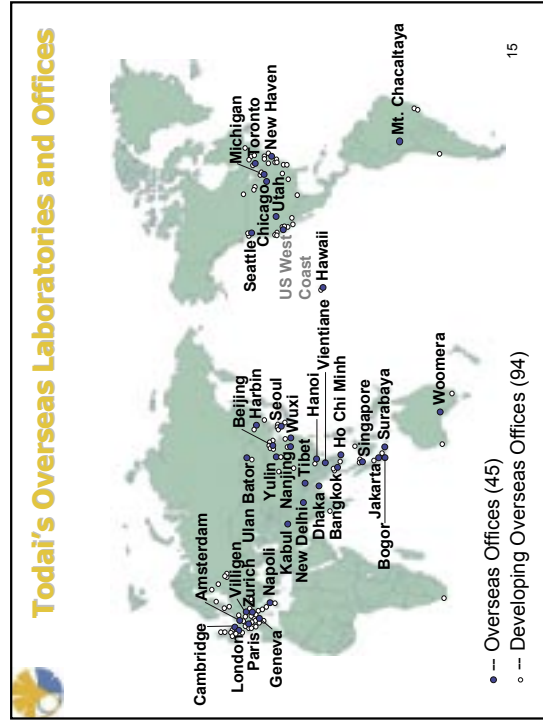
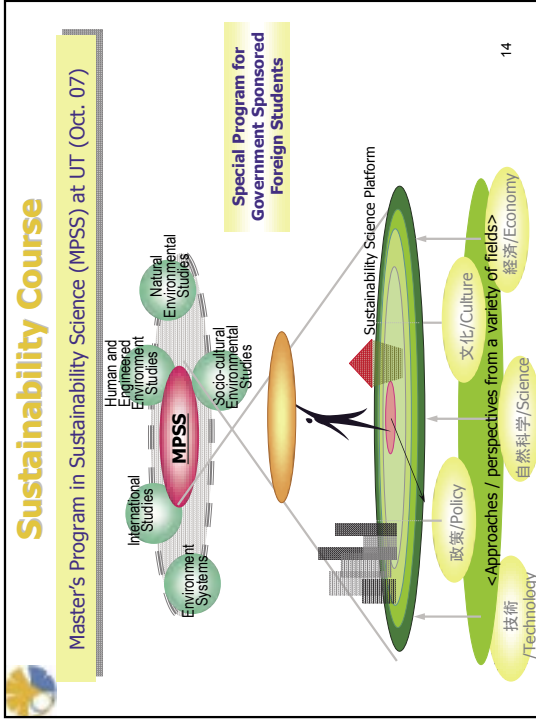
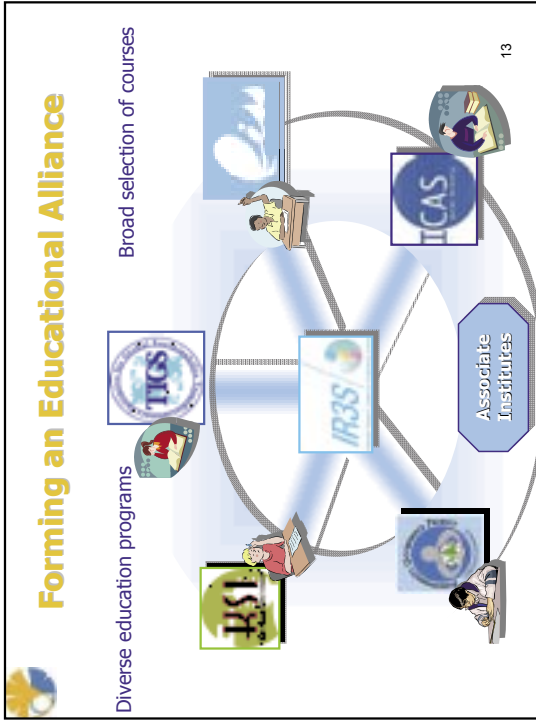
English Courses at Todai

English Courses are offered at

- Graduate school of Engineering
- Graduate school of Agricultural and Life Sciences
- Graduate school of Science -etc-

The International Priority Graduate Program (PGP) by MEXT

12



Beijing Office

1. Promote university-level exchange and cooperation with top-class universities and research institutions in China
2. Promote cooperation with Academia, Industry and Government in China
3. Assist excellent Chinese students in studying at the University of Tokyo, and promote study by Japanese students at top Chinese universities
4. Support the activities of University of Tokyo alumni organizations in China

Acceptance of students from

- the School of International Studies at Peking University
- “Chinese National Project for University Students to Study Abroad”

16




A Briefing Session on Overseas Study Program at Changchun

Objective: Government-financed Chinese Students



17



“Measures to Promote the Settlement of Overseas Researchers in Japan”

- **Research and Analysis** of Employees and Employers needs
- Holding of **symposium on job hunting** process of international students with business enterprise
- Creation of **Housing** information leaflet
- Development of **one-stop service center** “Academic Support Center” - etc -

18




Major Challenges in Promoting Student Exchange

- Enhancement of the **international presence**
- Development of substantive **international campus infrastructure**
- Give **opportunities** for Todai students to study at **international sites**
- Promotion of **international student exchange activities** where the students play a leading role






19



Thank You !



20