

Concurrent Group Discussions

Group II: Advancing Campus Internationalization

Construct a Modern Logistic Support System,

Responsibility and Efforts

Wang Jingshen

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We are in a time of revolution and globalization. On that time, politics, economy, culture, technology and education has made great change. During this process, the content of college has made gradual change and development. Internationalization of communication has become the significant factor affecting on the college education. Building the modern logistic support system, and making sure the international communication of universities, is becoming the inevitable responsibility of us. It's also the direction of our efforts.

Fudan University, which is located in Shanghai, China, is toward this trend.

Let us pay our attention to the basic principles that give us specific direction of constructing modern logistic support system. Our faith about the principles is the main foundation to our efforts: **1. Market-Oriented; 2. Innovation; 3. Customer-Driven; 4. Standardization.**

According to the four principles, we offer various services that can meet various demands of our customers.

Year by year, we have striven to maintain the highest standards of our services.

1. Build rules and institution system.

2. Construct complete and independent service system of standardization, specialization, individuation: equipment and professional staff.

3. Resource optimization and conformity.

Construct a Modern Logistic Support System, Responsibility and Efforts

Wang Jingshen

Fudan University, 200433, P.R.China

We are in a time of revolution and globalization

Characteristics:

- 1.Sharing information and resource
- 2.Student and personnel exchange
- 3.Holding international conferences
- 4.Regional cooperation

Modern logistic support system
— inevitable responsibility

Fudan University, as an 100 years-old university, which is located in Shanghai, China, is toward this trend.

International communication is operating in Fudan University everyday.

All these events are depending on the strong support afforded by our logistic system.

Our Principles

Our Services

How can we do that?

Pay our attention to the basic principles that give us specific **direction** of constructing modern logistic support system.

Our faith about the principles is the main *foundation* to our efforts.

Our Principles

1. **Market-Oriented**
2. **Innovation**
3. **Customer-Driven**
4. **Standardization**

Market-Oriented

Definition:

1. Market is the basic factor among the distribution of resources.
2. We offer services that our customer needs, and we follow up the basic relationship between supply and demand.

Leads to:

Competition

Efficiency

Enterprising spirit

Largest profit and benefit ?

Harmonize the relations between benefit and equity.

Our Principles

1. **Market-Oriented**
2. **Innovation**
3. **Customer-Driven**
4. **Standardization**

Innovation

1. Market is not omnipotent, but innovation is the foundation of success.

2. Definition:

Innovation – the successful exploitation of new ideas – is the key process that enables the logistic support system in universities to compete effectively in the increasingly competitive global environment.

Giving Up Old Ideas

The difficulty lies not so much in developing new ideas as escaping from old ones.

Suffered from:

- Separation between administrator and service provider
- Idea conversion
- Personnel allocation
- Asset reform
- Separation between ownership and management rights.

Our Principles

1. **Market-Oriented**
2. **Innovation**
3. **Customer-Driven**
4. **Standardization**

Customer-Driven

- “Customer” is especially *important*.
- Compared with traditional support system offering *one-size-fits-all* services, we began to *transform* ourselves.
- We offer *different* services to the different customers from different countries with different cultures to satisfy their different demands.

Listen Carefully To Our Customers

- Transportation, food, bed and breakfast, medical care
----our customers need basic guarantee of daily life
- Schedule programming, consulting, investigating, inspecting----our customers need to know the status of the universities in China and the environment of our society that may be useful to their own countries and universities
- Holding reception, conference, intercommunication, forum----culture exchange among the various nations has become increasingly active and our customers from every field and every quarter need to improve the cross-culture exchange of ideas.

Our Principles

1. **Market-Oriented**
2. **Innovation**
3. **Customer-Driven**
4. **Standardization**

Standardization

- One of the important measures to meet the international communication of universities
- Constructed by constitution and rules that meet the international standards
- Take manners of international management standards

- Management by objectives
- Participation and teamwork
- TQC
- Decentralized Management
- Standards of ISO9001

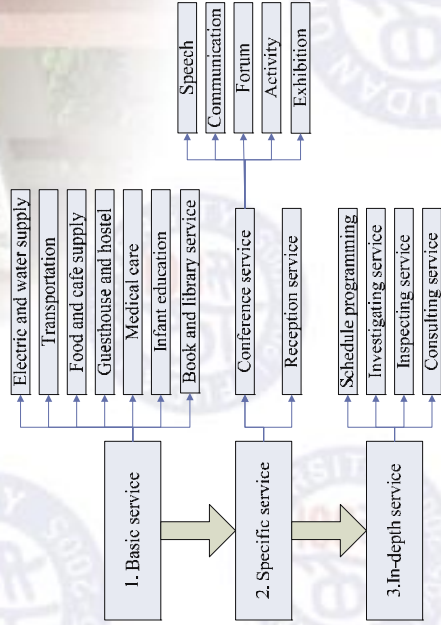
Our Principles

Our Services

How can we do that?

- Mission-driven instead of rule-driven.
- Meet the needs of customers, not the bureaucratic rules.

Our Services



Complete Service System

Meet various needs that international communication demands from all over the world.

Professionalize

- Year by year we have striven to maintain the highest standards of our equipment and facilities.
- We are training our staffs in order to gain the satisfaction of our customers

Customization

Few examples:
communication
culture exchange

Harmonization

logistic service center
----where we can give direct order to our service organization in despite of a public one or an individual one.

Our Principles Our Services

How can we do that?

- 1. Build rules and institution system.**
- 2. Construct complete and independent service system of standardization, specialization, individuation -- equipment and professional staff.**
- 3. Resource optimization and conformity.**

- 1. Planning, organizing, practicing, harmonizing, controlling, and so on**
- 2. Advance system of meeting the emergency**
- 3. Rigorous supervising system**
- 4. Service quality evaluation and feedback system**

- Equipment and facility**
- Transportation**
- Food and hotel supply**
- Medical care**
- Conference services**

- Professional staffs**
- we train our staffs with professional manner to avoid mistakes**
- Language training and test**
- Cross-culture training**

Resource optimization and conformity

In order that international conferences may proceed harmoniously and effectively, we set up *conference center* in Fudan University to optimize and conform resource.

Journey confirming
Transportation assignment
Reception arrangement
Conference collocation
Communication advertisement
Exhibition affairs
Technical support
and so on...

We pay special attention to learn more experiences and methods from other universities inside and outside the country to sum up lecture, communicate experience and share fruits.

Inevitable responsibility
Direction of our efforts
All rivers run into sea



The Strategy for Internationalization Development of Kasetsart University in the Next Decade

Miss Phacharavadee Paerattakul

Director ,International Affairs Division, Kasetsart University

Bangkok, Thailand

Kasetsart University has focused on development internationalization and emphasized on positioning herself in the global academic arena . To Develop internationalization and world standard , Kasetsart University has stated her strategy and transferred to every campus and all level of administrative members to practice throughout the university.

Currently, Kasetsart University has a 4 years plan (2008-2011)which targets on constructing the network nationally and internationally for university development and world class university.

This strategy plan is mainly focused on

1. Develop concrete cooperation among international university and institute partners.
Explore more exchange staff and students program as well as joint research project should be supported .
2. Build international academic capacity by establishing international college to launch the international multi disciplinary curriculum .
3. Restructure the credit transfer system to encourage the Kasetsart University student and international student to participate
4. Develop international competency and potential of teaching and research staff as well as student to be able to compete in the global arena.
5. Initiate Asian Agricultural University Ranking network by organizing a workshop for Asian university to share their points of view.
6. Organize International Affairs Personnel of Thai Higher Education Institution Capacity Building to develop quality international officer.

At present, Kasetsart University is well recognized as the advancing information technology university with high potential research in agriculture and related fields, biotechnology science as well as engineering . Moreover, Kasetsart University has determined to develop academic excellence continuously to become a global academic leader.

*Present at University Administrators Workshop:
Laying Firm Foundations for University Internationalization
Kyoto, January 24 2008*

The Strategy for Internationalization Development of Kasetart University in the Next Decade

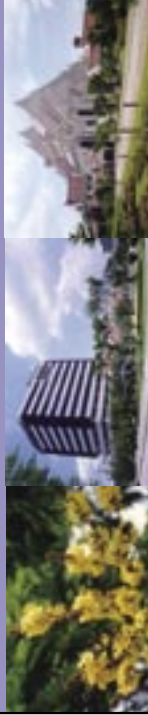
by
Ms. Phacharavadee Paerattakul
Director, International Affairs Division
Kasetart University

3rd University Administrators Workshop:
Laying Firm Foundation for University Internationalization
Kyoto University Clock Tower International Conference Hall
Kyoto, Japan
January 24, 2008

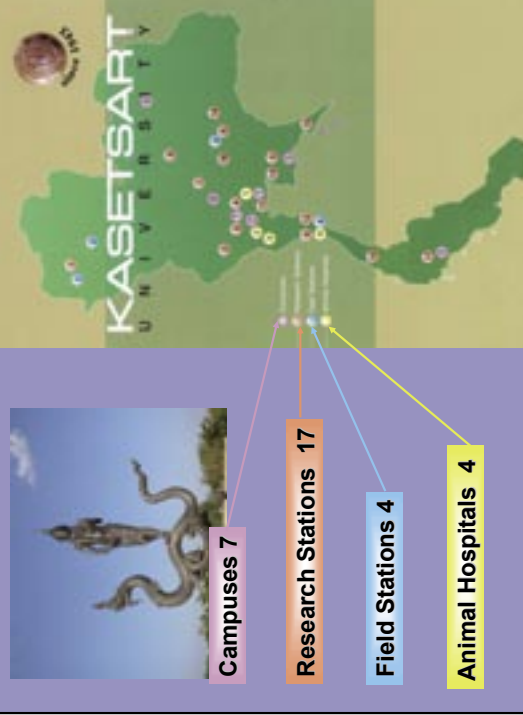
Kasetart University

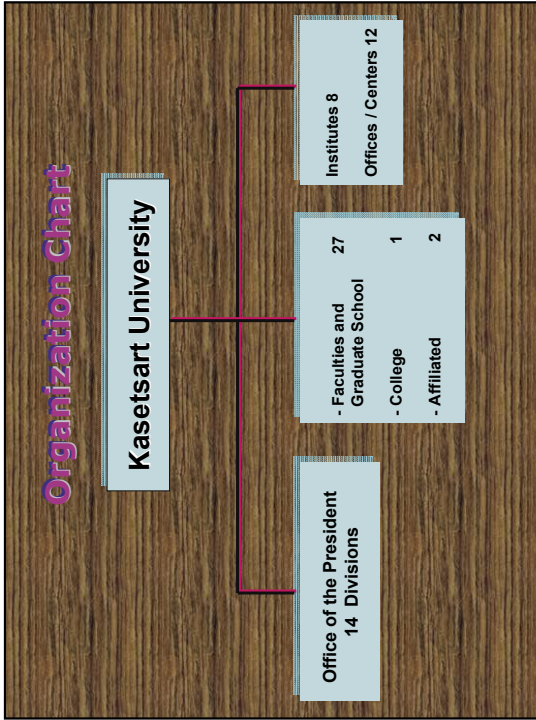
Vision

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



Kasetart University since 1943





International Affairs Division, Kasetsart University Thailand

Number and Category of Personnel

As of Academic Year 2007

Category	Amount	%
Teaching Staff	2,839	31
Supporting Staff	1,391	15
Administrative Staff	2,276	25
University Employees and Others	2,689	29
Total	9,195	100

International Affairs Division, Kasetsart University Thailand

Number of Students

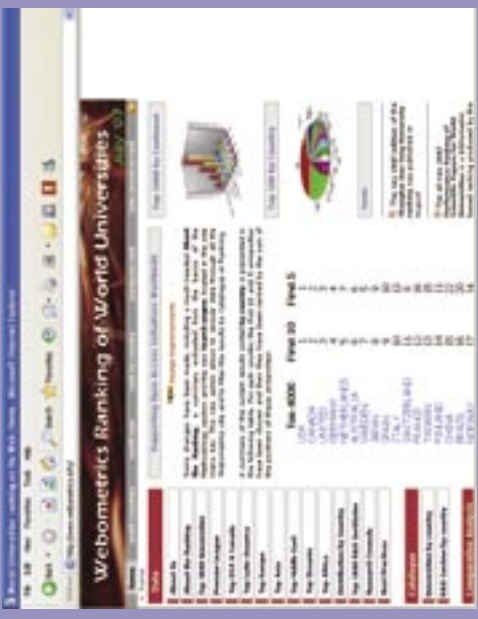
As of Academic Year 2007

Level of Education	Total	%	Freshmen	Graduates
Total	46,491	100	14,355	9,659
Bachelor	35,111	76	10,124	6,564
Master	10,295	22	3,962	2,978
Doctoral	1,085	2	269	117

International Affairs Division, Kasetsart University Thailand
Kasetsart University Strategic Plan

World University's Ranking on the Web 2007

	World rank	Asia rank
January 2007	577	36
July 2007	516	30



**Field of Study
Agriculture and Bio-technology**



**Field of Study
Veterinary Science**



**Field of Study
Economics and
Business Administration**



**Field of Study
Engineering and Architecture**



International Affairs Division, Kasetart University Thailand
Kasetart University Strategic Plan

**Kasetart University
International Cooperation**

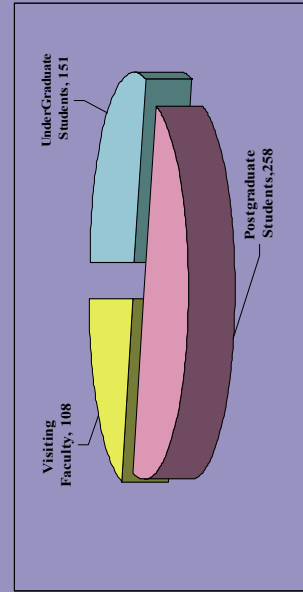
106 MOU and Agreement

Continental	number	%
Europe	22	20.75
USA	19	17.92
Asia	55	51.89
Australia	10	9.43
Total	106	100



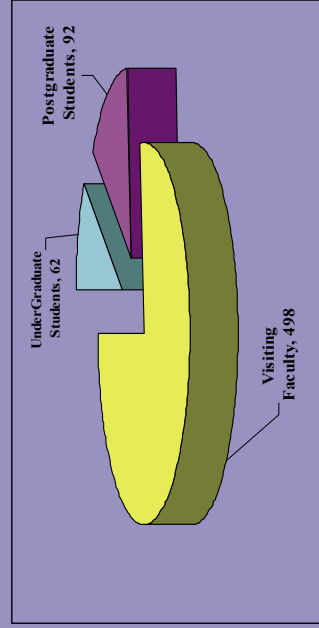
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Kasetart University Strategic Plan

**Exchange Students and faculty members
Inbound**



International Affairs Division, Kasetart University Thailand
Kasetart University Strategic Plan

**Exchange Students and faculty members
Outbound**



International Affairs Division, Kasetsart University Thailand
Kasetsart University Strategic Plan

Kasetsart University International Programs
As of May 2007

Faculty	level				Total
	Bachelor	Graduate Diploma	Master	Ph.D.	
Agriculture	1*	-	4	1	6
Agriculture at Kamphaeng Saen	-	-	5	2	7
Agro-Industry	-	-	1	1	2
Business Administration	-	-	1	1	2
Economics	-	-	1	1	2
Engineering	4 (1*)	1	5	2	12
Fisheries	-	-	5	-	5
Forestry	-	-	1	1	2
Science	-	-	-	1	1
Total	5	1	23	9	38

Remark * Double Degrees program in Collaboration with international university partners

International Affairs Division, Kasetsart University Thailand
Kasetsart University Strategic Plan

International College Establishment

- 1.To develop international multi disciplinary curriculum / program .
- 2.To provide advisory and consultancy services as well as other welfares for international students and scholars .
- 3.To promote the exchange students, faculty members and staff among international university partners
- 4.To restructure the credit transfer system.

International Affairs Division, Kasetsart University Thailand
Kasetsart University Strategic Plan

Personnel Development Plan

Category	2007	2008	2009	2010	2011	Total
As of January 2008						
Teaching staff	36	138	66	7	1	313
Research and Supporting staff	(11% of the total number of teaching staff)					
	48					
Total	36	138	66	7	1	361

International Affairs Division, Kasetsart University Thailand
Kasetsart University Strategic Plan

Number of International Affairs Personnel Network 2002-2007

University	Training Program			Total	Seminar	
	Batch 1	Batch 2	Batch 3		1st Seminar	2nd Seminar
	2002	2006	2007		2003	2007
Kasetsart University	39	12	10	61	45	19
Other Public University	-	11	7	18	-	42
Private University	-	4	1	5	-	1
Rajabhat University	-	2	7	9	-	9
Rajamangala University of Technology	-	5	13	18	-	6
Grand Total	39	34	38	111	45	77



The New Programs for the Strategical International Students Exchange of Tohoku University

Prof. Yoshihito Shigeno

Deputy Director of Center for International Exchange, Tohoku University

Globalization is accelerating recently and students are inevitably moving and learning across borders. It enhances international exchange of students and therefore establishing a clear strategy for international student exchange is an urgent issue. Such a strategy can be considered at two levels, namely the national and university levels. They do not necessarily coincide with each other. However, the strategy of the national level is sometimes consistent with that of the university level. For example, in Japan, the birth rate is on the decrease while the ratio of elderly people to the population is increasing at the fastest speed in the world. This leads to the fear of insufficient labor force, especially, insufficient skilled labor force in IT engineering. The lack of superior researchers in the field of advanced technology, e.g. nano-, robot- and bio technologies is also an acute problem. Recently, the economy of BRICs is expected to grow rapidly. Among these, China and India are geographically close to Japan. They are therefore important as a source of skilled labor as well as big markets. On the other hand, we need to send students abroad for them to learn advanced science or technology. To cope with these issues, we started the following new three projects last year.

ASIST (Cooperative Support Program for Asian IT Student Career Route in Japan): To compensate the potential lack of IT engineers, we recruit superior students with exceptional talent in IT from the Asian countries and grant them a scholarship. They are expected to work for Japanese companies through internships in the IT enterprise.

TUSP2007 (Tohoku University Summer Program 2007): To recruit outstanding students from top universities in China, we ran a 11-day summer school in August. The course covered a variety of technology and science and the participants had to learn all the courses to acquire the integrated knowledge. Through the lectures and laboratory visits, we found several students who want to come and study in our university.

