

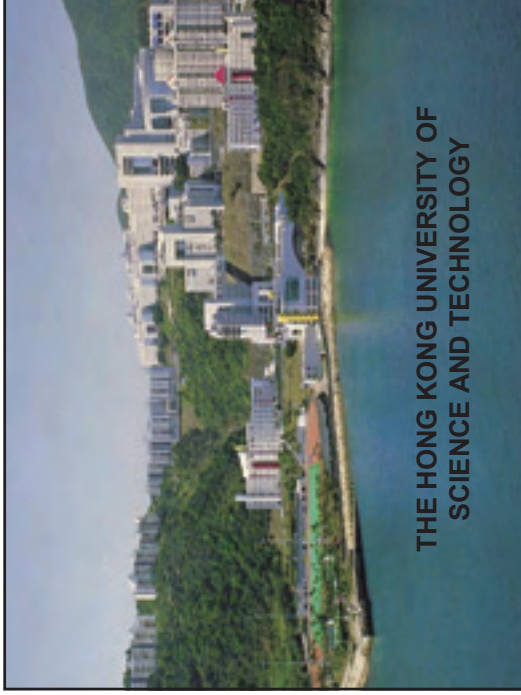
**Session C-II:**  
Strengthening Governance and Management of  
International Offices

# Presentation

by

Professor Kar Yan TAM

Associate Vice-President for Academic Affairs  
Director, International & Mainland Students & Programs Office  
The Hong Kong University of Science and Technology



## Quick Facts

- **Founded:** 1991
- **No. of Students:** 8,823
  - Undergraduate: 5,636
  - Postgraduate: 3,187
- **No. of Faculty:** 433
- **Degrees offered:**
  - Bachelor, Master, PhD

## HKUST'S World Rankings

### **Newsweek's Top 100 Global Universities, 2006**

- No. **1** in Hong Kong
- No. **5** in Asia
- No. **60** in the World

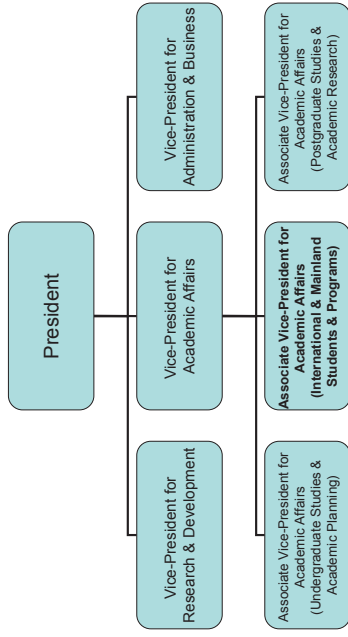
### **Times Higher Education Supplement, 2006**

- No. **58** in the World's Top 200 universities
- No. **17** in the World's Top 100 in Technology

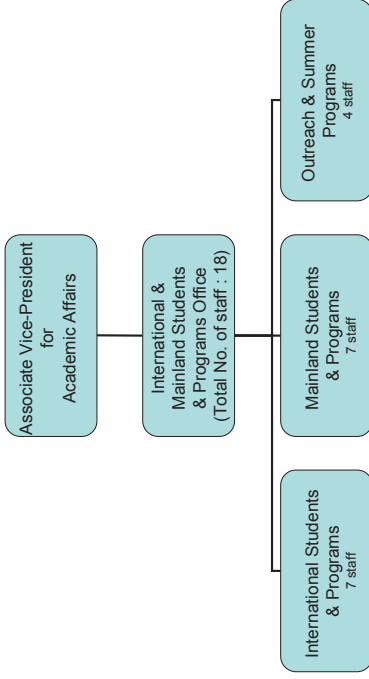
### **Financial Times 2005**

- No. **2** in the World for the Kellogg-HKUST Executive MBA program

## Administrative Structure



## Organization Structure



## Academic Structure

- School of Science
- School of Engineering
- School of Business and Management
- School of Humanities & Social Science

## Profile of HKUST's Undergraduate International 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

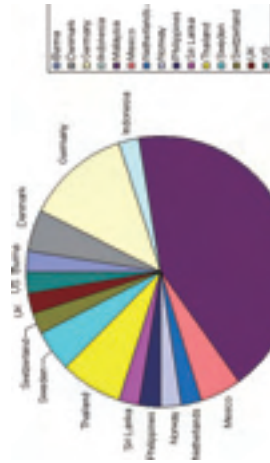
### Intake Numbers

- 2005/06 : 15
- 2006/07 : 25
- Total : 40



## International Undergraduate Degree-seeking Students

### Distribution by Nationality (2005-2007)



## Mainland China Undergraduate Degree-seeking Students

### Intake Numbers

- 2005/06 : 163
- 2006/07 : 160
- Total : 323



## Undergraduate Exchange Students



- Number of Exchange-in Students

- 2005/06 : 495
- 2006/07 : 538



- Number of Exchange-out Students

- 2005/06 : 393
- 2006/07 : 441

## Exchange Partners

## HKUST's Exchange Partners

- Total Number: 125
- By Geographical Region
  - Asia : 23
  - Australia & New Zealand : 3
  - Europe : 46
  - North and Central America: 53



## School of Science Exchange Partners (Total: 29)

- Canada**
  - University of British Columbia
  - University of Manitoba
  - University of Waterloo
- France**
  - Universite Joseph Fourier
- Germany**
  - Technische Universitaet Mueachen
  - Universitaet Stuttgart
- Japan**
  - Kyoto University
  - Osaka University
  - Sophia University
- Mexico**
  - The Instituto Tecnologico y de Estudios Superiores de Monterrey
- The Netherlands**
  - Utrecht University
- Norway**
  - University of Bergen
- Singapore**
  - National University of Singapore
- Switzerland**
  - Ecole Polytechnique Federale De Lausanne
- Taiwan**
  - National Chiao Tung University
  - National Taiwan University
  - National Tsing Hua University
- USA**
  - Georgia Institute of Technology
  - University of California System
    - UC Berkeley
    - UC Davis
    - UC Irvine
    - UCLA
    - UC Riverside
    - UC San Diego
    - UC Santa Barbara
    - UC Santa Cruz
  - Rice University
  - Stony Brook University



## Activities for International Students

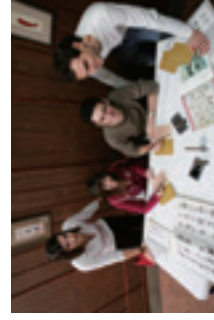
## Orientation for International & Exchange Students



## Hong Kong Day Tour for International Students



## International Week

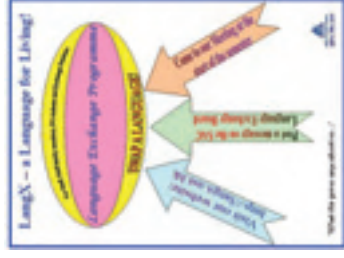


## Student Society Activities for International Students



## Language Exchange

- Language Exchange Program for Local and International Students
- Cantonese and Putonghua Courses for International Students



## Challenges

- Quota on non-local students (10% of intake: 180 students per year)
- Dormitory space constraint (all non-local students are guaranteed a dormitory space on campus)
  - New international student hall will open in 2009 with 350 places
- Scholarships (1/3 of non-local students are on scholarship)
- Managing an increasing diverse campus with different needs
  - a bar is opened on campus in Dec 2006
- Part-time job during study and work after graduation
  - Students are not allowed to work off-campus during their study
  - Graduates can stay behind and apply for job visa after graduation

## Strategic Plan (the next 5 years)

- Increase non-local students quota from 10% to 20% in 5 years
- Restructure the organizational structure of the University to align with the internationalization
- Increase the percentage of overseas exchange from 22% to 50% for the whole University in 5 years.
- Build up the reputation of the University's undergraduate programs in the region
- Incorporate international experience as an integrated element of our undergraduate education at HKUST



## Student Profile #1 – David BBA(GBUS & FINA)

- 2006 Summer    ↑    Worked for **Deutsche Bank, UK** in London office
- 2005 Fall        ↑    Studied at **The London School of Economics and Political Science, UK** for MSc in ACCT & FINA
- 2004 Fall        ↑    Worked for **UBS AG** as **Investment Banking Analyst Intern, Telecom Media and Technology Group**
- 2004 Summer    ↑    Worked for **Merrill Lynch** as **Investment Banking Analyst**
- 2004 Spring     ↑    Exchange to **University of Pennsylvania, USA**
- 2003 Summer    ↑    Worked for **Cheung Kong Holdings** as **Sales Services Assistant & Gammon Skanska** as **Human Resources Summer Trainee**
- 2002 Fall        ↑    Admitted to **HKUST, BBA (GBUS)**, via **EAS**
- 2002 Summer    ↑    Graduated from **Methodist College**

