

The 2nd University Administrators Workshop:

Innovating Universities through Internationalization

The 2nd University Administrators Workshop



February 1 - 2, 2007 in Kyoto, Japan

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The 2nd University Administrators Workshop

Innovating Universities through
Internationalization

February 1 - 2, 2007
Kyoto

Kyoto University

Any inquiries on the workshop may be directed to
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<http://www.opir.kyoto-u.ac.jp/e/workshop2.html>

Preface

Kyoto University held the '2nd University Administrators Workshop: Innovating Universities through Internationalization' on February 1 and 2, 2007. This workshop was planned based on the fruitful discussions of the 1st University Administrators Workshop held in Kyoto in March 2006. The purpose of the workshop was to enhance the quality of international activities at leading Asian universities through exchanges of information and opinions by administrative staff members in charge of international affairs and student exchange.

We invited universities that participated in the 1st University Administrators Workshop held in March 2006, members of the Association of East Asian Research Universities, Asian members of the Association of Pacific Rim Universities, and partner universities in Asia with which Kyoto University has concluded MoU. We also invited universities in the program of 'Strategic Fund for Establishing International Headquarters in Universities' in Japan. Thirty-eight persons from twenty-four universities, including Kyoto University, participated in the workshop.

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

Session 1. Promoting International Research Collaborations

Session 2. Fostering and Recruiting Internationally Competitive Human Resources

Session 3. Strengthening Governance and Management of International Offices

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

The workshop was convened with the supported of 'Strategic Fund for Establishing International Headquarters in Universities' by Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT). All the contents of this booklet are posted on the webpage of Kyoto University's Organization for the Promotion of International Relations. (<http://www.opir.kyoto-u.ac.jp/e/workshop2.html>)

Kyoto University sincerely appreciates all the participants, whose contributions made this year's workshop a great success. It is the hope of the university that this booklet will be valuable to all the universities aiming to further internationalize their research and educational activities.

Participating Universities

Chulalongkorn University

Fudan University

Hitotsubashi University

Hong Kong University of Science and Technology, HKUST

Hokkaido University

Korea Advanced Institute of Science and Technology, KAIST

Kasetsart University

Keio University

Kobe University

Nagoya University

National University of Singapore, NUS

Northwest University

Peking University

Pohang University of Science and Technology, POSTECH

Ritsumeikan University

Seoul National University

Taiwan University

Thammasat University

Tohoku University

Tsing Hua University, Hsinchu

Tsinghua University, Beijing

University of Malaya

University of Tokyo

University of Tsukuba

Kyoto University

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List of Participants

Institution	Name	Title
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Hitotsubashi U	Assis. Prof. Hiroshi Ota	Assistant Professor, Graduate School of Commerce and Management International Student Advisor for Advising and Counseling Section, Centre for Student Exchange
Hitotsubashi U	Ms. Kyoko Oikawa	Coordinator, Internationalization Strategy
HKUST	Prof. Kar Yan TAM	Associate Vice-President for Academic Affairs Director, International and Mainland Students and Programs Office
Hokkaido U	Mr. So Kawanobe	Director, International Affairs Division
Hokkaido U	Ms. Tomomi Urano	Coordinator, International Affairs Division
KAIST	Dr. Yong-Sok O	Director of International Programs
Kasetsart U	Mr. Somsakdi Tabtimthong	Head, International Cooperation Section
Keio U	Ms. Sonoko Watanabe	International Strategy Manager, Organization for Global Initiatives Office
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Kobe U	Prof. Yasuo Tanaka	Professor, Research Center for Urban Safety and Security Team Leader, International Assistance Project Team, Office for the Promotion of International Exchange
Kobe U	Ms. Saori Obayashi	International Exchange Coordinator, Office for the Promotion of International Exchange
Kobe U	Ms. Naoko Maeda	Exchange Promotion Officer, International Affairs Planning Division
Nagoya U	Prof. Michio Takamatsu	Professor, Office of International Strategic Planning
Nagoya U	Ms. Shen Jingjing	Research Associate, Office of International Strategic Planning
National U of Singapore	Ms. Michelle TAN	Associate Director, APRU Secretariat
Northwest U	Prof. Fang Guanghua	Vice-President
Peking U	Dr. Ru-Qing Zheng	Assistant Director, Office of International Relations

Institution	Name	Title
POSTECH	Prof. Kyung Seop Han	Dean of Planning & International Affairs
POSTECH	Ms. Jung-Hee Yang	Manager of International Affairs
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Ritsumeikan U	Mr. Makoto Sagane	Deputy Managing Director, Division of International Affairs
Seoul National U	Mr. Hyun-Jun Joo	Manager for International Conference
Taiwan U	Dr. Tung Shen	Director, Center for International Academic Exchanges
Thammasat U	Dr. Pongthep Vorakitpokatorn	Director, Office of International Affairs
Tohoku U	Mr. Hideaki Hirayama	Director, International Exchange Division
Tsing Hua U (Hsinchu)	Prof. Shih-Lin Chang	Vice President
Tsinghua U (Beijing)	Prof. Yi Zhang	Director for Office of International Cooperation and Exchange
U of Malaya	Assoc. Prof. Dr. Kamila Ghazali	Deputy Director, International & Corporate Relations Office
U of Tokyo	Assoc. Prof. Miho Funamori	Deputy Director, Planning Office, Division for International Relations
U of Tokyo	Ms. Yukiko Matsuura	Project Specialist
U of Tsukuba	Mr. Satoshi Tsuzuki	Head, Division of International Affairs
Kyoto U	Prof. Junichi Mori	Professor, Internaitonal Center
Kyoto U	Mr. Satoru Endo	Director, International Affairs Division
Kyoto U	Mr. Shigeru Yamaguchi	Director, Foreign Student Division

Opening Remarks

and

Guest Speeches

The 2nd University Administrators' Workshop: *Innovating Universities through Internationalisation*

Opening Remarks

by

Toshio Yokoyama

Distinguished Guests, Dear Colleagues from Asian Countries, Ladies and Gentlemen. It is my great honour and pleasure to welcome you here today on the occasion of the 2nd University Administrators' Workshop.

The theme chosen for this workshop is: Innovating Universities through Internationalisation. I am sure you will all agree that this sounds a readily comprehensible theme for us, but if we take into account that every participant gathered here is to represent the administrative side of his or her university's international activities, it is clear that our chosen theme is epoch-making, implying, as it does, that the future of our universities depends on the efforts of their administrators. In this, we have a message that challenges the conventional perception that universities should be governed solely by professors -- an idea formulated perhaps in nineteenth century Germany which was disseminated and took root in many Asian countries, particularly in Japan, around the turn of the nineteenth century. For myself, I do not believe that it is altogether out-dated for professorial bodies to be self-governing. On the other hand, I do believe that the role of university administrators has not always been properly defined, and is often under-estimated, particularly in Japan. For this reason, I feel that the time has come to search for new models of university organisations which encourage academics and administrators to co-operate in increasingly close and creative ways. This applies particularly to the field of international activities.

I emphasise this point because the twenty-first century is already revealing its own characteristics, one of which can be called, 'The Age of Intermediaries', in Japanese, '*Naka-dachi no Jidai*.' In the last century, academics, specialist groups and institutions alike tended to be too absorbed and inward-looking to think about the importance of intermediaries and the creative roles they played. In the minds of conventional scientists, for example, internationalisation too often meant a simple extension of relationships across national boundaries within their own fields. In this new age of profound change, however, when even the notions of Nature and Humanity are under

serious review, any new knowledge obtained, or any new question that comes up in laboratories and in study rooms needs to be considered in terms of its meaning for the entire human and ecological community on this planet. Everyone in academia must, therefore, continue discussions internationally and across disciplines; and for this, cultivate languages accessible across the borders of discipline and nation. It is in such a new global context that each university must open more varieties of intermediary channels and networks than ever before, to prepare for proper dialogues and co-operations not just within world academia but more importantly with society at large. I hope that many of you will share my prospects that this workshop will meet the challenges of this new stage in human history, the significance of which may become equivalent to that of the Renaissance in Europe some five hundred years ago.

The First University Administrators' Workshop held in Kyoto a year ago offered many of its participants their first experience to enjoy extensive discussions with their colleagues from different countries, free from interruption and disturbance from ever-demanding Presidents, Vice-Chancellors or other faculty members. My colleagues were relieved to discover that many of the administrative difficulties they had been facing individually in pursuing international activities were in fact common to us all.

The idea behind this Second Workshop is that we can take a further step forward in asking ourselves how we might support one another with regards to the capability of our respective international offices, or how might we all perform as good intermediaries for international co-operation, enriching our own experience and knowledge in the process of elevating others. This type of endeavour with a broad communal spirit is the very essence of the traditional idea of 'civilised society'.

For this workshop, Kyoto University sent requests for participation to member universities of the Asian group within the Association of Pacific-Rim Universities, as well as member universities of the Association of East Asian Research Universities, and a number of universities in Asia which have MoU agreements with Kyoto University. Similar letters were sent to universities in Japan that have made notable strategic efforts to internationalise their academic activities. The result is that more than twenty eminent universities in Asia have consented to send representatives to Kyoto, and for this, I should like to express my heart-felt gratitude. I should also like to take this opportunity to thank Vice-President, Professor Dr Ernst Rank of Technische Universität München, and Vice-Provost, Professor Dr William B. Lacy of the University of California, Davis, who have kindly agreed to give Guest Speeches before the working sessions. Both Vice-President Rank and Vice-Provost Lacy will, I am sure,

contribute greatly to our Workshop's proceedings, by sharing with us their views with regards to what is happening in and around their esteemed universities, and what kind of ideals or missions are guiding those institutions.

The City of Kyoto, Japan's old capital, has had a history of ups and downs for more than twelve hundred years long, and has, as the result, developed a rich tradition of seeking harmony with the environment. It is my sincere hope that holding this two-day workshop in such a cultural milieu will enhance mutual understanding and friendship among us, and foster chances to promote truly necessary international initiatives from among the participating universities.

Thank you for your kind attention.

Internationalization and TUM's strategy in the German 'Excellence Initiative'

Prof. Dr. Ernst Rank

Vice President

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ABSTRACT

On 23 June 2005 the German federal and state governments agreed on an initiative to promote top-level research in Germany. The so-called *Excellence Initiative* aims to strengthen science and research in Germany in the long term, improve its international competitiveness and raise the profile of the top performers in academia and research.

The total budget of the initiative will be €1.9 billion for the period 2006 through 2011, which is split between three lines of funding:

- Graduate Schools to promote young researchers
- Clusters of Excellence to promote world-class research
- Institutional strategies to promote top-level university research.

This Excellence Initiative launched an unprecedented atmosphere of departure at German universities resulting in a total of nearly 500 proposals for the three lines of funding. On 13 October 2006 after a highly competitive international review process the results of the first round of the initiative were announced. Only three universities, the Karlsruhe University of Technology, the Ludwig-Maximilians-Universität München (LMU) and the Technische Universität München (TUM) were successful in all three lines, giving them the unofficial title of an 'Elite University' and the expectation of about 150 Mio € additional funding for the next five years.

In the proposal of Technische Universität München *internationalization* plays a very prominent role. The promotion of high-level international research cooperation is central in the 'TUM Institute for Advanced Study', which has been founded as a cornerstone of the institutional strategy. And the 'International Graduate School of Science and Engineering' has as one major goal to stimulate international research groups of students during their Master's and PhD studies, being supported by TUM and partner universities all over the world.

Starting from the general policy of TUM, the lecture will first focus on the overall strategy of the successful proposals, highlight their most important aspects and discuss the expectation from the projects over the next years especially in the context of further improving our international networks in research and education.

*At home in Bavaria –
Erfolgsort in the world.*

**Internationalization and TUM's Strategy
in the German 'Excellence Initiative'**

Ernst Rank
Vice President
Technische Universität München
Germany

TUM: A Unique Profile

Superb Community

- 21,000 Students
- 32% female
- 20% international
- 400 Tenured Professors
- 4040 Researchers
- 2800 Graduates p.a.
- 730 Ph.D/Habils. p.a.
- 6800 Employees
- 12 Departments

Entrepreneurial Spirit

- **Internationality:**
 - #1 AVH Senior Research Awards
 - Off-Shore Branch, Singapore
 - Fundraising >100 M€ since 1999
 - **Third Party Funding:** 147 M€ (05) = 31% of total Budget; #1 GER
- **Entrepreneurial Assets:** UnternehmerTUM, TUM+Tech Ltd.

Innovative Strategies

- **Advanced Organizational Structure:** 1999 TUM constitution pioneered Bavarian Higher Education Act 2006
- **Centers of Excellence Strategy:** Competitive restructuring program *innovateTUM* (2003) allocates 10% total TUM resources to areas of excellence until 2008
- **Social & Cultural Awareness:** Linde Academy, Gender Responsibility

Kyoto, Feb. 1, 2007

INTERNATIONAL NETWORK: more than 150 partner universities

German Institute of Science and Technology in Singapore

Kyoto, Feb. 1, 2007

Excellence Initiative by the German Government

- "promote **top-level research** and improve the quality of German universities and research institutions, thereby making a significant contribution to strengthening science and research in Germany."
- **1.9 billion €** "fresh money" for German universities 2006 - 2011 (2 funding periods 2006-2010 and 2007-2011, 5 yrs. each)
- **Financing** by federal (75%), and state governments (25%)
- **Three Funding Lines:** Graduate Schools, Research Clusters and Institutional Strategies
- **Decision:** 13 October 2006

Kyoto, Feb. 1, 2007

Results of the Excellence Initiative (1st Funding Period)



- • 18 Graduate Schools
- • 17 Clusters of Excellence
- • 3 Institutional Strategies

- Concentration on 22 Universities
- Fields of Natural Sciences and Life Sciences more successful than Engineering and Humanities
- TUM one of the most successful universities

Kyoto, Feb. 1, 2007

1st Funding Line at TUM: Graduate Schools



International Graduate School of Science and Engineering

Coordinator: Prof. Rank



Graduate School of Systemic Neurosciences

Prof. Brandt / Prof. Grothe (LMU)
Prof. Kemnerth (TUM)

Kyoto, Feb. 1, 2007

2nd Funding Line at TUM: Clusters of Excellence

All		Cognition for Technical Systems	Coordinator: Prof. Buss
Astrophysics	Origin and Structure of the Universe – The Cluster of Excellence for Fundamental Physics	Coordinator: Prof. Paul	
Proteins	Munich Center for Integrative Protein Science (CIPSV)	Coordinators: LMU: Prof. Carell TUM: Prof. Sierra	
Photons	Munich Center for Advanced Photonics (MAP)	Coordinators: LMU: Prof. Habs / Prof. Krausz	
Nano	Nanosystems Initiative Munich (NIM)	Coordinators: LMU: Prof. Kathaus TUM: Prof. Abstreiter	

Kyoto, Feb. 1, 2007

3rd Funding Line: TUM. The Entrepreneurial University.



Funding:
56 Mio € (2006-2011)

Kyoto, Feb. 1, 2007

What does it take to be an entrepreneurial university?

"Entrepreneurship is the pursuit of opportunity beyond the resources one currently has under control."
Stevenson and Jarillo 1990

"How do universities, by means of entrepreneurial action, go about transforming themselves? Five elements constitute an irreducible minimum: a strengthened steering core; an expanded developmental periphery; a diversified funding base; a stimulated academic heartland; an integrated entrepreneurial culture."
Prof. Burton R. Clark (1998), Graduate School of Education, UCLA

Kyoto, Feb. 1, 2007



IAS TUM
Institute for Advanced Study

Kyoto, Feb. 1, 2007

TUM-IAS: The Vision

- Provide top-level scientists with the freedom and resources to pursue innovative research (*interdisciplinarity – high risk, high reward*)
- Interact with talented young scholars (*akademische Schulbildung*)
- Integrate distinguished visiting scientists (*internationality*)

➔ **Create a scholarly community of open scientific dialogue**




Headquarters Building

- Central location on Garching Campus
- Secured funding, doubled to 10 ME since submission of proposal

Kyoto, Feb. 1, 2007

Fellowship Programs: Genuine, Competitive



Carl von Linde Senior Research Fellowships
open to TUM faculty



Carl von Linde Junior Researcher Awards
for postdoctoral fellows from TUM



Rudolf Diesel Industrial Fellowships
for researchers from industry



Hans Fischer Fellowships
open for international scientists



Hans Fischer Tenure Track Professorships
for young scientists from outside



Research Start-Up Support

Kyoto, Feb. 1, 2007




Comprehensive Support

IAS TUM
Institute for Advanced Study


Kyoto, Feb. 1, 2007

... at all career stages

ε ducaTUM: Strengthens our alliance with High-School System
 Student Admission Center (SAC) – International Recruiting Centers
 Welcome Office – International Student Service Center
 Academic Lecturer Program
 Summer School Academy

Young Researchers Program: 

International Executive Headhunting
 Structural Fund for 'Rising Stars'
 Emeriti of Excellence Program
 Career Service Center



Kyoto, Feb. 1, 2007



Gender & Diversity

Comprehensive Support

IAS TUM
Institute for Advanced Study

Kyoto, Feb. 1, 2007

... a challenge for Good Corporate Governance

- Gender Consulting & Awareness
- Childcare / Home Office Workplaces
- Family Care Structural Fund
- Gender Issues Incentive Fund
- Vocational Training
- Parental Leave Compensation
- Munich Dual Career Center
- Fundraising Focus: Scholarships for talented women in science




IAS Liesel Beckmann
Symposium 2007:
dedicated to Gender & Diversity



Kyoto, Feb. 1, 2007



Kyoto, Feb. 1, 2007

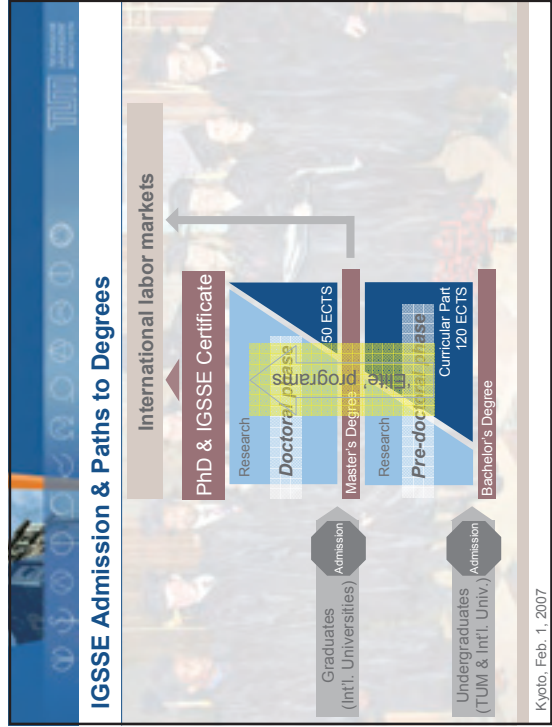
... to advance the spirit of community

- Best-Practice Administration
- Corporate Management Training
- Process and Quality Management
- Soft Skills and Cultural Awareness
- Good Corporate Governance – Health Care & Prevention Campaign
- TUM Corporate Communications Center

Kyoto, Feb. 1, 2007

The TUM Graduate School System

Kyoto, Feb. 1, 2007



Kyoto, Feb. 1, 2007

IGSSE Research Training Program

Scientific Mentoring

- Multiple supervision (PhD phase)
- Individual research training schedule for every student
- Student research groups interlink MSc and PhD phase

Modular Training Program

- Disciplinary training
- Trans-disciplinary training: e.g. summer schools
- International and industrial exchange
- Scientific skills training: research proposals, conferences, scientific leadership
- Soft skills training: business plan seminars, social awareness and communication skills, intercultural & ethical competence

Kyoto, Feb. 1, 2007

IGSSE Research Training Groups & MSc Programs

- 7 Research Training Groups (PhD Programs)
- 10 Int'l. Master Programs
- Based on existing structures (functional & funding secured)
- Interconnected by common research topics

BioMedTUM Biomedical Microsystems Engineering	CaCYDE Computational and Visual Data Exploration	CeSIM Center for Simulation Technology in Engineering	
MSC Medical Engineering	MSC Computational Science & Eng. MSC Computational Mechanics (COME)	MSC Computational Science & Eng. MSC Computational Mechanics (COME)	
ComPInt Material Science of Complex Interfaces	ESSE Energy Science & Engineering	ESPACE-GS Earth Oriented Space Science and Technology	NanoCat Nanodesign of High Performance Catalysts
MSC Engineering Physics	MSC Renewable Energies MSC Electric Power Engineering	MSC ESPACE	MSC Chemistry MSC Chemical Process Eng. MSC Catalysis

Kyoto, Feb. 1, 2007

Multi-disciplinary IGSSE Young Researcher's Teams

Typical Team:

- 2 PhD students funded by IGSSE
- >= 2 PhD students funded by industry
- postdoc (team leader)
- Collaborating research groups at partner universities

Current state:

- 10 research team proposals approved
- Collaborating institutions:
 - Univ. Stanford, Univ. Tokyo, DTU, Weizman Inst., ETH Zürich, TU Vienna, Univ. New South Wales, Duke Univ., DLR, Fujitsu Labs, ...