SILICON VALLY INTERNSHIP: To let the Tohoku University students experience the R &D of the high technology enterprises in Silicon Valley, we took 18 students to venture companies in computer, information and biotechnology. The students learned what they have to do to approach the most advanced technology and were also encouraged to start up venture businesses.

In this presentation, we discuss the strategy that we employed in carrying out these programs for international student exchange at both the university and national levels.

The New Programs for the Strategical International Students Exchange of Tohoku University

Prof. Yoshihito Shigeno
Deputy Director of Center for International
Exchange, Tohoku University

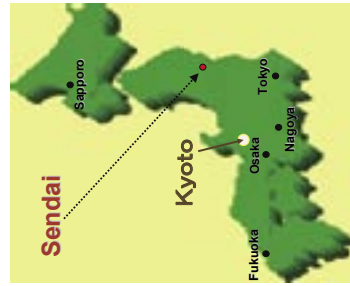
contents

- Introduction of Tohoku Univ.
- Background
- New programs
 - TUSP 2007 Tohoku University summer program
 - ASIST Asian IT student career route Tohoku Univ.
 - SV Internship Silicon Valley Internship
- Concept
- Conclusion

Location of the City of Sendai

- In North-East Japan
- Distance from Tokyo **350 km**
- Travel time from Tokyo
(by bullet train) **1hr 35m**

Population of Sendai City
1,027,909



Citations

National Ranking	International Ranking	Field	Citations	Papers
1	3	Materials Science	27,139	4,782
2	9	Physics	101,289	10,390
4	18	Chemistry	59,753	5,935
2	36	Engineering	11,448	3,173
6	66	All Fields	337,898	98,371

Resource: ISI Essential Science IndicatorsSM, January 1, 1997 – February 28, 2007

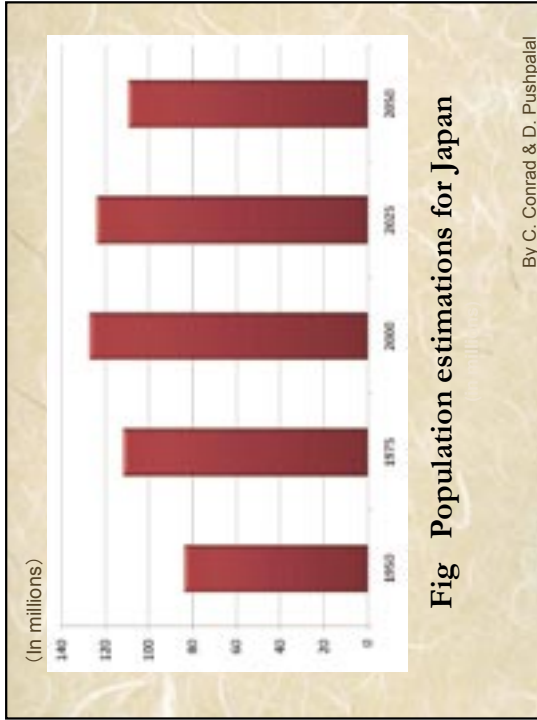


Fig Population estimations for Japan

By C. Conrad & D. Pushpalal

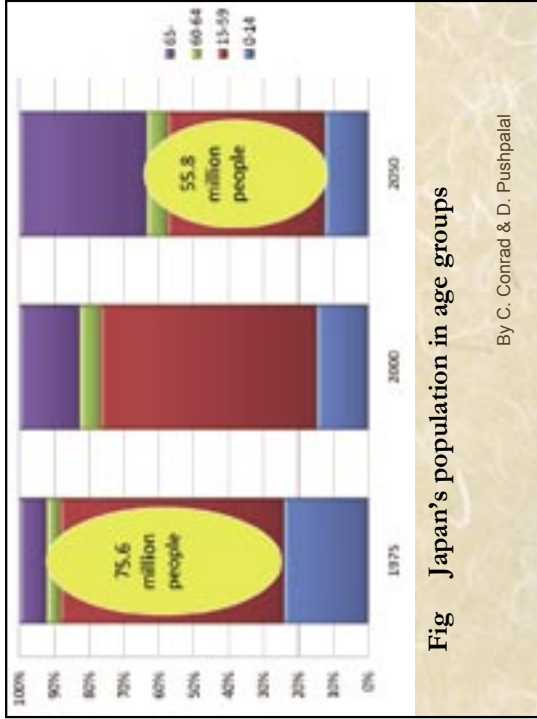


Fig Japan's population in age groups

By C. Conrad & D. Pushpalal

Replacement Migration

United Nations Populations Division 2001

- Keep the population of 127.5 million people
 - 17 million net immigrants from 2005-2050
 - = 381,000 net immigrants/year
- Keep the working-age population at 87.2 million people (1995)
 - 33.5 million net immigrants from 2005-2050
 - = 609,000 net immigrants/year

By C. Conrad & D. Pushpalal



TOHOKU UNIVERSITY
SUMMER PROGRAM 2007

PERIOD : AUGUST 1 - 11
LOCATION : TOHOKU UNIVERSITY, ARAKAWA
APPLICATION DEADLINE : JUNE 30
TUTOR, FEE, ACCOMMODATION, & MEAL : FREE

ELIGIBILITY
The Undergraduate and Graduate Students who are enrolled at the following institutions are eligible for TSP 2007.

- Saitama University
- Fukuoka University
- Tohoku University
- Beijing University
- Tsinghua University

LECTURE TOPICS :

- Advanced Materials for the Hydrogen Society
- Spintronics
- Environmental Friendly High Speed Vehicle "Aero-Train"
- Humanoid Robot
- ZnO Light Emitting Diodes
- Gene Therapy for X-linked Severe Combined Immunodeficiency
- The Economics of Emissions Trading, and Kyoto Mechanisms

FACTORY VISIT :

- Sony Corporation Sendai Technology Center
- Kirin Beer

Scene of lecture



Photo in front of the statue of Lu Xun



Experience of Zen



Visit of laboratories



ASIST
The Asist Program is a unique opportunity for international students to study in Japan.

Developing Asian IT human resources who are adaptable working potentials in Japanese companies
Cooperation Support Program for Asian Students' Career Study in Japan

- To compensate the potential lack of IT engineers, the superior students with exceptional talent in IT are recruited from the Asian countries
- They are granted with a scholarship.

- They are expected to work for Japanese companies through internships in the IT enterprise.

- This program is a cooperated work by the Ministry of Economy, Trade and Industry and the Ministry of Education, Culture, Sports, Science and Technology

SILICON VALLY INTERNSHIP:

- Let the Tohoku University students experience the R &D of the high technology enterprises in Silicon Valley
- 18 students visited venture companies in computer, information and biotechnology.
- They learned what they have to do to approach the most advanced technology and were also encouraged to start up venture businesses.



Talk with Prof. Shuji Nakamura *
* Professor of University of California, Santa Barbara
The inventor of the blue laser diode



Scene of presentation

TUSP 2007 (Tohoku University summer program)

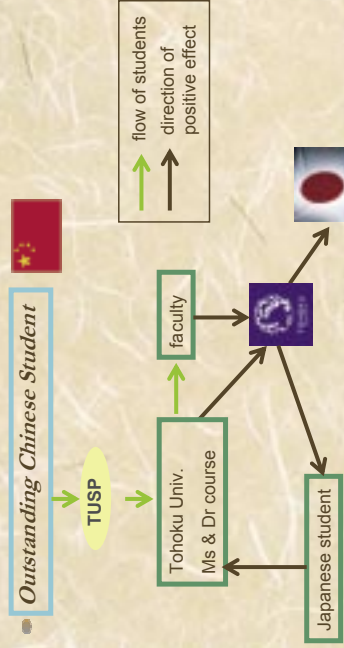
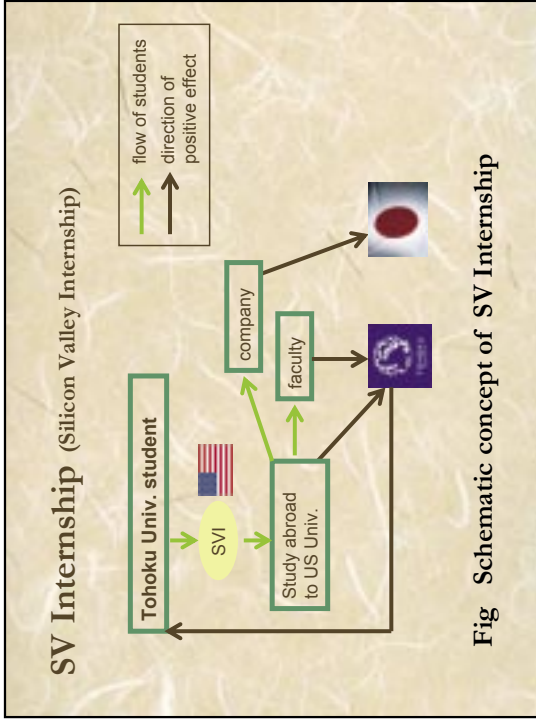
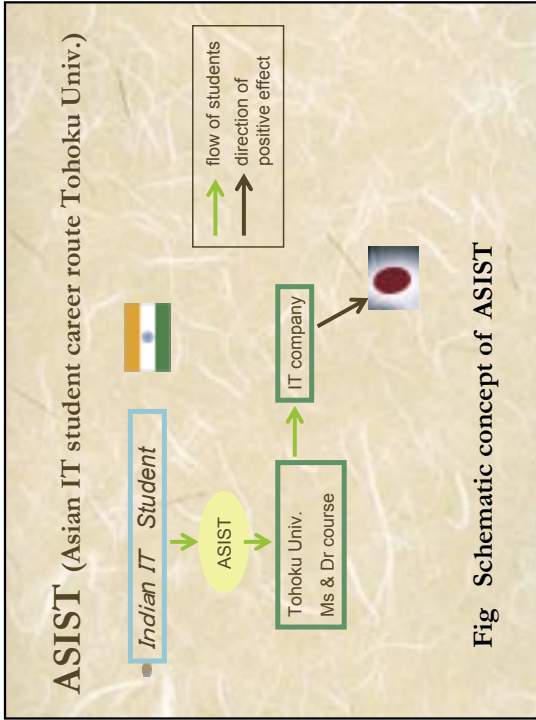


Fig Schematic concept of TUSP



Conclusion

- We showed three new programs based on the international exchange strategy of Tohoku Univ..
- TUSP2007: 1/3 of participants want to study in Tohoku Univ..
- ASIST: Currently, 5 Asian students are studying IT and business Japanese.
- SV Internship: More than half participants had the strong motivation to study abroad.

The Hong Kong University of Science and Technology Campus Internationalization

Prof Kar Yan Tam

Dean of Undergraduate Education

The Hong Kong Special Administrative Region, located on the southeastern coast of the People's Republic of China, is home to over 6.9 million people. The densely populated city thrives as an international hub for social, political and economic networks. It is the policy direction of the government to foster Hong Kong to become an international education hub in the region. For this to happen, campuses need to be international. The Hong Kong University of Science and Technology has been working on campus internationalization in a number of areas: student recruitment; campus life; academic experience; and institutional collaboration.

The University has been actively recruiting overseas high-achievers as HKUST undergraduates by conducting information sessions at selected overseas high schools, advertising in key overseas media, and participating in overseas recruitment fairs. For the brightest minds, the University also offers scholarships. The number of received applications and admitted students has been increasing every year, together with the diversity of the student population.

With a diverse student population, the University understands that the campus must adapt to suit the needs of the different student groups. The University has done this through a number of ways, including the organization of an extensive 2-week long orientation program for new incoming students that prepares them for university life in HKUST and living in Hong Kong. HKUST organizes activities and events that aim at bringing the various cultural groups together and fostering a multicultural campus community. Staff puts a lot of effort on the counseling needs of international students, providing them with guidance and someone to talk to for any academic or personal issues. The types of eating outlets are now more diverse in order to meet the various needs of the international student population.

HKUST also puts great emphasis on enriching local students with international exposure. HKUST has one of the most extensive undergraduate exchange programs in Asia with over 130 exchange partners worldwide. There are plenty of other student opportunities to gain international experience in all disciplines through internships, research projects, and study abroad programs. In addition to the international outlook that our global faculty can provide, the academic experience that is offered is truly international.

At HKUST, campus internationalization initiatives are led by the International and Mainland Students and Programs Office (IMSPPO). The unit works closely with Schools and other administrative units in understanding and addressing the needs that come from campus internationalization.

While there are obvious benefits to campus internationalization, the effort also brings along challenges that universities must face. These include 1) maintaining harmony between local and overseas student groups; 2) recruiting staff that understands internationalization; 3) reviewing academic programs to ensure that existing curriculum suits the needs of a diverse student population.

Campus Internationalization

by

Professor Kar Yan TAM

Dean of Undergraduate Education
Director, International & Mainland Students & Programs Office
The Hong Kong University of Science and Technology

Hong Kong



Higher Education in Hong Kong

- About 10% of annual UG intake are non-local students
- *To increase to about 20% in the upcoming years*

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY



Quick Facts

- **Founded:** 1991
- **No. of Students:** 9,000
 - Undergraduate: 5,772
 - Postgraduate: 3,228
- **No. of Faculty:** 453
- **Degrees offered:**
 - Bachelor, Master, PhD

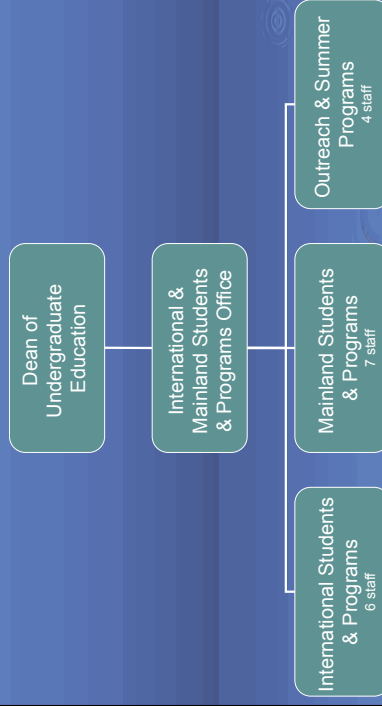
Academic Structure

- School of Science
- School of Engineering
- School of Business and Management
- School of Humanities & Social Science
- HKUST Fok Ying Tung Graduate School

Campus Internationalization

- **Diversity in the faculty profile**
- **Collaboration**
 - Academic and research collaboration
 - Exchange partnerships
- **Students**
 - Diversity in the student population
 - Diversity in types of student activities

Campus Internationalization Administrative Unit



Exchange Partnerships

Exchange Partnerships

- Total Number: 135
- By Geographical Region
 - Asia : 26
 - Australia & New Zealand : 3
 - Europe : 52
 - North and Central America : 54



Students

Categories of Students

- Undergraduate Degree-seeking Students
 - Local (Hong Kong)
 - International
 - Mainland China
- Undergraduate Exchange Students
 - International
 - Mainland China



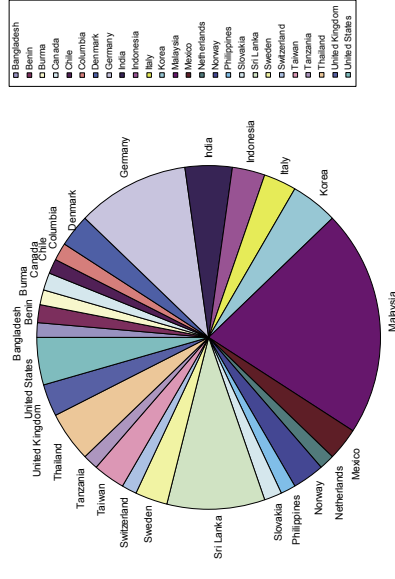
International Undergraduate Degree-seeking Students



Intake Numbers

- > 2005/06 : 15
 - > 2006/07 : 25
 - > 2007/08 : 39
- Total : 79

International Undergraduate Degree-seeking Students Distribution by Nationality (2005-2008)



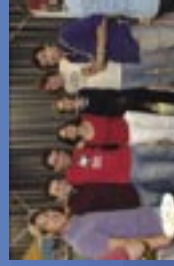
Mainland China Undergraduate Degree-seeking Students



Intake Numbers

- > 2005/06 : 163
- > 2006/07 : 160
- > 2007/08 : 232

Undergraduate Exchange Students



Number of Exchange-in Students

- > 2005/06 : 495
- > 2006/07 : 538
- > 2007/08 : 523



Number of Exchange-out Students


- > 2005/06 : 393
- > 2006/07 : 441
- > 2007/08 : 546

Student Activities

celebrating the multicultural campus of HKUST

Student Activities

- Promoting a “**Multicultural Campus**” by encouraging student involvement in campus life
- The International and Mainland Students and Programs Office (IMSPPO) initiates intercultural activities to bring together campus diversity
- Campus diversity:
 - HKUST receives over 500 exchange students every academic year from over 130 different partner institutions spanning 4 continents
 - Full-time international students come from 25 different countries, including the likes of Germany, Sweden, Malaysia, Sri Lanka, Thailand, United States, and Korea



A Taste of Culture

October 2007

- Organized by HKUST & The Swire Group
- SWIRE has been a long-standing supporter of the HKUST internationalization activities and programs through the *Swire International Young Fellows Program*







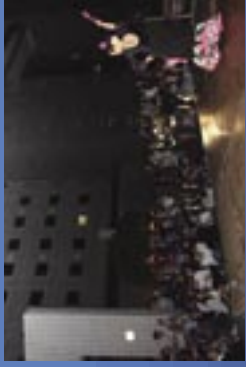
- The highlight of “A Taste of Culture”, was a cooking competition where six teams of students from Europe, Asia, and Latin America as well as from Hong Kong vied for honor of “The Most Popular Dish” and “The Champion’s Award”

Culture Fiesta!