## Student Profile #2: Ivan, BSc (QFIN)

- 2006 Summer    ↑    Worked for **Shinsei Bank, Tokyo, Japan** as **Summer Intern** - spent half time in **Tokyo** & half time in **Frankfurt, Germany**
- 2006 Spring     ↑    Exchange to **University of Pennsylvania, USA**
- 2005 Summer    ↑    Worked for **Disney, Florida, USA** as **Summer Intern**
- 2005 Spring     ↑    Worked for a **Senior Finance professor** as **Research Assistant**
- 2004 Fall        ↑    Admitted to **HKUST, BSc (QFIN)**, via **EAS**
- 2004 Summer    ↑    Graduated from **St. Paul's Co-educational College**

Q&A

# Staff Development Programs for International Affairs at Hitotsubashi University

## Hiroshi Ota

Assistant Professor, Graduate School of Commerce and Management  
International Student Advisor for Advising and Counseling Section, Centre for Student Exchange,  
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## Kyoko Oikawa

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## ABSTRACT

### 1. Introduction

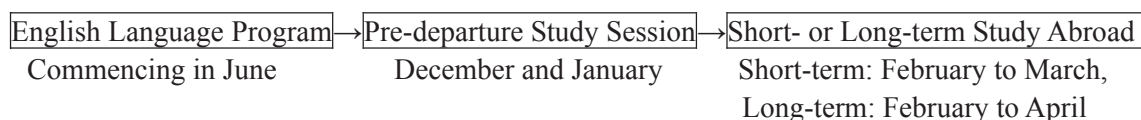
Nowadays, it is essential for every university to foster its personnel with the knowledge and skills in a global perspective so as to be responsible for international affairs. Hitotsubashi University has provided the English Language Program for the administrative staff since 2002. The Program gives a good opportunity to the staff in order to develop their English language ability. However, the Program is merely for a communicative language study and it is rather a one-shot program.

In 2005, Hitotsubashi University was selected as one of the 20 pilot institutions under the government funding program titled "Strategic Fund for Establishing International Headquarters in Universities." This is a driving force in the development of our staff development programs for international affairs at Hitotsubashi University.

### 2. Outline of the reformed staff development programs for international affairs

In addition to the above English language program, in 2005, the Personnel and Labor Division initiated the Long-term Study Abroad Program as a part of the university's staff development activities. This Program was mainly focused on language training for those administrators who have an upper-intermediate level of English proficiency. Meanwhile, in the same year, the Research and Support Division launched the Short-term Study Abroad Program to provide training for those staff members who are currently in charge of international affairs or would like to work for the field in the future. The Program had almost the same objective to improve their English language ability as the Long-term one but for basic and lower-intermediate learners.

However, in the following year, we reexamined our three staff development programs, i.e. the English Language Program, Long-term Study Abroad Program, and Short-term Study Abroad Program. And then, we reorganized the three programs in terms of the objectives and curricula in order to incorporate and differentiate between the programs as follows:



The reformed staff development programs have the comprehensive combination of language training, lectures and orientation prior to participants' departure, and internship, business (hands-on) English courses, and research at a partner university abroad in a consistent manner.

Outline of the two study abroad (tailor-made training) programs are as follows this year:

A. Short-Term Study Abroad Program (for staff having an upper-intermediate or higher level of English proficiency)

Period of Time: For a month (February to March, 2007)

Institution: The Department of Staff Development Services and The Department of English as a Foreign Language Unit at the University of Glasgow, U.K.

Contents: (1) Professional training including Memos and Letters, Making Presentations, Communicating with People Face to Face, and Meetings  
(2) Business English Lessons  
(3) Interview with staff working in areas parallel to trainees' own  
(4) Attending a public lecture series

B. Long-Term Study Abroad Program (for staff having an lower-intermediate or higher level of English proficiency)

Period of Time: For three months (From February to April, 2007)

Institution: Monash College Group at Monash University, Australia

Contents: (1) Structured English Courses including Core Modules (English Skills), Specialist Skills (Business English and Effective Speaking and Communication), and Independent Study  
(2) Internship as Professional Development Program (Mainly student support works for one month)

### **3. Challenges to improve the staff development programs**

Hitotsubashi University aims to cultivate specialists in the field of international education and research with the management skills for the age of globalized higher education. However, we have encountered some problems rooted in the Japanese custom of human resource management such as the periodic personnel rotation based on the generalist model. Is it possible to continuously improve, utilize, and retain the knowledge and skills of those staff who participated in the Study Abroad Programs? Can we establish a career track/path for those administrators both who are highly motivated to work for international affairs and who have already acquired invaluable working experiences at the international offices?

### **4. Conclusion**

It can be said that the future of Hitotsubashi University depends on how much we can promote and accomplish the internationalization of our education and research activities. In order to achieve this challenging goal strategically, not only the faculty but also the staff should play a very important role in the management side of international aspects. Therefore, we should continue to expand and improve the staff development programs for international affairs so that the quality of administrative operations can be upgraded and the University as a whole can cope with the fierce competition of research oriented universities in the globalized higher education.

## Staff Development Programs for International Affairs at Hitotsubashi University

Kyoko Oikawa  
Hiroshi Ota



HITOTSUBASHI UNIVERSITY

## Development of SDP for Int'l Affairs

- English Language Program (2002)
- “Strategic Fund for Establishing International Headquarters in Universities” (2005)
  - Government funding program for the promotion of internationalization
- Long-term Study Abroad Program (2005): for upper-intermediate level of English
- Short-term Study Abroad Program (2005): for basic and lower-intermediate level of English

Hitotsubashi University

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## Reform of SDP for Int'l Affairs

- English Language Program (commencing in June)
- Pre-departure Study Sessions and Orientation (December and January)
- Short-term Study Abroad Program (February to March)
- Long-term Study Abroad Program (February to April)

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## Short-term Study Abroad Program

- For upper-intermediate or higher level of English
- Period of Time: For a month (February to March, 2007)
- Institution: The Department of Staff Development Services and The Department of English as a Foreign Language Unit at the University of Glasgow, U.K.
- Contents:
  - Professional training including Memos and Letters, Making Presentations, Communicating with People Face to Face, and Meetings
  - Business English Lessons
  - Interview with staff working in areas parallel to trainees' own
  - Attending a public lecture series

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## Long-term Study Abroad Program

- For lower-intermediate or higher level of English
- Period of Time: For three months (From February to April, 2007)
- Institution: Monash College Group at Monash University, Australia
- Contents:
  - Structured English Courses including Core Modules (English Skills), Specialist Skills (Business English and Effective Speaking and Communication), and Independent Study
  - Internship as Professional Development Program (Mainly international student support works for one month)

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## Vision

- Degree seeking program: A year or longer
  - H.Ed. Administration and/or Int'l Education
- Staff Exchange Program with partner institutions abroad
- Financial support: Hitotsubashi University Foundation and external funds
- Cultivating specialists esp. for int'l affairs
- Incorporation of national universities and reinforce university management

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## Challenges

- Unchanged HR management: generalist model and periodic personnel rotation
- Retention of knowledge, skills, experiences, and human resources
- Establishment of career track for specialists
- Myth of incorporation? Reality of incorporation
- Pressing issue: reform of HR management as a whole

Hitotsubashi University

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## Closing Remarks

- Internationalization of education, research, and administration → global university
- Necessity: high quality of administration and high performance of staff in globalizing H.Ed.
- Continuous efforts to expand and improve Staff Development Programs
- Worldwide cooperation and competition of universities in the globalized higher education

Hitotsubashi University

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# Potentials and Capacity Building for International Affairs Personnel

Somsakdi Tabtimthong<sup>1</sup>

## ABSTRACT

*In 1999, the Royal Thai Government has enforced the Regulation of the Office of the Prime Minister on Good Governance B.E. 2542, comprising six essential factors including The Rule of Law, The Rule of Integrity, The Rule of Transparency, The Rule of Participation, The Rule of Accountability, and The Rule of the Value for Money. As a government agency, International Affairs Division, Kasetsart University, needs to follow this path in the administration aspect.*

*This article aims to provide the linkage between Good Governance and Potentials and Capacity Building for International Affairs Personnel. It is a lesson learned from the real situations. However, the brief information of both Kasetsart University and International Affairs Division are also provided for the better understanding of all readers.*

*The study demonstrates that International Affairs Division tries to follow the trace of Good Governance in her human resource development plan. However, this still seems to be very small part but essential component in her administration and management.*

## Introduction

The globalization process has brought about rapid changes in world economic, social, and political conditions. The global context has become more complex, interconnected, and uncertain. In this increasingly dynamic and complex world, Thailand has already initiated a new approach to national development throughout both The Ninth National and Social Development Plan (2002-2006) and The Tenth National and Social Development Plan (2007-2012). It is inevitable that the country has to prepare her people, economy, and society to cope with these changes.