Kyoto, Feb. 1, 2007

An Example: Numerical Simulation and Biomedical Technology

Optimize endoprosthesis and fracture fixation procedures

- Material identification
- Very fast transfer from CT-scan to simulation model for *individual surgery planning*
- Bone regeneration

Kyoto, Feb. 1, 2007

Enhancing International Learning, Discovery and Engagement Seven Essential Institutional Components

William B. Lacy

University of California, Davis

ABSTRACT

As the world becomes more complex and interconnected, it is critical that our colleges and universities effectively engage in international research and collaboration, and prepare our graduates to be proficient in foreign languages, knowledgeable of different cultures, and informed about international and global citizenship. A comprehensive and integrative approach to internationalizing our campuses is needed and should seek to affect all aspects of the institution, including undergraduate and graduate education, research and discovery, public service and engagement and the general campus climate and activities. Success in internationalizing the campus will require institutions to adopt seven essential institutional components or habits: (1) a clear, integrated, comprehensive approach; (2) strong and committed senior leadership; (3) committed leadership throughout the campus; (4) significant and broad faculty involvement; (5) commitment to meeting the diversity of student needs; (6) supportive organizations, structures, resources; and (7) mechanisms to build networks with partners and supporters. These components and organizational structures must be part of a comprehensive plan and assessment for each campus. Finally, these seven components should be considered in the context of a particular campus, its mission and values, history and culture, faculty, students and staff and the broader community in which it functions.

Paper to be presented at “The 2nd University Administrators Workshop: Innovating Universities through Internationalization”, Kyoto University, February 1, 2007

1/9/07

UC DAVIS

Enhancing International Learning, Discovery
and Engagement:
Seven Essential Institutional Components



William Lacy
-Vice Provost

Kyoto University, Japan
February 2007

UC DAVIS

**“The challenges of our world today
are problems without passports for
which we need blueprints without
borders.”**

Kofi Annan
Secretary General of the United Nations

UC DAVIS

Internationalizing for our Students

- *Improves learning and expands knowledge*
- *Benefits research and graduate study*
- *Prepares students for citizenship*

UC DAVIS

Internationalizing for our Institutions

- *Fosters faculty and staff renewal*
- *Improves institutional competitiveness*
- *Enhances learning, discovery and engagement*



Internationalizing for our Communities

- *Translates local expertise globally*
- *Expands service*
- *Connects local communities*



Internationalizing for our Nations

- *Enhances national security*
- *Benefits economic competitiveness*
- *Forges bridges for peace and collaboration*



Worldwide Calls for Internationalization of Higher Education

- *Association of Pacific Rim Universities*
(36 leading research universities in the region committed to internationalization)
- *Universities 21*
(18 universities worldwide seeking to create entrepreneurial education opportunities worldwide)
- *Bologna Declarations – 1999, 2005*
(45 European ministers of education committed to internationalizing higher education)



U.S. Calls for Internationalization of Higher Education

- *American Council on Education*
(Advancing Comprehensive Internationalization 2006)
- *National Association of State Universities and Land Grant Colleges*
The Presidential Role in Internationalizing the Campuses, 2004)
- *Association of International Education*
(Internationalizing the Campus: Profits of Success 2005)

Stephen Covey's Seven Habits of Highly Effective People:

1. *Be proactive*
2. *Begin with the end in mind*
3. *Prioritize*
4. *Seek solutions that benefit all parties*
5. *Seek first to understand, then to be understood*
6. *Synergize by finding ways to cooperate with everyone*
7. *Continually renew yourself*

Internationalizing the University: 7 Essential Institutional Components (Habits)

1. *Clear, integrated and comprehensive approach*
2. *Strong senior leadership*
3. *Committed leadership throughout campus*



Internationalizing the University: 7 Essential Institutional Components (Habits)

4. *Broad faculty involvement*
5. *Focus on student goals*
6. *Supportive organization and resources*
7. *Networks of partners and supporters*



Innovating Universities through Internationalization

1. *Internationalizing the Undergraduate Curriculum*
2. *Enhancing Undergraduate Experiences Abroad*
3. *Broadening International Graduate Education*



Innovating Universities through Internationalization

4. **Strengthening International Research Collaborations**
5. **Creating Campus International Communities**
6. **Expanding Campus Outreach and Engagement Abroad**



Potential Issues and Challenges

- *Increasing competition from other developed countries*
- *Our own self-imposed deterrents (e.g., security screening, visa applications)*
- *High costs and soft economy*
- *Enhanced quality and capacity of higher education in emerging countries*
- *Intellectual property protection*

Possible Actions to Innovate Universities through Internationalization

1. **Faculty led study abroad programs**
2. **International internships**
3. **University/govt. funded competitive programs**
4. **Co-sponsored conferences**
5. **Jointly offered satellite courses**



Possible Actions to Innovate Universities through Internationalization

6. **Overseas offices and branch campuses in Asia**
7. **University/industry international partnerships**
8. **Graduate student exchanges**
9. **International alumni engagement**
10. **International associations**





University Context

- Most comprehensive of the 10 University of California campuses with more than 100 academic majors and 80 graduate programs
- About 30,000 students
- 170,000 alumni worldwide
- \$2.3 billion annual budget
- \$544 million in research funding (12th among U.S. public universities)



UC Davis: Intellectual Powerhouse

- Member of the Association of American Universities (Membership limited to just 62 of 3,000+ U.S. universities)
- Member of the Association of Pacific Rim Universities
- 14th among public U.S. universities (U.S. News & World Report)
- 10th among all universities based on research and contributions to society (Washington Monthly)
- Awards more bachelor's and doctoral degrees in the biological sciences than any other U.S. university



The Campus Today: Our Students

- Student body grows
 - Undergraduate – 23,500
 - Graduate – 7,000
- Increasing Diversity
 - Asia/Asian American – 42%
 - European – 37%
 - South American/Mexican – 12%
 - African – 3%
- Nearly half of all undergrads participate in faculty research
- Two-thirds participate in internships-150 international



UC Davis: Comprehensive Research University

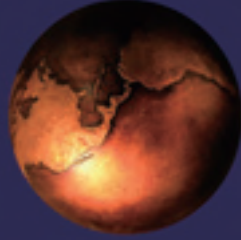
- 4 Colleges
 - Agricultural and Environmental Sciences
 - Biological Sciences
 - Engineering
 - Letters and Science
- 5 Professional Schools
 - Education
 - Law
 - Management
 - Medicine
 - Veterinary Medicine
- Lifelong Education





UC Davis: A Growing International Focus

- *Creation of Vice Provost-International Programs*
- *International cooperative agreements*
- *1900 international students*
- *1640 international scholars*
- *Over 1200 students annually participating in study abroad*
- *Top 25 in Peace Corp volunteers*
- *International alumni groups*



“We need to explore ways we can infuse an international dimension into all that we do—to move internationalism from the periphery to the center of our institution

Larry Vanderhoef, UC Davis Chancellor

Session A-I:

Promoting International Research Collaborations

Advantages, Cooperation and Innovation

Fang Guanghua

Vice-President, Prof. Northwest University,
P. R. China

ABSTRACT

Northwest University is located in the original historical site of Taiping Section of the capital of Tang Dynasty. The university, founded in 1902 as Shaanxi College, is one of the key comprehensive universities in Western China and enjoys substantial support from both the central and local governments. With a total area of 370 acres, it consists of 24 schools and departments, and 16 research institutes as well. There are over 2,300 faculty and staff members, among which 1,230 are full-time teachers. The number of its students reaches 22,000, including 5,500 doctoral and graduate students as well as 600 international students.

Northwest University is one of the earliest universities that carried out international collaborations in China. As far back in the end of 1960s, we had already begun to enroll international students. Some of them are from Japan and Vietnam. In 1980s, Northwest university initiated cooperative relationship with several universities in Japan (like Kyoto University and Bukkyo University) and America (like West Michigan State University, Michigan State University, Saint Thomas University). International collaborative research always remains one of the top priorities of the university's development strategies. So far, 90 universities and research institutes from 30 countries have established partnerships with my university.

Between 2001 and 2006, 14 major international projects have been undertaken, 42 international workshops and conferences held, 710 experts invited to the university to deliver lectures and conduct research, and more than 300 mid-career faculty members sent to sister institutions for collaborative research. The prevailing internationalization of higher education and the intense competition of international tech-innovation have provided more opportunities than challenges for the university. It has taken more initiatives and allocated more resources to accomplish international collaborative research more extensively and fruitfully.

Among the 14 international collaborative research projects, I would like to highlight the following five.

1. Joint Research in Early Life Evolution

In the past ten years, the Early Life Evolution Research team headed by Prof. Shu Degan, a world prestigious expert in Geology, has cooperated productively with universities and research institutes from America, England, Germany, Canada, and Japan. Take as an example, the collaboration with Prof. Simon Conway Morris from the University of Cambridge, who is a member of British Royal Academy, it has proven to be very successful. Ten papers yielded from the joint research in the field of Early Evolution of Deuterostomia have been published in *Nature* and *Science*. Their

collaborative research has manifested the direct fossil evidence to support the discovery that Phylum Vetulicolia was the most primitive forms on morphological evolution, set up the most complete Phylogeny of Deuterostomia till now, and constructed for the first time the Phylogeny of Early Cambrian Deuterostomia and Animal tree of Cambrian Explosion. All these achievements have enriched Darwin's Theory of Evolution. These critical findings attract wide attention from all over the world.

2. Cooperative Research in Pharmaceutical and Biological Technique

National Engineering Research Center for Miniaturized Detection System of Northwest University is approved of by the Ministry of Science and Technology of the People's Republic of China. The center focuses on the miniaturized detection, advanced technology in the pharmaceutical field as well as its development and industrialization. Recently they have been endeavoring to set up a technology platform of "Personalized Medicine and Drug Screening". At present they are making great efforts to study the high drug screening technology of Cytochrome P450.

Cyprogen (USA) is a high-tech company committed to the research and development of the advanced biology products and services. They have been studying the enzyme kinetics design and results analysis for many years. Through the visiting scholar program and frequent data exchanges Cyprogen and National Engineering Research Center can take full advantage of both sides to solve current problems and achieve mutual benefits. In the recent past, they have cloned many SNP genes of CYP450 successfully and completed some drug screening in vitro. Moreover, the results are consistent with the reports of other researchers.

3. Archaeological Research of the Ancient Silk Road

Situated at the starting point of the ancient Silk Road—Chang'an, Northwest University enjoys the geographical advantage to carry out the archaeological study of the Silk Road. Founded in 1956, the Department of Archaeology is one of the oldest in China. Up till the present moment, the Department has established academic exchange relationships with universities and research institutes from over 10 countries from Asia, Europe, America, and Oceania. Hundreds of scholars and experts from the international partners have paid visits to and given speeches at the Department. They are mainly from Japan, UK, France, Germany, USA, and Italy, to name but a few. More than 20 international students have successfully completed their degree or non-degree study in the Department.

Between 2001 and 2006, the joint research projects on the ancient Silk Road with foreign partners include: 1) joint research on Historic Remains of Ancient Buddhism in Shaanxi, China with Tokyo Research Institute of Culture Properties. 2) joint research on the protection program of the Emperors' Mausoleum Stone Carving of Tang Dynasty with Tokyo Research Institute of Culture Properties; 3) archaeological research about the Silk Road with University of Vienna, Austria and Oriental University of Di Napoli, Italy. Through the above-mentioned joint projects, the similarities and differences between the Buddha molding methods in different times and places have been studied, dozens of nomadic sites along the silk road have excavated, and the essence of ancient silk road culture explored.

4. Joint Research Program of Digitalized Virtual Restoration of Damaged Relics

China is a nation abundant in historic relics, especially in its western regions. Most of the valuable relics are pottery, porcelain, bronze, and terra cotta. Unfortunately, a considerable number of them have become either fragments or debris owing to centuries of weathering, erosion, war as well as historical changes. A major concern of the institutions with preservation is the repeated manual repair of the relics. In order to solve the problem of appropriate reconstruction, since 2001 Visualization Technology Institute, supported by China's Ministry of Science and Technology, NSFC, and China's Ministry of Education, has conducted extensive research on digitalized virtual restoration of damaged relics by using graphics, virtual reality, and visualization technique. This research not only accelerates the speed of relic restoration but also reduces the damage to relics during repair process.

Many foreign experts including Prof. A. Cerepi and Dr. Daim from France and Austria have been invited with the cooperation of Chinese research group. Due to the commitment of both sides, they have achieved a major breakthrough in the methods of contour line extraction and free match, realized shape based curve matching through vector space transform, and eventually developed a computer-aided relic restoration system. It provides a foundation of relic restoration, repair and simulation and also breaks a new frontier of cultural relic restoration.

5. Joint Programs of Resources, Environmental and Social Development in Western China

Northwest University has made significant progress in the Qinling golden snub-nosed monkey (*Rhinopithecus roxellana*) study. The Qinling Snub-Nosed Monkey Research Center of Northwest University has been cooperating with Primate Research Institute of Kyoto University and Santiago Zoological Society for more than ten years. The studies were conducted in ecological and behavioral aspects of the species. Basing on field observations, the researchers have confirmed the social structure, foraging behavior and time budget.

As far back as in 1992, the German Korad Adenaur Foundation and the School of Economics and Management of Northwest University jointly set up the Chinese German Management Institute to encourage the economic development in Western China. Starting from the founding day, the experts of the Institute have developed some key research programs such as "Study of SMEs (Small- and Medium-Sized Enterprises) Environmental Pollution in Northwestern China", "The Comparative Study on Sino-German SMEs Starts-up" with the financial help of German Korad Adenaur Foundation. Through the continuous study of the enterprises, especially small and medium sized ones, the Institute focuses on solving the utilitarian problems faced by them in the northwest of China. As a result, they published papers and articles and fostered enterprise management experts. Furthermore, they have not only enriched and developed the theories concerning small- and medium-sized enterprises but also promoted the development of the enterprises. After 2004, the European Studies Center and American Ford Foundation have invested several times in the Study on Relative Policies of Sustainable Development in Northwestern China. Besides, the research capacity regarding this topic has been enhanced because of staff

exchanges and academic communications among Northwest University and its international partner institutes.

International Collaborative Research is time-, energy-, and resource-consuming. What factors contribute to a fruitful and sustainable cooperation? From my perspective, there are mainly three.

First of all, mutually beneficial resources and common interests serve as a precondition.

Among all the disciplines of Northwest University, History, Archaeology, Geology, Life Sciences, Economics, and Chemistry enjoy strong academic strengths. The past experience indicates that strong disciplines are more favored by international collaborative research.

I would like to take Archaeology as an instance. Thanks to the accumulation of academic achievements in the long run and profound historical resources, the discipline is excellent in archaeological studies of Zhou, Qin, Han and Tang Dynasties and of the western regions of China. This excellence brings more opportunities for joint research. For example, in April 2004, the Historical Museum of my university collected and preserved the Epitaph for Ino Manari, one of the Diplomats to Tang Dynasty (Kentoushi). It is the earliest epitaph of international students from Japan in Tang Dynasty, and also one of the earliest stone tablets in which the nation's name was inscribed. Therefore, the announcement triggered an upsurge among Chinese and Japanese scholars on the study of the tradition of Chinese-Japanese friendship. Furthermore, Northwest University jointly organized four academic workshops with Japanese counterparts and published a collection of academic research papers.

Secondly, scientific innovation serves as the basic driving force.

Joint research requires helps to tackle major academic issues and enriches scholar's perspectives. For instance, after understanding the origin and evolution of typical animals, Professor Shu Degan is very interested in the historical interactions between physical earth and organisms. Fortunately, Professor Shigenori Maruyama of Tokyo Institute of Technology and Kinya Yasui of Hiroshima University of Japan also shows interest in this topic. Consequently, the Early Life Institute led by Professor Shu and the group of Professor Shigenori Maruyama began the challenging cooperation in terms of "the Evolution of Life and Environments: from Snowball to the Phanerozoic Earth Records in South China".

Thirdly, fostering innovative talents secures its sustainability.

It has been widely accepted at Northwest University that fostering innovative talents to participate in the research projects is of crucial importance for international cooperative research. The cooperation between the Ford Foundation in America and the European Union with Northwest University on economic development in Western China has set a brilliant model. Theory and methodology are regarded as tremendously important in carrying out the cooperative program. Accordingly, both parties have realized that it is necessary to offer training on research methodology to their staff. The European Studies Center has provided a project funding of 388, 700 Euros to support researchers to conduct studies on the policies of sustainable

development in Western China. They can take courses in Europe such as Regional Economic Development and Social Policies Studies. The Ford Foundation has also allocated funding to improve the joint research ability of our staff.

Due to the joint research projects, a group of innovative talents with international perspectives have emerged. For instance, Zhang Xingliang and Hua Hong stand out among the gifted young scholars in the study of early life evolution. Zhang Xingliang has published more than 20 papers on Cambrian Explosion in the international geological journal. He was selected for the Outstanding Talents Project in 2005 by the Ministry of Education. Hua Hong has not only made the discovery of the biomineralization and asexual reproduction of Cloudin, the tubular metazoan fossil but also revealed the complete biological transfer from organic tube layers to crypto-microgained. This provides important proving material for the biomineralization of metazoan. Benefiting from international joint research, these innovative talents will in turn promote the joint research and secure its sustainability.

In conclusion, to achieve international cooperative research, we need to identify mutually beneficial resources and common interests, aim at tech-innovation and pay much attention to nurture talent.

The location of Northwest University, in the former ancient Chang'an city and Guan Zhong plain in Western China, might not enjoy the same advantages associated with the coastal areas. However, being the cradle of the Chinese civilization and the starting point of the Ancient Silk Road, this place is outstanding and prominent in its rich cultural and sci-tech resources, and waiting to be jointly explored.

Advantages, Cooperation and Innovation

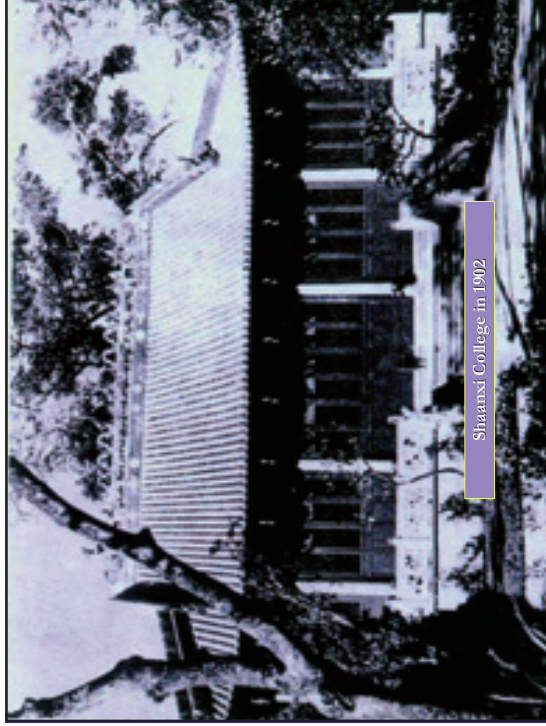
Vice-president, Prof. Fang Guanghua
Northwest University, P. R. China

Abstract

- a brief overview
- some ongoing international collaborative research projects
- three contributing factors in successful joint projects

Northwest University is located in the original historical cite of Tai Ping Section of the capital of Tang Dynasty. It was founded as Shaanxi College in 1902, and now is one of the comprehensive universities in Western China.

A Brief Overview



The university covers an area of 370 acres, consists of 24 schools and departments and 16 research institutes. There are over 2,300 faculty and staff members, including 1,230 full-time teachers. There are 22,000 students, including 5,500 doctoral, graduate students and 600 international students.



Between 2001 and 2006, 14 major international cooperative projects have been undertaken, 42 international workshops and conferences held, 710 experts invited to deliver lectures and conduct research on campus, and over 300 promising mid-career faculty members sent to foreign partners for collaborative research.



president of Northwest Univ. and president of Ecole Normale Supérieure in Paris



president of Northwest Univ. China and president of Northwest Univ. USA



Some Ongoing International Collaborative Research Projects

Regarding the 14 international collaborative research projects, I'd like to highlight the following three:

1. Joint Research in Early Life Evolution

The Early Life Evolution Research Team headed by Prof. Shu Degan of the Geology Department, has cooperated productively with partners.

For example, the collaboration with Prof. Simon Conway Morris from Cambridge University, also a Member of British Royal Academy, has proven to be very successful.

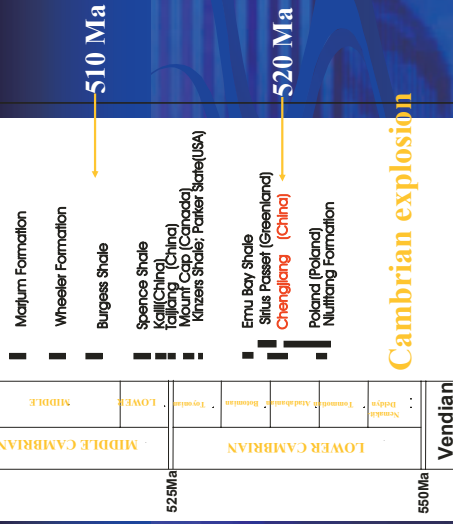
布尔吉斯页岩动物群



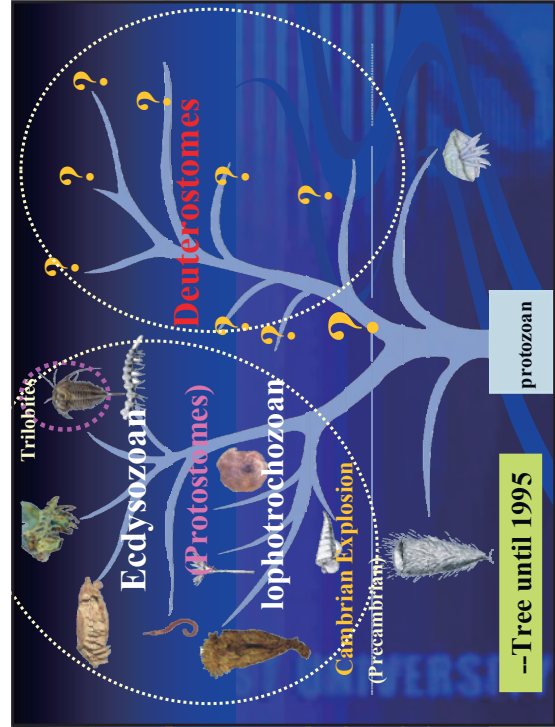
10 papers yielded from the joint research in the field of Early Evolution of Deuterostomia have been published in *Nature* and *Science*.