November 2007
Co-organized by the IMSPO and NAUTY

•NAUTY (enJoy the pleAsures of diversity), established in 2005, is a student group, made up of students from all backgrounds, whose aim is to organize fun events that celebrate diversity on campus

•*Culture Fiesta!* is a popular annual event with food, music and cultural performances from around the world



Welcome Cocktail



Hot Pot Night

Orientation Program

(For newly-arrived degree seeking international students)

- **PURPOSE:** to provide new arrivals a familiarization period to adjust and settle down before beginning their studies
- In 2007/08, The orientation program ran from August 18-30. It included:
 - a **Student Buddy** system which a current HKUST student is paired with a new student to provide assistance upon arrival
 - **Information sessions** – include both academic and non-academic segments
 - Survival **Cantonese classes**
 - **Welcome lunch** with university staff
 - **Sharing session** with current international students on issues that arise during university life
 - **Cultural field trips** to various destinations around the city
 - **Workshops** to learn about the campus amenities (e.g. library tour and computer workshops)
- Evaluations conducted after the orientation program show that students are left with a positive outlook and enthusiasm for the start of the academic year. Moreover, they relish the opportunity to get to know their peers in a relaxed setting.

Orientation Program

(For newly-arrived degree seeking international students)



Outlying Island Excursion

- New students have the opportunity to experience the Hong Kong culture and to mix with current HKUST students

Dinner Outings

Orientation Program

(For newly-arrived full-time international students)



Information and Sharing Sessions

- Information sessions provide a setting for students to settle any enquiries with university administration
- The sharing sessions with current international students are highly regarded by the participants as they can learn more about the university system through their peers and to discuss any adjustment issues pertaining to international students

Orientation Program

(For newly-arrived degree seeking international students)

Boat Cruise around HKUST campus



Orientation Program

(For newly arrived international exchange students)



- All incoming exchange students have an Orientation Day comprised of a half-day information session and a welcome lunch

Challenges and Ways forward in Campus Internationalization

Challenges

- Lobbying for allocation of university resources by individual student groups; perceptions of inequity in resource allocation
- University staff are unprepared for dealing with the diverse needs of an international student group.
- The academic curriculum is not designed to address the diverse needs of an international student group.

Ways Forward

- Foster continuous open communication with various stakeholders, including students, faculty and the administration.
- Share the goal of campus internationalization with various stakeholders
- Communicate the benefits of an international campus in ways that stakeholders can understand, such as through the arts, culture, sports, food, and increased career opportunities.

Conclusion

Goal of an University Administration

- Foster a harmonious multicultural campus where the various student groups respect each other and where international diversity is celebrated

Promoting International Cooperation Relying on the Predominance of Discipline in Nanjing University

Xudong Jia

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Internationalization is one of the most important characteristics of one world class university, requiring extensive international exchange and collaboration in academic disciplines with high standards. To fulfill these challenges, we have to take the advantage of those garnered experiences in teaching, research and management from well-known academies worldwide, but also take account of our own situation and features. By virtue of our own academic advantage, combined with the international accomplishments, we have to be selective to upgrade our own academic disciplines, and set forth our unique characteristics. Based on these perceptions, Nanjing University is aiming for an integrated research-oriented world class university with strong internationalization. In this presentation, a brief introduction of Nanjing University will be presented, followed by a series of highlights of our international exchange and collaboration in 2007.

Key words: internationalization, world class university, discipline



Promoting International Cooperation Relying on the Predominance of Discipline in Nanjing University

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- V. Disciplinary Construction and International Cooperation and Exchanges


Nanjing University (1902-2008)

I. A Brief Introduction to Nanjing University


- Founded in 1902
- Consists of 3 campuses:
Gulou, Pukou and Xianlin
- Housing 21 colleges and 59 departments
- 4500 staff members (including more than 2000 faculty members), 43000 students of various categories (including more than 11000 graduate students and 1800 international students).




Nanjing University (1902-2008)



Gulou Campus




Pukou Campus

Nanjing University (1902-2009)

II. Xianlin International Campus

In late 2005, International College was established in Nanjing University to explore and supervise varieties of joint student training programs with overseas higher learning institutions.

Nanjing University (1902-2009)



Xianlin International Campus

Nanjing University (1902-2009)

- Sino-Canadian College: a joint B.A. program between Nanjing University and the University of Waterloo, Canada.
- Started in 2006, presently running 3 joint programs: Environmental and Resource Planning and Management, Environmental Informatics, Physics.
- “2+2” Model
 - After four years’ of study, students will be awarded graduation certificates and degree certificates by the two universities respectively.
 - Outstanding students will be admitted directly into University of Waterloo for master’s degree.

Nanjing University (1902-2009)



On Nov. 26, 2007, visiting delegates from the University of Waterloo (UW), Canada, joined their NJU hosts in witnessing the topping-off ceremony for the Sino-Canadian College building on Xianlin campus.

Nanjing University (1902-2008)


- Nanjing—New York College
A joint B.A. program between Nanjing University and State University of New York at Stony Brook.
- Started in 2007, running 2 joint programs:
Biology
Material Science.

Nanjing University (1902-2008)

III. Recent Remarkable Rewards of Nanjing Univeristy

- **In Natural Sciences:**
Through 19 years of research, the team led by Prof. Min Naiben, an academican of Chinese Academy of Science, won the National First Prize of Natural Science in 2006, the highest reward in China's natural science.
Program Name: Design, Fabrication, Properties and Applications of Dielectric Superlattice Materials
This is the first time since 1999 that a university in mainland, China won National First Prize of Natural Science independently ever since the awarding system reform in 1999.

Nanjing University (1902-2008)



Prof. Min Naiben's Team

Nanjing University (1902-2008)

• In Humanities and Social Sciences:

The 200-volume *Critical Biography Series of Chinese Thinkers*, edited by Prof. Kuang Yaming, late president of Nanjing University, was published as a whole in 2006 after 20 years of hard work. It is praised as “a momentous original and basic project in the study of traditional Chinese culture”.

Nanjing University (1902-2009)



Critical Biography Series of Chinese Thinkers

Nanjing University (1902-2009)

IV. Promoting International Cooperation and Exchanges Relying on the Predominance of Discipline – Cases of Nanjing University

Nanjing University (1902-2009)

1. Sino-French Center for Urban Regional and Planning Studies (Nanjing University-Paris 12)

2. Nanjing University-University of Southampton Joint Laboratory for Communicable Diseases and Public Health

3. Sino-German Institute for Law Studies

4. Sino- Japanese Center for Cultural Studies

5. Sino-American Center on Chinese and American Studies

Nanjing University (1902-2009)

1. Sino-French Center for Urban Regional and Planning Studies (Nanjing University-Paris 12)

- This center was inaugurated in October 2007.
- Centering around the scientific research, it promotes education and exchanges.
- Focusing on the discipline of urban planning, it brings along the development of other disciplines such as urban sciences, architecture, sociology, history and so on.

Nanjing University (1902-2008)

❖ Strategy of Development:

The center will become the French research base in China for urban planning studies, the channel for Sino-French exchanges in the research, education and practice of urban planning. In long term, it will become the European research base in China for urban planning studies, and the first channel for Sino-European exchanges in the research, education and practice of urban planning.



The first Sino-French Forum on Urban Regional and Planning Studies was held on October 20-24, 2007.

Nanjing University (1902-2008)

- ❖ Based on the Sino-French cooperation, Nanjing University not only promotes the collaboration with Utrecht University in the Netherlands, University of Manchester in UK and University of Cardiff in UK, but also formulates the structure of the Sino-European Center.

2. Nanjing University-University of Southampton Joint Laboratory for Communicable Diseases and Public Health

- The lab was set up in November 2006.
- With the cooperation of the University of Southampton and China Population Information and Research Center, the lab has initiated the survey sponsored by the British Council on the public health of migrant labor, especially on the studies of communicable diseases.
- The program of studies on HIV, public health and behavior has been sponsored by the UNFPA.

Nanjing University (1902-2009)

❖ With achievements of this joint lab, the basic medical studies of our Medical School has been gradually adjusted to the new national focus in health and medical care, which laid a good foundation for the sustainable development of the medical school.

3. Sino-German Institute for Law Studies

Sino-German Institute for Law Studies, with its predecessor of Sino-German Institute for Economic Law Studies founded in 1989, was established on 4 November, 2001. A joint effort by Nanjing University and Geotingen University, it has served as an important academia for student training and collaborative research. So far, it has graduated more than 100 students with joint Master Degrees from the two universities.

Nanjing University (1902-2009)



Its success has attracted quite a number of important people to come. Ex-Bundespresident Johannes Rau and Chancellor Merkel visited this Institute in 2003 and 2007, and both recognized it as a unique example of international cooperation and exchanges in this area after having reviewed its achievements and had dialogues with the students.

Nanjing University (1902-2008)



Chancellor Merkel visited this Institute on Aug. 28, 2007

Nanjing University (1902-2008)

4. Sino- Japanese Center for Cultural Studies

Founded on December 7, 2001, the Sino- Japanese Center for Cultural Studies is jointly with Tokyo University in Japan. Starting from collaboration in research related to Philosophy and Buddhism, this center mainly relies on the excellence of Humanities and Social Sciences of Nanjing University. It is not only an academic link between Nanjing University and Tokyo University in the above areas, but an inclusive platform for bilateral and multilateral academic cooperation and exchanges with other universities and research organizations.

Nanjing University (1902-2008)

So far, significant academic events in this Center are as follows. In 2004, Nanjing Center of the Division of General Education of Tokyo University was established. In 2005, a forum on General Education was held in Nanjing University. President Komiya Hiroshi of the University of Tokyo was present.

Since 2004, a series of lectures on Representational Cultures have been made by professors from the University of Tokyo in Nanjing University, covering literature, arts, media and other areas. Since 2007, a course of Representational Cultures has been open to graduate students. Students may get credits after finishing the course. Translated textbooks are about to be introduced in 2008.

Nanjing University (1902-2008)

5. Sino-American Center on Chinese and American Studies




Nanjing University (1902-2008)


Two kinds of programs are offered at the Center. One is the one-year Certificate Program. Each year since 1986, 100 students with Bachelor Degree or Master students are enrolled for study on Chinese and American politics, society, economy, history, cultures and modern International issues.

Being the earliest international higher education joint program in China, this joint Center of teaching and research in Chinese and American Studies by Nanjing University and Johns Hopkins University of the U.S., started in 1986. So far, its model has proved to be original and unique.


Nanjing University (1902-2008)



Johns Hopkins University is responsible for recruiting 50 students from the U.S. and other countries, and Nanjing University for 50 students from China. A new joint Master Degree program was initiated in 2006.



With over 1700 graduates, the Center celebrated its 20 Anniversary in 2007. Former State Secretary of the U.S., Dr. Kissinger attended the celebration.



Nanjing University is also the first to launch overseas Graduate Programs among Chinese universities. Now we offer Overseas Chinese Language Master Program, Overseas MBA Program by Business School in Singapore, Chinese and English Translation Certificate Program in Singapore by School of Foreign Studies.




Besides, we also jointly established Confucius Institutes with Sheffield University in the U.K. and Melbourne University in Australia.




V. Discipline development & International Cooperation and Exchanges

Nanjing University (1902-2009)



- The discipline is the fundamental unit of the university and the conjunction of teaching and research, which is crucial to improve the educational level and ensure the quality of education as well as research.
- First-class discipline is the core of the world first-class university.

Nanjing University (1902-2009)



- The world first-class university will usually undergo a process from the development of mono-discipline and multi-disciplines to the comprehensive development.
- Internationalization is an important characteristic of the first-class university. The development of high-level discipline is closely associated with the high-level international cooperation and exchanges.

Nanjing University (1902-2009)



- Efforts should be made to strengthen the internationalization of education and research, which is a major part to improve the overall internationalization in the university.
- To better formulate the discipline plan, we should not only learn from the experiences of developed countries, but also fully consider our own basis and characteristics.

Nanjing University (1902-2009)



- With the support of advantages in disciplines, we will gradually optimize the overall discipline layout and systematic development through international cooperation and exchanges.
- **The future goal of Nanjing University is to build itself to be a comprehensive, research-intensive and internationalized university.**

Nanjing University (1902-2009)



Thank You!
谢谢!
ありがとう!

POSTECH Experience on Building International Collaboration into Research Programs

Kwan Yong Choi

Dean of Planning and International Relations
Pohang University of Science and Technology (POSTECH)

Pohang University of Science and Technology (POSTECH) was founded as Korea's first research-oriented university in 1986 by POSCO, one of the world's largest steel manufacturers. Our goals are: 1) to provide high quality education to a small number of talented students to foster world-class leaders; 2) to conduct in-depth research in basic sciences and engineering through collaborations with other world's leading universities; and 3) to translate research into application through industry-academia-research cooperation.

We are committed to the following strategies to achieve this mission:

- Provide undergraduate and graduate curriculums with abundant opportunities for students to partake in research programs on a global scale;
- Recruit faculty members from the world's most prestigious institutions to carry out education and research, with support of talented students and researchers for the world's great challenges in science and technology;
- Pursue inter-university and cross-disciplinary research programs with strong academic and social impact;
- Foster global leaders through both collaboration with more than sixty partner universities and international cooperation programs.

We are keen to establish new research collaboration with world's renowned institutions, maintain and expand existing cooperation, and advance POSTECH as the world's education and research institution.

This presentation is to introduce our experiences on international research collaborations in detail, and to address our position in today's global network of colleges and universities. We also discuss our vision for further development as a Korea's leading research-oriented university.

POSTECH Experience: Building International Collaboration into Research Programs

January 2008

POHANG UNIVERSITY OF SCIENCE AND TECHNOLOGY

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THINKING OF SCIENCE, THE NATION AND THE FUTURE

Campus



Land: 1,670,976m²
(413 Acre)
Building: 411,527m²
Student: 2,998
1,312 (undergraduate)
1,686 (graduate)
Faculty: 234
Researcher: 748
(Post-doctoral: 178)
Staff: 232
Regular: 205
Others: 27
(As of Oct 2007)

(1) PAL: Pohang Accelerator Laboratory
(2) RIST: Research Institute of Industrial Science and Technology
(3) PBC: Pohang Biotech Center
(4) PIRG: POSTECH Biotechnology Center

THINKING OF SCIENCE, THE NATION AND THE FUTURE

Overview

Chronology

- 1986** • Pohang Institute of Science and Technology open as the first research-oriented university in Korea
- 1992** • Graduate School of Information Technology (GSIT) open
- 1994** • Pohang Accelerator Laboratory, PAL (3rd-generation accelerator: 2 GeV) open
• Change official name to Pohang University of Science and Technology
- 1995** • Graduate School of Iron & Steel Technology (GSIST) open
- 1996** • School of Environmental Science and Engineering (SEE) open
- 1998** • *Asiaweek Magazine* (1) rank POSTECH #1 among Asian science & technology univ.
- 2001** • Asia Pacific Center for Theoretical Physics (APCTP) headquarters move to POSTECH
- 2002** • *JoongAng Daily* (2) rank POSTECH #1 among Korean universities
• Ministry of Education, & Human Resources select POSTECH as 'Excellent university for educational reform' (7 years in a row)
- 2003** • POSTECH Biotech Center, PBC open
• *JoongAng Daily* (2) rank POSTECH #1 among Korean universities
• Tae-Joon Park Digital Library open
- 2005** • *JoongAng Daily* (2) rank POSTECH #1 among Korean universities (4 years in a row)
- 2006** • POSTECH Vision 2020 Declaration Ceremony
- 2007** • *JoongAng Daily* (2) rank POSTECH #1 among Korean universities
• *The Times Higher Education Supplement* (3) rank POSTECH #11 in Citations per Faculty

(1) Published in Hong Kong (2) Major Korean daily newspaper (3) Published in United Kingdom

THINKING OF SCIENCE, THE NATION AND THE FUTURE

Academic Programs

Overview

- 10 undergraduate departments, 13 graduate programs
- Faculty to undergraduate students ratio: 1 to 6
- Admit 300 freshmen per year representing top 1% of high school graduates

Undergraduate	Graduate
Chemistry Life Science Mathematics Physics Chemical Eng. Computer Science & Eng. Electrical & Electronic Eng. Industrial & Management Eng. Materials Science & Eng. Mechanical Eng. (Division of Humanities & Social Sciences)	Chemistry Molecular & Life Sciences Mathematics Physics Electrical & Computer Eng. Materials Science & Eng. Mechanical & Industrial Eng. School of Interdisciplinary Biosci. & Bioeng. School of Environmental Science & Eng. Graduate School for Information Tech. Graduate Institute of Ferrous Technology Technology Innovation & Management Graduate Program

THINKING OF SCIENCE, THE HARDWARE AND THE FUTURE

Post-Graduate Careers

Employment rates for 2006 graduates

Degree	Graduates	Enter Graduate School		Employment	Military Service
		POSTECH	Others		
B.S.	315 (100%)	149 (47.4%)	50 (15.8%)	112 (35.6%)	4 (1.2%)
M.S.	198 (100%)	62 (31.3%)	8 (4.0%)	128 (64.7%)	0 (0%)
Ph.D.	124 (100%)	-	-	123 (99.2%)	1 (0.8%)
Total			637		

THINKING OF SCIENCE, THE HARDWARE AND THE FUTURE

Financial Data

Overview

Fiscal year 2006
Operating Expenditures (in millions): USD256.2M

Category	Amount	Percentage
Government	\$29.8M	12%
Tuition	\$14.3M	5%
Research Projects	\$88.2M	35%
Endowments	\$74.8M	30%
Others	\$44.9M	18%

Category	Amount	Percentage
Operating Activities	\$19.1M	8%
Student Costs and Aid	\$11.0M	4%
Research Funds	\$88.6M	35%
Fixed Assets	\$76.6M	30%
Salaries & Benefits	\$40.1M	15%
Others	\$20.8M	8%

THINKING OF SCIENCE, THE HARDWARE AND THE FUTURE

International Network

Overview

68 partner universities in 18 countries

Australia (4)
The Australian National U
U of New South Wales
U of Melbourne

Austria (1)
Technische Universität Graz

Canada (1)
U of Waterloo

China (13)
Fudan U
Harbin Institute of Technology
Nanjing U
Peking U
Shanghai Jiao Tong U
U of Electronic Science & Technology of China
U of Science & Technology Beijing
Yanbian U of Science & Technology
Zhejiang U

Denmark (1)
Technical U of Denmark

FR Korea (1)
POSTECH

FR Korea (1)
U of Science and Technology

FR Korea (1)
Tokyo Institute of Technology

FR Korea (1)
U of Auckland

France (10)
Ecole Centrale de Nantes
Ecole Nationale Supérieure des Mines de Saint-Etienne
ENSCM
Ecole Polytechnique
Institut National des Sciences Appliquées de Lyon
Grenoble
Institut National Polytechnique de Grenoble
Université de Technologie de Compiègne
Université de Technologie de Belfort-Montbéliard
Université de Technologie de Troyes