Since the new economy emerges as a major factor in the global economy, the technological gap between advanced and less advanced economies is expected to increase, thus there is a need for Thailand to reposition herself accordingly. The world economic system is expected to become more knowledge-based. Innovations in modern information technology will be a deciding factor in determining the competitive position of each country. Thus, Thailand must learn how to make better use of advances in science and technology as a basis of developing a knowledge-based society. Besides, both science and technology should be strengthened so that the country can benefit from indigenous innovation, creativity, and the accumulation of intellectual capital in order to increase international competitiveness and to appropriately supplement local wisdom and national traditions, cultures and heritages.

It is inevitable that education, especially higher education reform, should be undertaken with an emphasis on improving the quality of the country's academic institutions and services to acceptable standards. Related to the foregoing provides support to international studies and specialized professional training for foreigners. Rules

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<sup>1</sup> Foreign Affair Officer, Kasetsart University



and regulations will be improved to support foreign students studying and training while academic and training systems must be designed to meet international standards. This will facilitate linkages, collaboration and cooperation with international academic institutions and universities.

## The Significance of the Problem

Meanwhile, it is obvious that Thailand higher educational institutions have gradually faced with an essential challenge, especially, international education; it seems that they have less experience in this kind of competition. So as to allow Thailand to play a more active and dynamic roles in the world community with the rapid movement of globalization, internationalization and regionalization of higher education, human resource development on international personnel needs to be taken into account in order to increase the quantity and quality of mid-level and advanced-level members of the workforce in terms of greater technical excellence, of an international standard, especially their related potential and competencies.

## The Brief Information of Kasetsart University

Kasetsart University emerged initially as College of Agriculture offering a 3 – year non–degree curriculum under the Ministry of Agriculture (now Ministry of Agriculture and Cooperatives). On February 2, 1943, it was conferred a university status through amalgamation of the existing Colleges of Agriculture and Forestry of the Ministry of Agriculture at that time and creation of two additional faculties, namely Faculty of Cooperative Science and Faculty of Fisheries.

Kasetsart University is the first University in Thailand to offer degree program in agricultural sciences. Such offering was dictated primarily by the large demand for well – trained manpower for the development of agriculture and related fields in the country. The ensuing large increase in the need for degree holders in many other fields in addition to agriculture and related sciences as a result of the on–going intensive university during recent years, additional faculties and units of faculty rank have consequently been instituted to take charge of the newly development program. Presently, Kasetsart University comprises 23 faculties including the graduate School, 10 Offices, 7 Institutes, 1 College, and 3 Affiliated Institutes and offers 125 programs in bachelor degree level, 129 programs in master degree level, 53 programs in doctoral degree level, and other 53 diploma programs among these are 18 international degree programs: 3 bachelor, 11 master and 4 doctoral degree programs.

Recognizing the need to provide a leading role in manpower training for national development, Kasetsart University finally adopted a development project, with the blessing of the Thai Government, several campuses were established in every region country including Kamphaengsaen Campus in 1965, Sri Racha Campus in 1989 and Chalermprakiat Sakon Nakhon while the other three new campuses are under construction, namely, Lop Buri campus, Suphan Buri Campus, and Krabi Campus. Nowadays, Kasetsart University has become a comprehensive university which is very famous among students who complete their high school education and continue their advanced study in university level with four major functions as follow:

1. To implement high–level educational curricula in various technological and professional fields,

2. To conduct research pertinent to the educational curricula being implemented, the attainment of high – quality academic staff and up keeping of a dignified institution of higher learning, and the prevailing technical, economic and social needs of the nation,

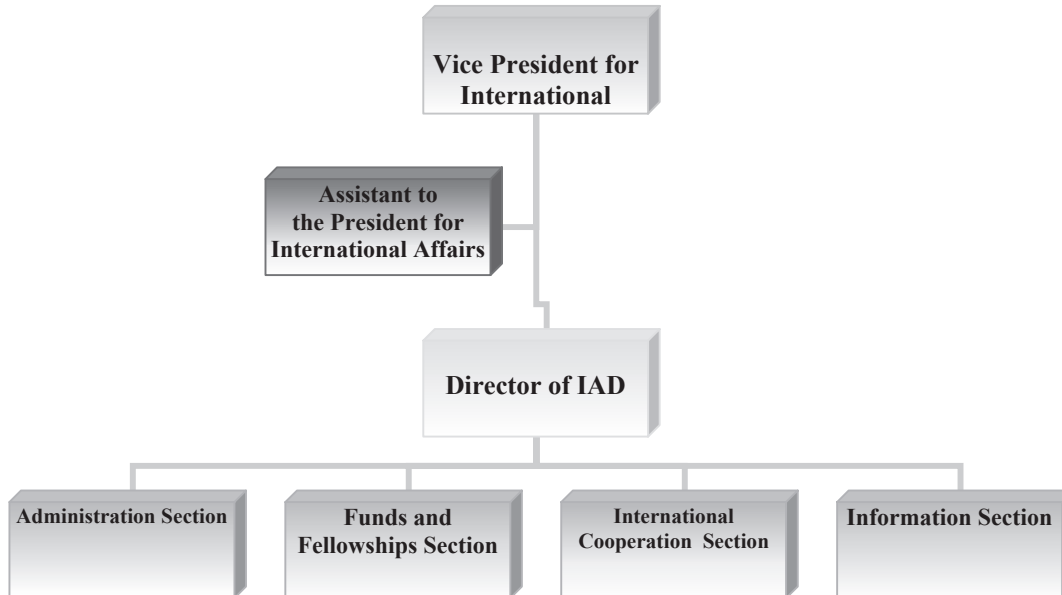
3. To render technological services to the society and promote application of desirable research findings among members of the various occupational groups of the country, and

4. To assist in preserving national cultures.

So as to complete these functions and to achieve the development policy as being a higher educational institution with national and international recognition, Kasetsart University has already established more than 200 academic cooperation agreements with universities worldwide while all international activities are under the responsibility of International Affairs Division.

### **International Affairs Division**

International Affairs Division was firstly emerged as Office of Foreign Relations, as a unit under General Division, in 1965. Head of the section was The Secretariat of Kasetsart University while the major responsibility was to take care of all of the university international affairs and policies. Then, in 1994, this unit was conferred to be International Affairs Division. The division is divided into four major sections, in accordance with the Structural Functional Basis, namely, The Administration Section, The International Cooperation Section, The Fund and Fellowship Section, and The Information and Database Section, as indicated below:



**Figure 1:** The Organization Chart of International Affairs Division, Kasetsart University



The vision of International Affairs Division is:

**International Affairs Division is committed to fostering an academic, social and cultural environment to serve the need of KU's international community and promoting internationalization to create a better intellectual environment for optimal human resource development at KU.**

The major goals are:

1. **Cater to the needs of students and staff going abroad as well as to the needs of the international community at KU. ,**
2. **Act on international agreements to stimulate academic exchange and information transfer for the accumulation and development of intellectual knowledge,**
3. **Manage funds and fellowships to acquire the most benefit in academic development,**
4. **Support all international activities of KU.,**
5. **Coordinate and support the establishment and operation of Area Studies Centers, and**
6. **Collect and create KU information databases on international issues.**

So as to accomplish the mentioned commitment, International Affairs Division has always realized the essence of internal human capital; therefore, the Division has tried her best to recruit qualified staff. Nevertheless, according to rules and regulation of the Royal Thai Government, the basic qualification of applicants must obtain at least bachelor degree in various areas including Business Administration, Economics, Education, Humanities, Liberal Arts, Politic, and Social Sciences. Obviously, these educational backgrounds are very broad. Thus, it is inevitable to state that Potential and Capacity Building for all staff, especially the newcomers, seem to be hard tasks of the Division. Orientation and On the Job Training must be continually conducted.

## **Good Governance in Thailand**

As the World Bank confronts the challenge of reducing poverty, it must address the root causes of poverty and focus on necessary conditions for sustainable development. Poorly functioning public sector institutions and weak governance are major constraints to growth and equitable development in many developing countries. In the 1994 report "Governance: The World Bank experience", the word "governance" refers to the way in which power is exercised in managing economic and social resources for development. Core issues of governance such as the structure and functioning of state institutions, voice and participation of civil society in public decision making, transparency and accountability, public sector capacity building, and rule of law are all central concerns.