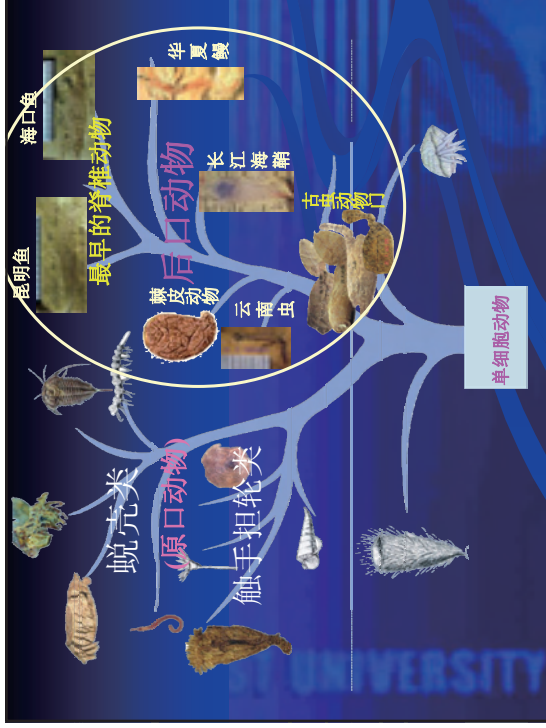
Their collaborative research set up the most complete Phylogeny of Deuterostomia till now and constructed the Animal tree of Cambrian Explosion.

Fossils date of cambrian explosion



Cambrian explosion





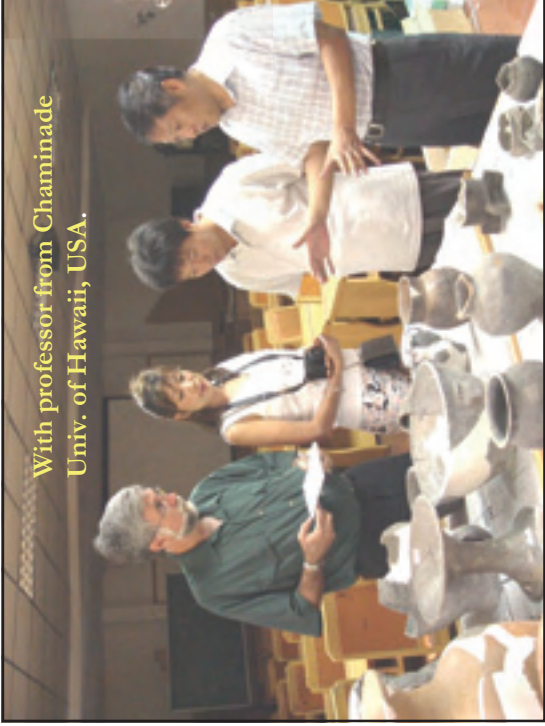
2. Archaeological Research of the Ancient Silk Road

Founded in 1956, The Department of Archaeology of Northwest University is one of the oldest in China.

Situated at the starting point of the ancient Silk Road—Chang'an, It enjoys the geographical advantage to carry out the Archaeological Study of the Silk Road.



At present, the Department has established academic exchange relationships with universities and research institutions from over 10 countries. Hundreds of scholars and experts from the foreign partners visited and delivered speeches at the Department. More than 20 International students have successfully completed their degree or non-degree study in the Department.



Between 2001 and 2006, The joint research projects on the ancient Silk Road with foreign partners are as follows:



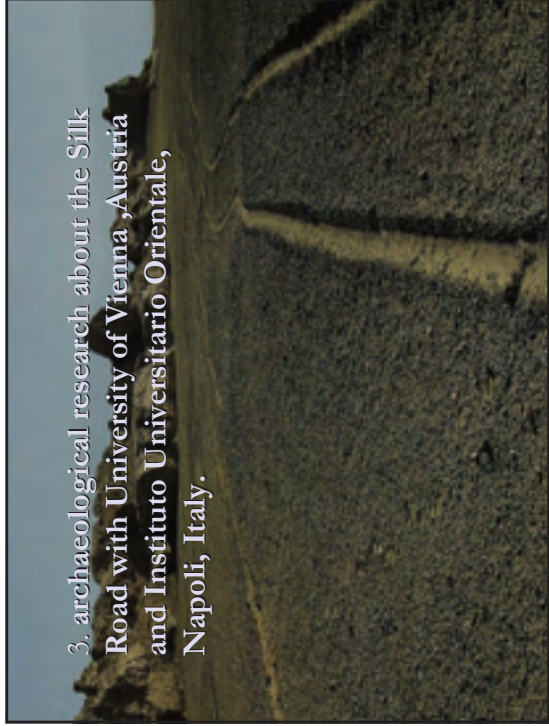
1. on Historic Remains of Ancient Buddhism in Shaanxi, China with Tokyo Research Institute of Culture Properties.

2. on the protection program of the Emperors' Mausoleum Stone Carving of Tang Dynasty with Tokyo Research Institute of Culture Properties;

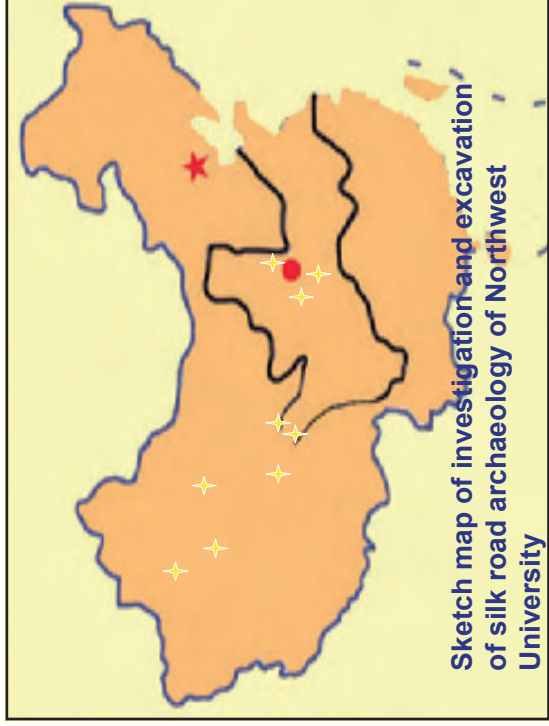


张炜与日中友好协会会长平山郁夫

3. archaeological research about the Silk Road with University of Vienna, Austria and Istituto Universitario Orientale, Napoli, Italy.



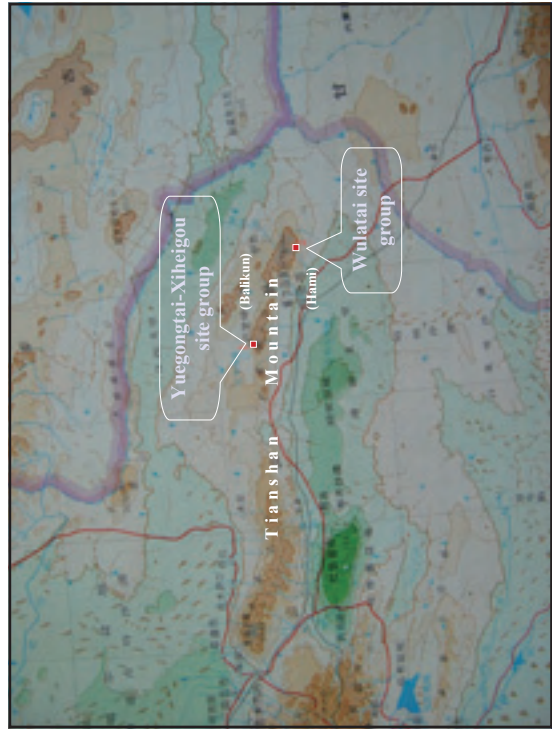
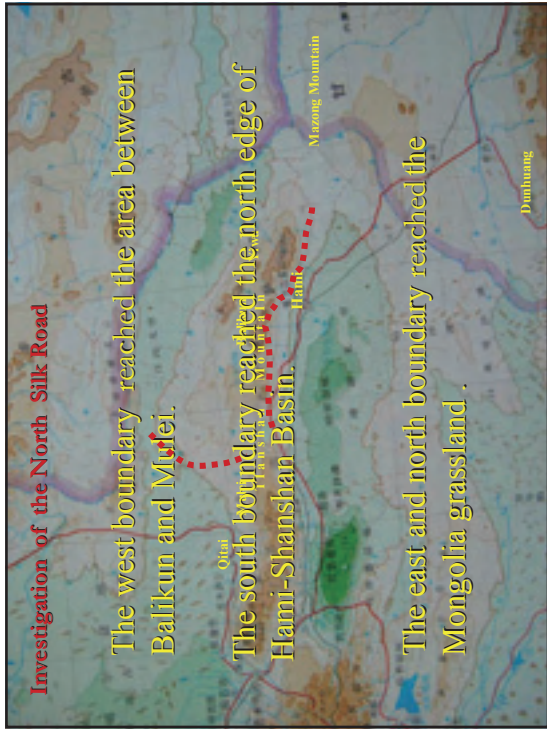
Sketch map of investigation and excavation of silk road archaeology of Northwest University



Through the above-mentioned joint projects, the similarities and differences between the Buddha molding methods in different times and places have been studied.



From the research in areas between the northwest of Gansu and the east of Xinjiang, dozens of nomadic sites along the silk road have excavated, and some essence of ancient silk road culture explored.

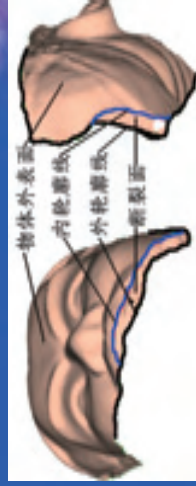


3. Joint Research Program of Digitalized Virtual Restoration of Damaged Relics

China is a nation abundant in relics. Most valuable relics are pottery, porcelain, bronze, terra cotta. Unfortunately, a considerable number of them have become fragments or debris. A major Method that preserve relics is the repeated manual repair of the relics.

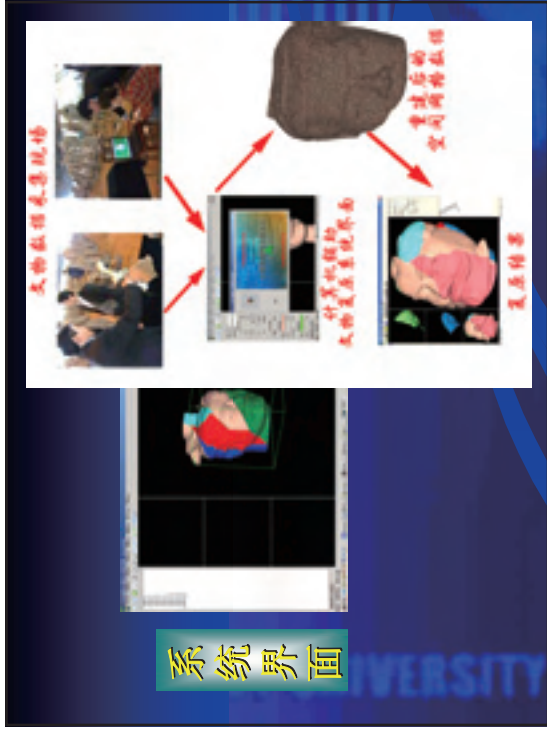
In order to accelerate the speed of relic restoration and reduce the damage for relics during repair process, Visualization Technology Institute of Northwest University has conducted extensive research on digitalized virtual restoration of damaged relics using computer graphics, virtual reality, visualization technique.

It is difficult to bring about the contour line extraction and free match ,realized shape based curve matching through vector space transformation for relics.



Many foreign experts were invited with the cooperation of Chinese research group, including Prof. Cerepi, Dr. Daim from France and Austria.

Due to the engagement of both sides, the research group developed a computer aided relic restoration system. It provides a foundation of relic restoration, repair and simulation and also breaks a new frontier of cultural relic restoration.



Three Contributing Factors In Successful Joint Projects

International Collaborative Research is time-, energy- and resource-consuming. What factors contribute to a fruitful and sustainable cooperation?

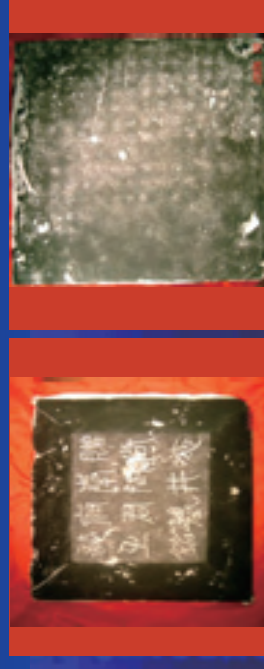
First of all, mutually beneficial resources and common interests serve as a precondition.

Among all the disciplines of Northwest University, History, Archeology, Geology, Life Sciences, Economics and Chemistry enjoy strong academic strengths. The past indicates that strong disciplines are more favored by international collaborative research.

I would like to take Archeology as an instance. Thanks to the accumulation of academic achievements in the long run and profound historical resources, the Archeological discipline is excellent in archeological studies of Zhou, Qin, Han and Tang Dynasty and of the Western China. This excellence brings more opportunities for joint research.

For example, in April 2004, the Historical Museum of my university collected and preserved the Epitaph for 井真成. It is the earliest epitaph of the Diplomat to the Tang Dynasty (Kentoushi) unearthed till now, and also one of the earliest stone tablets in which the nation's name Japan is inscribed.

The Epitaph for 井真成, collected by the Historical Museum of Northwest university



stone tablets

墓主志銘文：

共一百二十七字，分十二行。

贈尚衣奉御井公墓志文 并序

公姓井字真成國号日本才称天纵故能

□ 命近邦驰骋上国蹈礼乐袞衣冠京帶

□ 朝难与倚矣昌图强学不倦闻道未终

□ 遇移舟屢逢奔駟以开元廿二年正月

□ 日乃终于官第春秋卅六 卓上

□ 伤追崇有典 诏贈尚衣奉御葬令官

□ 即以其年二月四日窆于万年县澁水

□ 原礼也嗚呼素车路引丹旌行哀嗟远

□ 兮額響日捐穷郊兮悲夜台其辭曰

□ 乃天常哀茲远方形既埋于岸土魂庶

归于故乡

The announcement triggers an upsurge among Chinese and Japanese scholars on the study of tradition of Chinese-Japanese friendship. Under the said theme, Northwest University jointly organized 4 academic workshops with Japanese scholars, and published a collection of academic research papers.

Secondly, scientific innovation serves as the basic driving force.

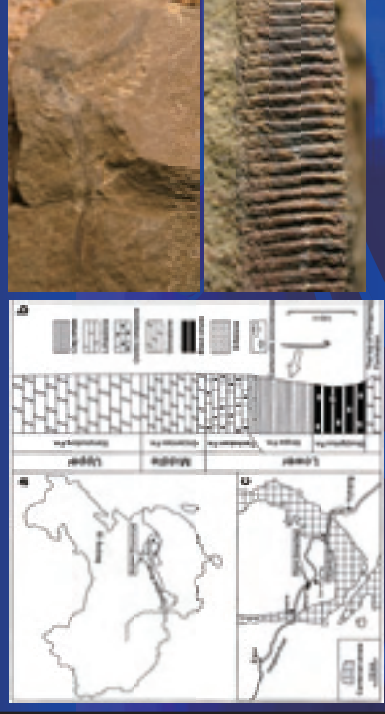


Joint research that helps to tackle major academic issues and enriches scholars' perspectives can always endure.

For example, after understanding the origin and evolution of animals of Cambrian Explosion, Professor Shu is very interested in historical interactions between physical earth and organisms.

Fortunately, Professor Shigenori Maruyama of Tokyo Institute of Technology and Kinya Yasui of Hiroshima University of Japan also shows interest in this topic . Consequently the group led by professor Shu and the group of Professor Shigenori Maruyama began the challenging cooperation about “Co-evolution of Life and Environments: From the Records in South China” .

Soft-bodied fossils from the Cambrian of the Three-gorge area
躯体化石在三峡地区寒武纪地层中的发现



Thirdly, fostering innovative talents secures its sustainability

It has been widely accepted at Northwest University that fostering innovative talents who participate in the research projects is of crucial importance to international cooperative research.

Those innovative talents have emerged due to the joint research projects will in turn promote the joint research and secure its sustainability.

In conclusion, to achieve international cooperative research, we need to identify mutually beneficial resources and common interests, aim at tech-innovation and pay much attention to nurture talent.

The location of Northwest University, in the former ancient Chang'an city, being the cradle of Chinese civilization and the starting point of the Ancient Silk Road, is outstanding in its rich cultural and sci-tech resources, waiting to be jointly explored.

Now, on behalf of Northwest University, I would like to extend warmest invitation to visit my university to all scholars!
Thank you.

Toward Engineering Educational Leader via Active and Sustainable International Research Collaboration

Direk Lavansiri and Tawatchai Charinpanitkul

Faculty of Engineering, CHULALONGKORN University

Payathai Rd., Patumwan, Bangkok 10330

THAILAND

ABSTRACT


New challenging ways toward leadership development have been formulated with an objective of sustainable growth of engineering education in not only domestic but also global level. Faculty of Engineering, CHILALONGKORN University has tried to establish challenging attitudes which are required for achievement of development of new generation of engineers with engineer excellence. It is an important issue that the outcome-based management would be undertaken to ensure sustainable development in collaborative research works. Moreover, mutual benefits among each stakeholder involving in the global engineering education will essentially play an important role in our brighter future.

Keywords : Engineering Education, Collaborative research, International Collaboration




Toward Engineering Educational Leader via Active and Sustainable International Research Collaboration

Direk Lavansiri and Tawatchai Charinpanitkul
Faculty of Engineering
CHULALONGKORN UNIVERSITY

Overview

- Vision and Mission of CU
- Vision, Mission and Core Value of F.Eng.
- Present status of F.Eng.
- Roadmap and Strategic Clusters toward Engineering Educational Leader
- Summary




Vision and Mission of CU




CHULALONGKORN UNIVERSITY

- Established in the year of 1917, by King Vajiravudh, (King Rama VI)
- Present status
 - 18 Faculties
 - 3 Affiliated Institutions
 - 3 Colleges
 - 11 Institutes
 - Totally 132 Departments




90th Anniversary of Chulalongkorn University

CHULALONGKORN UNIVERSITY

- **Present Status**

Degree	Faculty members		Students (Last updated September 2005)		Graduates	
	amount	%	amount	%	amount	%
Bachelor Degree	156	5	20,258	62	3,816	50
Graduate Diploma	-	-	329	1	326	3
Master Degree	1,300	46	10,110	31	3,238	42
Higher graduate diploma	-	-	313	1	140	2
Doctoral Degree	1,376	49	1,450	4	190	2
Total	2,852	100	32,460	100	6,620	100

90th Anniversary of Chulalongkorn University

CHULALONGKORN UNIVERSITY

- **The Century Policy of Chulalongkorn University**

- To be a knowledge and reference resource
- To improve and develop Thai human resources to be a sustainable, internationally competent, and collaborative society
- To combine research works to academic works, concentrating in extending fundamental and applied knowledge

90th Anniversary of Chulalongkorn University

CHULALONGKORN UNIVERSITY

- **Mission of Chulalongkorn University**

- To produce internationally competent, and socially compatible students
- To develop moral and leadership
- To explore fundamental and advance knowledge beneficial to Thai society
- To transfer and apply available knowledge into public knowledge, making Thai an internationally sustainable society

90th Anniversary of Chulalongkorn University

CHULALONGKORN UNIVERSITY

- **Mission of Chulalongkorn University**

- To transfer and apply available knowledge into public knowledge, making Thai an internationally sustainable society
- To conserve, and carry on the beauty of Thai Tradition and Culture.



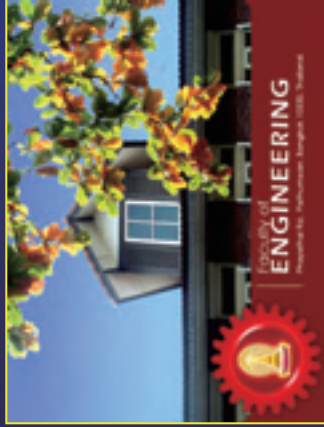

90th Anniversary of Chulalongkorn University

Vision, Mission and Core Value of F.Eng.