Germany (5)
Freie Universität Berlin
RWTH Aachen University
Technische Universität Berlin
Technische Universität Kaiserslautern

Italy (1)
Politecnico di Torino

Japan (6)
Kyushu U
Ritsumeikan Asia Pacific U
Ritsumeikan U
Tokyo Institute of Technology

Japan (1)
Tokyo Institute of Technology

Japan (1)
U of Auckland

Russia (5)
Moscow State U
St. Petersburg Electrotechnical U
The Joint Institute of Nuclear Research

Slovakia (1)
Slovak U of Technology in Bratislava

Switzerland (1)
Eidgenössische Technische Hochschule Zürich

Taiwan (3)
National Tsing Hua U
National U of Taiwan

United Kingdom (3)
U of Birmingham

United States (9)
Carnegie Mellon U
Syracuse U
U of California, Berkeley
U of Illinois at Urbana-Champaign
U of Maryland, College Park
U of Minnesota, Twin Cities
U of Washington, Seattle

Vietnam (4)
Hanoi U of Technology
Ho Chi Minh U of Technology
Vietnam National U
Vietnam National U Ho Chi Minh
Vietnamese Academy of Science and Technology

THINKING OF SCIENCE, THE HARDWARE AND THE FUTURE

International Network

The Association of East Asian Research Universities (AEARU)
17 members
Activities: annual meeting, student camps, symposiums, workshops

China (5)
Fudan U
Nanjing U
Peking U
Tsinghua U
USTC

Taiwan (2)
National Taiwan U
National Tsing Hua U

Korea (3)
POSTECH
KAIST
SNU

Japan (6)
Kyoto U
Osaka U
Tohoku U
TokyoTech
U of Tokyo
U of Tsukuba

Hong Kong (1)
HKUST

Overview

National Ranking

JoongAng Daily

Year/Rank	#1	#2	#3
2007	POSTECH	Korea Advanced Institute of Science and Technology (KAIST)	Seoul National University (SNU)
2006	KAIST	POSTECH, SNU	
2005	POSTECH	KAIST	SNU
2004	POSTECH	KAIST	SNU
2003	POSTECH	KAIST	SNU
2002	POSTECH	KAIST	SNU
2001	KAIST	POSTECH	SNU
2000	KAIST	POSTECH	SNU
1999	KAIST	POSTECH	SNU
1998	KAIST	POSTECH	SNU
1997	POSTECH	KAIST	SNU
1996	POSTECH	KAIST	SNU
1995	KAIST	POSTECH	SNU

OVERALL RANKINGS

THINKING OF SCIENCE, THE RADIATION AND THE FUTURE

International Ranking

The Times Higher Education Supplement

2007	2006	University	Country	Score
1	1	California Institute of Technology	US	100
2	3	Stanford University	US	100
3	4	Massachusetts Institute of Technology	US	98
4	9	Ecole Normale Supérieure, Paris	France	98
5	12	University of Alabama	US	98
6	10	Princeton University	US	97
7	2	Harvard University	US	96
8	13	Johns Hopkins University	US	96
9	112	University of Zurich	Switzerland	95
10	6	University of California, San Diego	US	95
11	25	POSTECH	Korea	95

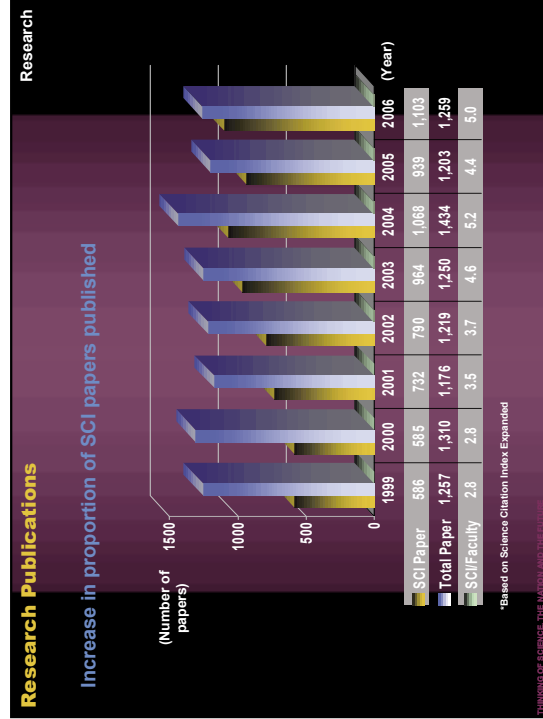
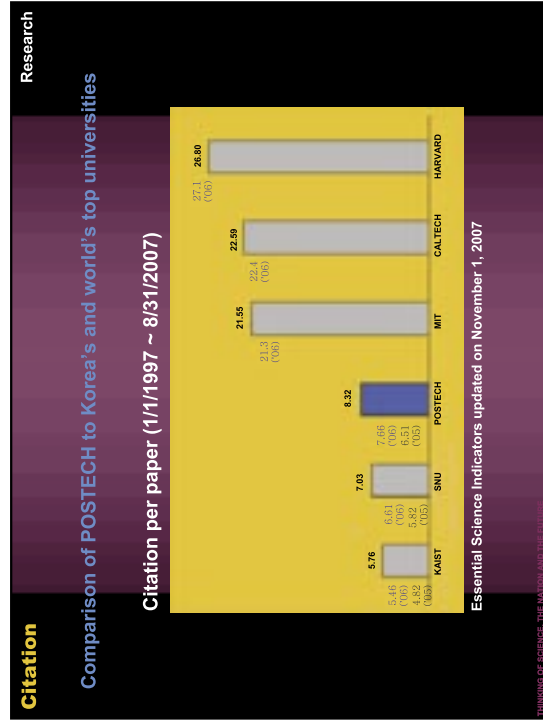
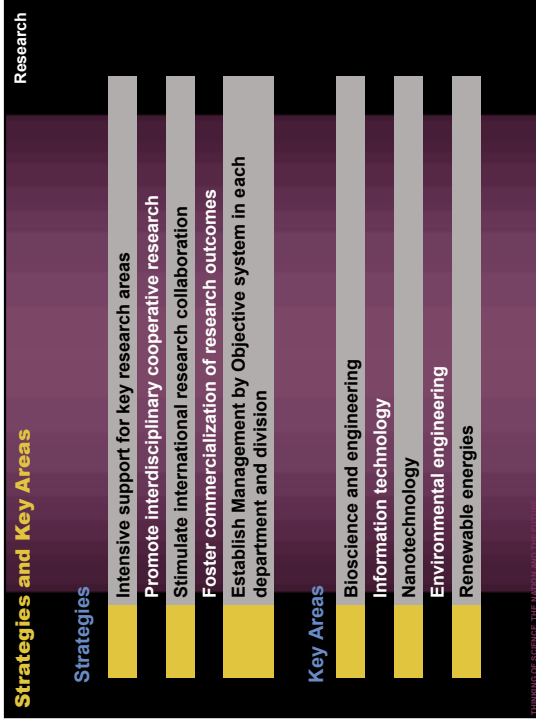
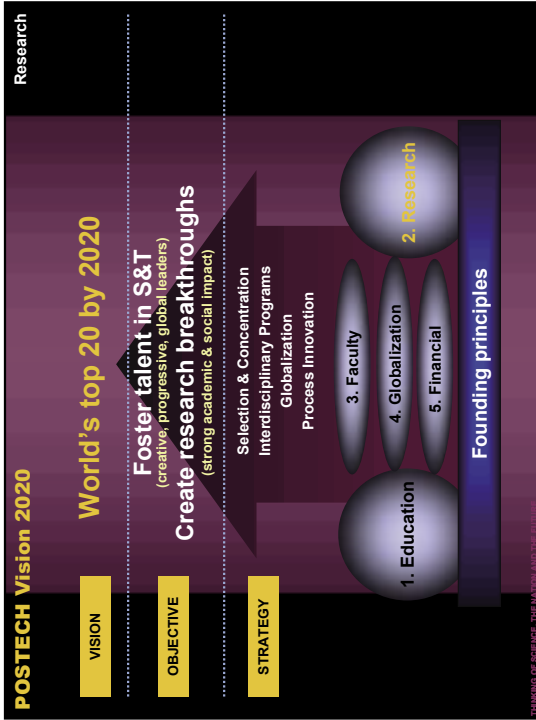
TOP 11 CITATIONS PER FACULTY

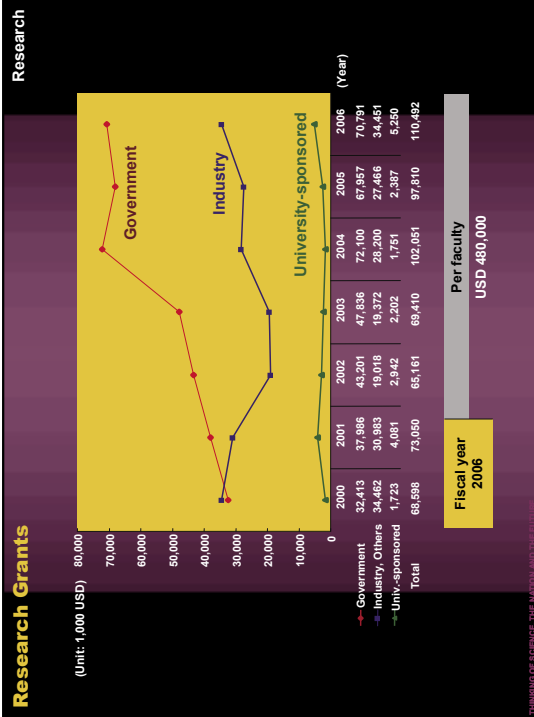
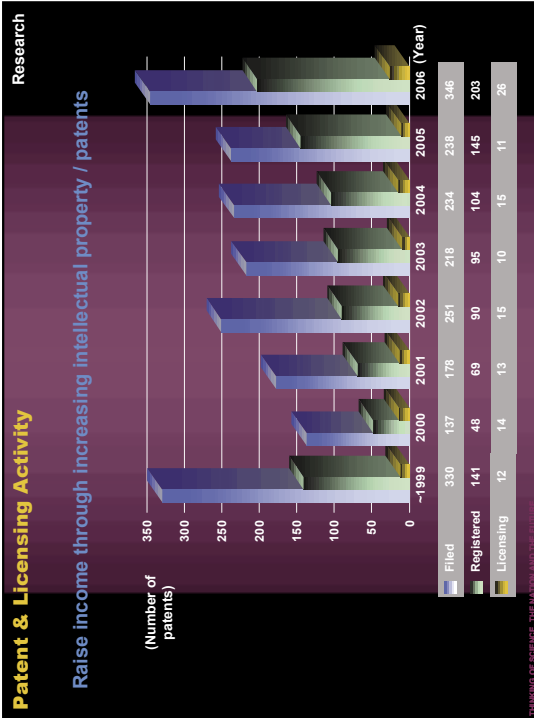
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THINKING OF SCIENCE, THE RADIATION AND THE FUTURE





Infrastructure

Tae-Joon Park Digital Library

- Digitalization/internet DB construction of academic information
- Information hub with cyber function
- Providing an environment for various multimedia utilization

POSTECH Biotechnology Center (PBC)

- Cutting-edge research and education in biotechnology, academia-industry cooperation
- Major research areas: molecular medicine, plant biotechnology, nanobiotechnology, basic sciences & technology

Infrastructure

National Center for Nanomaterials Technology (NCNT)

- Support nanomaterials industrialization
- Establish academy-industry cooperation
- Train manpower in the field of nanomaterials

Pohang Institute of Intelligent Robotics (PIRO)

- Service robot: moving platform, operating, intelligence technology
- Bio-medical robot: cell operating, haptic medical robot, diagnosis robot
- Ocean floor robot: probing, picking minerals

Infrastructure Research

Pohang Accelerator Laboratory (PAL)



Linear accelerator	160m long, 2.5 GeV
Storage ring	2.5 GeV, 12-period Triple Bend Achromat lattice, low emittance third generation machine, 280m in circumference
Beamlines	Operating 23 beamlines
Users	More than 1,000 per year

THINKING OF SCIENCE, THE PAST AND THE FUTURE

Infrastructure Research

POSCO International Center



Overview	<ul style="list-style-type: none"> • Area: 17,032 m² (5 ground, 2 basement levels) • Main facilities: conference area, hotel, dining facilities
Purpose	Host international conferences to promote academic and research collaborations

THINKING OF SCIENCE, THE PAST AND THE FUTURE

International Joint Research Research

Establish international cooperation

- Cutting-edge research (IT, BT, NT, ET) aimed for the global market
- Enhance global competitiveness and build national research infrastructure
- Joint research with research-oriented organizations
- Academy-industry cooperation with companies
- Contribute to Korea's advancement

Recent joint research projects with international organizations

Year	Project No.	Fund	Organization
1999	5	0.82M	Novartis, Chiron, AFOSR, Elkem
2000	5	0.37M	GE, NRL, GM, Elkem
2001	5	0.21M	Oriol, GM, IBM, NRL
2002	3	0.45M	GM, AFOSR
2003	6	0.23M	AOARD, Stanford University, JST
2004	11	0.58M	AFOSR, JST, STREM, FISC
2005	8	0.27M	AFOSR, AOARD, ASAHI, LAM, GM
2006	13	0.99M	GM, MS, Omron, AFOSR, JST

THINKING OF SCIENCE, THE PAST AND THE FUTURE

International Joint Research Research

MPG-APCTP-POSTECH Partnership (1)

Establish partnership on October 2007
Joint research from basic to applied science

POSTECH

Research-oriented university
World-class faculty
State-of-the-art research facilities

MPG

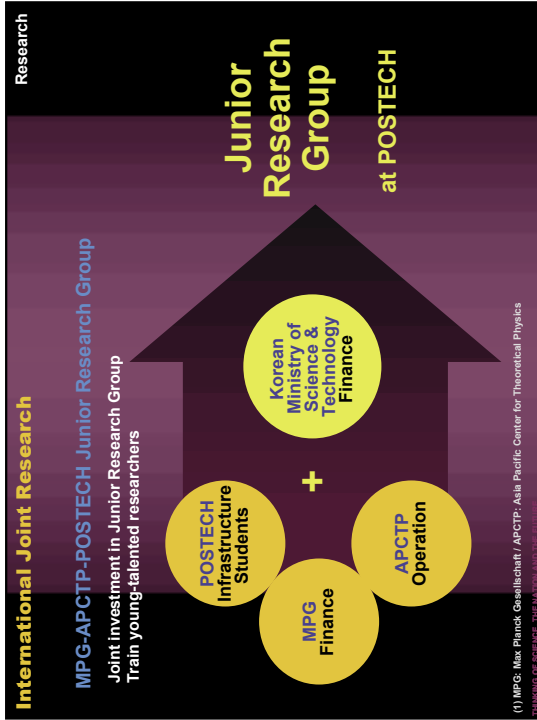
Top research organization
80 institutes
15,000 researchers

APCTP

Leading theoretical physics center
12 member countries
Train young researchers

Research for Future

(1) MPG: Max Planck Gesellschaft / APCTP: Asia Pacific Center for Theoretical Physics
THINKING OF SCIENCE, THE PAST AND THE FUTURE



World-renowned Scholars Lecture Program

Fields medalists, Nobel Laureates and world-renowned scholars
 Lectures, discussions, workshops

Year	Area	Lecturer	Position / Prize
1981	Physics	Norman F. Ramsey	Harvard U / 1989 Nobel Prize (Physics)
1982	Chemistry	Derek Barton	Texas A&M Univ. / 1969 Nobel Prize (Chemistry)
1984	Life Science	Bert Sakmann	Heidelberg U / 1991 Nobel Prize (Medical Science)
1985	Mathematics	John Milnor	New York State U / 1962 Fields Medal
1987	Physics	Ilya Prigogine	Prigogine Center / 1977 Nobel Prize (Chemistry)
1989	Chemistry	Jean Marie Lehn	U of Louis Pasteur / 1987 Nobel Prize (Chemistry)
2001	Mathematics	Efim I. Zelmanov	Yale U / 1994 Fields Medal
2001	Political Science	R. Scalapino	UC Berkeley
2002	Life Science	Paul Greengard	The Rockefeller U / 2000 Nobel Prize (Physiology)
2004	Physics	Robert B. Laughlin	Stanford U / 1998 Nobel Prize (Physics) - POSTECH Chair-Professor
2006	Mathematics	Jean-Christophe Yoccoz	College de France / 1994 Fields Medal
2006	Chemistry	Roderick MacKinnon	Rockefeller U / 2003 Nobel Prize (Chemistry)
2007	Life Science	Peter C. Doherty	U of Melbourne / 1986 Nobel Prize (Physiology or Medicine)

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THINKING OF SCIENCE, THE NATION AND THE FUTURE

- ### What makes POSTECH?
- 1 First research-oriented university in Korea
 - 2 Small in size but excellence in quality
 - 3 Low faculty to student ratio
 - 4 Highest education investment in Korea
 - 5 Scholarships and/or assistantships for all students
 - 6 Dormitory for all students during their studies
 - 7 Outstanding faculty
 - 8 World-class research achievement
 - 9 Strong academy-industry cooperation
 - 10 Top 1% to 0.1%
- THINKING OF SCIENCE, THE NATION AND THE FUTURE

POSTECH Vision Accomplishment Conclusion

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

Best 10 research accomplishments
by year 2010

2006 New Leap (20th Anniversary)

- Selection &
Concentration
- Inter-
disciplinary
Programs
- Globalization
- Process
Innovation

THINKING OF SCIENCE, THE NATION AND THE FUTURE

Q & A www.postech.ac.kr

THANK YOU!

For more information, contact
International Relations Office
iao@postech.ac.kr

THINKING OF SCIENCE, THE NATION AND THE FUTURE

Internationalizing NTHU Campus

Chung-Min Chen

Tsing Hua University - Hsinchu

This presentation summarizes what we hope to do and have done to internationalize our University. We first defined our goals and then made necessary organizational changes of our administration to provide the infrastructure conducive to the attainment of our goals.

Basically, we hope to achieve:

- A. A culturally diversified campus that will reflect the trend of globalization.
- B. Greater opportunity for our students, especially undergraduate ones, to study abroad while they are still matriculating on our campus.

To achieve the above, we have developed measure and strategies to recruit international students to our campus. We have also setup programs to place our students abroad in our sister universities and provide them with financial support. We are also facilitating our student to go the English speaking countries for intensive language programs in the summer.