The United Nation Development Programme: UNDP (1997: pp. 2-3) defines Good Governance as:

"Good governance is, among other things, participatory,

transparent, and accountable. It is also effective and equitable. And it promotes the rule of law. Good governance ensures that political, social, and economic priorities are based on broad consensus in society and that the voice of the poorest and the worst vulnerable are heard in decision-making over the allocation of development”

Klaus König (1999: pp. 74-75) states that good governance has been used to refer to the type of political regime, to the process by which authority is exercised in management of a country’s economy and social resources in favour of development, and also to a government’s capabilities of developing, formulating and implementing substantive policies. In reversal of detected deficiencies, a positive strategy has finally been introduced, namely “Good Governance”

Therefore, it can be concluded that good governance refers to the ways that governments use the administrative power and authorities to manage economic and social issues of countries for sustainable development throughout the following keys elements:

1. Participation
2. Transparency
3. Accountability
4. Rule of Law
5. Competition
6. Public Sector Capacity Building

Thailand is one country which adopts the concept of Good Governance to be adapted to Thai society. Nevertheless, Good Governance has just been clarified after the Regulation of the Office of the Prime Minister on Good Governance B.E. 2542 has been launched on. Though the definition of good governance isn’t clearly stated in this regulation, good governance seems to be an essential tool to create harmony, stability, and order among all sectors. Besides, there are six key elements of good governance which seems not to be different from those illustrated by western scholars.

1. The Rule of Law (4. Rule of Law)
2. The Rule of Integrity
3. The Rule of Transparency (2. Transparency)
4. The Rule of Participation (1. Participation)
5. The Rule of Accountability (3. Accountability)
6. The Rule of the Value for Money (6. Public Sector Capacity Building and 5. Competition)

Details of each key element are as follows:

#### 1. The Rule of Law

The rule of law is a wide concept. Some elements of laws are needed to create a sufficient stable setting for economic and social sectors such as to have reasonable assurance against arbitrary interference or expropriation. At least, two main dimensions of laws emerge: the instrumental, which concentrates on the formal elements necessary for a system of law to exist and the substantive, which refers to the content of the laws and concepts.

#### 2. The Rule of Integrity

Integrity includes ethic and morality. Ethic deals with what is right or wrong on human behaviors and conduct. Ethic seems to pertain to the individual character of a person or persons while morality means customs or manners. It seems to point to the

relationships between human beings. The application of morality may be considered in the following aspects. First, individual morality refers to individuals in relation to themselves and to an individual code of morality that may or may not be sanctioned by anyone. Second, social morality concerns a human being in relation to other human beings. Besides, Integrity also covers some principles of human beings such as the Principle of Goodness or Rightness, the Principle of Justice and Fairness, the Principle of Truth Telling or Honesty, and the Principle of Individual Freedom.

### 3. The Rule of Transparency

Transparency focuses on a climate of mutual trust and reliable information. Though governments are essential source of information, governments have legitimate reasons to withhold and control some types of information. It implies that Reporting and Monitoring systems can update the information base of principals and they are also considered as essential factors of Transparency.

### 4. The Rule of Participation

Participation emphasizes on the awareness of involvement of people in any other significant and crucial decision of the countries. This concept believes that sufficient and reliable information will enable people in each organization to join activities which effect their own organization. Obviously, the demand for public participation has increased since people nowadays need to be informed and want to know whether they have any opportunity to complain, if possible.

### 5. The Rule of Accountability

Accountability means holding public officials responsible for their actions. It always includes the raise of the awareness of people in society concerning their duties and rights. Accountability varies widely in different countries, depending upon cultural characteristics, history, political institutions, administrative capacities, and the public's access to and use of information.

### 6. The Rule of the Value for Money

There are three essential terms in this key element: efficiency, effectiveness, and potential. Normally efficiency and effectiveness are always explained together. "Efficiency" is the relationship between expenditure of resources and results while "Effectiveness" means the degree to which an organization realizes its goal. Effectiveness evaluates the extent to which multiple goals –whether official or operative- are attained. On the other hand, "Potential" refers to the essential conditions that enable a certain country to export goods and services to global market with high quality and reasonable prices.

## Career Path and Professional Trainings

International Affairs Division has altogether 39 members whom can be classified by their educational background as follows:

**Table 1:** Numbers of staff classified by educational background (B.E. 2549) 2007

Positional Classification	Academic Year B.E. 2549 (2006)									
	Below Degree Program		Bachelor Degree		Master Degree		Doctoral Degree		Total	
	M	F	M	F	M	F	M	F	M	F
Officials	-	-	-	2	1	2	-	-	1	4
Governmental Permanent Employees	-	-	-	1	-	3	-	-	-	4
Governmental Staff	-	-	-	2	-	-	-	-	-	2
University Revenue Employees	-	1	-	2	-	1	-	-	-	4
Permanent Employees	-	-	-	-	-	-	-	-	-	-
Temporary Employees	1	4	3	7	1	5	-	-	5	16
<b>Total</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>14</b>	<b>2</b>	<b>11</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>30</b>

International Affairs Division has categorized three schemes of human resource development, based on Nadler, namely, Training, Education, and Development.

- Training = learning related to present job
- Education = learning to prepare the individual for a different but identified job
- Development = learning for growth of the individual but not related to a specific present or future job

### 1. Training

Training is defined as learning related to the present job. It may be asked why an organization should provide learning related to the present job for somebody who is already working on that job. There are a variety of reasons.

1. Though the newcomers have already had necessary competencies and potentials, these may still need to be applied to fit for any new organization, any specific organization, since the same kind of job, in various organizations; will have differences. Thus, what International Affairs Division provides them are, first, the Orientation so as to allow them to be acquainted with their task environment and their colleagues, and second, the Mentor System by designating one staff to assist the new comers to follow the Learning by Doing Process.

2. For those already working for the organization, there are also reasons for providing training. It is all too easy for even a good employee to lose some skills over a period of time. Besides, new skills of works are always required, such as information technology. Without training, it is probable that staff won't be able to improve their works.

Learners for training should be selected by their supervisors, however, participation from all is also essential. Thus, both supervisors, and subordinates must be all in agreement as to the purpose of any training which will be beneficial for the Division.

## **2. Education**

Education is learning to prepare the individual for a different but identified job. Education is designed to enable an employee to learn about a different job within the same organization. This is need for any rotation of workforce in each organization. Besides, education still covers any advanced study during their time in an organization. Normally, International Affairs division always encourage staff to pursue their higher education, but, the only condition is that it must be any special program since they need to work during the office hour. Therefore, education should be selected in a very different fashion from those selected for training.

## **3. Development**

Development is learning for growth of the individual but may or may not relate to a specific present or future job. However, the need of development in International Affairs Division is how staff can improve their works after experiencing and Learning by Doing or the experience gained from works since it is believed that such a development implied the improvement of any work.

International Affairs Division believes that any organizations are constantly growing and changing. Besides, individuals are also constantly growing and changing. Most individuals need challenges and opportunities to grow through learning. If the organization does not provide such opportunities, individuals may seek them elsewhere, or they may join an organization that does provide growth through learning. Through development it is possible for an organization to identify employees at all levels who have great potential for learning and for using that learning.

Factors of Good Governance are always essential codes of conduct in International Affairs Division, especially in Career Path Development. Annually, International Affairs Division always sends staff to attend several training courses on related issues. Those selected courses will be also based on the tasks of each section such as:

1. The Administration Section.
  - a. Information Technology and Computer
  - b. Service Mind
  - c. Cost and Benefit Analysis
  - d. Manpower Analysis and Planning
  - e. Personnel Management
2. The Funds and Fellowships Section
  - a. Information Technology and Computer
  - b. Service Mind
  - c. Language for Individual Interest
  - d. The Workshop for Personnel on International Affairs
3. The International Cooperation Section
  - a. Information Technology and Computer
  - b. Service Mind
  - c. Language for Individual Interest
  - d. The Workshop for Personnel on International Affairs

- e. The Workshop on UMAP, UCTS, and GMS
  - f. Proposal Preparation
  - g. Financial Rules and Regulations
  - h. Cultural Differentiation and Diversification and Effects
4. The Information Section
- a. Information Technology and Computer
  - b. Service Mind
  - c. Language for Individual Interest
  - d. The Workshop for Personnel on International Affairs
  - e. Media

Excluding those courses, International Affairs Division always conducts an internal seminar for all members so as to provide a forum for them to share their ideas and experience gained from their work in the whole year. In this forum, every one will have his/her right to demonstrate own ideas whether it will be related to another sections. The information from the forum will assist supervisors on planning and policies development for the next coming year. Obviously this will automatically assist the Division to improve her efficiency and effectiveness on their works and duties. After the event, a report with the Executive Summary will be prepared and submitted to the Administrative Members of Kasetsart University such as President, Vice president for Administration and also Vice President for International Affairs.

On the other hand, several training programs mentioned above are emphasized on the individual capacity building. Therefore, the annual seminar seems to allow all staff to join together as well as to present their ideas towards the accomplishment of the Division in each year. This is “the Spirit of Team Work”. This is the same as what Senge called “the Learning Organization”. He stated that a learning organization is an organization where people continually expand their capacity to create the results they truly desires, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are learning hw to learn together. Obviously, an essential aim of International Affairs Division is to become a learning organization where all can obtain their ability to create and transform, and to invent alternative future.