90th Anniversary of Chulalongkorn University



FACULTY OF ENGINEERING

90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

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

90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

Missions, Vision, and Values

- The faculty's Vision is "Commitment to Engineering Excellence in Asia"
- Goal "Commitment to the production of high-caliber graduates and academic excellence in Engineering"




90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

Missions, Vision, and Values

Mission Statements

1. To produce world-class engineers, equipped with required skills and suitable for society
2. To instill ethics in its graduates to be responsible leaders of the society
3. To innovate engineering technologies and integrate various bodies of knowledge for the benefit of Thai society




90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

Missions, Vision, and Values

- **Mission Statements**
 4. To transfer knowledge to the public in an effort to improve Thai society, leading to self-sufficiency in the global community
 5. To uphold and disseminate Thai arts and culture




90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

Missions, Vision, and Values

- **Values: Core values "LEADERS"**
 - L**eadership
 - E**xcellence
 - A**ccountability
 - D**iscovery
 - E**thics / team / happy
 - R**elevancy
 - S**ystem (SOTUS)





90th Anniversary of Chulalongkorn University

Present status of F.Eng.-





90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING



Stakeholder Perspective	Internal Process Perspective
Financial Perspective	Learning and Growth Perspective

90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

Strategic Plans

- **Stakeholder Perspective**
 - Nationally and internationally accepted academic excellence
 - Student ability accepted at national level and corresponding to international standard




90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

Strategic Plans

- **International Process Perspective**
 - Research and teaching activities development
 - Proactive Public relations
 - Academic and extracurricular activity, enhancing student's morality and ability




90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

Strategic Plans

- **Learning and Growth Perspective**
 - Information system development
 - Physical system and supporting resource development
 - Support staff and faculty members development



90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

Strategic Plans

- **Financial Perspective**
 - Revenue increase
 - Cost reduction



90th Anniversary of Chulalongkorn University

FACULTY OF ENGINEERING

International Collaborations

- **Faculty of Engineering is engaged in international collaborations with universities and organizations worldwide, including**
 - Massachusetts Institute of Technology (USA)
 - University of Maryland, College Park (USA)
 - Oregon State University (USA)
 - Weldinf Institute SLV Munich (Germany)
 - Warsaw Univ. of Technology (Poland)
 - Slovak Univ. of Technology (Slovak Republic)

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FACULTY OF ENGINEERING

International Collaborations

- Beijing University (China)
- Tsing Hau University (China)
- Univ. of Tokyo (Japan)
- Tokyo Inst. of Tech. (Japan)
- Saitama University (Japan)
- Queensland Univ. (Australia)
- Univ. of Canterbury (New Zealand)
- Korea Science and Engineering Foundation (Korea)




90th Anniversary of Chulalongkorn University

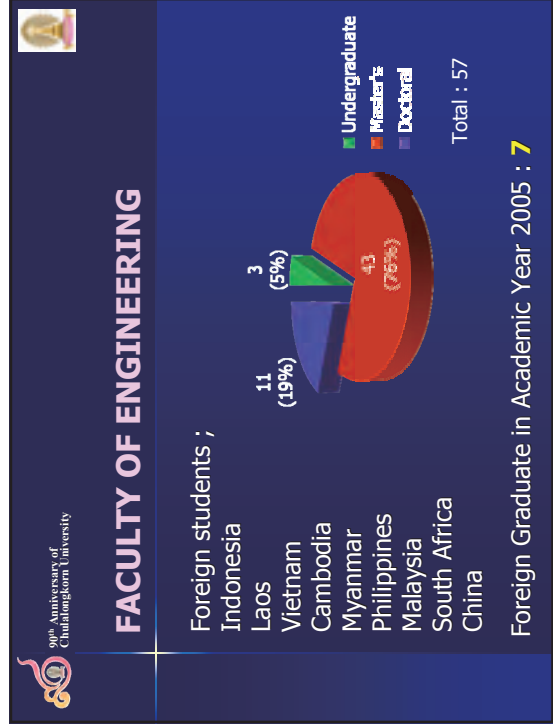
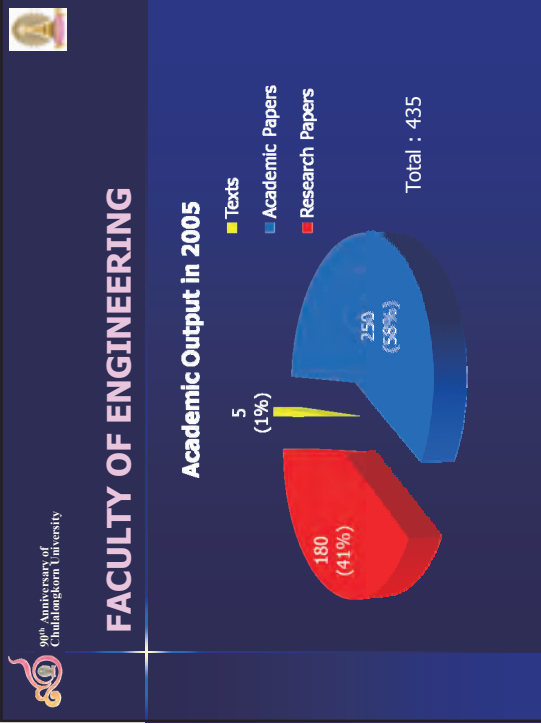
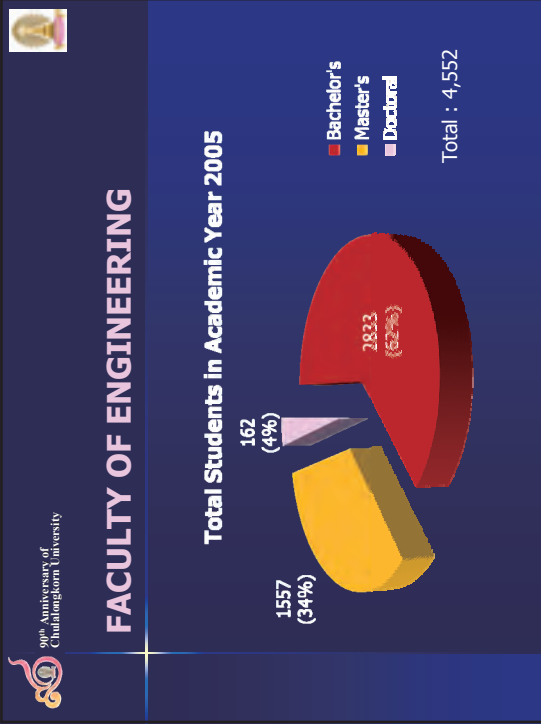
FACULTY OF ENGINEERING

Present Status

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

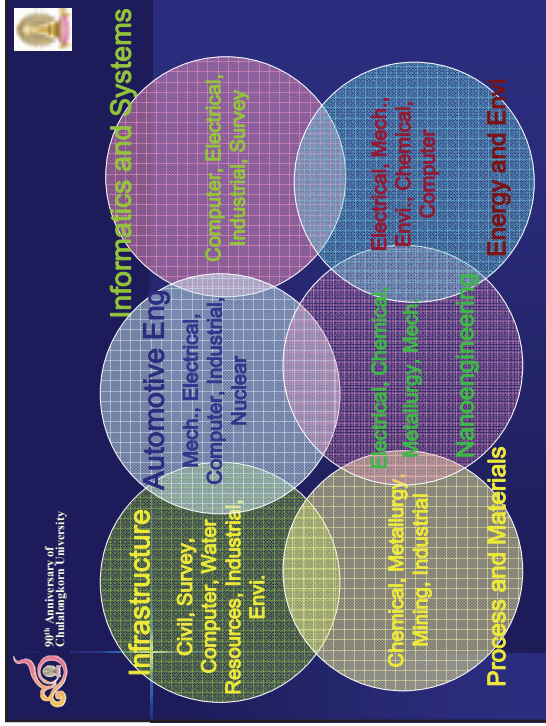
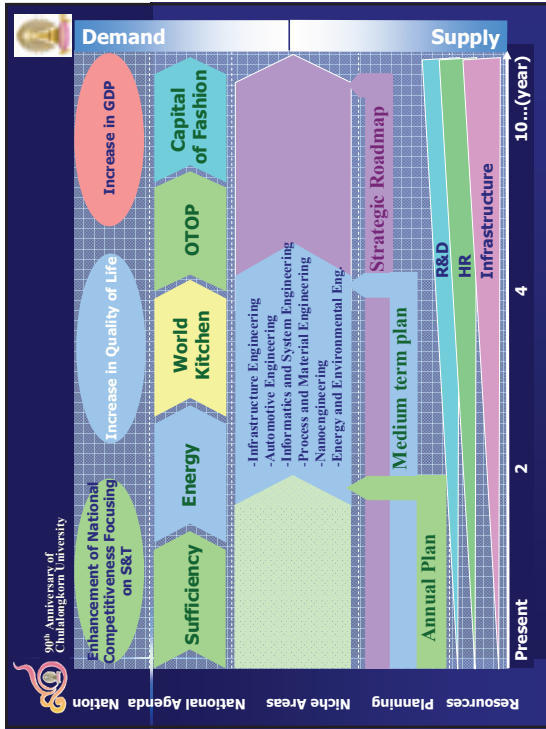


Category	Count
Professors	13
Assoc. Prof.	81
Asst. Prof.	81
Lecturers	135
Supporting	115
Admin.	119
Assoc. Prof.	-
Admin.	-
Supporting	-



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Roadmap and Strategic Clusters toward Engineering Educational Leader



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Active and Sustainable International Research Collaboration

- Mutual understanding with intensive communications among researchers in Clustered Strategic Research Fields
- Responding to actual needs of society with focusing points on developing high-caliber engineering graduates with new challenging attitudes

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Engineering Educational Leadership

Core Values "LEADERS"	
Leadership	Nationwide leadership in research, teaching, career, public service and upgrading of students to be well-served in leadership paths
Excellence	Commitment to excellence in academic, research and public service
Accountability	Accountability to society in their engineering practices, particularly with regard to potential impacts of their work
Discovery	Discovery and dissemination of engineering knowledge to ensure continued progress and innovations
Ethics, Team/Happy	Commitment to code of conduct, contribution to teamwork, and being happy in the course of their work
Reflexivity	Keeping up to date with advancements in society and the ability to adjust to changing times
System (SORUS)	Systematic performance of engineering tasks, coupled with an appreciation and implementation of SCRTS-Spink, Order, Tradition, Unity, Seniority-system



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Chulalongkorn University

Summary



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Summary

Challenging attitudes are required for achievement of development of new generation of engineers with engineering excellence

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

Mutual benefits among each stakeholder involving in the global engineering education will essentially play an important role in our brighter future



90th Anniversary of
Chulalongkorn University

Acknowledgement

D.L. and T.C. gratefully acknowledge financial support from CU and F.Eng.,CU, respectively. Siriporn M. and Sira S. are acknowledged for preparing slide artworks.

THANK YOU FOR YOUR ATTENTION

Status Quo and Experience of International Research Collaborations at Fudan Univ.

LIU Li

Director of Overseas Student Exchange, Foreign Affairs Office,
Fudan University
220 Handan Road, Shanghai 200433,
P.R.China

ABSTRACT

Following the steps of internationalization, some top Chinese universities, including Fudan University, to some extent, are getting more and more involved with international research collaborations. In this presentation, those different ways, through which the international research collaborations have been increased at Fudan University, will be introduced. Examples are as following: through individual faculties, institutes, centers/platforms of Fudan University and their counterpart abroad, through foreign research foundations and companies, through cooperation with alumni, through university exchange and so on.

In order to promote international research collaborations, an influence how foreign affairs staff can exert on this aspect are under consideration at Fudan University. One newly established policy will be presented as well.

Status Quo and Experience of Internations Research Collaborations at Fudan Univ.

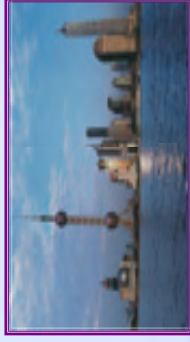
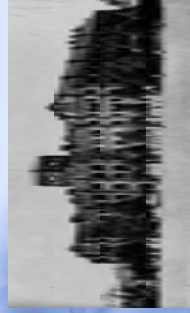
LIU Li

Director of Overseas Student Exchange
Foreign Affairs Office, Fudan University
220 Handan Rd., Shanghai 200433, P. R. China

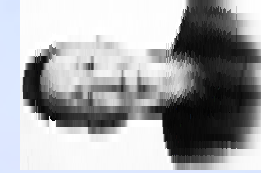
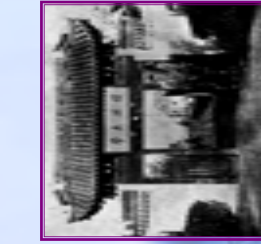
February 1, 2007

Shanghai --- Cradle of Modern Higher Education in China

- In 1849, Xu Hui Public School was established by Catholic Church, followed by other schools by churches.
- In 1896, Nanyang Public School was established as the second college in modern Chinese history.

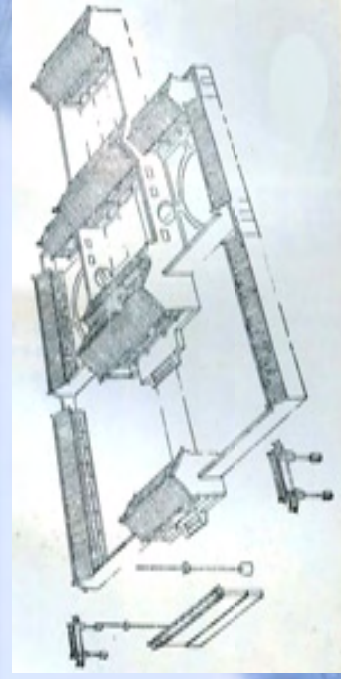


Fudan University: a state key comprehensive university
established in 1905



The founder,
Mr. Ma Xiangbo,
a Dr. of Theology

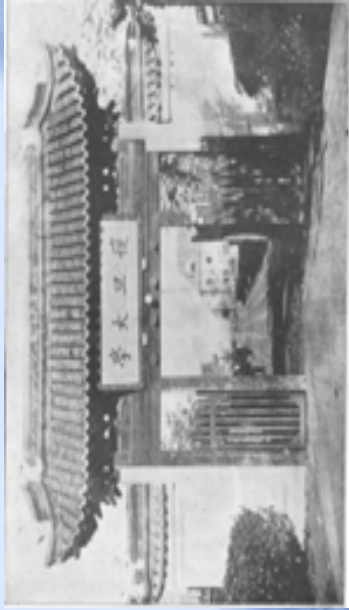
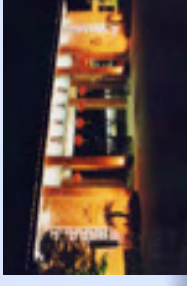
Dr. Sun Yat-sen,
Director of Fudan Board



Restored plan of the university during 1905-1911

History

- ❖ Founded in 1905
- ❖ Renamed as Fudan University in 1917
- ❖ Became a national university in 1941
- ❖ Reinforced into a comprehensive university in 1952
- ❖ Merged with Shanghai Medical University in April 2000



Gate of Fudan Jiang Wan campus (from 1922)

Derivation of the name

- “Brilliant are the sunshine and the moonlight, Again the morning glory after a night.”
——Confucian classic *Shang Shu* (*The book about olden times*)



Li Denghui
(1872-1947)
President of Fudan, 1913-1941.
The only great educator who devoted his life leading only one university in contemporary China.

- The history of Fudan is an integral part of the history of Chinese higher education.
- The fate of Fudan is closely linked with the rise and decline of the nation and the evolution of the society



Design of the New Fudan Campus



Design of Micro-Electronics Research Center and Software School in Zhangjiang, Pudong



Dr. Yan Fuqing, founder of Shanghai Medical College



the design of the comprehensive building in Fudan



New Fudan stadium

Strategic Planning

- Informationalization
- Internationalization
- Inter-disciplinary approach

Fudan University

- 17 Fulltime Schools (colleges)
- 5 Independent Department
- 9 Affiliated Hospitals



Faculty at Fudan University

- 2,177 faculty members
(not including all those in hospitals)
 - 615 professors, 804 associate professors, and 798 lecturers
 - younger than 40: >53%
 - Tutors for PhD: ~600
 - 24 academicians of Chinese Academy of Science and Chinese Academy of Engineering

Cultivation of Talents

- B.A, B.Sc. degree in 79 disciplines
- M.A., M.Sc. degree of 201 disciplines
- PhD degree in 134 disciplines
- 25 Post-doctoral mobile station



Research Institutes: 77
Research Centers: 126
National Key Disciplines: 40

Institutes of International Studies

Center for American Studies
 Center for European Studies
 Nordic Centre
 Center for Japanese Studies
 Center for Russian and East European Studies
 Center for Korean Studies
 Center for Latin American Studies
 Austrian Center
 Center

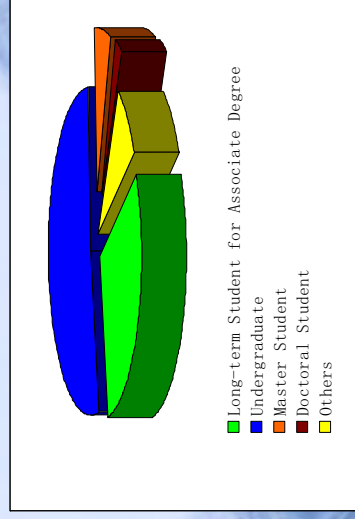
International Liaison Offices

Nordic Centre
 Austrian Center
 Italian House
 National University of Singapore Overseas Campus
 University of North Carolina Liaison Office

200,000 students graduated from Fudan since the foundation of the university

26,327 fulltime students
 Doctoral candidates 3,132
 Master candidates 7,016
 Undergraduates 15,170
 For associate degree 1,009
 (*International students* 2,353)
18,555 part-time students
 Continuing education 11,037
 Distance learning 5,757
 Others 1,761

International Students At Fudan, 2005



(totally 5401, the second largest int'l student group)

Research Units at Fudan

- 77 Research Institutes, 126 Interdisciplinary Research Center, over 140 laboratories, including
 - 5 State Key Lab
 - 9 Ministry of Education Key Lab
 - 6 Ministry of Health Key Lab
 - 2 Ministry of Education Project Center
 - 7 Ministry of Education Key Research Bases of The Humanities and Social Science

State Key Laboratories

- Genetic Engineering
- Applied Surface Physics
- ASIC & System
- Medical Neurobiology
- Advanced Photonic Materials and Devices

Ministry of Education Key Laboratories

- Advanced Coatings
- Applied Ion Beam Physics
- Bio-diversity & Ecological Engineering
- Molecular Engineering of Polymer
- Molecular Medical Virology
- Molecular Medicine
- Nonlinear Mathematic Models & Methods
- Studies of Carcinogenesis & Invasiveness
- Wave Scattering and Remote Sensing Information

Ministry Of Health Key Laboratories

- Molecular Virology
- Glycoconjugate
- Functional Reconstruction of Hand Hearing
- Antibiotics and Clinical Pharmacology
- Viral Myocardial Diseases

Affiliated Hospitals

Total in-ward beds: ~6,000

- 4 general hospitals
(2 in city center, 2 in sub-urban)
- 1 children's hospital
- 1 women's hospital
- 1 cancer hospital
- 1 EENT hospital
- 1 general infectious diseases hospital

Ministry Of Education Key Research Bases of The Humanities And Social Sciences

- Research Center of Ancient Chinese Literature
- Research Center of Chinese Historical Geography
- Research Center of Contemporary Marxism
- Research Center of Chinese Socialist Market Economy
- Research Center of Information and Mass Communication
- Center for American Studies
- Institute of World Economy

Research Platforms for Social Sciences, Ministry of Education

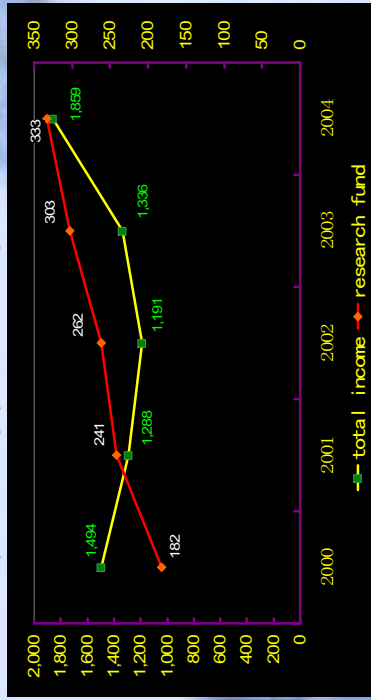
- Cultural Legacy and Cultural Novelty
- Historical Geography
- American Studies
- Overseas Marxism Research
- Public Administration and Public Policy
- Mass Communication and Media Research
- Economic Competition in Global Environment

Research Platforms of Basic Sciences and Technological Innovation

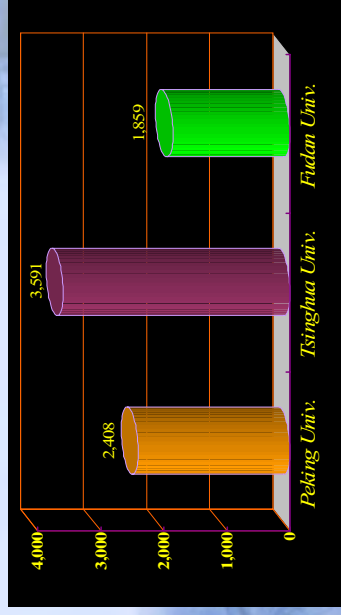
- Advanced Materials Sciences
- Bio-medical Sciences
- Brain Science
- Micro-electronics and Nano-technology
- Mathematics and Physics

Active in Hi-Tech / Science Parks

Yearly income and research fund (2000-2004) (million RMB)



Income of Peking University, Tsinghua University, and Fudan University in 2004 (million RMB)



International Activities at Fudan

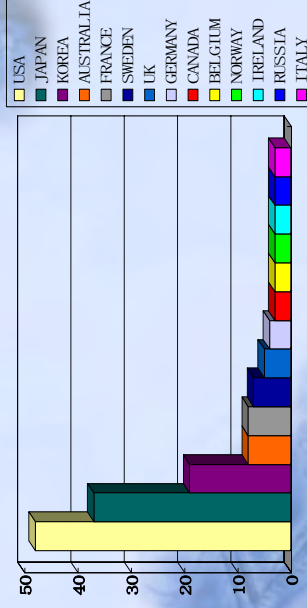
In 2002/03/04/05,

- > 5200/3600/>8000 /10000 foreign guests visited Fudan, including
 - university presidents
 - Nobel Prize winners
 - Government TOP VIPs, and
 - CEOs of World enterprises / organizations
- >2500 faculty member visited abroad annually
- >400/500/600/800 students were sent abroad by university

Cooperative projects at Fudan

- More than 10 cooperative projects, ranking the first in universities in China
 - MPA with Hong Kong University
 - MBA with Hong Kong University
 - MBA with BI (Norwegian Management School)
 - EMBA with the University of Washington in St. Louis
 - Master of Language and Literature with Sydney University
 - Master of Micro-electronics with TU Delft University
 - Dual Bachelor Degree in software with University of College, Dublin
 - Master in Management with Hamburg University
 - Master in Fashion Mng with Bocconi University

Fudan University has concluded scholastic exchange/cooperation agreements with over 170 universities in 26 countries



Austria, Finland, Holland, Singapore, Denmark, Mexico, New Zealand, Thailand, Tor 2

International Activities

- Cultural activities for students and faculties
- Invited speeches
 - Academic
 - Governmental
 - Industrial
- Conferences, seminars, workshops, etc
- Joint researches

Vision:

One of the top universities in the world

- Building a first-class faculty team
- Producing students with creativity
- Encouraging interdisciplinary research and achieving breakthrough
- Internationalization
- Contribution to the society

Outline

- Status Quo
- Experience
- University New Policy

Status Quo

- **Number**
- **Level**
- **Various ways**

Various Ways

- 1. Foreign Foundation and companies
- 2. Cooperation via Alumni
- 3. Individual faculties, institutes, centers of Fudan and their counterpart abroad
- 4. University exchange

1. Foreign Foundation and companies

Humanities:

- Ford Foundation: law
- MacArthur Foundation: armament control and regional safety
- EU: Economics
- Japanese International Exchange Foundation (日本国際交流基金): Japanese issues

1. Foreign Foundation and companies

Natural Sciences:

- Intel, IBM, Microsoft, Alcatel, Phillips, HITACHI, FUJITSU:
- Information science and Technology: software, microelectronics, computer, etc.
- LG: Chemistry
- GE: Materials
- DSM Nutritional Products AG, Switzerland: RMB 36 million

3. Individual faculties, institutes, centers of Fudan and their counterpart abroad

Population Institute of Fudan Univ.