Internationalizing NTHU Campus

Professor Chung-min Chen
CEO, University Center of International Affairs
National Tsing Hua University




University Center of International Affairs (UCIA), National Tsing Hua University

Internationalizing NTHU Campus

- Defining Our Goals -1
- To Enrich Cultural Diversity on Campus:
 - Increase In-coming International Students




University Center of International Affairs (UCIA), National Tsing Hua University

Internationalizing NTHU Campus

- Defining Our Goals -2
- Provide Greater Educational Opportunity:
 - Establish Exchange Partnerships




University Center of International Affairs (UCIA), National Tsing Hua University

Internationalizing NTHU Campus

- Defining Our Goals - 3
- To Facilitate International Research Cooperation:
 - Mobilizing Faculty Outreach




University Center of International Affairs (UCIA), National Tsing Hua University

Measures Taken

- Recruitment:
 - Recruitment Missions, e.g. Vietnam, Malaysia
 - Scholarship: Taiwan Scholarship/ University, Industrial Sponsored
- Exchange Programs
- Faculty Network



University Center of International Affairs (UCIA), National Tsing Hua University

Measures Taken

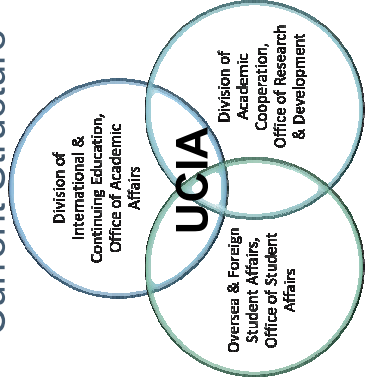
- Provide a Congenial Learning Environment
- Activity Center
- Advising and Consulting
- Language Center
- Culture :
 - Host Family
 - Cultural Tours
- Cultural Fairs



University Center of International Affairs (UCIA), National Tsing Hua University

Administrative Organization, International Affairs

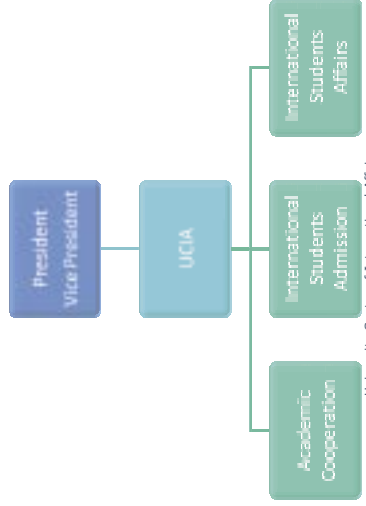
Current Structure



University Center of International Affairs (UCIA), National Tsing Hua University

Administrative Organization, International Affairs

Ideal Structure



University Center of International Affairs (UCIA), National Tsing Hua University

Internationalizing NTHU

Campus

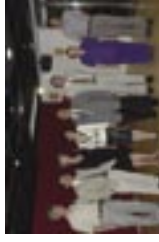
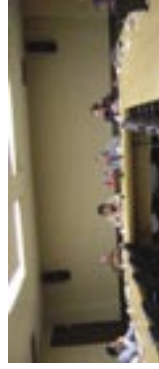
University Center of International Affairs



University Center of International Affairs
(UCIA), National Tsing Hua University

Introduction

- University Center of International Affairs (UCIA) at National Tsing Hua University (NTHU) serves as a liaison between the University and international students and scholars.



University Center of International Affairs
(UCIA), National Tsing Hua University

Our Mission

- The mission of UCIA is to assist in the development and accomplishment of NTHU's goals to internationalize our campus and prepare students to serve their own society as well as the international community.
- Our basic function is to facilitate learning and research across cultures, foster mutual respect and understanding among members of the global community.



University Center of International Affairs
(UCIA), National Tsing Hua University

UCIA's Tasks

1. Works with Office of Academic Affairs, Office of Student Affairs to define and achieve NTHU's goals regarding international education.



University Center of International Affairs
(UCIA), National Tsing Hua University

UCIA's Tasks

2. Serves as the focal point on campus to organize, coordinate, and interface among diversified areas of responsibility on campus so that the University can better serve the needs of international students



University Center of International Affairs (UCIA), National Tsing Hua University

UCIA's Tasks

3. Provides programs, services and information to foreign nationals to assist them in achieving their educational and personal goals while studying at NTHU



University Center of International Affairs (UCIA), National Tsing Hua University

UCIA's Tasks

4. Works in conjunction with academic departments/institutes to develop and coordinate academic and student exchange programs for students interested in studying abroad.



University Center of International Affairs (UCIA), National Tsing Hua University

THANK YOU FOR
YOUR ATTENTION!

University Center of International Affairs (UCIA), National Tsing Hua University

**ADVANCING CAMPUS INTERNATIONALIZATION
A STRATEGY FOR UI : TOWARDS 2012**

Wiku Adi Sasmito

Director, Partnership and Business Incubator UI

UI internationalizes itself to meet its vision to be world-class university. This presentation discusses University of Indonesia's strategies to internationalize. It starts with the context, definition and some key dimensions of internationalization and UI response to this context. Among the issues are human resource, information, and mobility issues. Policies and programs to internationalize particularly since 1992 will be outlined. Finally, lessons learned from the practices will conclude this presentation.

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Email: io-ui@ui.edu
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UI TOWARDS 2012


The Development Plan
UI Science Park

Drh. Wiku Adisasmito, MSc, PhD
Directorate for Partnership & Business Incubator
University of Indonesia


Workshop: Laying Firm Foundations for University
Internationalization
Kyoto, Jan 24-25, 2008



UNIVERSITAS INDONESIA




UI Science Park



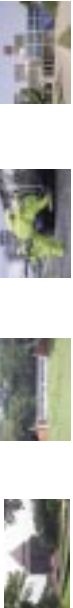
BACKGROUND

- ◆ University of Indonesia as a "Research University"
- ◆ Competition among World Class Universities
- ◆ Need research findings from university-based industrial research incubator
- ◆ Need more research and publication at highly recognized national and international journals
- ◆ There is an enormous needs and interests on applied research from industry, government, and others
- ◆ Challenges: defending the public from emerging infectious diseases, economic uncertainties, political turbulence, ecological & ethical problems



BACKGROUND

- ◆ Challenges - defending the public from:
 - ◆ Bureaucracy & political disturbances
 - ◆ Economic turbulence & uncertainties
 - ◆ Conventional out-dated Technology
 - ◆ Non environmentally friendly technology (Fossil Fueled Power Plant)
 - ◆ Low yield fossil fuel derivatives
 - ◆ Labor intensive automotive assembling
 - ◆ Labor intensive manufacturing
 - ◆ Ineffective & expensive drugs
 - ◆ Slow, expensive & limited reach of mass communication & IT



Vision

- ◆ To be a center for innovation & development of science & technology, benefiting human development in Indonesia.

Mission

- ◆ To excel academic research
- ◆ To develop basic, applied, and advance sciences in the area of science & technology, biomedical & health sciences, and social, arts & humanities
- ◆ To assist industry & business sectors through joint applied research
- ◆ Globalize the achievement in science & technology through international publication
- ◆ To improve the position of Indonesia to capitalize qualified national human resources



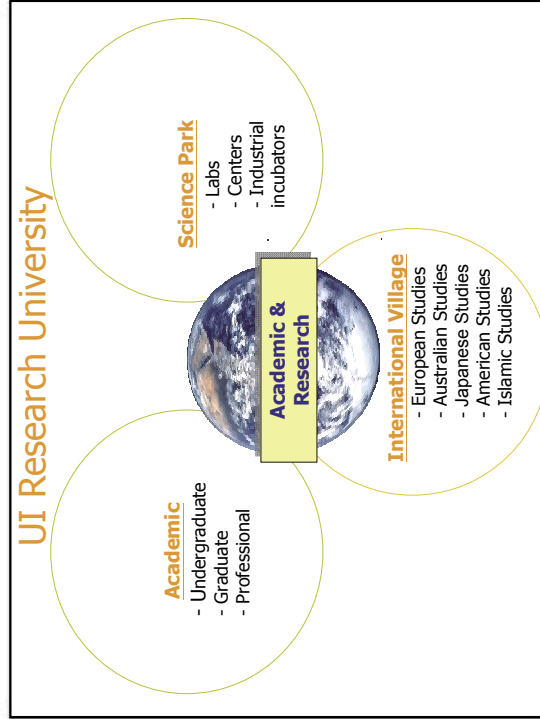
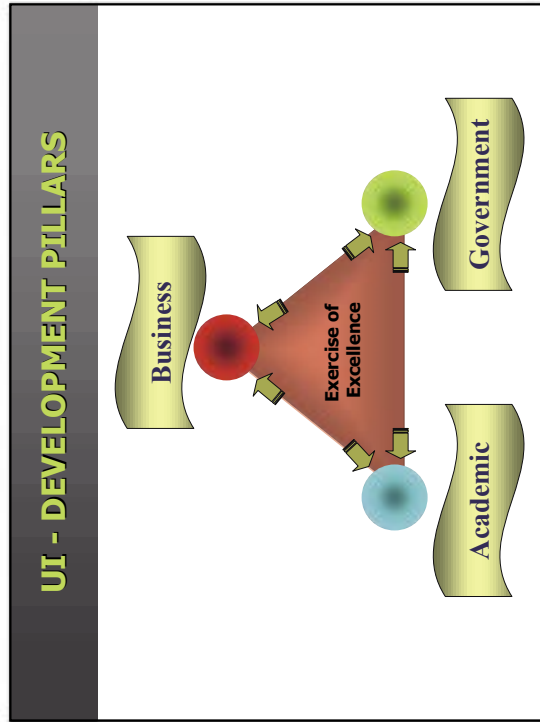
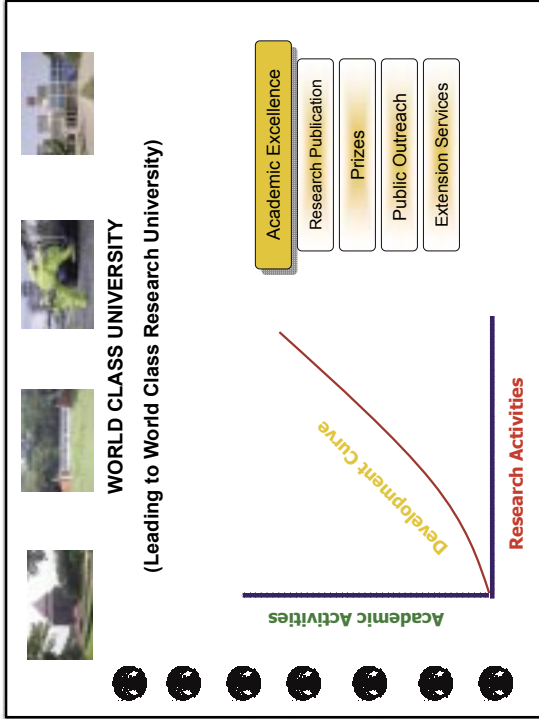
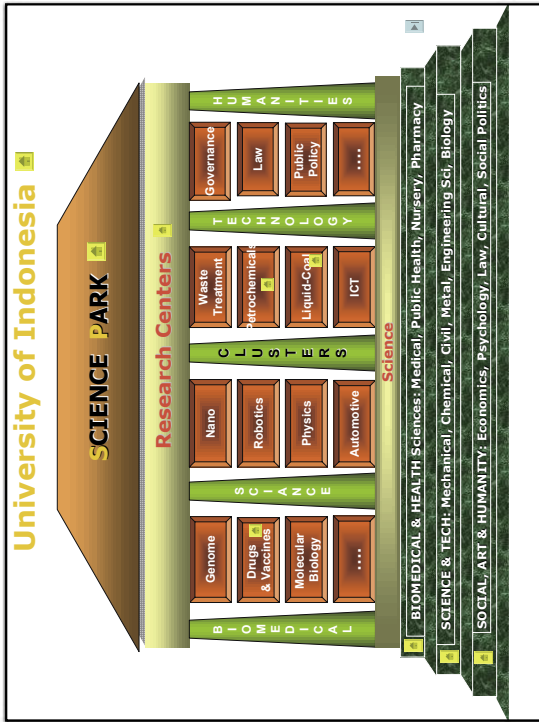
VALUES

- Promote values of religion, culture, art, norms, & laws of Indonesia
- Academic excellence & independency
- Integrity & Respect: objective, honest & ethical
- Customer oriented



GOALS

- ◆ To develop integrated & advance research facilities
- ◆ To spread the advancement of science & research to public for productive & immediate utilization
- ◆ To convey the scope and significance of industrial research incubator services, ranging from waste treatment technology to bio molecular analysis of viral mutagenesis (needing effective vaccine development)
- ◆ To shape the future of industrial research incubator services, a framework for integration, collaboration and leadership between University & Industry



SWOT	
INTERNAL	EXTERNAL
<p>S T R E N G T H</p> <ul style="list-style-type: none"> • Institutional Experience • Positive image in education • Educated researchers • Large Campus Facility 	<p>O P P O R T U N I T Y</p> <ul style="list-style-type: none"> • UI Acknowledged • International network • Strategic roles nationally • Industry & Commercial link
<p>W E A K N E S S</p> <ul style="list-style-type: none"> • Minimal outstanding labs • Few, sound research findings • Lack of international scientific publication • Lack of Coordination, target & direction 	<p>T H R E A T</p> <ul style="list-style-type: none"> • Regional Competitors (Labs & Univ)



ABOUT UI

- Year of establishment : 1950
- Student body : 39028
- Academic Staff : 3113
- Faculties : 12 + 1 Graduate School
- Study Programs: more than 200
- Campus: Depok and Salemba





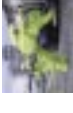

UNIVERSITY OF INDONESIA

97 CURRENT RESEARCH CENTERS





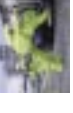

FACULTY OF MEDICINE

1. Medical Research Unit (URK)
2. Pusat Uji Klinik Obat (PUKO)
3. Pusat Kajian Gizi Regional (SEAMEO)
4. Makmal Terpadu
5. Medical Education Unit (UPK)



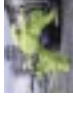

FACULTY OF DENTISTRY

1. Lab - Rumah Sakit Gigi dan Mulut

FACULTY OF PUBLIC HEALTH

1. PPK (Pusat Penelitian Kesehatan)
2. PUSKA (Pusat Penelitian Keluarga Sejahtera)
3. PKTK3 (Pusat Kajian dan Terapan Keselamatan dan Kesehatan Kerja)
4. PKEKK (Pusat Kajian Ekonomi dan Kebijakan Kesehatan)
5. P3M (Pusat Pendidikan dan Pelayanan Masyarakat)
6. PKKLI (Pusat Kajian Kesehatan Lingkungan dan Industri)
7. PRES (Pusat Riset Epidemiologi dan Surveilans)
8. PKBIK (Pusat Kajian Biostatistika & Informatika Kesehatan)
9. PKGK (Pusat Kajian Gizi dan Kesehatan)

FACULTY OF NURSERY


1. Pusat Kajian Manajemen Keperawatan
2. Centre for Nursing Management & Prevention of Adolescence with HIV/AIDS







FACULTY OF MATHEMATICS & NATURAL SCIENCES


1. Pusat Studi Biodiversitas dan Konservasi
2. Pusat Studi Obat Bahan Alam
3. Pusat Studi Kelautan
4. Pusat Kajian Material
5. Pusat Herba Medika
6. Pusat Penelitian Geografi Terapan
7. Pusat Studi Komputer dan Tek. Informasi
8. Pusat Kajian Resiko dan Keselamatan Lingkungan
9. Pusat Pengembangan Wilayah






**FACULTY OF
ENGINEERING**

1. Engineering Center
2. Pusat Penelitian Sains dan Teknologi
3. Pusat Kajian Energi
4. Lembaga Teknologi (LEMTEK)



**FACULTY OF
PSYCHOLOGY**




1. Lembaga Psikologi Terapan (LPT-UI)
2. Lembaga Pengembangan Sarana Pengukuran dan Pendidikan Psikologi (LPSP3)
3. Badan Penelitian dan Pengembangan Psikologi (BP2Psi)
4. Pusat Krisis Fpsi UI
5. Pusat Keberbakatan











**FACULTY OF
POLITICAL & SOCIAL
SCIENCES**

1. Pusat Kajian Departemen Ilmu Kesejahteraan Sosial
2. Pusat Kajian Komunikasi
3. Unit Studi Jender dan Pembangunan
4. CIREC (Center for International Relation Studies)
5. Broadcast Center
6. Pusat Kajian Pengembangan Otonomi Masyarakat dan Daerah (PUSKA POMDA)
7. Pusat Kajian Politik
8. CERIC (Center for Research on Inter-group Relations and Conflict Resolution)
9. Lab Sosio







**FACULTY OF
POLITICAL & SOCIAL
SCIENCES**

10. Pusat Kajian Antropologi
11. Pusat Kajian Ilmu Administrasi
12. Pusat Kajian Pembangunan Administrasi Daerah dan Kota
13. Pusat Kajian Strategi Pembangunan Sosial Politik
14. Pusat Kajian Kriminologi
15. Center for East Asia Cooperation Studies (CEACoC)
16. Pusat Keadilan dan Pengabdian Hukum
17. Pusat Pelayanan Komunikasi Masyarakat
18. PACIVIS – Center for Global Civil Society
19. Pusat Kajian Kesejahteraan Sosial

FACULTY OF CULTURAL SCIENCES

1. Pusat Leksikologi dan Leksikografi
2. Pusat Pengembangan Seni dan Budaya
3. Pusat Pengembangan Kearsipan
4. Pusat Penelitian Kemasyarakatan & Budaya
5. Pusat Pengembangan Penelitian

FACULTY OF COMPUTER SCIENCE

1. Pusat Ilmu Komputer







FACULTY OF LAW

1. Lembaga Pengkajian Hukum Internasional
2. Lembaga Pengkajian Hukum Acara dan Sistem Peradilan Indonesia
3. Lembaga Pengkajian Hukum Perdata
4. Lembaga Kajian Islam dan Hukum Islam
5. Lembaga Kajian Persaingan dan Kebijakan Usaha
6. Lembaga Kajian Hak Asasi Manusia
7. Lembaga Kajian Pasar Modal dan Keuangan
8. Lembaga Kajian Pranata Hukum
9. Lembaga Kajian Hukum dan Teknologi
10. Lembaga Kajian Sosiologi Hukum dan Perundang-undangan