Thus, human resource development refers to organized learning experiences in a definite time so as to increase the possibility of improving job performance growth in both organizational and individual levels. Besides, there are three categories for human resource development : first, **Training**, any learning related to present jobs, second, **Education**, any learning for a different but identified job, and third, **Development**, any learning for growth of individuals while the goal of these activities are to become a learning organization.

However, because of the budget constraint, it seems very difficult for International Affairs Division to invest in human resource development programs set from the annual seminar. Therefore, appropriate criteria must be set up so as to allow all staff to have opportunities to join the programs and improve their potential.

Under the framework of Good Governance, International Affairs Division has enforced essential mechanism to provide opportunities for all members to pursue their own capacity building and potential as follows:

#### Step 1: The Sectional Meeting

Each section must have a meeting before the beginning of the fiscal year. In such a meeting, the work plan for the whole year will be initiated and discussed among members. Issues include individual plan for training and education in the coming year as well as the estimated budget to be required from the Division. Priority of training courses will be set up and then the final outcome will be forwarded to the next step, "The Divisional Meeting".

#### Step 2. The Divisional Meeting

After each section has submitted her plan to the Director of International Affairs, The Divisional Meeting will be organized among Heads of each section and chaired by the Director of International Affairs. In this meeting, each sectional work plan will be integrated and combined to be the International Affairs Annual Work Plan including Human Resource Development Plan. Budget allocation and courses will be decided in this meeting. Nevertheless, because of budget constraint, in case that individual staff would like to pursue advanced studying other universities, the Division seems inconvenient to allocate any subsidy. On the other hand, if such studies will be in Kasetsart University, International Affairs Division always requests concerned authority for the exemption of tuition fee.

In fact, Good Governance is not only demonstrated in Human Resource Development Plan, as mentioned, but has been enforced since the Recruitment Procedure. In case that International Affairs Division needs to recruit some new staff, a committee will be set up to be responsible for the selection process including the preparation of written examination and interview examination. This will guarantee that all applicants have the same opportunity to be selected.

Besides, after the recruitment process and new comers are already hired by the University, International Affairs Division also initiates essential mechanism for staff to clearly understand their roles and responsibility. First, the Orientation will be conducted so as to allow the new comers know their right, rules, regulation, social welfares, etc. Besides, the Mentor System by senior staff will be assist them to understand the nature of their works such as how they should do so as to complete their duties efficiently and effectively. Lastly, the Job Description and the Job Analysis must be signed among the New Comers, Heads of Section, and Director of International Affairs. . Each members has to prepare these two documents and sign their name as the commitment while appraisal and promotion will be based on their work mentioned in such documents.

Thus, it can be stated that Good Governance is an essential Code of Conduct for International Affairs Divisions. Several important factors and examples as well as evidences of such practice are indicated in the following:



**Table 2:** Summary of Good Governance conducted at International Affairs Division

<b>Factors of Good Governance</b>	<b>Practical Details</b>	<b>Evidences</b>
<b>1. The Rule of Law</b>	1. A set of laws and rules known in advance. 2. The enforcement of rules and laws.	Orientation and Meeting
<b>2. The Rule of Integrity</b>	1. Individual morality 2. Social morality	Orientation and Mentor System
<b>3. The Rule of Transparency</b>	Information about policies and actions	Job Description and Job Analysis
<b>4. The Rule of Participation</b>	The awareness of involvement of members in any other significant and crucial decision	Meeting both Sectional and Divisional Level
<b>5. The Rule of Accountability</b>	The raise of the awareness of members concerning their duties and rights.	Job Description and Job Analysis
<b>6. The Rule of the Value for Money</b>	The criteria for budget allocation	Priorities in Human Resource Development Program, as the integration of Sectional Plans

## **Conclusion**


International Affairs Division, Kasetsart University was established 1994 as a unit that is responsible for all international activities of Kasetsart University. Its organization structure was based on the Structural-Functional Form. According to the duties and responsibilities, International Affairs Division always tries her best to recruit qualified staff. However, under rules and regulations, members of the Division always come from various backgrounds. Therefore, after the recruitment process, International Affairs Division needs to provide several mechanisms so as to sharpen and strengthen specific skill for both the new comers and the others who has been in the office for a period of time. As always, International Affairs Division allows and encourages all staff to follow their career path and professional training through three schemes: Training, Education, and Development.

Besides, there are many different requirements on human resource development of each section while budget constraints seem to be crucial obstacles for sending staff to follow human resource development plan and equal opportunities for all members to be selected to attend courses must be reconsidered. Thus, International Affairs Division has adapted Good Governance as a resolution for such a problem. Moreover, Good Governance is also applied in another atmosphere of International Affairs Division, especially, the Recruitment Process and the Appraisal Process.




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## Potentials and Capacity Building for International Affairs Personnel

By  
**Somsakdi Tabtimthong**  
International Affairs Division,  
Office of the President  
Kasetsart University, Bangkok, Thailand



## Introduction

*Challenges of International Affairs officers  
in Thailand*

- \* Global Context
- \* Rapid Change
- \* The Ninth National and Social Development Plan (2002-2006)
- \* The Tenth National and Social Development Plan (2007-2012)
- \* Advances in science and technology
- \* A Knowledge-based society.

## The Brief Information of Kasetsart University

- Established On February 2, 1943
- 23 Faculties including the Graduate School, 10 Offices, 7 Institutes and 1 College
- 125 programs in bachelor degree level, 129 programs in master degree level, 53 programs in doctoral degree level, and other 53 diploma programs
- 7 Campuses: Kamphaengsaen Campus in 1965, Sri Racha Campus in 1989, and Chalermprakiat Sakon Nakhon Province in 1996 while the other three new campuses are under construction, namely, Lop Buri Campus, Suphan Buri Campus, and Krabi Campus.

## Functions

1. To implement high-level educational
2. To conduct research
3. To render technological services to the society and
4. To assist in preserving national cultures.

## International Affairs Division

- Established in 1965
- Conferred to be International Affairs Division in 1994
- Comprising four major sections:
  - 1) The Administration Section,
  - 2) The International Cooperation Section,
  - 3) The Fund and Fellowship Section, and
  - 4) The Information and Database Section

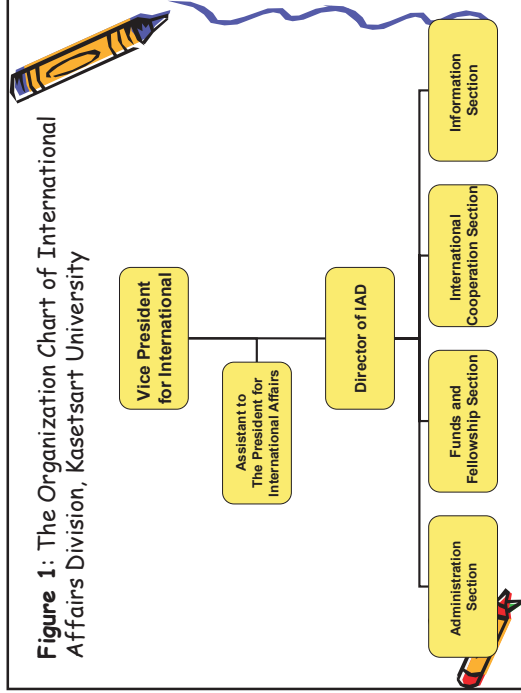
## The vision

*International Affairs Division is committed to fostering an academic, social and cultural environment to serve the need of KU's international community and promoting internationalization to create a better intellectual environment for optimal human resource development at KU.*

## The major goals

1. Cater to the needs of students and staff
2. Act on international agreements
3. Manage funds and fellowships
4. Support all international activities of KU., Area Studies Centers, and
5. Coordinate and support the establishment and operation of
6. Collect and create KU information databases on international issues.