East Asia Development Research Institute of Japan

Kyushu – Shanghai Development

4. University exchange

- Fudan Univ., China
 - Bocconi Univ., Italy
 - ESSEC, France
- } Asia-Link Program
(Fashion Management)
- Univ. of North Carolina: Journalism
 - Queen's Univ.: MPA Program
 - Helsinki Univ. of Technology (TKK): Gender study

Experience

- Seize the opportunities of receiving visitors:
York Univ.

Toronto-Shanghai Urban Culture Symposium

Experience

- Explore more collaboration with exchange partners

Queen's Univ.

Development study, biodiversity, environmental protection

Experience

- Pay attentions to different materials from embassy, general consulate, foreign universities

Scholarship from Canadian Embassy

University New Policy

Aims:

- To fetch in and create more research collaboration opportunities
- To explore internationally competitive research
- To promote the strength of international research collaboration at Fudan

University New Policy

Methods:

1) Three-office-involved working system

Foreign Affairs Office
Office for Humanities Research
Office for Natural Sciences Research

University New Policy

2) Making full use of various platform

American Center
Nordic Center
Austrian Center
Europe Center
Yale-Fudan Liaison Office
UNC Office
China-Sweden College, etc.

University New Policy

- 3) Keeping close contact with well-known universities and striving for their research strength and funding



Responding to the international needs in the 21st Century

— Taking the example of the University of Tokyo —

Assoc. Prof. Miho Funamori

Deputy Director, Planning Office, Division for International Relations,
The University of Tokyo

ABSTRACT

The international research collaborations of the University of Tokyo have been carried out by the pure curiosity of individual faculty members or by responding to the need of each discipline.

In the year 2004, the University of Tokyo got its autonomous status as a “national university corporation” due to legal change for all national universities in Japan. One year before the corporation, the University of Tokyo drafted a charter which should guide us as an autonomous university. The charter was drafted observing the globalization process going on and trying to make it an opportunity for the University of Tokyo to have an international aspect.

The charter pointed out two values which are important to us. One is to explore the highest scholarship and to serve to the public through the achievements in higher learning. The second is that we will recognize ourselves as a Japanese university located in Asia and that we will strive to strengthen our links with Asia.

The University of Tokyo embraces a great variety of disciplines and research areas with its 10 faculties, 16 graduate schools, 11 research institutes, 21 university-wide centers, and numerous research centers which has accumulated in the 130 years of history. The research and the related international activities have been carried out by pure curiosity of respective departments or researchers themselves.

These international activities will continue to develop but with the above mentioned corporatization some of the activities will be aligned and supported to achieve the goals pointed out in our charter.

Now we see some interdisciplinary networks or initiatives evolving which try to focus on global issues. There are some international collaborative works within the framework of East Asia which seek common grounds and differences in this region. Some departments create research labs abroad to explore a new frontier.

The globalization seems to push us towards a “global standardized” value system leading the world’s universities to work in the same manner on same problems, at the first place. But working abroad with international partners, we also see that there is a strong need to treat different culture and different countries differently and that the appreciation for cultural diversities is important.

Relating this with our second emphasis mentioned in our charter we will drive our international collaboration forward.

Although the international research collaborations seem to be taking a good step we still see that much more work should be done for the international education. We also see that we need to build more frameworks and also facilities to do so.

In the coming years we will work on this and we hope to meet our charter emphases both in research and educational aspects.

Internationalization Research Collaboration of the University of Tokyo

Miho Funamori
Deputy Director, Planning Office
Division for International Relations, UT
2nd University Administrators Workshop
1 February 2007



The University of Tokyo: General Information

- Established: 1877
- Organization:
 - Faculties-10
 - Graduate Schools-16
 - Research Institutes and Centers-32
- Number of Personnel:
 - Faculty Members-Approx 4,000
 - Administrative Staff-Approx 3,000
- Students enrolled: Approx 30,000
- Annual Budget: Approx 2 billion USD



The Charter of the University of Tokyo (enacted in 2003)

- The goals of the University of Tokyo lie in maintaining as well as developing the highest level of education and research in the world and in serving the public interest of the world.
- Keeping in mind that we are a Japanese university located in Asia, this university, by taking advantage of the expertise accumulated in Japan, will strive to strengthen its links with Asia.



International Center for Elementary Particle Physics (ICEPP)



MISSION:

- As a shared facility, open to all Japanese scholars, ICEPP's mission is to **promote and assist international research collaboration** for the study of the most fundamental particles and forces of nature by **using the world's most forefront particle accelerators.**
- Established in year 1974.
- **Accomplishment of ICEPP:**
 - 1970's: Intl. Collaboration with DESY, German Electron Synchrotron
 - DASP Exp. with e⁺e⁻ collider DORIS
 - JADE Exp. with PETRA.
 - Since 1980's: Intl. Collab. With CERN, European Organization for Nuclear Research.
 - 1982-OPAL Exp. with e⁺e⁻ collider LEP1
 - Z⁰ Particle
 - 1996- OPAL Exp. with e⁺e⁻ collider LEP2
 - W⁺W⁻ Particle
 - 2007- ATLAS Exp. with large hadron collider LHC.
 - Higgs particles and supersymmetry
- **Contributions of UT Team:**
 - Proposal and main function in OPAL Exp.
 - Proposal and main function in ATLAS Exp.

Here... http://www.icepp.s.u-tokyo.ac.jp/index_e.html

In an ever pursuit
for most fundamental particles
at the world's highest energy level
in union with world scientists!



Some of the UT Team

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International Research Collaboration in Big Sciences: Example of CERN

LHC:
Protons accelerated to 7TeV
40,000,000 collisions/sec.

27km

**CERN:
European Organization for
Nuclear Research**

- The world's largest particle physics laboratory
 - 20 member states
 - 28 non-member countries
 - 8 observers
- Participating people:
 - About 3000 staff at CERN (without researcher)
 - About 6500 researchers (representing 500 universities and 80 nationalities), about half of the world's particle physics community

LHC Computing Grid →

- 15 Petabytes (15 million Gigabytes) of data annually
- A global data storage and analysis infrastructure

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Institute for Cosmic Ray Research (ICRR)

Elucidating the principles of space (vast scale) and elementary particles (miniscule scale) at the same time.

More... http://www.icrr.u-tokyo.ac.jp/index_e.html

Exploring the enigmatic origin of ultra-high cosmic rays

Telescope Array, U.S.A.

Chacabuta Observatory, Bolivia

Tibet Air Shower Array

Exploring the composition of cosmic rays and observing solar magnetic field, etc.

CANGAROO, Australia

Y-ray telescope

Exploring the origin of cosmic rays like the supernova remnant

In an ever pursuit for the best observation spot in the world

SUPER KAMIOKANDE

- Neutrino detection and nuclear decay search in quest for **grand-unified field theory**
- 40m in height and diameter, 1000m under the ground, 50,000-ton water Cherenkov detector. Predecessor Kamoharid led to **Nobel Prize** in Physics in 2002 of Prof. Koshiba for creating "**nuclear astronomy**".
- Cryogenic Laser Interferometric Gravitational Wave Telescope
- Akeno Giant Air Shower Array, and other

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Historiographical Institute — The Fundamentals for the History of Japan

MISSION:

- Examine, compile, and publish historical documents relating to pre-modern Japanese history (1687-1868).
- Originating in 1901, official since 1869, transferred to UT in 1988.

Conservation of the historical documents

Reproduction of documents for Research Use

Compilation of Source Books on the historical documents

International Outreach:

- Collaboration with Chinese and Korean historiographical institutions which share Chinese letters
 - Sharing techniques & archives
- Compilation of Japanese documents in foreign countries
 - Portugal, Spain, Russia, East Asia, which have historical relationships with Japan.
- Disseminating archives through internet: **SHIPS containing 28 databases!**
 - 1,300,000 access/month
 - About 20 % from outside Japan

Information on:
-Archive
-Person
-Feature
-Location

More... <http://www.hi.u-tokyo.ac.jp/index-e.html>

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East Asia Liberal Arts Initiative (EALAI)

Role of EALAI : To share liberal arts resources of UT with East Asia, aiming holistic development of university students. Through two-way educational exchanges with other universities in East Asia, EALAI fosters mutual progress leading to the formation of shared approaches to liberal arts education in the region.

EAST ASIA LIBERAL ARTS INITIATIVE

THE UNIVERSITY OF TOKYO

EALAI Projects

- Partner Universities
 - Peking University
 - Seoul National University
 - Vietnam National University, Hanoi
 - Nanjing University
- EALAI Projects
 - Sharing knowledge with East Asia
 - Learning from East Asia
 - Establishing centers for liberal arts education in China

Liberal Arts at UT

- the only national university in Japan that has kept and continues to enhance its liberal arts college

More... <http://www.ealai.c.u-tokyo.ac.jp/>

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Alliance for Global Sustainability (AGS)

AGS: An **international partnership**, since 1996 of four leading universities for forming a cooperative venture that seeks solutions to the issues around **global sustainability**.

Partner Universities:

- The University of Tokyo (UT)
- Massachusetts Institute of Technology (MIT)
- Swiss Federal Institute of Technology (ETH)
- Chalmers University of Technology (Sweden).

Three-fold Mission of the AGS:

- Research: **Improving scientific understanding of global environmental challenges** by creating new knowledge through research
- Education: **Educating new generation leaders** with the knowledge and skills required to meet the challenges of sustainable development
- Outreach: Taking a step beyond normal academic dissemination of results to **facilitate implementation**

Management chart of the AGS

AGS Alliance Governing Board
AGS International Advisory Board
UT, MIT and ETH, Chalmers

...now also in collaboration with the IR3S, a research network within Japan for sustainable science.

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International Alliance of Research Universities (IARU)

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

Strategic drawing together of a selected group of **research-intensive universities**

Similar values, a similar vision and a commitment to educating future world leaders.

- Exchange of researchers and students
- Research collaborations
- Joint degree and dual degree

“Global Changes and Sustainability” Project

1. Movement of People
2. Longevity and Health
3. Energy, Resources and Environment
4. Security

The University of Tokyo will host the symposium on “Energy, Resources and Environment” commemorating its 130th Anniversary in February 2007.

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WuXi Representative Office by the School of Engineering

- Collaboration with: Chinese Univ., Research Institutes, Industry
- Field: Energy, Environments, and Manufacturing Science
- Exchange and cooperative research on energy and environmental problems, environmental conscious design and manufacturing.
- Collaboration with industry sectors on nano-technology and microelectronics.

東京大学无锡代表处

Collaboration of the University of Tokyo with WuXi

See... <http://133.117.6.211/~wuxi/chinese/index.html>

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Japan-China Collaboration on Emerging and Re-emerging Infectious Diseases initiated by the Institute of Medical Science

- Research Center for Asian Infectious Diseases (IMSUT):
 - 1 project office in Beijing
 - 2 research labs (ISVL, LAMIM) in collaboration with Chinese Academy of Sciences, Institute of Biophysics & Institute of Microbiology
 - 1 joint program in Harbin with Chinese Academy of Agricultural Sciences
- Targets of “Japan-China Collaboration on Emerging and Re-emerging Infections” Project:
 - Establishment of a continuous academic research collaboration in China
 - Development of international research collaboration on infectious diseases
 - Nurturing of internationally active talents

Thank you!



Ways to Future for Universities
– International Collaboration

Tsinghua University, Beijing
Prof. Yi ZHANG

2007年10月3日

CONTENTS



- Brief Introduction
- Review on Programs
- Overview of Collaboration
- Conclusion

BRIEF INTRODUCTION

- University History
 - Tsinghua School from 1911
 - National Tsinghua University from 1928
 - Southwest Associated University at Kunming from 1937
 - Tsinghua University from 1949
- Multi-disciplinary University of Engineering beginning from 1952
- Comprehensive, Research-oriented and Open reconstructed in 1978–2000

BRIEF INTRODUCTION


- Campus Size 395 Hectares

清华大学
Tsinghua University

BRIEF INTRODUCTION

- Undergraduates 13,788
- Graduates 13,547




清华大学
Tsinghua University

BRIEF INTRODUCTION

- Comprehensive University

13 Schools

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

5 Independent Departments

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

清华大学
Tsinghua University

BRIEF INTRODUCTION

- Research-Oriented University

- Laboratories 170
 - National Lab for Information Science and Technology 1
 - State Key Laboratories 11
 - MOE/MOST Key Laboratories 15
 - Beijing Key Laboratories 4
- Engineering Centers 5
 - National Engineering Research Centers

清华大学
Tsinghua University

BRIEF INTRODUCTION

- Open University – International Partnership

- 153 universities in 29 countries
- 33 companies from top 100 companies in the world
- 57 joint-labs and joint research/training centers

University Level Agreement



EUROPE 66 University Level Agreement	ASIA 49 University Level Agreement	NORTH AMERICAN 41 University Level Agreement from 3 countries
OCEANIA 13 University Level Agreement from 2 countries	American 33	Canadian 2
Australia 1	Mexican 1	
New Zealand 2		

清华大学
Tsinghua University

REVIEW ON PROGRAMS

- Fundamental Collaboration
 - Joint Education Programs
 - Programs for Foreign Students
 - Distinguished Foreign Expert Programs
 - Joint Research Programs
 - Cooperation with Industries

清华大学
Tsinghua University

REVIEW ON PROGRAMS

- Fundamental Collaboration -- Joint Education Programs
 - Joint degree programs with world leading universities
 - Student exchange programs with world leading universities
 - Joint programs supported by Chinese National Foundation for Studying Abroad

清华大学
Tsinghua University

REVIEW ON PROGRAMS

- Fundamental Collaboration -- Programs for Foreign Students
 - Degree programs
For all degrees
 - Non-degree programs
For exchange students, language students, etc
 - Scholarship for Foreign Students
 - Chinese Government Scholarship
 - Beijing Municipal Government Scholarship
 - Tsinghua University Scholarship

清华大学
Tsinghua University

REVIEW ON PROGRAMS

- Fundamental Collaboration -- Distinguished Foreign Expert Programs
 - World-class scholars (such as Nobel Laureates, famous scholars) invited to deliver courses
 - Chief professors assigned for the key disciplines in departments
 - Distinguished research professors invited for the state key labs
 - Scholars employed for foreign language courses

清华大学
Tsinghua University

REVIEW ON PROGRAMS

- **Fundamental Collaboration -- Joint Research Programs**
 - **Inter-disciplinary projects with multi-national enterprises**
 - **Joint R&D institutes**
 - University + Enterprises + University
e.g. Tsinghua + Samsung + KAIST
 - University + University + Governors
e.g. EU Framework
 - University + University
e.g. Tsinghua + Harvard

清华大学
Tsinghua University

REVIEW ON PROGRAMS

- **Cooperation with Industries**
 - **Tsinghua University-Industry Cooperation Committee**
Founded in 1995 with 180 membership (147 domestic and 33 foreign enterprises)

清华大学
Tsinghua University

Overview for Collaboration

- **WHY** is international collaboration the way to future for universities
 - **Education globality**
More and more oversea students
 - **Research globality**
Open to the world, including
 - **Faculty globality**
On the global platform

} Education exchange globality!

清华大学
Tsinghua University

Overview for Collaboration

- **WHAT** to do for international collaboration
 - **STANDARD**
Adopted to approach the global understanding
 - **Education PLATFORM**
Open to the world, including
 - Tsinghua students: Studying experience abroad
 - International students: Studying freely in Tsinghua
 - **Research PLATFORM**
On the global platform
 - **Faculty PLATFORM**
Assessed and recruited based on the international standard

清华大学
Tsinghua University


Overview for Collaboration

- **WHEN** to implement
 - **Currently**, based on the fundamental cooperation
 - **Shortly**, exploring all opportunity to setup
 - Students exchange programs, furthermore
 - Joint research institutes, paying more attention to
 - Faculty recruitment, globally
 - **Chronically**, approach to the international standard for better mutual understanding

清华大学
Tsinghua University


Conclusion

- Enhance cooperation with strategic partner and universities in AEARU both in education and scientific research and development
- Carry out trans-disciplinary, cutting-edge, and multi-level cooperation with universities in AEARU and industries



Thank you!

Prof. Yi ZHANG
Director
Office of International Cooperation and Exchange
Tsinghua University, Beijing
zhyi@tsinghua.edu.cn



Session A-II:

Promoting International Research Collaborations

MoU Constructions in Culture-Specific Contexts

Associate Prof. Dr. Kamila Ghazali, Khoo Boo Teong, Moses Samuel

Deputy Director (International Relations)

International & Corporate Relations Office (ICR)

University of Malaya

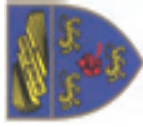
Kuala Lumpur

Malaysia

ABSTRACT

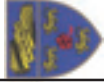
University of Malaya signed its first Memorandum of Understanding (MoU) with the Japan Society for the Promotions of Science (JSPS) on 16 July 1984. This is not necessarily an indication of her maiden collaborative endeavor with an international institution. It simply marks an inception of the collaboration in the form of an official document known as an MoU. A Memorandum of understanding (MoU) may be defined as “a legal document describing a bilateral agreement between parties. It expresses a convergence of will between the parties, indicating an intended common line of action, rather than a legal commitment. It is a more formal alternative to a gentlemen’s agreement, but generally lacks the binding power of a contract” (http://en.wikipedia.org/wiki/Memorandum_of_understanding, 22 January 2007). Therefore, it can be said that the MoU functions as a formality when two parties are interested in working together towards a common aim.

Since then, the number of MoUs signed between UM and various organizations around the world has increased tremendously. UM currently has ninety such agreements signed with countries ranging from Argentina, Germany, Australia, Sudan, Syria, China, and Japan to name a few. The interest of this paper is to provide a cursory view of the some of the differences that can be found in the constructions of these MoUs. It is surmised that the differences that exist are the direct result of the cultural context within which these MoUs originate.



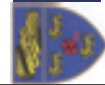
MOU CONSTRUCTIONS IN CULTURE-SPECIFIC CONTEXTS

UNIVERSITI MALAYA
KUALA LUMPUR



OBJECTIVE

To provide a cursory view of some of the differences that can be found in the constructions of MOUs.



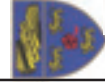
MISSION AND VISION

Mission:

To advance knowledge and learning through quality research and education for the nation and for humanity.

Vision:

To be an internationally renowned institution of higher learning in research, innovation, publication and teaching.



SOME OF OUR FRIENDS



MOU at UM

- Universiti Malaya signed its first MOU with the Japan Society for the Promotions of Science (JSPS) on 16 July 1984
- Currently – 90 MOUs signed with various countries

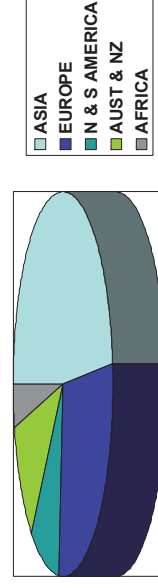
Some of UM partner countries

Argentina	1
Australia	5
China	5
Chile	1
Germany	2
Japan	11
Korea	11
United Kingdom	14
USA	6
Vietnam	2
Others	5

MOUs IN REGIONS

REGION	TOTAL	%
ASIA	41	48.2%
ERUOPE	24	28.2%
N & S. AMERICA	8	9.4%
AUSTRALIA & NZ	9	10.6%
AFRICA	3	3.6%
TOTAL	85	100%

MOUs IN REGIONS





MOU DEFINED

“A legal document describing a bilateral agreement between parties. It expresses a convergence of will between the parties, indicating an intended common line of action, rather than a legal commitment. It is a more formal alternative to a gentlemen’s agreement, but generally lacks the binding power of contract”
<http://en.wikipedia.org>



CONSIDERATIONS

- Is there a ‘one shoe fits all’ concept in MoU constructions?
- ‘Culture’ as defined by the socio-cultural institution in which it is situated
- Each formulation is the ‘accent’ of the discourse
- Target audience of the MoU as determining factors of construction



Financial agreements

- Some specify
- Flight, accommodation, etc
- Some do not
- Terms and financial agreements will be negotiated separately (most MoUs)
 - Subject to the availability of funds
 - ... each party look for a sponsor to finance the student



Administration

- Some specify
- Named / designated liaison officer eg. International office / dean of faculty
- Others do not



Visa / entry requirements

Some specify

- The universities acknowledge that all visits by staff and admission of students will be subject to compliance with the entry and visa regulations of ...