FACULTY OF LAW


11. Pusat Kajian Penerapan Hukum
12. Pusat Kajian Hukum dan Pemerintahan yang Baik
13. Kajian Hukum Fiskal
14. Pusat Studi Hukum Tata Negara
15. Pusat Studi Hukum dan Pembangunan Berkelanjutan
16. Kelompok Kerja Pemajuan Hak Wanita dan Anak
17. Kelompok Penelitian, Pengkajian dan Penerapan Dasar-dasar Ilmu Hukum
18. Kelompok Penelitian, Pengkajian dan Penerapan Hak Milik Intelektual & Hak Atas Kekayaan Intelektual
19. Masyarakat Pemantau Peradilan Indonesia






FACULTY OF ECONOMICS

1. Lembaga Penyelidikan Ekonomi dan Masyarakat (LPEM)
2. Lembaga Manajemen (LM)
3. Lembaga Demografi (LD)
4. Lembaga Studi Manajemen (LSM)



GRADUATE SCHOOL

1. Pusat Kajian Pencegahan Kejahatan dan Pelanggaran Hak Asasi Manusia
2. Pusat Kajian Wanita
3. Pusat Penelitian SDM dan Lingkungan
4. Pusat Pengembangan Wilayah & Perkotaan
5. Pusat Pengembangan Lintas Kelimuan






INTER-UNIVERSITY CENTERS

1. Pusat Kajian Wilayah Amerika
2. Pusat Kajian Australia
3. Pusat Studi Jepang
4. Pusat Kajian Eropa
5. Pusat Kajian Timur Tengah dan Islam






Publication - Journals

1. Jurnal Antropologi Indonesia (FISIP)
2. Jurnal Bisnis dan Birokrasi (FISIP)
3. Jurnal Global (FISIP)
4. Jurnal Kriminologi Indonesia (FISIP)
5. Jurnal Masyarakat (FISIP)
6. Jurnal Thesis (FISIP)
7. Manajemen Usahawan Indonesia (FE)
8. Ekonomi & Keuangan Indonesia (FE)
9. Bisnis & Birokrasi – Jurnal Ilmu Administrasi & Organisasi (FE)
10. Seri (4) MAKARA (DRPW)



Publication - Journals

- 11. Medical Journal of Indonesia (FK)
- 12. Otorhinolaryngologica Indonesiana (FK)
- 13. Acta Medica Indonesiana (FK)
- 14. Paediatrica Indonesia (FK)
- 15. Parasitologi Indonesia (FK)
- 16. Neurona (FK)
- 17. Jurnal Ilmu Bedah Indonesia (FK)
- 18. Majalah Radiologi Indonesia (FK)
- 19. Jurnal Kedokteran Gigi Indonesia (FKG)
- 20. Jurnal Keperawatan Indonesia (FIK)
- 21. Kesmas (FKM)
- 22. MARSII (FKM)






Publication - Journals

- 23. Jurnal Sains Indonesia (FMIPA)
- 24. Jurnal Farmasi (FMIPA)
- 25. Jurnal Teknologi (FT)
- 26. Jurnal Psikologi Sosial (FPsi)
- 27. Jurnal Hukum Internasional (FH)
- 28. Jurnal Hukum & Pembangunan (FH)
- 29. Jurnal Hukum Telematika (FH)
- 30. Jurnal Hukum Persalingan Usaha (FH)
- 31. Teropong - Jurnal Monitoring Watch Peradlan (FH)






Publication - Journals

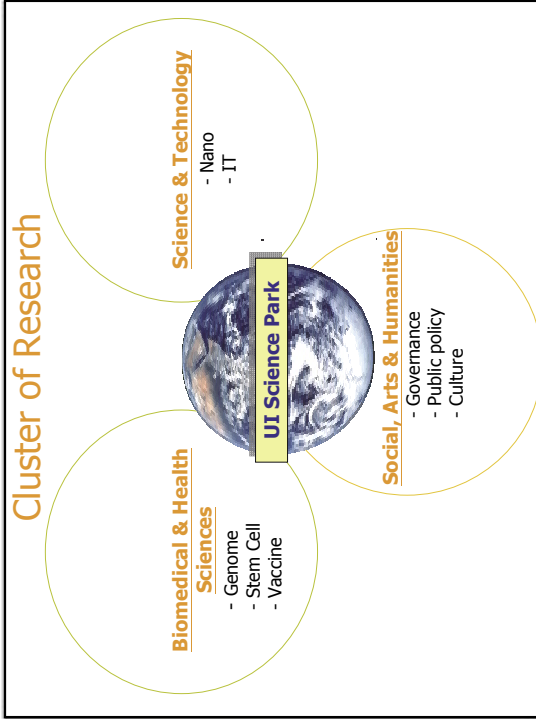
- 32. Jurnal Ilmiah Wacana (FIB)
- 33. Jurnal Filsosia (FIB)
- 34. Jurnal Arabia (FIB)
- 35. Jurnal Simica (FIB)
- 36. Jurnal Cadens (FIB)
- 37. Jurnal Kata (FIB)






PROMINENT CENTERS


- IHVCB (Institute of Human Virology & Cancer Biology)
- Engineering Centers
- SEAMEO (Research Center for Clinical Nutrition)





WORLD MODEL – SCIENCE PARK

- ◆ Texas A & M, Research Park (College Station, Texas, USA)
- ◆ Oceanographic Research (College Station & Galveston)
- ◆ Animal Husbandry & Veterinary
- ◆ Agronomy
- ◆ Etc.




WORLD MODEL – SCIENCE PARK

- ◆ National Chiao Tung University (NCTU)
- ◆ Advanced Radio Technology and System Research Center
- ◆ Energy Technology and Management Research Center
- ◆ Bioinformatics Research Center
- ◆ Etc
- ◆ Yuanpei University of Science and Technology (YUST)
- ◆ Computerized Tomography Laboratory
- ◆ Digital Physiology Laboratory
- ◆ Genetic Food Development Laboratory
- ◆ Etc



WORLD MODEL – SCIENCE PARK

- ◆ National Central University (NCTU)
- ◆ Optical Science Center
- ◆ The center for Software Research
- ◆ The Center for Hazard Mitigation Prevention
- ◆ Etc
- ◆ National Taiwan University (NTU)
- ◆ Centers for Nano Science and Technology
- ◆ Computer and Information Networking Center
- ◆ The Center for Condensed Matter Sciences
- ◆ Etc



WORLD MODEL – SCIENCE PARK

- ◆ Centers for Disease Control – (Atlanta Georgia) in collaboration with Emory University
- ◆ Infectious Disease Lab: Microbiology, Virology, Entomology
- ◆ Degenerative Disease Lab
- ◆ Etc.



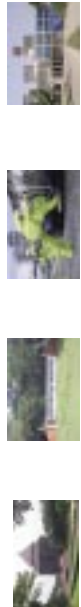
WORLD MODEL – SCIENCE PARK

- ◆ Colorado State Univ - Foothills Research Park in collaboration with Division of Vector-borne Infectious Disease CDC
- ◆ Microbiology, Virology, Entomology Lab
- ◆ Atmospheric Science
- ◆ Animal Disease Lab – collaboration with USDA & Private Company
- ◆ Toxicology Research Lab
- ◆ Etc.



**STAGING of First Establishment
UI SCIENCE PARK**

- I. Organize, Manage, and Streamline Research Centers UI into 3 Clusters (Biomedical & Health Sciences, Science & Technology, and Social, Arts, Humanities)
- II. Intensify research activities toward concerted and distinct research findings ready for commercial & industrial adoption
- III. Continuous research for industrial incubator
- IV. Improvement of sciences: more research findings, patents, prizes
- V. Developing further into: Industrial Park & Science Park



**Development PHASES
Advanced UI Science Park**

- I. Research Park: organize & manage existing linked labs & research centers in the University (first 5 years)
- II. Industrial Park: establish industrial park in collaboration with GOI & KADIN (5-10 years)
- III. Science Park: establish science park in collaboration with GOI & national & international prominent research institutions (10-15 years)



METHODS – to assure commitment

- Part of DRPM major plan to put in its portfolio
- Approval from Rector of the Research Park plan
- Presented the plan to MWA, signed as medium term plan of UI leaders to be commenced
- Presented to the Minister with acknowledgement from the President of Indonesia
- Execute the plan with established strong team & full financial support for the development
- Open & full support to access business partners: local, national, international
- Soft launch of plan with involvement of KADIN, GOI, International reps
- Monitor & evaluate progress of the development








UI Action

First stage:

- A. To develop strategic plan & business-research plan for the next 15 years of The University of Indonesia Research Park with involvement of the university, GOI, Menristek, LIPI, BPPT, DRN, Diknas, KADIN, industry, investors
- B. Establishing research clusters (utilize existing facilities):
 - Science & technology cluster starts at Engineering Center (FT) RCCN (FK)
 - Biomedical & Health Sciences starts at IHVCB UI & SEAMEO
- C. Develop research collaboration with industry, business, overseas & Indonesian universities to enhance research atmosphere

UI Action

Second stage:

- A. Utilize UI Patents for production
- B. Patents new research findings
- C. Starts industrial incubators

KEY DIMENSIONS OF INTERNATIONALIZATION



- International & Internationalized students
- Student Exchange and Mobility Programs
- Staff Exchange Programs
- International & Internationalized Staff
- International Research Collaboration
- Institutional Links and Networks
- International Consulting
- Multicultural Campuses
- Joint Degrees
- Rankings and Reputation

Some Initiatives for Internationalization of UI

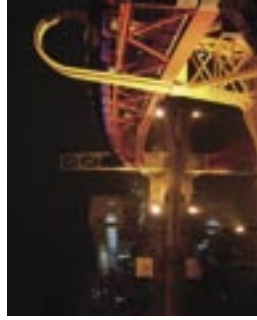
INTERNATIONAL CLASS

- **FACULTY OF MEDICINE**
Partner University
Bachelor: The University of Melbourne
- **FACULTY OF ENGINEERING**
Partner Universities
Bachelor: FBEE Queensland University of Technology
Master: Duisburg Essen (Germany), Ecole Centrale Group (France)
- **FACULTY OF PSYCHOLOGY**
Partner University
Bachelor: The University of Queensland-Australia.
Master: Griffith University, Australia

Some Initiatives for Internationalization of UI

- **FACULTY OF COMPUTER SCIENCE**
Partner University
Bachelor: The University of Queensland (ITEE UQ) Australia.
- **FACULTY OF ECONOMICS**
Partner University
Bachelor: The University of Melbourne, Tilburg University,
Universiteit Van Amsterdam
Master: Australian National University
Program: MM ACE, a special program that award its graduates
double degree from UI and one well-known University in
France
- **FACULTY OF PUBLIC HEALTH**
Partner University
Master: Griffith University – Australia

Committed to Advancement of Science & Technology
for Development



University of Indonesia
THANK YOU

Benefits and Challenges of Integration Among Universities Accelerating Towards Internationalization

Yusoff Musa

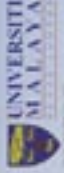
Deputy Registrar
International Student Center
University of Malaya
Kuala Lumpur, Malaysia

The need to remain competitive and the ever increasing demands of various stake holders on universities have inadvertently led universities to be global players in education. Demand for recognition and the quest for a respectable position in the ranking of universities further accelerates the process of internationalization by universities.

Various strategies are drawn upon to increase the number of international students, international faculty and exchange students at the graduate and undergraduate level. In the pursuit towards internationalization, universities often overlook how their endeavors negatively impact upon existing resources, namely the human element, and to a lesser extent on support services and existing infrastructure. Accepting the notion that, benefits of integration far outweighs the lack of it, universities therefore must put greater effort towards this end. Failure to address issues on integration may result in dire consequences and in the long term, may do injustice to various components that make up the system of the university. Policies and procedures are often instituted to enable integration efforts. Laissez-faire versus interventionist policies is often debated and what approach to undertake may be dependent upon numerous variables such as age, gender, economic status, nationality and other factors and is often difficult to ascertain. Nevertheless universities' recognizes and agrees the importance of integration of international students amongst various nationalities and between internationals and locals.

Success of Integration efforts may, to an extent be reliant upon the support and commitment of various entities within the organization. Instituting organizational policies may look presentable on paper as a blue print, but the real challenge lies at the implementation stage. Thus a comprehensive and integrated approach should be utilized to enhance integration among all students thereby providing expeditious assimilation of international students into local culture and norms and therefore minimizing conflicts, distrust and anxiety among the campus populace. Best practices by established educational institutions, with high degree of success stories, may be used as a guide to be shared for the betterment of our institution.

Paper to be presented at "3rd University Administrators Workshop: Laying Firm Foundations for University Internationalization" Kyoto University Clock Tower International Conference Hall, Kyoto, Japan, January 24 - 25, 2008



Quick Take

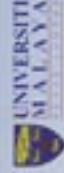
Population - 27,544,000 (43rd)

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



**Benefits and Challenges
of Integration Among Universities
Accelerating Towards Internationalization**

Yusoff Musa
Deputy Registrar
International Student Center
University of Malaysia



**Strategic Plan On Admissions by the Higher
Education Ministry, Government of Malaysia**

100,000 international Students by 2010

Involvement in International education Fair ≈ 60 visits per year

Aggressive Marketing by Public & Private Universities & Colleges



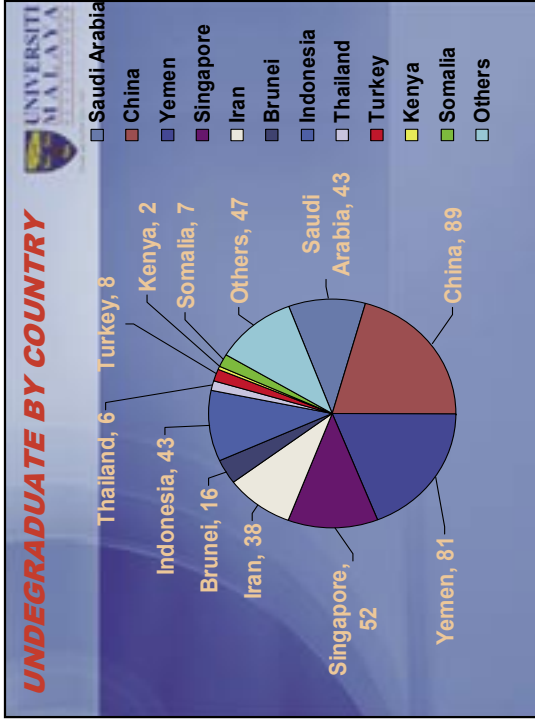
**University Admissions Policy for
Undergraduate International Students**

- 5% of total enrollment i.e. 5% of 18,000 or 900 students
- 5% of annual admissions i.e. 5% of 4,500 or 225
- Reduce by 10% undergraduate students every year

UNIVERSITI MALAYA

University Admissions Policy for Graduate International Students

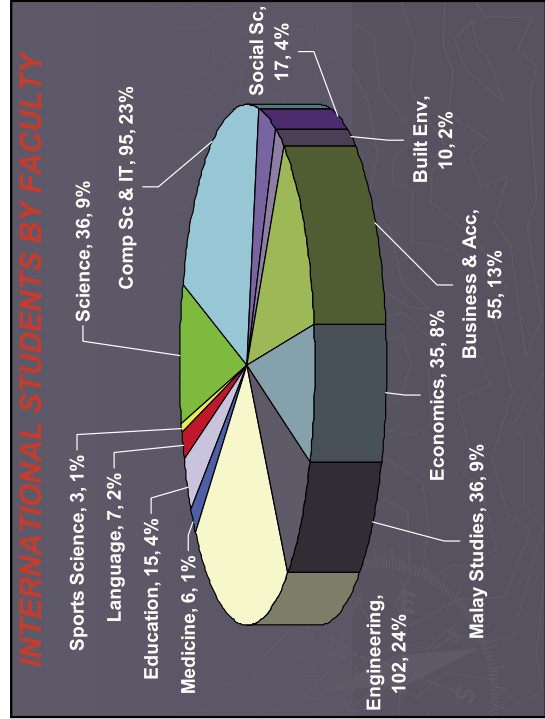
- Increase by 10% every year
- 50% Graduate: 50% undergraduate by 2010
- 50% International: 50% local by 2010