**Figure 1:** The Organization Chart of International Affairs Division, Kasetsart University



## Good Governance in Thailand

- The Regulation of the Office of the Prime Minister on Good Governance B.E. 2542
- Six key elements of Good Governance
  1. The Rule of Law
  2. The Rule of Integrity
  3. The Rule of Transparency
  4. The Rule of Participation
  5. The Rule of Accountability
  6. The Rule of the Value for Money

## Three Schemes on Human Resource Development

- Training = learning related to present job**
- Education = learning to prepare the individual for a different but identified job**
- Development = learning for growth of the individual but not related to a specific present or future job**

## Career Path and Professional Trainings

Table 1: Numbers of staff classified by educational background (B.E., 2549) 2007

Positional Classification	Academic Year B.E., 2549 (2006)											
	Below Degree Program		Bachelor Degree		Master Degree		Doctoral Degree		Total			
	M	F	M	F	M	F	M	F				
Officials	-	-	2	1	2	-	-	-	1	4		
Governmental Permanent Employees	-	-	1	-	3	-	-	-	-	4		
Governmental Staff	-	-	-	2	-	-	-	-	-	2		
University Revenue Employees	-	1	-	2	-	1	-	-	-	4		
Permanent Employees	-	-	-	-	-	-	-	-	-	-		
Temporary Employees	1	4	3	7	1	5	-	-	5	16		
<b>Total</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>14</b>	<b>2</b>	<b>11</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>30</b>		

## Good Governance and the Application

- Step 1: The Sectional Meeting**
- Step 2: The Divisional Meeting**

Table 2: Summary of Good Governance conducted at International Affairs Division

Factors of Good Governance	Practical Details	Evidences
1. The Rule of Law	1. A set of laws and rules known in advance. 2. The enforcement of rules and laws.	Orientation and Meeting
2. The Rule of Integrity	1. Individual morality 2. Social morality	Orientation and Mentor-System
3. The Rule of Transparency	Information about policies and actions	Job Description and Job Analysis
4. The Rule of Participation	The awareness of involvement of members and staff in significant and crucial decision	Meeting both Sectional and Divisional Level
5. The Rule of Accountability	The raise of the awareness of members concerning their duties and rights.	Job Description and Job Analysis
6. The Rule of the Value for-Money	The criteria for budget allocation	Priorities in Human Resource Development Program, as the integration of Sectional Plans



Human Resource Development and Organizational Reform  
- Challenges by Kobe University -

**Yasuo Tanaka, Professor**

Team Leader

International Assistance Project Team

Office for the Promotion of International Exchange

Kobe University

ABSTRACT

● **Brief introduction of Office for the Promotion of International Exchange**

Aiming to become a globally outstanding and advanced academic institution, Kobe University (KU) launched the "Office for the Promotion of International Exchange" (OPIE-KU) on July 1, 2005. Since its establishment, OPIE-KU has been promoting international activities at KU strategically in accordance with regional and research demands, while seeking effective international exchanges and enhancing human resources both qualitatively and quantitatively.

A Strategy Project Team (SPT), consisting of fourteen professors, nine administrative staff and two International Exchange Coordinators under the guidance of a Director and two Deputy Directors, is undertaking various international initiatives. These include the formulation of strategies on international research and student exchanges, as well as the selection of important partner universities. The SPT is also undertaking the promotion for activities for "EUIJ-Kansai", "Kobe University Week" projects and the management of joint offices with important partner universities.

● **Objectives of OPIE-KU**

There are two important objectives aimed at international coordination for research and education:

1. Organizational reform to promote international coordination

OPIE-KU has introduced the following system, which has influenced other sections to change some of their system:

- Recruitment of external staff
- External advisor system
- Annual wage system

- System for recruitment of internal staff
2. Efficient operations and improvement of human resources in both quality and quantity

In order to achieve this objective, OIPE-KU has improved existing staff training to develop human resources more effectively in cooperation with HR section. Furthermore, OIPE-KU is now in the process of establishing a career planning post to foster a specialist from the internal staff.

● **Issues for the next step**

Having achieved a part of our main objectives, there remain still several issues on development of human resources and organizational reform. Special aim is focused on establishing a cooperative organization between academic and administrative staff, “Faculty Development” is a key point in this organizational reform. Moreover, improvement of staff training is also one of the priorities in human resource development. A new training system is now being developed, together with the support system offered to the sections, efficient staffing and career system will be implemented following training.



# Human Resource Development and Organizational Reform

Yasuo Tanaka, Professor  
Team Leader

International Assistance Project Team  
Office for the Promotion of International Exchange  
(OPIE-KU)  
Kobe University

2 February 2007

University Administrators Workshop at Kyoto University



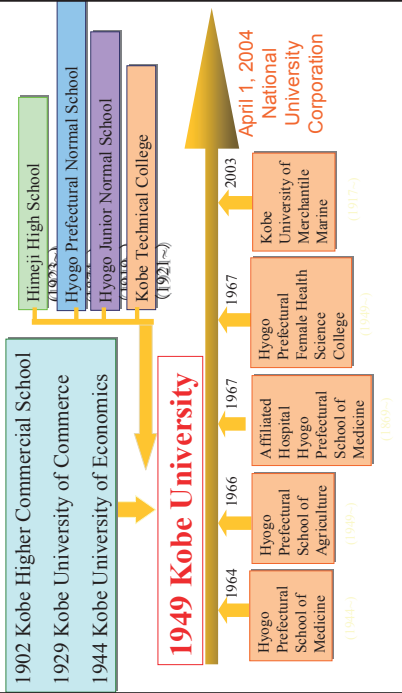
## CONTENTS

- Introduction of Kobe University
- Structure of OPIE-KU
- Challenges by OPIE-KU
- Human Resource
- Administrative Staff Training
- Career Planning
- Prospect and Issues for next 3 years



## Historical Chart

Founded in 1902



## Organization

Faculties and Schools  
(Undergraduate Programs)

Graduate Schools  
(Master's, Doctoral and  
Professional Degree Programs)

- 1 Humanities
- 2 Letters
- 3 Cross-Cultural Studies and Human Development
- 4 Social Science
- 5 Law
- 6 Economics
- 7 Business Administration
- 8 Natural Science and Life Science
- 9 Science
- 10 Engineering
- 11 Maritime Sciences


- 1 Humanities
- 2 Cultural Studies and Human Science
- 3 Humanities and Social Sciences
- 4 Social Science
- 5 Law
- 6 Economics
- 7 Business Administration
- 8 International Cooperation Studies
- 9 Natural Science and Life Science
- 10 Medicine
- 11 Science and Technology



**Organization**



Research Centers and Common-Use Facilities  
 Research Center for Environmental Genomics  
 Biosignal Research Center  
 Research Center for Inland Seas  
 Research Center for Urban Safety and Security  
 Molecular Photoscience Research Center  
 Center for Supports to Research and Education Activities  
 Center for Environmental Management  
 Information Science and Technology Center  
 Headquarters for Innovative Cooperation and Development  
 International Student Center  
 School of Languages and Communication  
 Institute for Promotion of Higher Education  
 Research Institute for Economics and Business Administration  
 \* Kobe University Libraries      \* University Hospital




**Number of Students,  
Faculty and Administrative Staff**      As of May 31, 2006

**Students 19,456** (\*International Students 765)  
 Undergraduate Students 12,613 (International Students 98)  
 Graduate Students 4,772 (International Students 667)  
 Affiliated Elementary and Junior High Schools 2,071


\*Total Number of International Students: 945  
(Degree-seeking Students 765, Research Students 134, Exchange Students 55)

**Faculty and Administrative Members 2,902**  
 Teaching Staff 1,537  
 Administrative Staff 1,365 (Including Nurses and Technical Staff)



**The "21<sup>st</sup> Century COE Program"**

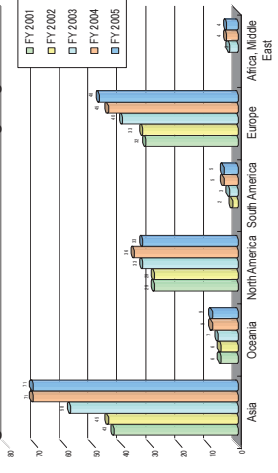
- "Signaling Mechanisms by Protein Modification Reactions"  
*Biosignal Research Center*
- "Center of Excellence for Signal Transduction Disease: Diabetes Mellitus as Model"  
*Graduate School of Medicine*
- "Origin and Evolution of Planetary Systems"  
*Graduate School of Science and Technology*
- "Design Strategy towards Safety and Symbiosis of Urban Space"  
*Graduate School of Science and Technology*
- "Research Center for Dynamic Legal Processes of Advanced Market Societies"  
*Graduate School of Law*
- "Research and Education Center of New Japanese Economic Paradigm"  
*Graduate School of Economics*
- "Research, Development and Education Center for Advanced Business System"  
*Graduate School of Business Administration*



**Academic Exchange Agreements  
with Foreign Institutions**

181 overseas universities/institutions are under the Academic Exchange Agreements with Kobe University

**Changes in Number of Academic Exchange Agreements**



Region	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
ASIA	28	37	51	61	64
Oceania	1	1	1	1	1
North America	1	1	1	1	1
South America	1	1	1	1	1
Europe	1	1	1	1	1
Africa/Middle East	1	1	1	1	1

Number of international students based on the Exchange Agreements  
**【Incoming】**  
 2001 28 students  
 2002 37 students  
 2003 51 students  
 2004 61 students  
 2005 64 students  
**【Outgoing】**  
 2001 38 students  
 2002 40 students  
 2003 41 students  
 2004 33 students  
 2005 45 students



## Academic Exchange Agreements with Foreign Institutions

Listed below are some of the institutions with which Kobe University has concluded an inter-University agreement.