Some do not

Status

Some specify

- Both universities on the foundation of equal status, based on the principles of fairness and mutual benefit, shall work together ...
- Some do not
- Within fields that are mutually acceptable



Confidentiality

- Agree to keep confidential any information or data



THANK YOU

Collaboration between Hokkaido University and Seoul National University as an example of bilateral collaboration

So KAWANOBE, Director

Tomomi URANO, Coordinator

International Affairs Division, Hokkaido University

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kokuryu@general.hokudai.ac.jp

ABSTRACT

1. Introduction

- (1) Brief Sketch of Hokkaido University
- (2) Internationalization of Hokkaido University

2. Collaboration between Hokkaido University and Seoul National University as an example of bilateral collaboration

- (1) Process of Expanding HU – SNU Cooperation
- (2) Implementation Structure of the Symposiums
- (3) 9th Joint Symposium Program
- (4) Participants' Opinions
- (5) Exchange Record with SNU
- (6) Success Factors from our viewpoint

3. Our expectations



Collaboration between Hokkaido University and Seoul National University *as an example of bilateral collaboration*

Presented by So KAWANOBE, Director
Tomomi URANO, Coordinator
International Affairs Division,
Hokkaido University



W.S. Clark
The First Vice President

Brief Sketch of Hokkaido University

FOUNDED 1876

- ◆ 12 Undergraduate Faculties, 16 Graduate Schools
- ◆ 24 Research Institutes, e.t.c.
- ◆ Staff: Executives 10, Academic Staff 2,147
Administrative/Technical Staff 1,888
- ◆ Students: Undergraduate 11,447, Graduate 6,091
Other 479 (*Including 852 International Students) Total 18,017



Main Campus viewed from the North

Average (hectares)	289
Staff Campus	10
University Forests	65,711
Total	66,010

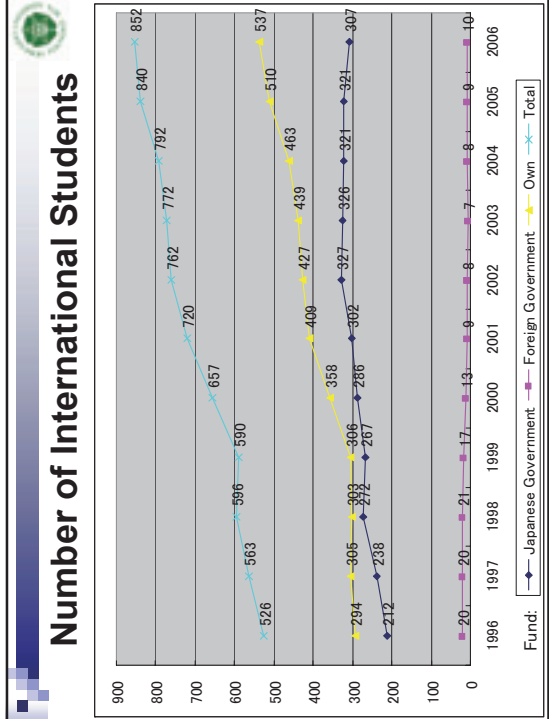


International Academic Exchanges



Total: 141
(Departmental: 100
Inter-University: 41)

- Europe 33
- ASIA 63
- North America 23
- South America 2
- Oceania 3
- Africa 4
- NIS 16



Recent Development

on Internationalization

- Launch of International Project on "Sustainable Development" (HUISD) , 2005~
- International Symposium on Sustainable Development, Aug. 2006
- Establishment of Beijing Office
- Partnership with the Japan International Cooperation Agency (JICA)
- New scholarships and more dormitories for international students



Hokkaido University Initiative on Sustainable Development



5 academic fields: ◆ Global warming
 ◆ Integrated water management ◆ Recycling-oriented community
 ◆ Stabilized security of food and bioresource ◆ Measures against zoonosis

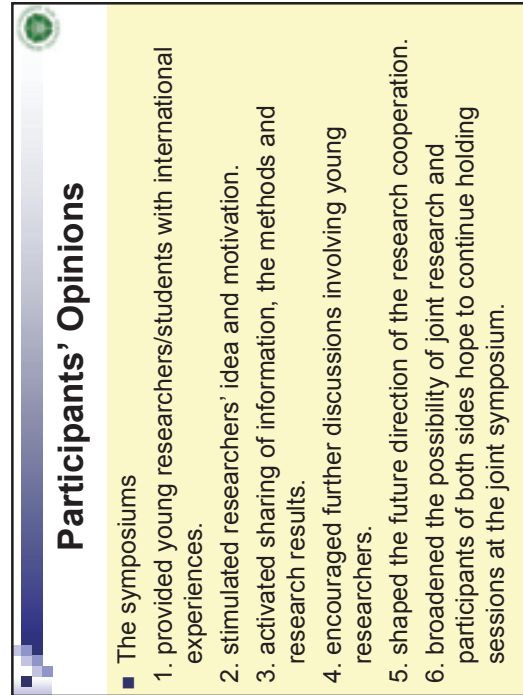
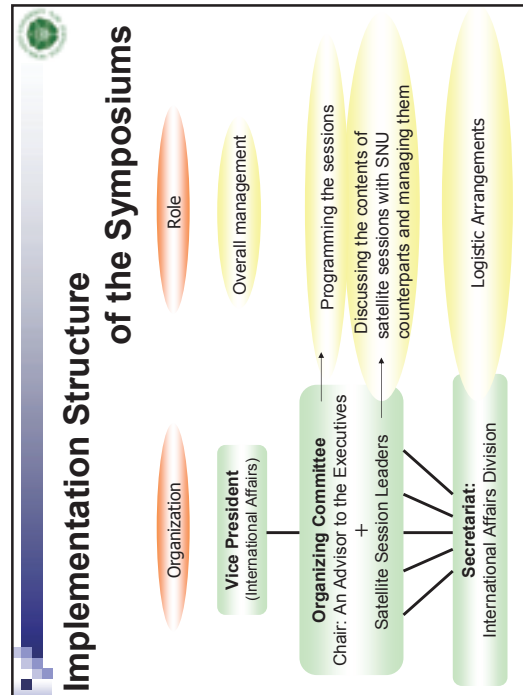
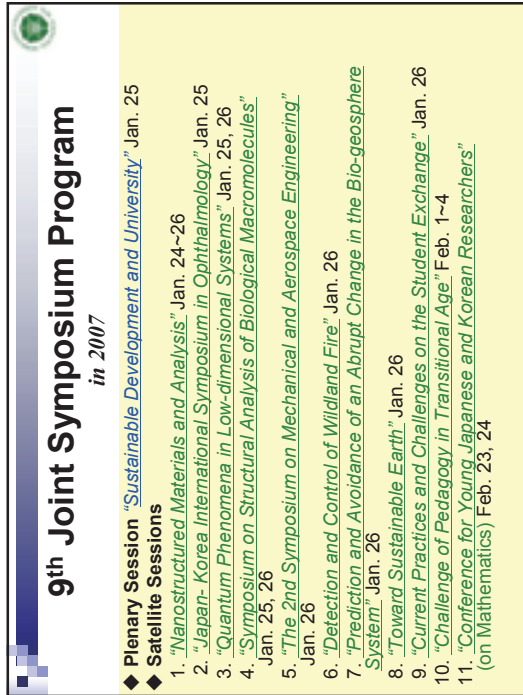
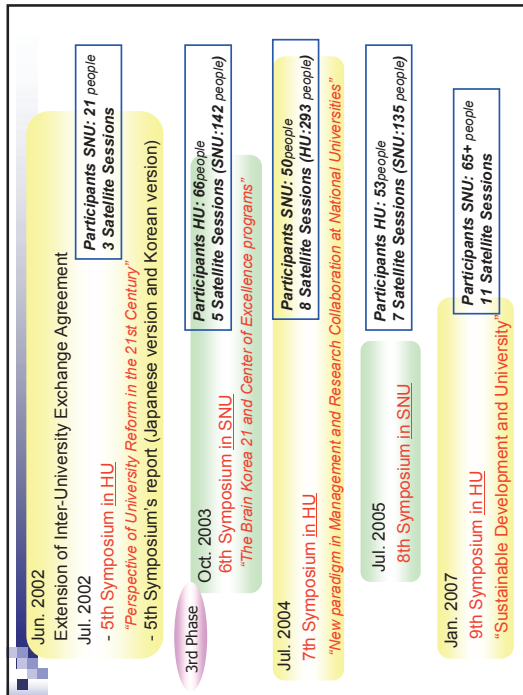
Process of Expanding HU-SNU Cooperation

1st Phase

- Aug. 1993
Departmental Exchange Agreement (Engineering)
- Dec. 1994
Departmental Exchange Agreement (Veterinary medicine)
- Jul. 1995
Memorandum of Understanding on Student Exchange (Engineering)
- Feb. 1996
Memorandum of Understanding on Student Exchange (Veterinary Medicine)
- Sep. 1997
Inter-University Exchange Agreement

2nd Phase

- Aug. 1998
1st symposium in HU
"Science and Technology for Global Sustainability"
Participants SNU: 13 people
- Apr. 1999
Memorandum of Understanding on Student Exchange (Inter-University)
- Aug. 1999
2nd Symposium in SNU
"Science and Technology for Global Cooperation"
Participants HU: 20 people
- Aug. 2000
- Memorandum of Understanding on Joint Research regarding North Eurasia
- 3rd Symposium in HU
"New Mission of Research Universities in the 21st Century"
- Conferment of an honorary doctorate to SNU president
Participants SNU: 18 people
- Oct. 2001
- 4th Symposium in SNU
"Technology Innovation and Its Relations to Humanities and Social Sciences"
- Publishing "Technology Innovation and Its Relations to Humanities and Social Sciences" (HU Press 2003.3) by Nakamura, M. and Lee, K.-J.
Participants HU: 20 people



Exchange Record with SNU

Type of Exchange Fiscal Year	Researcher		Student		Administrator		Total	Number of Departments involved
	Out-going	In-coming	Out-going	In-coming	Out-going	In-coming		
2001	18	6	1	0	0	0	25	3
2002	5	6	1	1	0	0	13	7
2003	17	14	8	22	0	0	61	13
2004	20	31	14	43	4	0	112	20
2005	18	7	19	57	1	9	111	21

※The numbers do not include people exchanged at HU-SNU joint symposiums.

- Success Factors ~ from our viewpoint**
- The joint symposium
 1. has been held every year at either university.
 2. has been recognized as a university-wide event by the departments through our publishing the information.
 3. encourages the participation of young researchers and graduate students.
 4. has flexibility on managing the satellite sessions for professors.
 5. has been stimulative to the satellite session participants of both sides.
 6. saves the professors' logistic work.
 7. has steady contact points at high level for promoting and preparing for the symposium.

北海道大学
HOKKAIDO UNIVERSITY

Thank you

for your attention!




W.S. Clark
The First Vice President

Roles of Office of International Relations in Promoting Research Collaboration

Ru-Qing Zheng

Office of International Relations

Nan-Ge, Peking University

Beijing, 100871, P. R. China

rzheng@pku.edu.cn

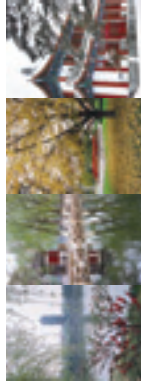
ABSTRACT

As a part of academic excellence, the quality of research has always been a target for universities, especially for a research-intensive university. The importance of international research collaborations brings growing attention, not only because the world is ‘getting flat’ and becoming more accessible, but also due to more channels and funding being available for such collaborative activities. While the number of projects and their corresponding grants have become a routine parameter in valuing (or measuring) the international research collaborations, other influences resulting from collaborations are always underestimated or even ignored. The speaker is trying to approach this using the data of publications in some representative schools at Peking University. Moreover, the speaker would like to share with the participants the practice and ideas of what an Office of International Relations can do in promoting international research collaborations. A brief introduction to Peking University will be also presented.



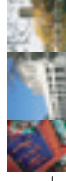
Roles of Office of International Relations in Promoting Research Collaboration

Dr. Ruqing Zheng
Peking University
February, 2007



Outline

- General Information
- The International Research Collaboration at Peking University
 - Projects
 - Publications
 - Opportunities and Challenges
- What Can We Do?



General Information

History

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



General Information

Fast Facts

- Students: 30,791
 - Undergraduates: 14,125
 - Master's Students: 11,224
 - Ph.D. Students: 5,442
- Faculty Members: ≈ 5000
 - Humanities & Social Sciences: 1140
 - Natural Sciences: 1040
 - Medicine: 820
 - 8 Affiliated Hospitals: ≈ 2000



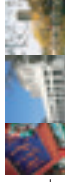
The Academic Structure

- Faculties: 5
 - Faculty of Sciences
 - Faculty of Humanities
 - Faculty of Social Sciences
 - Faculty of IT & Engineering
 - PKU Health Science Center
- Schools/Colleges/Departments: 41
- Research Institutions and Centers: 271

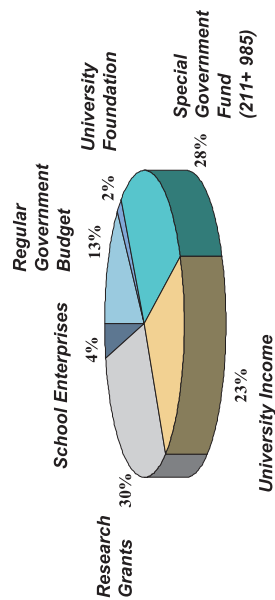


Educational System

- Bachelor's Degree: 4 years
 - 101 Undergraduate Programs, 4 Double-Major Programs
- Master's Degree: 2-3 years
 - 244 Master's Programs
- Ph.D. Degree: 3-5 years
 - 201 Ph.D. Program
- MD program: 8 years
 - 2 years' general education in main campus
- Postdoctoral fellows: 500



Total Annual Expenditure: 2.5 Billion RMB



A Profile of Research Activities

- Number of ongoing projects: \approx 2000
- Annual research grants: \approx \$80M
 - Of the amount, \approx 1/5 from NSFC
 - Life science related, \approx 1/3
 - IT related, \approx 1/7
- International papers per year: \approx 2000
 - Average IF: 2.0



The Priorities in Research

- Information Science and Technology
- Nano-science and Technology
- Bio-medical Science
- Environment and Resource Studies
- Physical Sciences
- Humanities and Social Sciences



Projects of International Collaborations

- Small Number: \approx 100 projects/year (incomplete statistics)
- Small Scale: \approx 100 K RMB/project
- Some Exceptions: $>$ 1M RMB/ project
 - Environment & Sustainability Project
 - Bill Gates Foundation, 1.9 M \$ in Life Science
- Free Exploration vs. Application-oriented Research
- Mechanism: "Overseas R & D"



Publications

SCI Publications* with International Collaboration at PKU

2002	174	16%
2003	125	12%

*First-Author based only



Publications

SCI Publications* in College of Chemistry, PKU

	Total	IF	International Collaboration	IF	National Collaboration
2005	418	2.40	71 (17.0%)	3.55	99 (23.7%)
2006	362	2.60	59 (16.3%)	3.32	109 (30.1%)

*First-Author based only




International Research Collaboration

Publications

SCI Publications in School of Basic Medicine, PKUHSC

	International Collaboration	National Collaboration
2004	15%	11%
2005	13% (IF=4.1, compared to 3.2)	16%
	Harvard: 26%	43%




International Research Collaboration

Publications

SCI Publications at PKU

	International Collaboration		First-Author Based		International Collaboration				
	Number	%	Number	IF	Number	%			
2005	3008	26.4	3.12	2011	2.00	343	17.1	2.74	
2006	2929	817	27.9	3.06	2006	2.01	358	17.8	2.30




International Research Collaboration

Publications

SSCI & AHCI Publications at PKU

SSCI

	Number	First-Author Based		Non F-A Based		Total
		International Collaboration	National Collaboration	International Collaboration	National Collaboration	
2004	126	17 (13.5%)	10 (7.9%)	55 (70.5%)	23 (29.5%)	204
2005	28	12 (42.9%)	3 (10.7%)	41 (89.1%)	5 (10.9%)	74




International Research Collaboration

Publications

AHCI

2004: 4 (First-Author: 3)

2005: 13 (First-Author: 8)



International Research Collaboration

Opportunities and Challenges

- 1) Faculty Structure: 1/3-1/3-1/3
- 2) Resources at PKU Level
 - a. Partner Universities
(About 240 from 50 Countries/Regions)
 - b. Visitors
 - c. Foreign Experts




International Research Collaboration

Opportunities and Challenges

- 3) Resources outside PKU
 - Funding in China: MoST, MoE, NSFC, Municipal Government...
 - Funding outside China: EU (FP7), DFG/ DAAD ...
 - "China Strategy" of World Class Universities

?


How to Promote International Research Collaboration



What Can We Do?

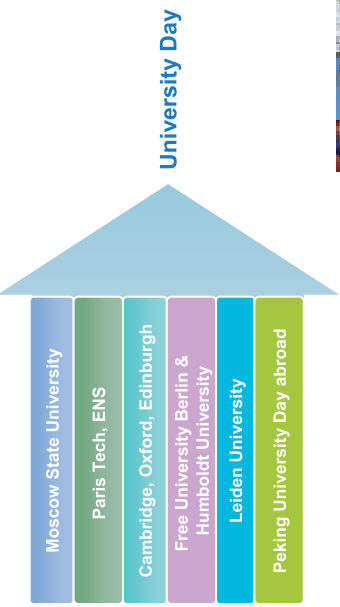

The Practices in Promoting International Collaborations

- Sister Universities
- University Organizations & International Meetings
- Student Exchange



What Can We Do?


The Practices in Promoting International Collaborations

What Can We Do?

“China Strategy” at LSE and LSE China

- Initiated in 2003
- > 10 Programs with PKU:
 - PhD Co-supervision
 - Double MS degrees
 - PKU-LSE Summer School
 - Research Collaboration
 - Public Policy Training Program
 -



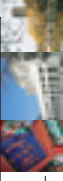
What Can We Do?

IARU: “Global Changes and Sustainability”

- Movement of People
- Longevity and Health
- Energy, Resources and Environment
- Security

Members of IARU

ANU	ETH Zurich	NUS	PKU	UC-Berkeley
Cambridge	Copenhagen	Oxford	Tokyo	Yale



What Can We Do?


Beijing Forum

“The Harmony of Civilization and Prosperity for All”

- Korea Foundation for Advanced Studies
- Beijing Municipal Government

Beijing Forum 2007 ----- Nov. 2-4, 2007

“Diversity in the Development of Human Civilization”



What Can We Do?

Sino- German University Presidents Meeting

Participants:

Germany	China
Humboldt-Universität	Peking University
Freie Universität	Tsinghua University
Universität Heidelberg	Fudan University
TU München	Zhejiang University
RWTH Aachen	Shanghai Jiaotong University
Universität Tübingen	Nanjing University
Universität Freiburg	Xi'an Jiaotong University
LMU München	Tongji University
	University of Science and Technology



What Can We Do?

Student Exchange

To build academic links between professors for Research Collaborations

-Co-supervision or Sandwich Program

-Study Abroad Supported by CSC

What Can We Do?

Ideal Model:
"Research and Project Development Division"

- **Qualified staff:**
 - Professional backgrounds
 - People skills
 - Communication
 - Teamwork
 - Networking
- Well defined roles and responsibilities

What Can We Do?

Ideal Model:
"Research and Project Development Division"

- Coordination with various administrative units
- Functions (technical support):
 - Fundraising
 - Proposal preparation
 - Research policies
 - Lawyers
 - Consultants...

☀ All to offer advice and assistance to the academic community.

Thank You!

**Promoting Research Collaborations through International Consortia:
APRU as a Case Study**

Michelle Tan

Associate Director

APRU Secretariat / National University of Singapore

ABSTRACT

This presentation will provide the Association of Pacific Rim Universities (APRU) as a case study to illustrate the roles of a consortium in stimulating and promoting international research collaborations. Established in 1997 and currently with a membership of 37 leading research universities in the Pacific Rim, APRU was formed to foster education, research and enterprise with the aim of contributing to the economic, scientific and cultural advancement in the Pacific Rim. To date, APRU has successfully established regular research symposiums which provide networking platforms that facilitate knowledge exchange and professional development of experts and researchers in the related fields. Research projects have also been initiated to address critical research topics of common concern. These collaborations have been invaluable in stimulating and promoting active cross-border research among APRU member universities. The challenges facing such international collaborations will be discussed and the accomplishments of these undertakings will also be highlighted.