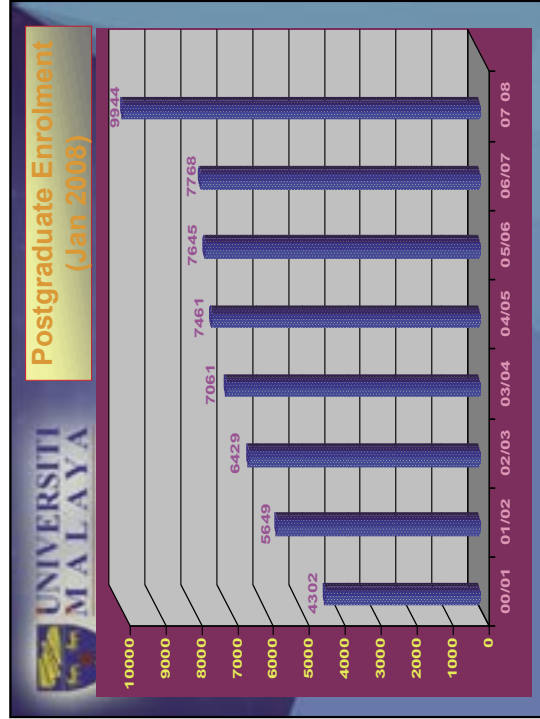
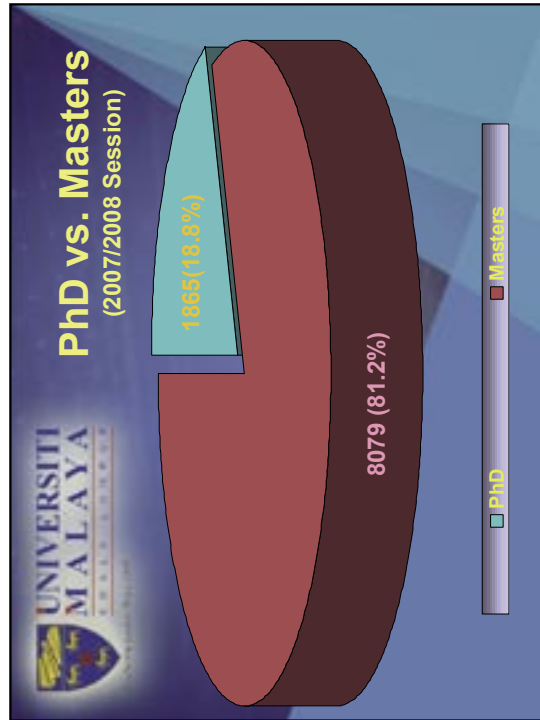
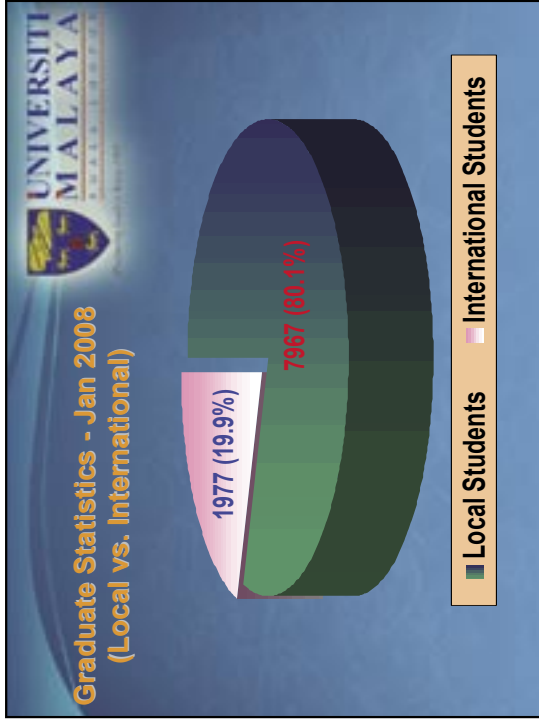
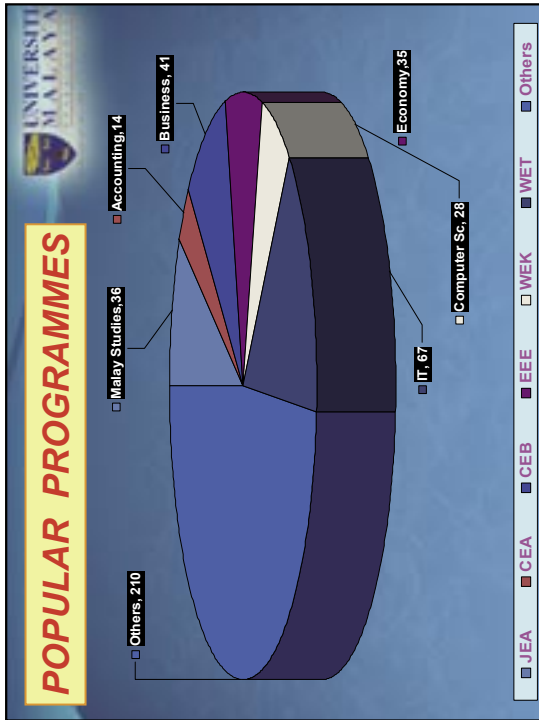


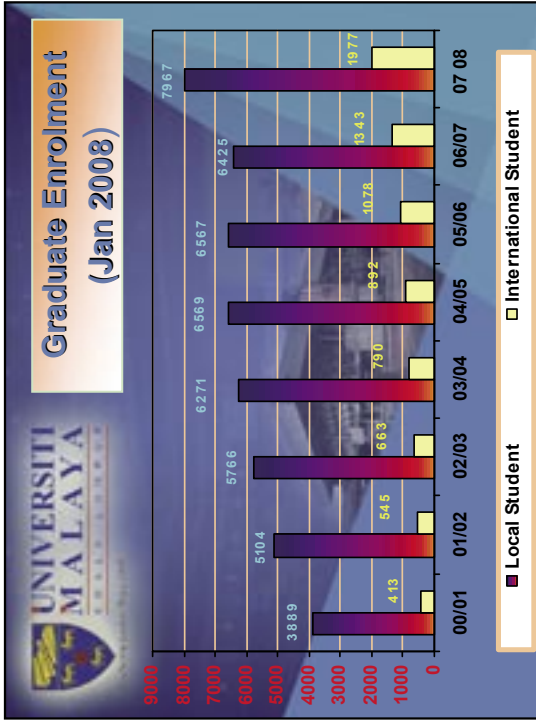
UNIVERSITI MALAYA

OTHER COUNTRIES

- Algeria – 1
- Bahrain – 3
- Ethiopia – 1
- India – 2
- Iraq – 5
- Libya – 1
- Maldives – 3
- Myanmar – 1
- Oman – 2
- Palestine – 4
- Qatar – 1
- Sudan – 9
- Uzbekistan – 4
- Laos – 2
- Utd Arab Emirates – 1
- Mauritius – 2







Benefits of Integration

Minimize adjustment period
 Reduce conflicts and distrust
 Increase knowledge on:

- diverse cultures,
- beliefs,
- customs,
- language and
- traditions

Contribute towards understanding people of diverse backgrounds
 Reduce anxiety and stereotyping
 Speedier assimilation of International students into campus life
 Reduce impact of cultural shock

Strategies Towards Integration

Housing Policy

- ❖ Different nationalities mixed in hostel rooms
- ❖ International students housed with local students
- ❖ International House - 70% International and 30% local

Classes organized to facilitate integration

- ❖ Lab classes
- ❖ Tutorial classes
- ❖ Intensive English Language Classes

Strategies Towards Integration

University-Wide Policy On Activities

- ❖ Activities must have racial mix before approval
- ❖ Funding proportionate to level of integration
- ❖ International Student Activities must involve locals



Activities for International Students

Involvement in Various Religious Festivals

- Eid ul-Fitr & Eid ul-Adha (muslims)
- Awal Muharram (Muslims)
- Wesak Day (Buddhis)
- Deepavali (Indian)
- Thaipusam & Ponggal (Indian)
- Mid-Autumn Festival (Chinese)
- Chinese New Year & Chap Goh Mei (Chinese)
- Christmas & Thanksgiving (Christians)
- Good Friday (Christians)
- Vaisaki (Sikhs)
- Gawai (Ibans of East Malaysia)
- Harvest Festival (Kadazan-Dusuns of East Malaysia)



Activities for International Students

- International Day
- International Week –all Public & Private Universities
- International Food Fair
- Community Service week
- International Cultural Shows
- Annual Dinner
- Home-Stay Programme



Activities for International Students

- Inter-Hostel Sports Carnival
- Inter-Hostel Cultural Festival
- Inter-Hostel Debates (Chinese, Malay & English)
- International Student Orientation
- International - Local Student Orientation Week
- International Film Festival (throughout the year)



Challenges to Integration

- Unswerving Management commitment
- Incompatible needs of different nationalities
- Diverse population (79 countries)
- Embedded customs and traditions
- Resistance to change
- Distrust between internationals and local students



Challenges to Integration

- Differing shared beliefs
- Unpredictable support from existing campus community
- Involvement of politics and politicians
- “Birds of a feather flock together”
- Laissez-faire versus interventionist policies



THANK YOU

**GLOBAL EDUCATION:
ASIAN UNIVERSITIES' PURSUIT TOWARDS INTERNATIONALIZATION,
*The Philippine Experience***

by Professor Ma. Crisanta N. Flores, Ph.D.
Director, Office of Extension Coordination
University of the Philippines
Diliman, Quezon City, Philippines 1101
marotflores@gmail.com

In a world that is highly IT and consumerist, education has become a big business in a knowledge-based economy where knowledge is considered a “weightless commodity”. There is an unprecedented growth in the number of students wanting to pursue higher education overseas. Hence, the fierce battle among universities to attract the market (more than 2.5 million young people study overseas).

Since English is the international *lingua franca*, non-English speaking institutions of learning in Europe and Asia have revitalized their programs to include course offerings in English. French Universities now offer a significant number of degree programs in English. In China, 175 million people study English. Koreans come to the Philippines for Intensive English Program which is cheapest in the region. South Korea is building 10 “English villages” like Western communities where children can learn to communicate in English. One such example is the ‘English-only town’ soon to open on Cheju Island in 2010.

Brief Description of the Global Educational Landscape

In recent times, Asian universities in Singapore, Japan, Malaysia and India have attracted very good students from different parts of the globe. It is no longer a monopoly of the old best universities like Harvard, Yale, Cambridge and Oxford. To date, China is spending millions in building and improving their universities so that their own student population need not leave their country. Malaysia expects double the number of 100,000 foreign students it received this year by 2010. Malaysian and Thailand universities have been prime movers of institutional restructuring in higher education with its thrust towards corporatization. Malaysian Universities are very active in their joint-degree and/or twinning programs with British universities making their students internationally marketable.

The US has suffered setbacks in its share of foreign students after the 9/11 incident which led to tighter student visa restrictions. US foreign students only amounted to 17% between 2000 and 2005 compared to France’s 81% and Japan’s 108%. European universities have become less attractive to foreign students especially from Asia because of the expensive Euro. Lately, the European Union has been very aggressive in Asia in its promotion of universities and colleges with scholarship packages and other enticements. Under its banner of a United Europe where everything is standardized from its banking system, currency to a common market, the new European Higher Education Area is now also on its way towards standardization. In the Philippines, among European countries, it is France through its French Embassy which vigorously promotes and advertises its French universities through international education fairs. Spain and Germany are next with scholarship packages in the graduate level.

Internationalization of Higher Education

Internationalization of Higher Education must not be confused with Global Education. Although mutually exclusive, they work towards the same direction. Global Education can be understood in 2 ways: it may refer to the Global Education Landscape or it may also refer to the economic aspect of education where foreign students are considered part of the market forces. Internationalization of Higher Education is a response to Global Education but focuses principally on academic growth of universities and institutions rather than on its economic aspect of growth.

A survey conducted by the International Association of Universities listed Student and Faculty Mobility as one of the most important component of Internationalization. Student, staff and teacher development, academic standards and quality assurance and international research collaboration are ranked as the 3 most important benefits of internationalization. Distance Education and the use of ICTs are noted as the key areas for new developments.

What makes an International or Global University?

Since the most common indicator of Internationalization is the number of foreign students a university has, there is a strong pursuit to attract foreign students as well as to forge international linkages with (ideally) prestigious foreign universities to boost the international character of a university. Institutions of higher education all over the world compete to attain the status of an international or global university.

Asian Universities as International/Global Universities

While US recognizes the fierce competition against Asian Universities such as NUS, Peking University, University of Tokyo in attracting the good, intelligent foreign students, Asian universities should continue to improve and rethink its own model for internationalization which is still very much informed by the Western paradigm. World Rankings is still the most influential indicator of an internationalized/globalized university. Leaders of universities quake at any change in their ranking every year. Asian Universities should go beyond the study of English language alone. Even if it is the international lingua franca, we should push for the strong disciplines we have in the region such as Marine Science studies, Digital Technology, Volcanology, and even Asian Philosophy and Arts.

The true test of a university as globalized is not only the number of foreign students a university has but if: (1) its international programs offered are enrolled in by foreign students; (2) there are a number of international organizations created with actual foreign membership; (3) research collaborations are published jointly by partner universities; and (4) if these international programs are sustained through the years.

In the survey conducted by the International Association of Universities, Asian respondents were the only ones who were not affected by the brain drain. Surprisingly, the North American, European, Middle Eastern and African respondents fear the effect of brain drain due to internationalization. This is a good sign that Asians intend to return to their country of origin in spite of foreign education. Joint-degree programs and or twinning programs also help ensure Asian students' stay in their home universities at the end of the program while earning international degrees.

Internationalization and the Philippine Experience

As early as 2000, the Commission on Higher Education in the Philippines issued Memorandum Order No.1 (Policies and Guidelines in the Implementation of International Linkages and Twinning Programs). The Memorandum supports strongly international linkages as well as networking and consortium agreements. It also fully supports the institutional membership to prestigious foreign academic associations and organizations.

Philippine Universities are favorite destinations of mostly Korean students wanting to learn the English Language. According to Korean university administrators, what makes English language instruction in the Philippines popular to them is because of the following: cheap tuition fee, low standard of living, and Korean students do not get intimidated by the English language used by Filipino instructors compared to the English spoken by the native white speakers.

Many Philippine Universities are reactive to internationalization as a bandwagon but have not fully understood this concept and phenomenon. English as the social capital of most Philippine Universities is seen as the principal requirement of internationalization. Philippine Universities should expand their linkages to include not only English language training but more importantly academic exchange in the field of science and ICT.

The oldest 2 universities in Asia are found in the Philippines. The University of San Carlos and the University of Santo Tomas were established in the early 1600s. These two universities should teach us the wisdom of the ages as well as their sustainability through the centuries.

The University of the Philippines

The University of the Philippines (UP) is now celebrating its Centennial Year. 100 Years ago, we were established under the American Colonial Regime. As products of early American period, UP graduates were sent to the US on a *pensionado* system in the early 20s and as Fulbright scholars after World War 2.

But UP has been able to shed off its colonial yoke and has produced several presidents of the republic including current President Gloria Macapagal Arroyo. In the 1980s, many UP graduates went to Japan on a Monbusho and Hitachi scholarship especially in the field of engineering and science. During the same decade, many also went to Australia, London, Germany to earn their Phds in the fields of Business, Economics, and Social Sciences. In the 1990s to present, a significant number has proceeded to France and Spain for their graduate studies. Fortunately, many of these graduates came back to UP to serve the university as faculty members.

UP system is composed of 7 campuses and UP Diliman (UPD) is the flagship or the main campus. To date, it has the highest number of partner universities, it being the main campus with the most comprehensive course offerings.

UPD has 237 programs in English. Since many flock to UP for the Intensive English Program, which is offered both by the Department of English of the College of Arts and Letters and another by the College of Education. UPD has the Asian Center offering Japanese, Korean, Chinese Studies; the Institute of Islamic Studies; the Department of European Languages offering courses in Spanish, French, German/Deutz, Russian, Italian, and Portuguese, and soon, Polish language shall be offered as well. Meanwhile, the Department of Linguistics is offering language courses in Bahasa Indonesia, Bahasa Malay, Korean and Nihongo. The MA degree program in International Studies is offered by the Department of Political Science of the College of Social Sciences and Philosophy, while the Center for International Studies offers Special Topics on Global Studies for graduate students.

UPD has multicultural student bodies, international student organizations or clubs. We have the following international student organizations: UP-Tomo Kai, UP Arirang, Le Club Francais, International Club of UP, HPAIR, Euro, Criculo-Hispanico, Piccola Italia, Deutscher Verein, etc.

Recommendations: Policies, Activities to Promote Internationalization of Higher Education

With all the concepts and concerns discussed, here are some recommendations:

1. UP should not sit on its laurels, it being recognized as the best university in the Philippines. It should take seriously surveys or ranking of Universities in Asia and in the World because internationally minded-students always refer to these surveys when they choose to study overseas.
2. While world rankings or surveys is good (Webometrics, Times, Newsweek, etc.) because it improves universities, it must not allow competition however to override the benefits

of real cooperation and partnership based on research and academic exchange, especially among Asian universities.

3. Asian universities and UP should vigorously pursue new ways of linkages such as twinning programs or joint degree that will redound to the mutual benefit of partner universities.
4. Asian universities and UP should be aggressive in promoting and advertising its strong course offerings and international programs in the global education market not only for profit but more so, for its pursuit towards internationalization of its higher education.

In summary, what we, in UP Diliman can offer to prospective foreign students in Asia and elsewhere, are the following: (1) it is a comprehensive university with many centers of excellence and having 237 programs offered in English; (2) it has international programs, centers and multicultural student bodies; (3) most importantly, the tuition fee is cheap; (4) the standard of living in the Philippines is very low; and (5) people from almost all walks of life in the Philippines understand English.

Focusing on our strengths in the Asian region, academic and economic, Asian universities will continue building on its strong foundation in this era of globalization and internationalization.

XXX

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Global
ASIAN UNIVERSITIES' PURSUIT TOWARDS INTERNATIONALIZATION, The Philippine Experience



GLOBAL EDUCATION: ASIAN UNIVERSITIES' PURSUIT TOWARDS INTERNATIONALIZATION, The Philippine Experience

by Professor Ma. Crisanta N. Flores, Ph.D.,
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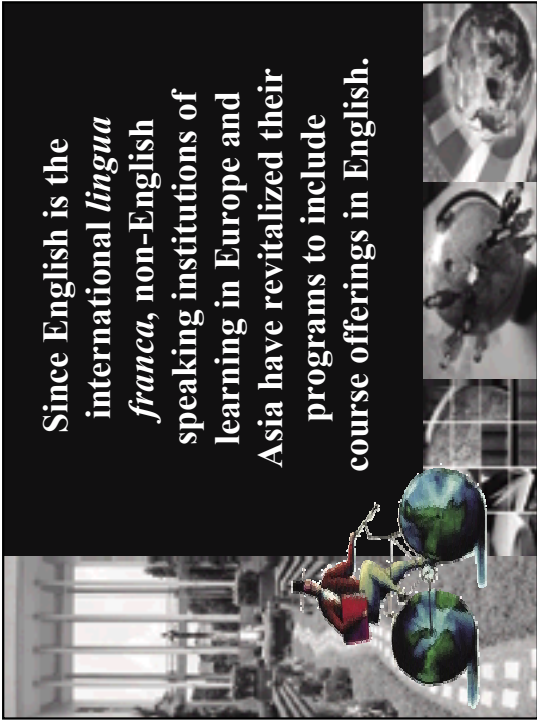
In a world that is highly IT and consumerist, education has become a big business in a Knowledge-based economy where knowledge is considered a "weightless commodity".



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(Newsweek, Aug. 07)

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European universities have become less attractive to foreign students especially from Asia because of the expensive Euro. Lately, the European Union has been very aggressive in Asia in its promotion of universities and colleges with scholarship packages and other enticements such as the ERASMUS (European Community Action Scheme for the Mobility of University Students) and the ERASMUS MUNDUS.



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Internationalization of Higher Education


OF THE PHILIPPINES 2008



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Internationalization of Higher Education is a response to Global Education but focuses principally on academic growth of universities and institutions rather than on its economic aspect of growth.



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3 most important benefits of internationalization:

1. student, staff and teacher development,
2. academic standards and quality assurance and
3. international research collaboration

*What makes an
International or
Global
University?*

Distance Education and the use of ICTs are noted as the key areas for new developments.