Fudan University, Peking University, Shangdong University, Xi'an Jiaotong University, Sun Yat-Sen University

University of Indonesia, Syiah Kuala University

Hanyang University, Sungkyunkwan University

National University of Laos

Taiwan University

Thammasat University

For more detailed information:

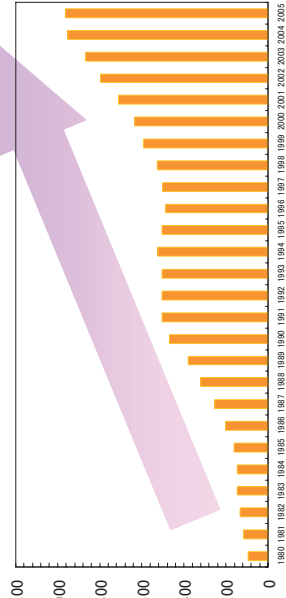
<http://www.kobe-u.ac.jp/en/info/academic/affiliated.htm>



## International Students

Kobe University has about 1,000 international students from more than 60 countries. The number of international students is ranked at 9<sup>th</sup> among Japanese National Corporation Universities.

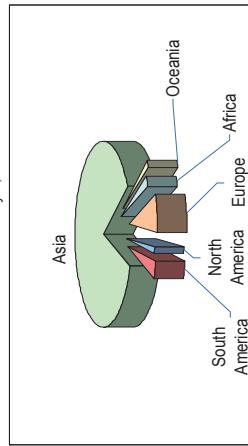
Changes in Number of International Students



## International Students

About 80% are from Asia  
50% are from China and 10% are from Korea

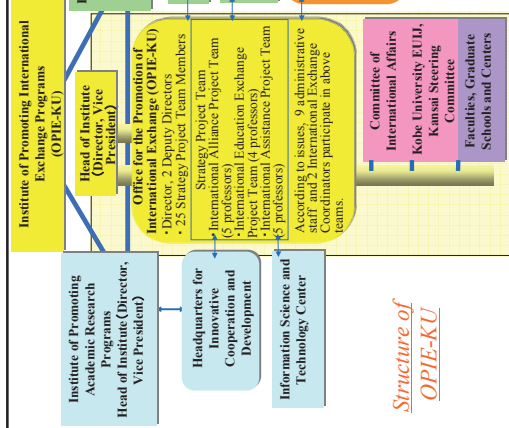
Total 954 as of May 1, 2006



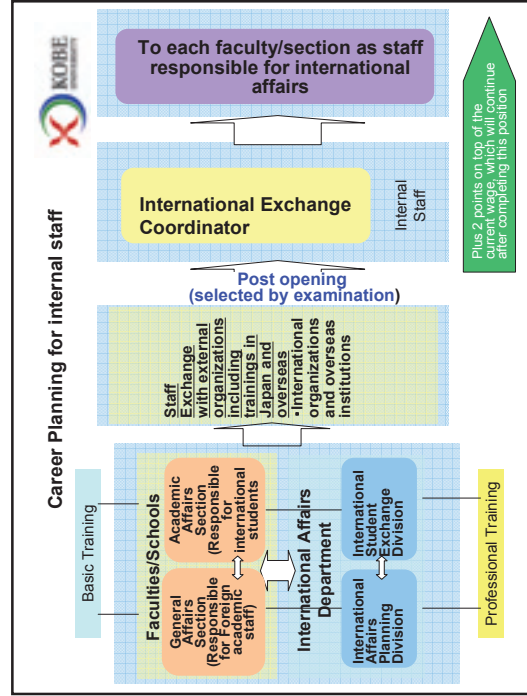
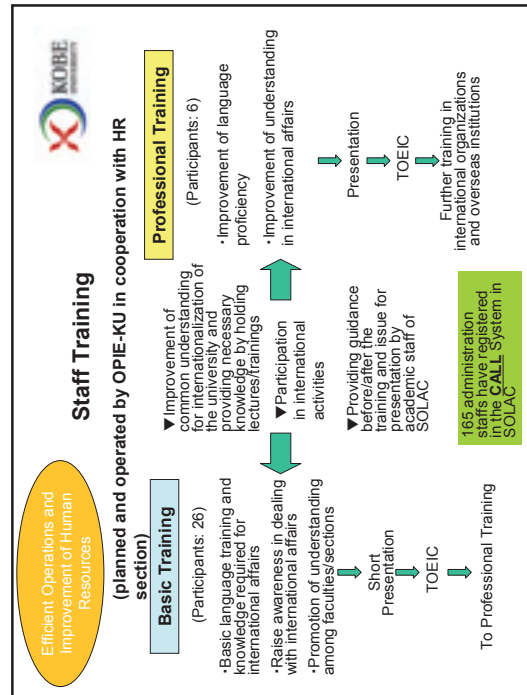
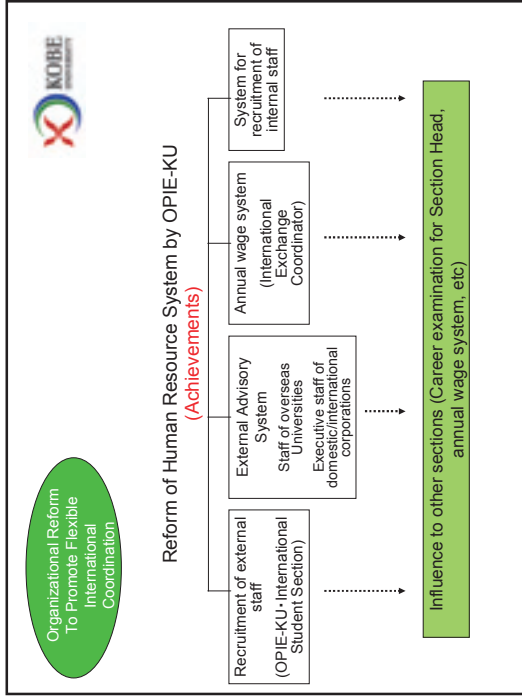
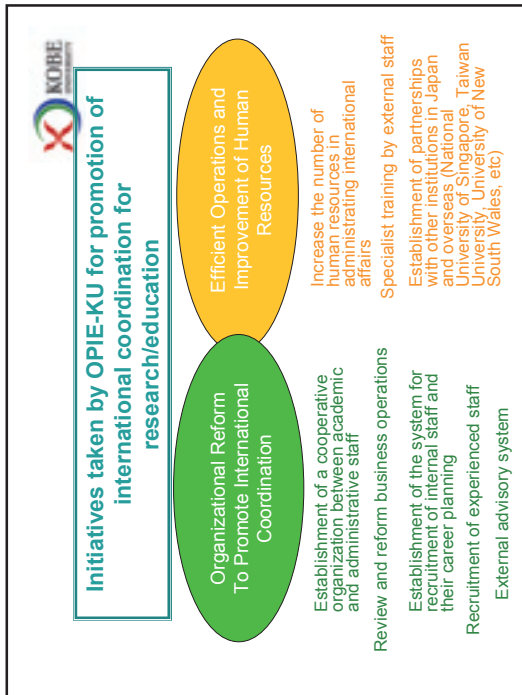
•About 70% are Graduate Students

The Top 10 (Number of students)

China: 439  
Korea: 89  
Taiwan: 43  
Vietnam: 41  
Indonesia: 40  
Malaysia: 23  
Laos: 21  
Mongolia: 19  
Bangladesh: 17  
Thailand: 16

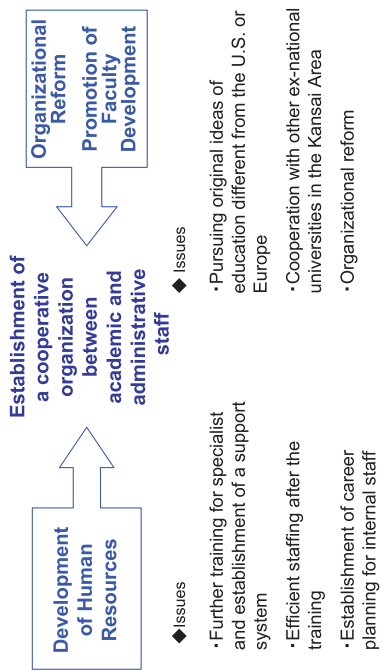


Structure of OPIE-KU





## Prospect and Issues for Next 3 years



# Internationalization at National Taiwan University

## Plans and Benchmarks

Dr. SHEN Tung

Taiwan University

### ABSTRACT

University internationalization is one of the main goals National Taiwan University and making its great effort to pursuit the academic excellence. Since National Taiwan University is a comprehensive university with 11 colleges, 54 departments, and 96 graduate institutes, the task becomes daunting. It involves the integration of different concepts and best practices in research, teaching, and university governance across units and disciplines. The Center for International Academic Exchange works closely with the President and major university administrators as well as the Ministry of Education to develop a comprehensive scheme and a set of benchmarks to assist all university departments and administrative branches to assess their internationalization efforts. NTU's Internationalization Plan covers these 7 major areas:

1. International Enrollment
2. University-wide International Awareness
3. International Faculty Recruitment
4. University Exchange Programs
5. International Initiatives
6. An International Curriculum
7. Administrative Support

NTU has established these internationalization benchmarks to provide clear goal of reference for individual departments and administrative sectors. NTU operates an annual check of these benchmarks to make sure that compliance has met and non-compliance identified. These benchmarks are created with valuable input from our faculty and administrators and are both friendly and reasonable so NTU does not put unnecessary burden to our colleagues. The ultimate goal is to ensure NTU's cutting edge position in higher education



Internationalization at NTU  
Plans and Benchmarks  
Presented by Professor Tung Shen  
**Director**  
**Center for International Academic Exchange**  
**National Taiwan University**

1

## History

The oldest university in Taiwan

- ❖ 1928~1945  
Taihoku (Taipei) Imperial University
- ❖ 1945~  
National Taiwan University



2



## Basic Statistics

- ❖ 11 Colleges
- ❖ 54 Departments
- ❖ 96 Graduate Institutes
- ❖ 25 Research Centers
- ❖ 30,000+ total enrollment
- ❖ 17,000 undergraduates
- ❖ 13,000 graduates
- ❖ 1,807 full-time teachers
- ❖ 870 supporting staffs



3



## Internationalization Plan 1

- ❖ A comprehensive set of benchmarks that measures 49 tasks in 7 major areas to assist departments and other university units to implement international programs and services.