APRU History

- Formed in 1997
- Trans-Pacific grouping of 37 leading universities from 16 economies in Pacific Rim



Promoting Research Collaborations through International Consortia: APRU as a Case Study

Michelle Tan
Associate Director
Association of Pacific Rim Universities (APRU)
National University of Singapore
www.apru.org

Feb 1, 2007



APRU Objectives

- Foster education, research and enterprise thereby contributing to the economic, scientific and cultural advancement in the Pacific Rim
- Promote scientific, educational and cultural collaborations among Pacific Rim economies
- Commitment to global academic and research standard



APRU Membership Trans-Pacific network of 37 leading research universities



Structure & Organization

Steering Committee

- Presidents of member universities
- Provides leadership for APRU
- Current Chair is University of Sydney Vice-Chancellor, Professor Gavin Brown



APRU Secretariat

- currently located in NUS



Governance Meetings

Annual Presidents Meeting (APM)

Presidents address issues relating to APRU's governance and strategy, as well as matters of strategic importance to research universities



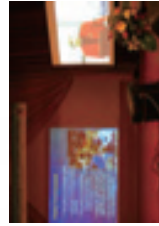
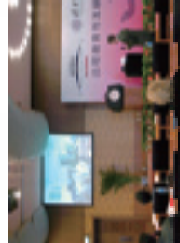
Senior Staff Meeting (SSM)

Senior staff review development and implementation of APRU activities



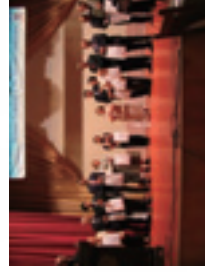
Research Symposiums (I)

- **Distance Learning and the Internet Conference** (since 2000)
- **Chief Information Officer Conference** (to be inaugurated in 2007)
- **Research Symposium on Earthquakes and Tsunamis** (since 2005)
- **Research Symposium on Brain and Mind** (since 2006)



Research Symposiums (II)

- **Infectious Diseases Symposium** (2004)
- **Microgravity Research Symposium** (2001)
- **Pacific Rim Research Symposium** (2000)
- **Digital Libraries Research Symposium** (2000)



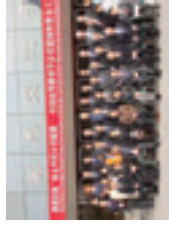
Nurturing Young Talents

- Doctoral Students Program (2000)
- Fellows Program (1999)



Research Projects

- Technology Transfer & Wealth Creation (2001-2002)
- Internationalization of APRU universities (2003-2004)
- PECC-APRU Joint Education Study - The Asia Pacific Education Market (2006-2007)



APRU World Institute (AWI)

- Research Institute addressing issues of global importance (scientific, social, economic)
- Draw on the talent base of APRU universities and bring together talent around the world
- Current focus: Public Health, Environmental Sustainability, Economic Integration



APRU World Institute (AWI)

AWI Workshops in 2007:

1. **Climate Change: Challenges and Strategies for Sustainable Cities**
(April 4-6, 2007; UC San Diego)
2. **Economic Integration in the Asia Pacific Region**
(May 15-17, 2007; Kyoto University)
3. **The Role of Universities in Addressing Emerging Public Health Threats in the Asia Pacific Region**
(May 24-26, 2007; Peking University)



What are the challenges?

1. Diverse interests and needs
2. Diverse cultures and practices



THE APRU FORMULA:

1. Common Visions
 2. Focused Group of Members
 3. Sound Governance
 4. Strong Leadership
 5. Established Relations
- = **Sustainability**



More about APRU:

<http://www.apru.org>



Internationalization of Universities through University Associations

Satoru Endo

Kyoto University

ABSTRACT

International university associations are a very effective tool for member universities to promote their research and educational activities. Kyoto University is a member of AEARU (The Association of East Asian Research Universities) and APRU (Association of Pacific Rim Universities), and hosts such programs as research symposiums, and participates in various programs hosted by other member universities.

The experiences of participating in the international university associations have brought many benefits to Kyoto University. The significant one was that the participating faculties and students could have international, interdisciplinary, and inter-cultural experiences. At the same time, the international university associations contributed to the enhancement of bilateral and multilateral collaboration among each of member universities.

However, the merits of university associations may not be limited to these experiences. If we look at regions outside Asia, the university associations, especially in Europe, take on broader roles and greater responsibilities in its educational and academic community. For example, various significant educational programs such as credit transfer and double degree programs within the framework of Bologna Process are being implemented by some international university associations. Furthermore, some associations are making a variety of efforts to enhance the environment for universities through outreach, policy recommendation and advocacy.

These activities of international university associations will help us to think how our universities could work together to enhance research, education and outreach within the region of Asia.



**Internationalization of Universities
through
University Associations**

2nd University Administrators Workshop
February 1, 2007 Kyoto University

Satoru Endo,
Director, Division of International Affairs
Kyoto University

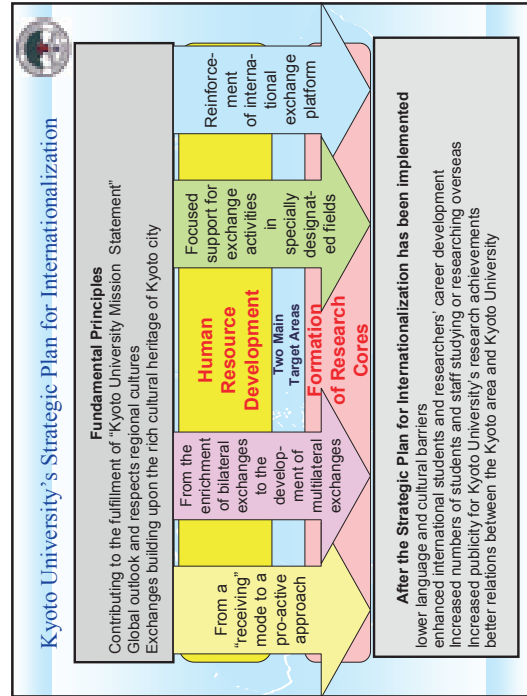
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The Organization for the Promotion of International Relations (OPIR) of Kyoto University was established on April 1, 2005 to improve mutual benefits between Kyoto University and its partners.

The Organization for the Promotion of International Relations
京都大学国際交流推進機構

2




Realizing the strategy through AEARU and APRU programs

- for the development of Human Resources
Examples are;
APRU Graduate Summer Program
AEARU Student Summer Camp
- for the strengthening of Research Cores
Examples are;
APRU/AEARU Research Symposium
AWI Workshop

4

Benefit that can be obtained through university associations

- Development of **multilateral research collaborations**
- Fostering the **multidisciplinary research collaborations** (from research on single discipline to university-wide, multidisciplinary subjects)
- Promotion of **student exchanges**
- **Cost sharing** (budgetary burden of host institution may be heavy, though)
- Strengthening the **networks** (that will enable more information exchange, participation to the program, etc.)
- **Bilateral partnership** will also be enhanced

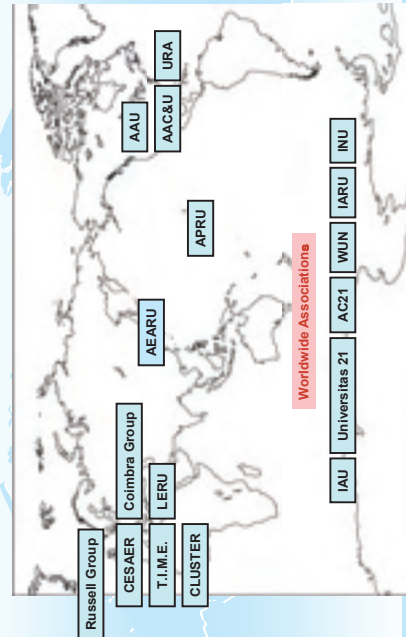
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Participation to the International University Associations

AEARU	Fudan University, Peking University, Tsinghua University-Beijing, University of Tokyo, KAIST, POSTECH, Tohoku University, Tsing Hua University-Hsinchu, HKUST, Seoul National University, University of Tsukuba, Taiwan University, Kyoto University
APRU	Chulalongkorn University, Fudan University, National University of Singapore, Peking University, Tsinghua University-Beijing, University of Tokyo, HKUST, Keio University, Seoul National University, Taiwan University, University of Malaya, Kyoto University
IAU	Chulalongkorn University, Hokkaido University, University of Tokyo, POSTECH, Tohoku University, Keio University, Kobe University, Nagoya University, University of Tsukuba, University of Malaya, Kyoto University
IARU	National University of Singapore, Peking University, University of Tokyo
Universitas 21	Fudan University, National University of Singapore, Peking University, Kasetsart University
AC21	Chulalongkorn University, Fudan University, Peking University, Nagoya University
INU	Ritsumeikan University

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University Associations in the World



University Associations – Worldwide

Name	Mission/Objective	Examples of member univs.	Activities
IAU (International Association of Universities) established in 1950 60 member univs.	* To promote the principles of freedom and justice, of human dignity and solidarity. * To contribute to the development of material and moral assistance.	POSTECH Kyoto U., Osaka U., Tohoku U., U of Tokyo, U of Tsukuba	Conferences Reference publications Scholarly publications Policy statements Online databases
Universitas 21 established in 1997 20 member univs.	To facilitate collaboration and cooperation between the member universities and To create opportunities	Fudan U., Peking U., Shanghai Jiao tong U., Korea U., U of Virginia U. of Birmingham	Conferences Summer school
AC21 (Academic Consortium 21) established in 2002 25 member univs.	To encourage the further advancement of global cooperation to the benefit of higher education and to contribute to world and regional society.	Fudan U., Peking U., USTC, Nagoya U., Chulalongkorn U., U. of Sydney	International Forum Student World Forum (student exchange, information sharing)
WUN (Worldwide Universities Network) 16 member univs.	To create a worldwide partnership to generate significant advances in research, graduate training, education and knowledge transfer.	U. of Bristol Nanjing U., Zhejiang University U. of Wis., Madison	Research e-learning The Global Exchange Programme (GEP)
IARU (International Alliance of Research Universities) established in 2006 10 member univs.	To share a similar vision and have a commitment to educating future leaders.	ANU, NUS, Peking U., UCB, U. of Cambridge, U. of Oxford, U. of Tokyo, Yale U.	Summer internships Conferences Student exchange Joint/individual degree arrangements Faculty exchange.

Name	Mission/Objective	Examples of member univs.	Activities
Coinbra Group established in 1985 37 member universities	To creating special academic and cultural ties in order to promote internationalisation, academic collaboration, excellence in learning and research, and service to society.	U. of Cambridge U. of Oxford U. di Bologna Uppsala U. U. of Heidelberg	Task Forces Symposia Scholarship Visiting program
LERU (League of European Research Universities) established in 2002 20 member univs.	- Education through awareness of the frontiers of human understanding - Creation of new knowledge through basic research - Promotion of research across a broad front	U. of Cambridge U. of Oxford U. of Heidelberg U. of Milan U. of Saar Strasbourg	Advocacy (committees and working groups) Collaboration (e-learning, digital resources, medical education)
CESAER (The Conference of European Schools for Advanced Engineering Education and Research) Established in 1990 Nearly 60 member univs.	To provide "High Quality" Engineering Education in Europe, and, To improve links between its members in Research as well as in Postgraduate and Continuing Education.	Tech. U. Muenchen Imperial College Sorbonne Indian National Institutes Sciences Appliquees de Toulouse	Consultations among the members Cooperation with governments Exchange of information
T.I.M.E. (Top Industrial Managers Europe) established in 1989 46 member univs.	To furthering high-level educational programs for engineers and industrial executives, preparing them to function across national borders in the European Community and in the world	Tech. U. Muenchen Ecole Centrale Paris U. de Louvain Luxembourg	Double degree Programs

University Associations – Europe

Activities of university associations in Europe - Research collaborations

Examples are:

- LERU (League of European Research Universities)
"The EUREA feasibility project aims to determine the best conditions of implementation, commercial operating and perpetuation of a European cross-border, mutualisation system of academic e-resources of the highest quality." (9 out of 12 members joined)
- WUN (Worldwide Universities Network)
"Research activity is at the heart of what WUN does. The alliance aims to bring together the best people and the best ideas from the member institutions to solve global problems."
Topics are: Attitudes about Science and Technology, BIOTRACS, Green Chemistry, Horizons in Bioinformatics, Intelligent Uninhabited Aerial Vehicles, Nanomanufacturing, Nuclear Science, Spintfrontes

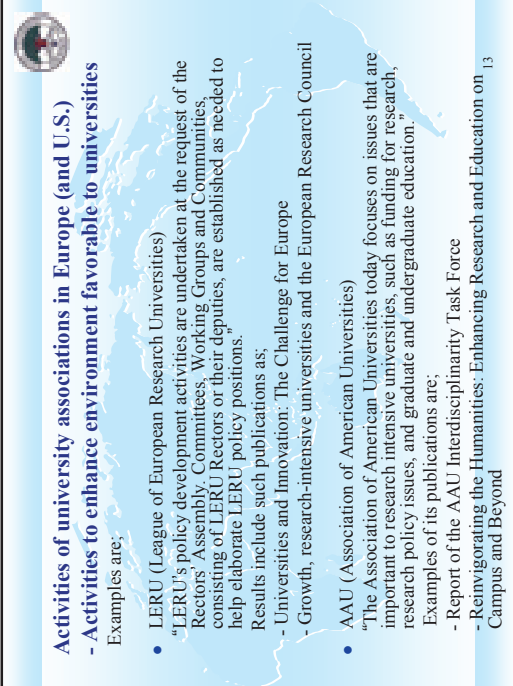
Name	Mission/Objective	Examples of member univs.	Activities
AEARU (Association of East Asian Research Universities) established in 1997 17 member univs.	To explore and identify areas of mutual interest for collaboration	Fudan U., Nanning U., Peking U., Tsinghua U., Tsinghua U., Tsinghua U., Waseda U., Tsinghua U., U-Hiroshi, KAIST, POSTECH, SNU, Osaka U., Tohoku U., TIT, UT, Fukuoka U., Kyoto U.	Student Summer Camp Research Symposium Workshop on Network Education
APRU (Association of Pacific Rim Universities) established in 1997 37 member univs.	To foster cooperation in education, research and enterprise thereby contributing to the economic, scientific and cultural advancement in the Pacific Rim.	ANU, Fudan U., Osaka Univ., Tsinghua U., Hsinchu U., National U. Kaohsiung, U. Keen U., Kyoto U., Osaka U., U. of Tokyo, SNU, NUS, UC Davis	APRU Enterprise Research Symposiums Fellows Program Doctoral Students Conf. AWI
AAU (The Association of American Universities) established in 1900 62 member univs.	# developing national policy positions * discussing a broad range of other institutional issues	UC Davis, UCB, Harvard U., Johns Hopkins U., UPENN, Stanford U.	Annual membership meeting Advocacy Policy Issues

University Associations – other areas

Activities of university associations in Europe - Educational Programs

Examples are:

- CESAER (The Conference of European Schools for Advanced Engineering and Research)
"CESAER pursues its aims through development and implementation of programmes of multinational engineering education at undergraduate, postgraduate and professional levels"
- T.I.M.E. (Top Industrial Managers Europe)
"Through its double degree activities, T.I.M.E. promotes high-quality engineering education and produces graduates who are able to work transationally and in trans-cultural environments."



Activities of university associations in Europe (and U.S.)
- Activities to enhance environment favorable to universities

Examples are:

- LERU (League of European Research Universities)
 "LERU's policy development activities are undertaken at the request of the Rectors' Assemblies, Committees, Working Groups and Communities, consisting of LERU Rectors or their deputies, are established as needed to help elaborate LERU policy positions."
 Results include such publications as:
 - Universities and Innovation: The Challenge for Europe
 - Growth, research-intensive universities and the European Research Council
- AAU (Association of American Universities)
 "The Association of American Universities today focuses on issues that are important to research intensive universities, such as funding for research, research policy issues, and graduate and undergraduate education."
 Examples of its publications are;
 - Report of the AAU Interdisciplinarity Task Force
 - Reinvigorating the Humanities: Enhancing Research and Education on Campus and Beyond

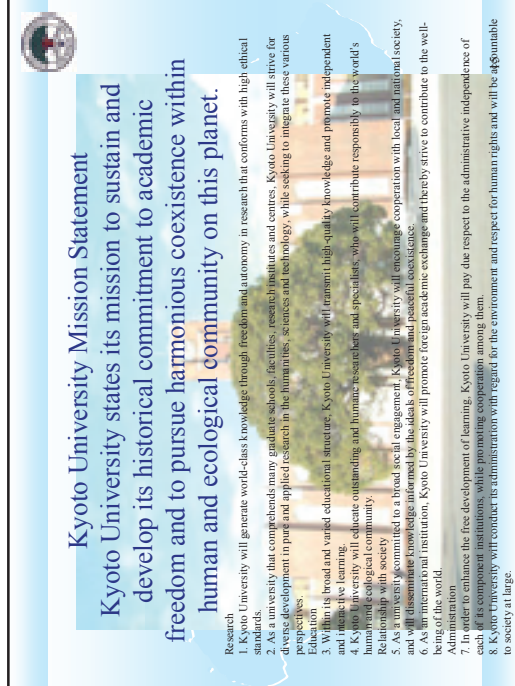
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Possible new directions of university associations in Asia

- for the strengthening of research collaboration
 - to hold academic meetings and exchange information on multidisciplinary and multicultural research issues
- for the promotion educational programs
 - to support bilateral (and multilateral) education programs such as student exchange program and double degree program
 - to exchange information on education system, which will contribute to the improvement of quality of education
- for the enhancement of the environment
 - to implement research on common issues
 - to accommodate dialogue with policy makers

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Kyoto University Mission Statement
Kyoto University states its mission to sustain and develop its historical commitment to academic freedom and to pursue harmonious coexistence within human and ecological community on this planet.

Research University will generate world-class knowledge through freedom and autonomy in research that conforms with high ethical standards.

1. As a university that comprehends many graduate schools, faculties, research institutes and centres, Kyoto University will strive for diverse development in pure and applied research in the humanities, sciences and technology, while seeking to integrate these various perspectives.
2. Education
 3. With its broad and varied educational structure, Kyoto University will transmit high-quality knowledge and promote independent and interactive learning.
4. Kyoto University will educate outstanding and humane researchers and specialists, who will contribute responsibly to the world's human and ecological community.
5. As a university committed to a broad social engagement, Kyoto University will encourage cooperation with local and national society, and will disseminate knowledge informed by the ideals of freedom and peaceful coexistence.
6. As an international institution, Kyoto University will promote foreign academic exchange and thereby strive to contribute to the well-being of the world.

Administration
 7. Kyoto University will enhance the free development of learning. Kyoto University will pay due respect to the administrative independence of each of its constituent institutions, while ensuring cooperation among them.

8. Kyoto University will continue its administration with regard for the environment and respect for human rights and will be accountable to society at large.

Session B:

Fostering and Recruiting Internationally

Competitive Human Resources

Internationalization of Education: POSTECH Experience

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ABSTRACT

POSTECH was established in 1986 as Korea's first research-oriented science and technology university. Implementing the founding philosophy of educating a small number of bright students in a research-oriented environment, POSTECH has in its short 20-year history, become the top university in Korea and one of the leading science and technology universities in Asia.

In recent years, the idea of internationalization of education has been the subject of much discourse for universities world-wide. Universities are continuously seeking ways to internationalize their campus and curriculum to provide students with a global frame of mind to answer growing demand for talented, globalized individuals.

POSTECH, in its effort, has pursued providing students' opportunities to participate in outbound programs, recruitment of international students and other international activities on campus to enhance their university experience.

With POSTECH's aim to become one of the world's top 20 research-oriented universities by the year 2020, internationalization is a key strategic policy which the university will aggressively pursue.

Internationalization of Education : POSTECH Experience



**POHANG UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

February 2007

www.postech.ac.kr

- I. POSTECH Overview
- II. Internationalization of Education
- III. Conclusion & Suggestions

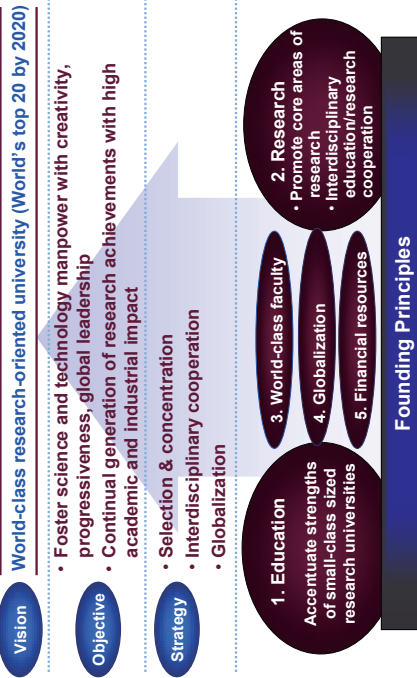
POSTECH Overview



- Founded in 1986
- First research-oriented university in Korea
- 1,638,135 m² Land area
325,362 m² Building area
- Faculty: 229
Researcher: 698
Staff: 206
Student: 2,822 (Graduate 1,505)

(1) PAL: Pohang Accelerator Laboratory
(2) RIST: Research Institute of Industrial Science and Technology
(3) Expected to open in July 2007

POSTECH Vision 2020



POSTECH Overview

International Network

60 sister universities in 15 countries across the world

Country	Number of Universities	Universities
Russia	5	• INRS • Moscow State Univ. • Moscow Eng. Univ. • St. Petersburg State Univ. • St. Petersburg State Polytechnical Univ.
Denmark	1	• Technical University of Denmark
Germany	3	• RWTH Aachen • TU Berlin • TU Braunschweig
UK	2	• Imperial College • Univ. of Birmingham
France	8	• ECN Nantes • Ecole Centrale de Lyon • INP de Grenoble • INP de Toulouse • UT Compiègne • ENSICAEN • Ecole Polytechnique
Switzerland	1	• ETH, Zurich
Italy	1	• Politecnico di Torino
Vietnam	4	• Hanoi Univ. of Tech. • Hanoi National Univ. • Ho Chi Minh National Univ. • VAST
Australia	4	• Univ. of Melbourne • Univ. of Newcastle • Univ. of New South Wales • The Australian National U.
Taiwan	2	• National Taiwan Univ. • National Tsing Hua Univ.
New Zealand	1	• Univ. of Auckland
Japan	6	• Kyoto Univ. • Kyoto Univ. of Education • Ritsumeikan APU • Ritsumeikan Univ. • Tokyo Tech.
USA	8	• CALTECH • Carnegie-Mellon Univ. • Univ. of Illinois • Univ. of Michigan • Univ. of Maryland • Univ. of Minnesota • Univ. of Wisconsin • Univ. of Washington
Canada	1	• Univ. of Waterloo
China	13	• Fudan Univ. • Harbin Univ. of Science and Tech. • Tsinghua Univ. • North-eastern Univ. • Shanghai Jiao Tong Univ. • Tongji Univ. • Tsinghua Univ. • USTC • USTB • Yunnan Univ. of Sci. and Tech. • Zhejiang Univ.