Institutions of higher education all over the world compete to attain the status of an international or global university.

Since the most common indicator of Internationalization is the number of foreign students a university has, there is a strong pursuit to attract foreign students as well as to forge international linkages with (ideally) prestigious foreign universities to boost the international character of a university.



Asian universities should continue to improve and rethink its own model for internationalization which is still very much informed by the Western paradigm.

A background image of a university building with a person in a red shirt holding two globes. The text is overlaid on a black rectangular area.

World Rankings is still the most influential indicator of an internationalized/globalized university. Leaders of universities quake at any change in their ranking every year.

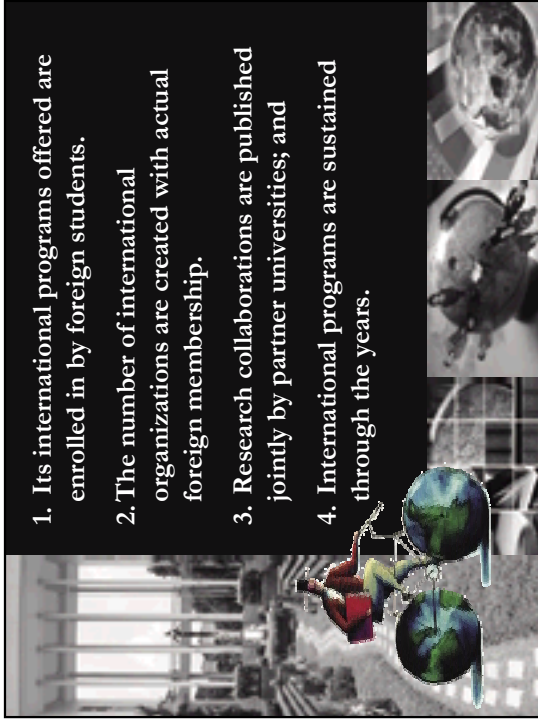
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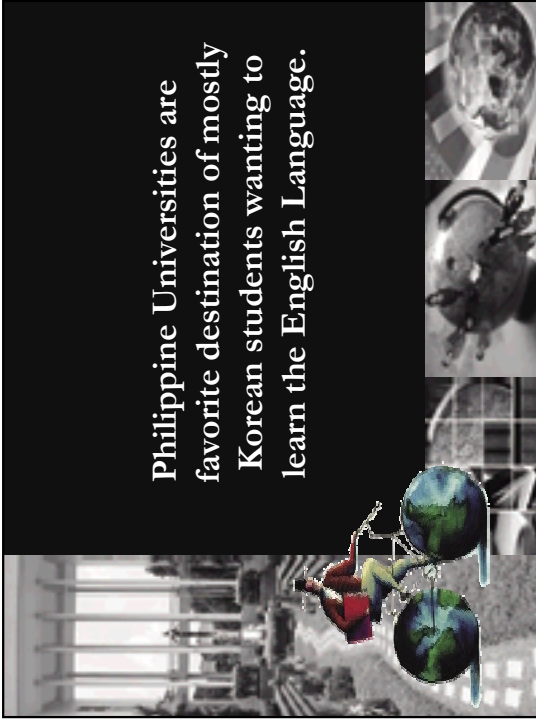
Internationalization and the Philippine Experience



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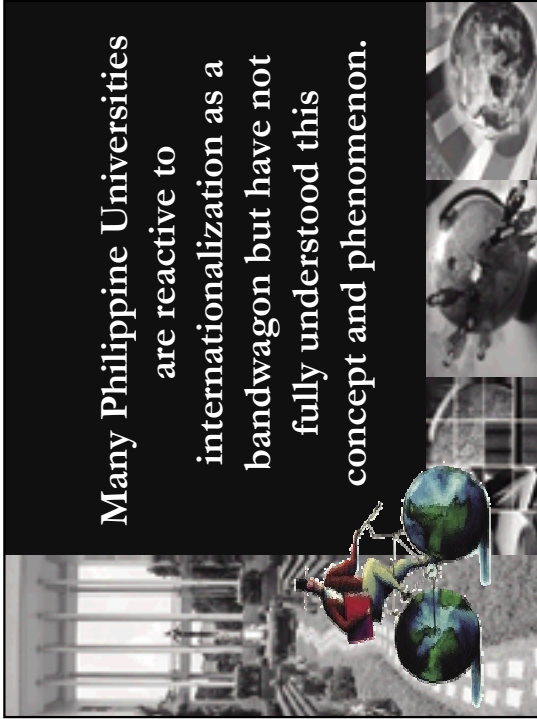


Reasons why English instruction in the Philippines is popular among Koreans

1. cheap tuition fee
2. low standard of living
3. Korean students do not get intimidated by the English language used by Filipino instructors compared to the English spoken by the native white speakers.

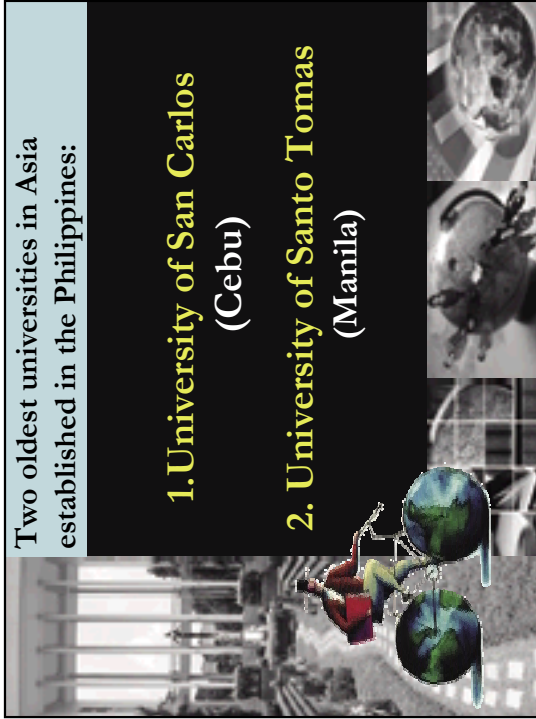


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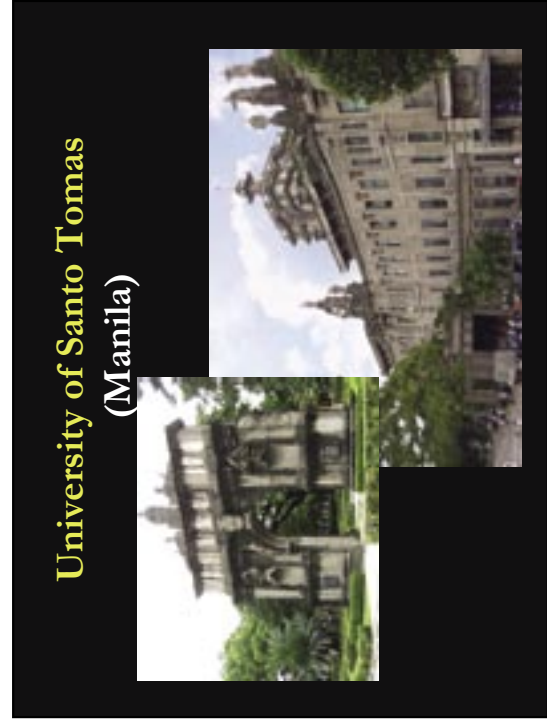


Two oldest universities in Asia established in the Philippines:

1. University of San Carlos (Cebu)
2. University of Santo Tomas (Manila)



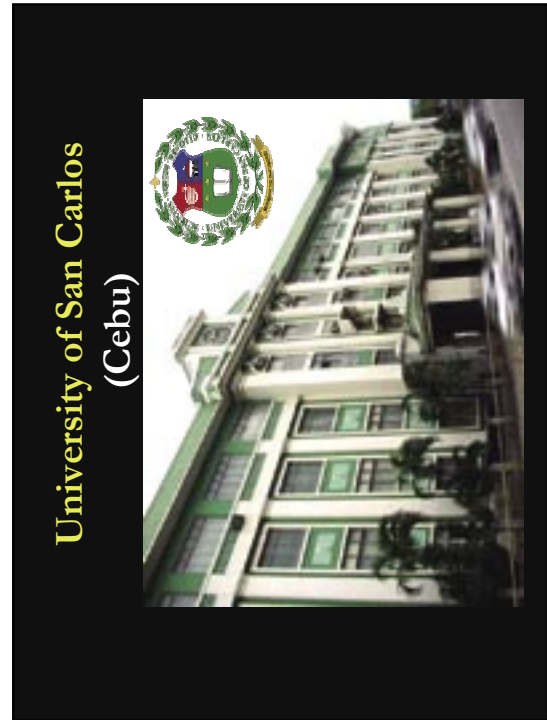
University of Santo Tomas (Manila)



Philippine Universities should expand their linkages to include not only English language training but more importantly academic exchange in the field of science and ICT.



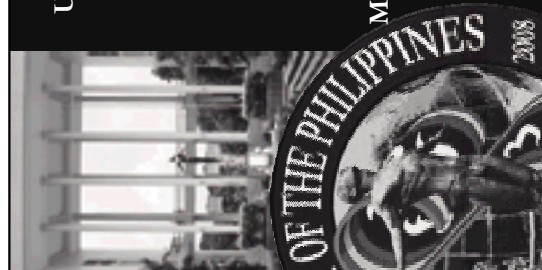
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The University of the Philippines



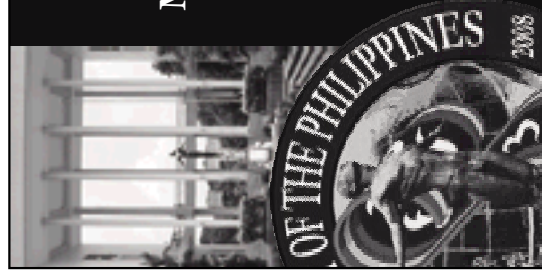
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UP has produced several presidents of the republic including current President Gloria Macapagal Arroyo.

In the 1980s, many UP graduates went to Japan on a Mombusho and Hitachi scholarship especially in the field of engineering and science.


Many also went to Australia, London, Germany to earn their Phds in the fields of Business, Economics, and Social Sciences.



Many of these graduates came back to UP to serve the university as faculty members.



Because of the exposure to foreign studies and scholarships, the Office of Institutional Linkages (OIL) in UP was already in place.



UP system is composed of 7 campuses and UP Diliman is the flagship or the main campus. To date, it has the highest number of partner universities, it being the main campus with the most comprehensive course offerings.



Course offerings in various UPD departments and institutes:

1. Asian Center : Japanese, Korean, Chinese Studies
2. Institute of Islamic Studies
3. Department of European Languages: language courses in Spanish, French, German/Deutz, Russian, Italian, and Portuguese, and Polish language (expected soon)



Course offerings in various UPD departments and institutes:

4. Department of Linguistics: language courses in Bahasa Indonesia, Bahasa Malay, Korean and Nihongo
5. Department of Political Science: MA degree program in International Studies;
6. Center for International Studies: Special Topics on Global Studies for graduate students.

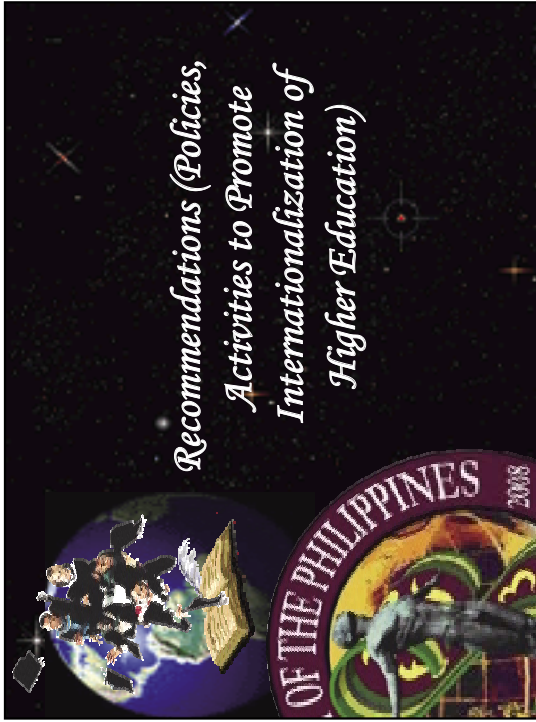
UPD has multicultural student bodies, international student organizations or clubs.

International student organizations/ clubs in UPD :

UP-Tomo Kai, UP Arirang, Le Club Francais, International Club of UP, HPAIR, Euro, Circulo Hispanico, Piccola Italia, Deutscher Verein

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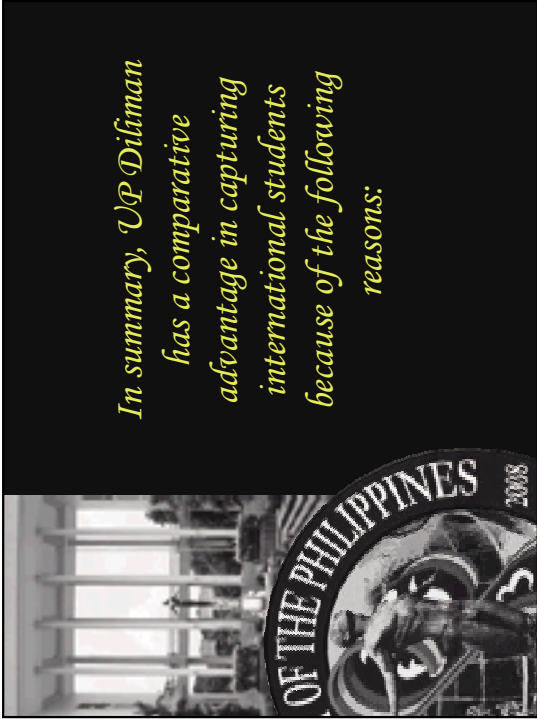
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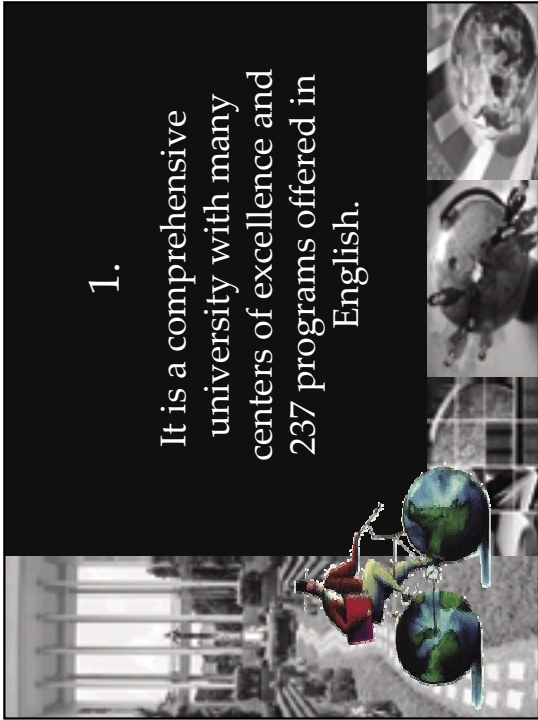

Asian universities and UP should vigorously pursue new ways of linkages such as **twinning programs** or joint degree programs that will redound to the mutual benefit of partner universities.



UPD should be aggressive in promoting and advertising itself in the global education market not only for profit but more so, for its pursuit towards internationalization of its higher education.



In summary, UP Diliman has a comparative advantage in capturing international students because of the following reasons:



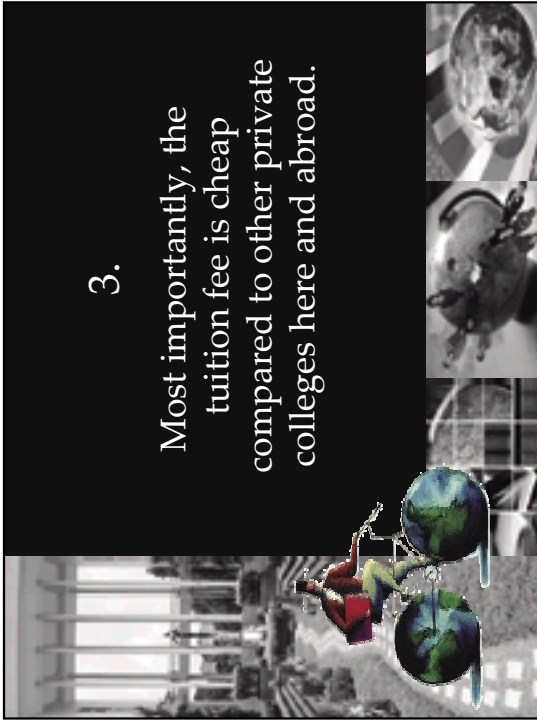
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2.
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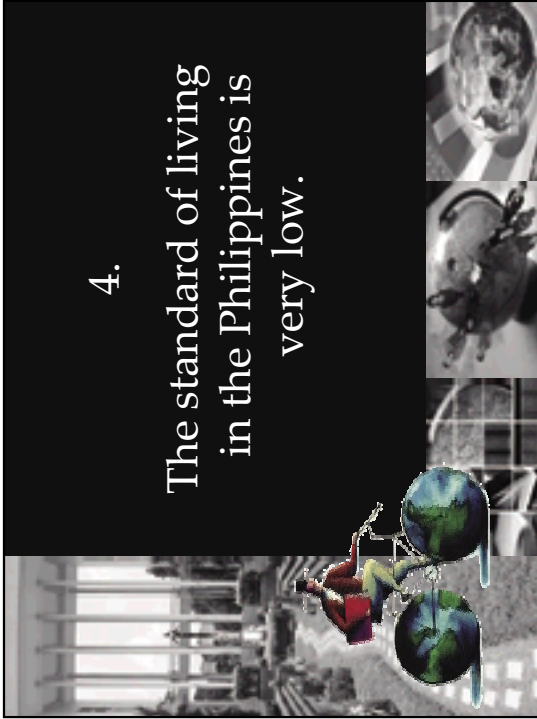
3.

Most importantly, the tuition fee is cheap compared to other private colleges here and abroad.



4.

The standard of living in the Philippines is very low.



5.

People from almost all walks of life in the Philippines understand English.



Focusing on our strengths in the Asian region, academic and economic, Asian universities will continue building on its strong foundation in this era of globalization and internationalization.





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