4

## Internationalization Plan 2

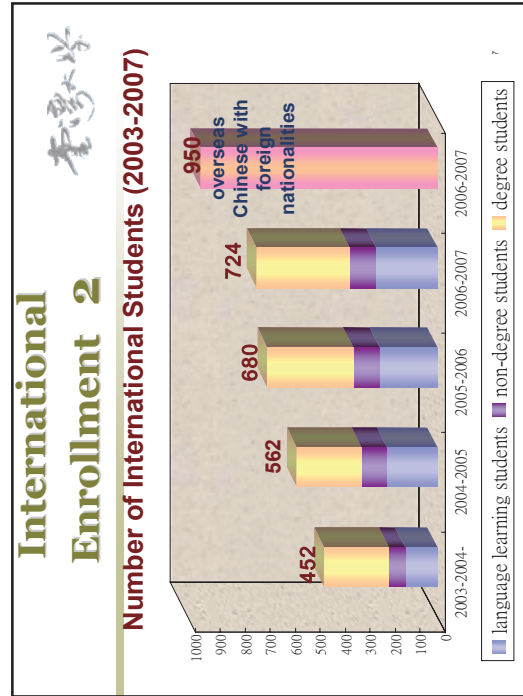
- ❖ **7 Major Areas**
- ❖ International Enrollment
- ❖ University-wide International Awareness
- ❖ International Faculty Recruitment
- ❖ University Exchange Programs
- ❖ International Initiatives
- ❖ An International Curriculum
- ❖ Administrative Support

5

## International Enrollment 1

- ❖ International Students:
  - ❑ degree students
  - ❑ exchange students
  - ❑ dual-degree candidates
  - ❑ language learning students
- ❖ Departments and institutes provide the following:
  - ❑ academic counseling
  - ❑ administrative support

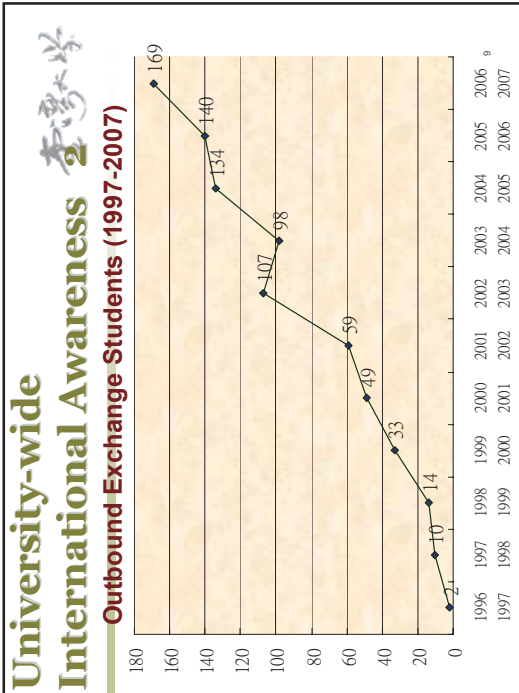
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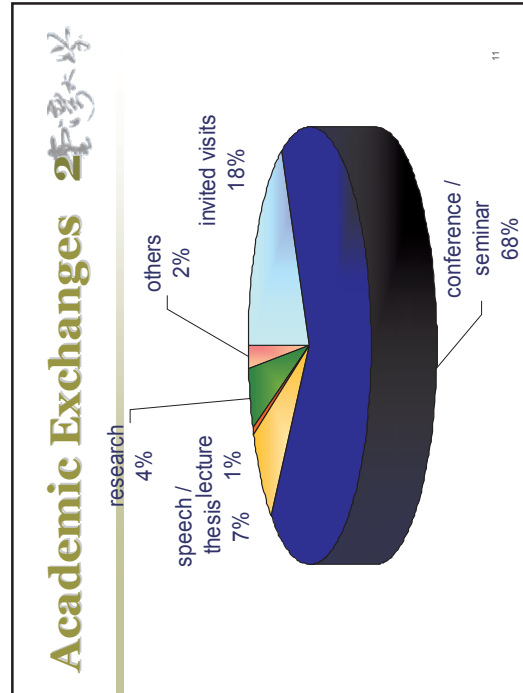
## University-wide International Awareness 1

- ❖ *Global Sense* - Intercultural Competence and Communication Skills
- ❖ International Opportunities:
  - ❑ outbound exchange programs
  - ❑ language requirements for graduating students
  - ❑ international research programs (for Ph.D. and postdoctoral students)
  - ❑ international and intercultural activities

8



- ### Academic Exchanges 1
- ❖ A strong emphasis on the benefits of the exchange experience
  - ❖ Accomplishments:
    - ❑ Scholarly articles published in refereed international journals
    - ❑ Participation in international seminars and conferences
    - ❑ Lecturing in foreign universities
    - ❑ Joint research



### Academic Exchanges 3

Academic Performance Indexes	2005	2006	growth %
SCI - SSCI - A&HCI	3,468	3,953	13.99%
Number of Citations	8,182	9,205	12.5%
HiCi	117	142	21.37%
Editors of International Journals	178	213	19.7%



## International Faculty Recruitment



- ❖ Tenured Positions: Professors  
Researchers and Experts
- ❖ Short-Term Positions: Visiting Scholars  
Visiting Experts
- ❖ Joint Appointments

13

## International Initiatives 1



- ❖ International Programs:
  - ❑ Student Exchange Program
  - ❑ Faculty Exchange Program
  - ❑ Dual degree Program
  - ❑ International Research Agreements
- ❖ Participation in International Organizations

14

## International Initiatives 2

### International Academic Programs

<b>Number of Countries</b>				<b>41</b>
<b>Number of Sister Institutions</b>				<b>203</b>
<b>Number of Agreements</b>	University Level	168		<b>248</b>
	Faculty Level	62		
	Department Level	18		
<b>Number of Student Exchange Programs</b>	University Level	77		<b>91</b>
	Faculty Level	12		
	Department Level	2		
<b>Number of Faculty Exchange Programs</b>				<b>6</b>
<b>Number of Double Major Programs</b>				<b>11</b>
<b>Number of Summer Programs</b>				<b>6</b>

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## International Curriculum



- ❖ 400 courses taught in English
- ❖ Professional English-taught Programs (EMBA)
- ❖ Language Programs for International Students
- ❖ Culture Courses and Seminars
- ❖ Distance-learning Programs

## Administrative Support 1

- ❖ Administrative Support is the backbone of a successful internationalization drive
- ❖ An NTU International Student Administrator
  - ❑ is trained to handle international student affairs
  - ❑ has a vision of an international campus
  - ❑ can communicate in English or in other foreign languages
- ❖ NTU Departments and Institutions
  - ❑ help create an international learning environment
  - ❑ launch bilingual websites showing all key information

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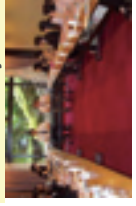
## Administrative Support 2

- ❖ Training for International Program Administrators:
  - ❑ Language and Developmental Programs for Senior Department Secretaries
  - ❑ Orientation Program for Int'l Admission Staffs
  - ❑ International Guests Reception Training Courses

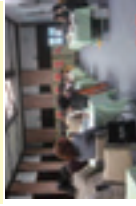
Staff Visiting Korea University



Workshop at Tokyo University



Orientation Program for Int'l Admission Staffs



## Purpose of Internationalization

### Benchmarks

- ❖ To establish a University Policy on internationalization and provide guidelines for Departments and administrative branches
- ❖ To ensure compliance by all units and employees via incentive programs and annual reviews
- ❖ To secure NTU's position at the cutting edge of higher education worldwide

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*Thank You for Your Attention!*