Thinking of Science, the Nation and the Future 422

I. POSTECH Overview

II. Internationalization of Education

III. Conclusion & Suggestions

Thinking of Science, the Nation and the Future 522

Internationalization of Education

International Policy

Int'l Cooperation Strategy

Action Plan

Education	Research	Infrastructure
<p>Train elite students with global background</p> <ul style="list-style-type: none"> Expand int'l education program Global leadership program Recruit int'l students Expand English lectures 	<p>Create world-class research outcomes</p> <ul style="list-style-type: none"> Strengthen int'l research cooperation Attract int'l research centers Recruit int'l faculty/researchers Invite world-renowned scholars 	<p>Globalization of administration & infrastructure</p> <ul style="list-style-type: none"> Korean-English bilingual campus Research infrastructure Information infrastructure Build Int'l complex

Thinking of Science, the Nation and the Future 622

Expand Int'l Education Programs

Internationalization of Education

- Exchange Program (Semester and Year-long Program)**
In participation with approximately 20 overseas partner universities
1989-2006 Outgoing Students: 290
- Summer Session Program (Summer)**
Courses or language training through summer programs in overseas universities
2004-2006 Outgoing Students: 299
- Language Training Program (Summer & Winter)**
English language training program for early entrance students
2001-2006 Outgoing Students: 299
- Cross Strait Symposium**
Tri-party symposium for graduate students of POSTECH, Busan National University & Kyushu University
1999-2006 Participants: 228

Thinking of Science, the Nation and the Future 722

Expand Int'l Education Programs – Planned

Study Abroad Program (Semester and Year-long Program)

To expand outgoing students for semester & year-long program (students' need)
Solve the imbalance problem of exchange student numbers
Student Limit: 10 (annually)
Cost: Pay tuition fees (negotiable)
Credit Transfer: Same as exchange program
Partner University: U of Minnesota, UC Berkeley, U of Columbia and etc

Internship Program (Summer and Winter)

Internship or Research Program at overseas universities
Exchange students among member countries through IAESTE*
Student Limit: 20 (annually)
Cost: Living Expenses & stipend (negotiable)
Credit Transfer: N/A
Partners: University, Company, Research Institution

*IAESTE: The International Association for the Exchange of Student for Technical Experience

Global Leadership Programs

Global Leadership Programs for POSTECH Students

Annual Student Camp by 17 AEARU member universities
1997-2006 Outgoing Students: 64

Bang Doshie Global Expedition
Funded with an endowment from Mrs. BANG Doshie
2000-2005 Outgoing Students: 46

Study Tour for Student Leaders
Visit several universities and research institution abroad
2004-2005 Outgoing Students: 28

Recruit International Students

Int'l Student Recruiting Activities (Degree-seeking)

Activity	Particulars
Study Fair	Shanghai, Peking, Hanoi, Delhi
Recruiting Visit	Fudan U, SJTU, Zhejiang U, USTC, HIT, Tsinghua U, Peking U, USTB, Nanjing U
Recruiting Visit & Provide English Test	HUT, HUS
Networking Convention	POSTECH-Partner Universities Networking Convention (PNC) 2005
DM	Prospective Students (Campus News, Research Accomplishments, PR Materials, and etc)
Department Visit	Promotional Faculty Group Visit

Planned

Recruit International Students

POSTECH-Partner Universities Networking Convention 2005

Purpose

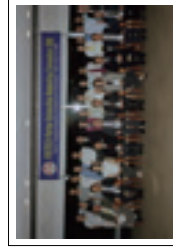
Invite partner universities' administrators
Introduce POSTECH campus, education environment and degree program
Exchange ideas and future cooperation

Participants

12 from 10 universities in China and Taiwan
Fudan U, HIT, Nanjing U, NTU, SJTU, Peking U, Tsinghua U, USTB, USTC, Zhejiang U

Main Program

Campus tour, degree program introduction and department visit
Meeting with President and home university alumni
Networking and discuss future cooperation



Int'l Student Enrollment / Department (2002~2006)

Department	2002	2003	2004	2005	2006	Total
Mathematics				1	1	2
Physics	1		1			2
Chemistry	2	2	2	1	3	10
Life Science			1	2		3
MSE	4			2	1	7
IME	1	1	1	1	1	5
EEE	2	3		2	3	10
CSE	2	1			1	4
Chemical Eng	2	1			1	4
SEE	3	2	2	5		12
GSIT	1	3	3		1	8
GIPT	9	6	13	15	4	47
Total	28	19	25	30	17	119

Incoming Exchange Program (1988-2006)

General/Exchange Program

- Take courses
- Semester or year-long program

Research Program

- Participate in research projects
- Several months or year-long program

Combined Program

- Combination of the two programs above

Country	Number
USA	25
UK	4
Canada	12
Australia	14
Germany	22
Denmark	1
France	26
Japan	2
China	17
Taiwan	4
Russia	2
Others	11
Total	140

English Lectures (2002~2006)

Year	2003	2004	2005	2006	2007	2010
Undergraduate	14.3%	17%	17.6%	16.8%	30%	100%
Graduate	29.6%	28.3%	26%	33.5%	50%	100%
Total	22%	22.7%	21.8%	25.2%	40%	100%

University Development Key Indicators for POSTECH Vision 2020

Policy to Increase English Lectures

- Korean Government promotes English lectures
- BK21 Program, IT Scholarship
- Recruit international faculty and students
- New faculty are supposed to teach ALL lectures in English
- Provide additional stipend to faculty who gives English lectures
- Promote English seminars and group meetings

Invite World-Renowned Scholars

Guest Lecture Program
- Invite Fields/Nobel laureates or world-renowned scholars
- Funds for development of science and technology

Year	Area	Lecturer	Position / Prize
1991	Physics	Norman F. Ramsey	Harvard Univ. / '89 Nobel Prize (Physics)
1992	Chemistry	Derek Barton	Texas A&M Univ. / '69 Nobel Prize (Chemistry)
1994	Life Science	Bert Sakmann	Heidelberg Univ. / '91 Nobel Prize (Medical Science)
1995	Mathematics	John Milnor	New York State Univ. / '62 Fields Medal
1997	Physics	Ilya Prigogine	Prigogine Center / '77 Nobel Prize (Chemistry)
1999	Chemistry	Jean-Marie Lehn	Univ. of Louis Pasteur / '87 Nobel Prize (Chemistry)
2001	Mathematics	Efim I. Zelmanov	Yale Univ. / '94 Fields Medal
2001	Political Science	Robert A. Scalapino	UC Berkeley
2002	Life Science	Paul Greengard	The Rockefeller Univ. / 2000 Nobel Prize (Physiology)
2004	Physics	Robert B. Laughlin	Stanford Univ. / '98 Nobel Prize (Physics)
			- POSTECH Chair-Professor
2006	Mathematics	Jean-Christophe Yoccoz	College of France / '94 Fields Medal
	Chemistry	Roderick MacKinnon	The Rockefeller Univ. / 2003 Nobel Prize (Chemistry)

Korean-English Bilingual Campus

Provide Online Information in Korean/English
 POVIS (POSTECH Vision Information System)
 POSTECH website

Provide Offline Information in Korean/English
 All text books are in English
 PR materials, guidebook and official documents
 Signboards and placards

Improve University Administrators' English Proficiency
 One of the important requirements for promotion
 Provide overseas language training and experience
 POSTECH Language Center

POSCO International Complex

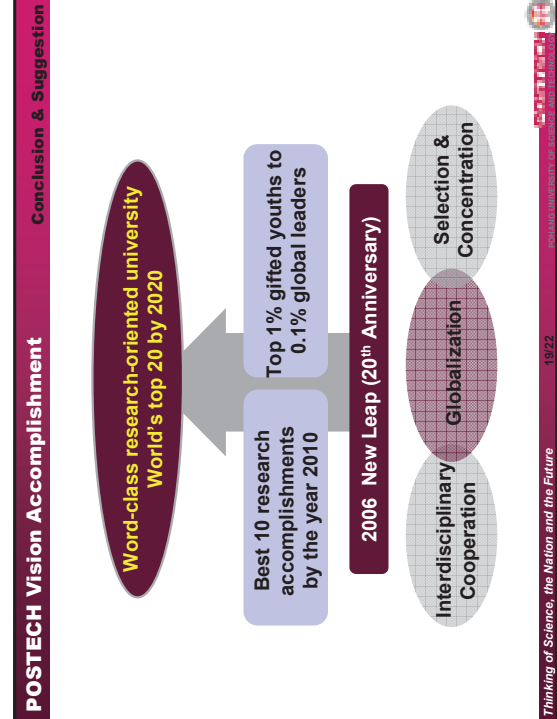
- Purpose: Aid POSTECH in expanding cooperative relationships and enhancing competitiveness among global universities
- Expected completion: July 2007
- Area: 20,491 m² (6 ground, 2 basement levels)
- Main facilities: conference area (convention, accommodation & board, convenience facility)



I . POSTECH Overview

II . Internationalization of Education

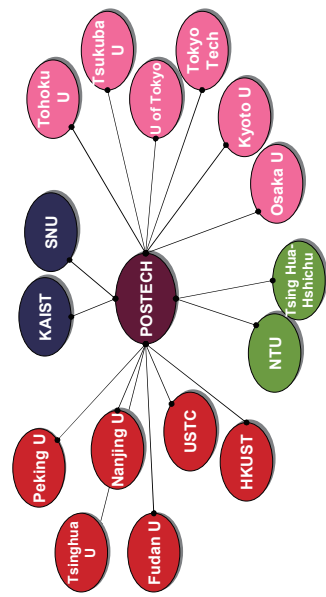
III. Conclusion & Suggestions



AEARU Exchange Programs
 Asian community programs among AEARU members

- Main Activities**
- Student & teacher exchanges
 - Joint development of study program
 - International intensive program
 - Thematic networks between departments & faculties
 - Languages courses
 - AEARU credit transfer system

AEARU Exchange Program
 Association of East Asian Research Universities, AEARU
 17 Universities in East Asia from China, Hong Kong, Japan, Korea and Taiwan
 Activities: 10 science & technology workshops and 2 student camps annually



For more information contact
 POSTECH International Affairs Office at
 iao@postech.ac.kr

ISSUES AND CHALLENGES FACING RITSUMEIKAN UNIVERSITY'S POLICIES FOR INTERNATIONAL STUDENTS

~ Focusing On the Recruitment of and Support for Incoming Students ~

Kiyoko TANAKA

Assistant Administrative Manager,
Office of International Education at Kinugasa Campus
Ritsumeikan University

ABSTRACT

1. Transformation of Ritsumeikan University's Exchange Programs in the Past Two Decades

A) Increase in the Number of Partner Schools and International Students

With the goal of globalizing the whole campus under the slogan of "Ritsumeikan University Open to the World" the number of universities Ritsumeikan University (RU) has formed exchange agreements with and that of international students has grown significantly since the opening of the Faculty of International Relations in 1988. Whereas the number of institutions RU had agreements with was only 4 in 4 countries in 1986, it has grown to 260 in 51 area/countries in January 2007. Likewise, the number of degree-seeking international students and that of non-degree short-term international students (students attending RU for 1 or 2 semesters) increased from 60 to 818 and from 6 (from 4 universities in 3 countries) to 124 (from 59 universities in 16 area/countries) respectively during the period between 1986 and October, 2006.

B) Advantages of Student Exchange

Student exchange has a number of positive effects not only on international students seeking educational opportunities in Japan, but also on Japanese students who are given opportunities to interact with these students from different parts of the world, as well as the university itself. The mere presence of international students heightens the awareness of the world for domestic students. Student exchange also has the effect of revitalizing research as well as of strengthening networks among universities around the world. RU is currently working toward the goal of accepting a total of 2,200 international students, including degree-seeking, short-term non-degree-seeking and study tour students, by 2010, which is part of RU's larger drive to create a "multicultural campus".

2. Recruitment of and Support for International Students: Where We Stand and Where We are Heading

A) Recruitment of International Students

As part of its recruitment efforts, RU has participated in the annual Japan Education Fair hosted by the Japan Student Services Organization, held in Japan and overseas, where Japanese universities promote their schools and recruit students from overseas. RU also recruits international students through general admission tests, held twice a year, and a special examination designed for students nominated by Japanese-language schools in Japan.

B) Assistance for Degree-Seeking International Students

Degree-seeking international students receive a number of financial and living assistances from the university and their Japanese peers through tutoring and entertainment activities throughout the year. As part their financial assistance, these students receive partial tuition reductions as well as a partial refund of health insurance premiums, a scheme supported by the Ritsumeikan University Parents Association for Student Education Assistance.

C) Assistance for Short-Term Non-Degree International Students

RU accepts short-term non-degree international students twice a year, in April and September. For these students, RU offers small group intensive Japanese language courses divided into 5 levels, Japanese traditional arts courses taught by the celebrated leaders of Kyoto's traditional arts and courses taught in English. Moreover, RU is providing short-term international students with various living and study assistances by providing them with affordable housing options as well as consultation in Chinese, Korean and English by native speakers of these languages.

D) Challenges Facing RU's Exchange Programs

International students generally have good academic records. The number of international students who find jobs at first-rate companies after graduation has increased sharply in recent years. RU is confident that the international students who attend RU have a great potential to excel in the societies they are from as well as in the larger world. However, RU still faces a number of challenges that need to be addressed, such as problems related to the shortage of housing and the courses taught in English, transfer of credits between RU and students' home universities, and a lack of

scholarship funds for qualified students. Moreover, employment rates and internship participation rates for international students remain low.

3. Challenges in Recruiting Highly Competent Students

A) Difficulties in Recruiting Competitive Students

Japan has entered an era in which the number of students wishing to attend a university almost equals the number of spots available in the existent universities. Therefore, the competition among universities in securing competent students has become more severe than ever before. In that respect, it would hardly be sufficient to rely on the existing entrance examination system to recruit internationally competitive students.

B) Future Tasks

In order to attract the best students, RU needs to improve the quality of classes offered to students, support cutting-edge research and expand economic assistance to qualified students. Moreover, RU needs to take full advantage of the rich educational and cultural history of the greater Kyoto area (where both Kinugasa Campus and Biwako-Kusatsu Campus are located), the highly effective career planning and internship services and the diverse curriculum offered to both undergraduate and graduate students at RU. Only by offering the most attractive educational and living opportunities to students would RU be able to attract the most competitive students in this era of severe competition among universities.

ISSUES AND CHALLENGES FACING RITSUMEIKAN UNIVERSITY'S POLICIES FOR INTERNATIONAL STUDENTS

~Focusing on the Recruitment of and
Support for Incoming Students~

Kiyoko TANAKA
Assistant Administrative Manager
Office of International Education at Kinugasa Campus,
Ritsumeikan University

~OUTLINE~

Recruitment of and Support for Incoming Students

- Transformation in the Past Two Decades
- Where We Stand and Where We Are Heading
- Challenges in Recruiting Highly Competent Students

Past Two
Decades

Transformation in 20 years

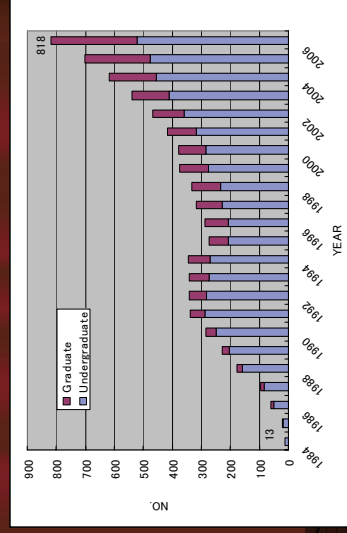
~Advantages of Student Exchange~

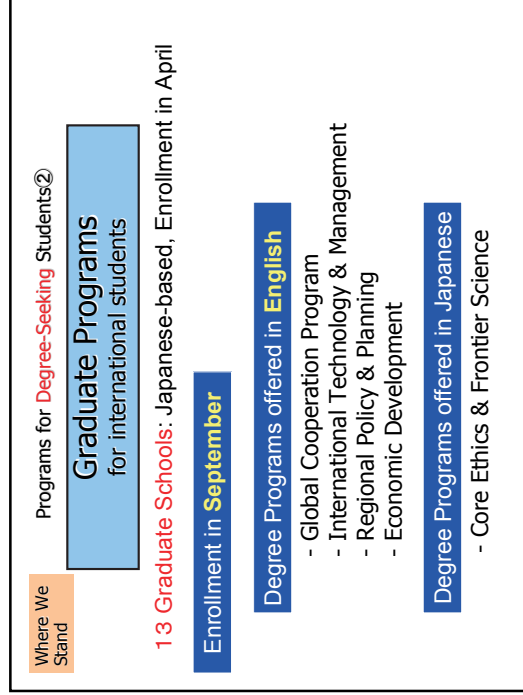
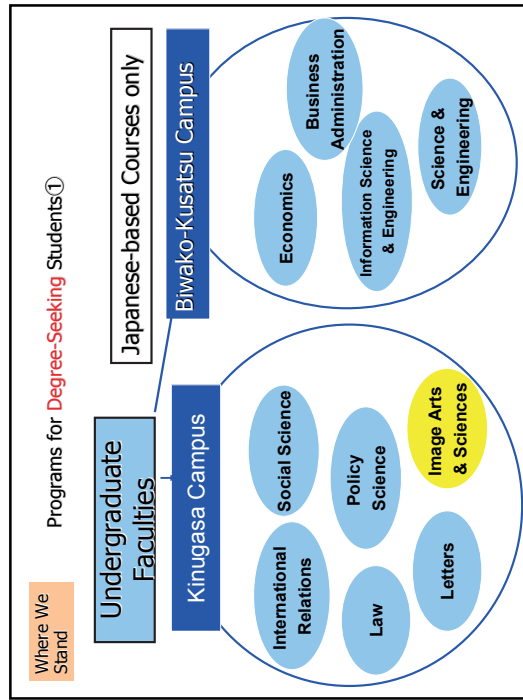
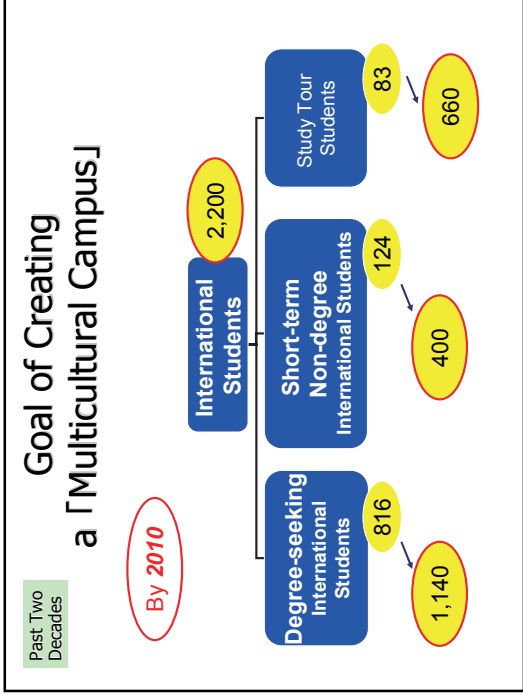
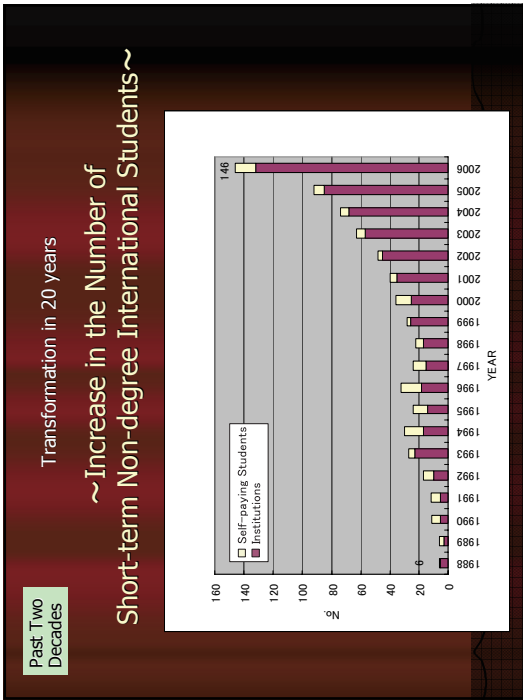
- Contribution to international human resource development
- Benefits for Domestic Students
- Revitalization of Research
- Strengthening of Networks

Past Two
Decades

Transformation in 20 years

~Increase in the Number of
Degree-seeking International Students~





Where We Stand

Recruitment of Degree-seeking International Students

~Recruitment Efforts~

- Participation in Japan Education Fair hosted by JASSO (In Tokyo, Osaka, Pusan, Seoul, Taipei)
- Visit to Japanese language schools
- General admission tests (twice a year)
- Special exam designed for students nominated by Japanese-language schools

Where We Stand

Assistance for Degree-Seeking International Students①

~Financial Assistance by RU~

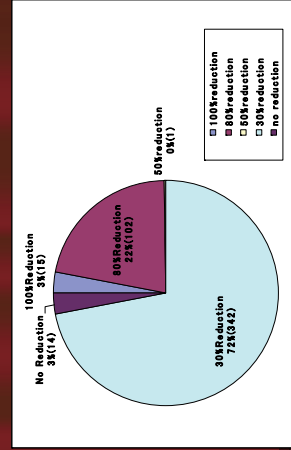
- Partial tuition reduction
- Partial refund of health insurance premiums
- Various scholarships
- Student loans for university expenses

Where We Stand

Assistance for Degree-Seeking International Students②

Partial Tuition Reduction

For self-paying students (474 students in 2005)



Where We Stand

Assistance for Degree-Seeking International Students③

~Percentage of Scholarship Recipients~ Self-paying International Students



Where We Stand

Assistance for Degree-Seeking International Students④

~Living Assistance~

- Pre-entrance Orientation Camp
- Tutoring
- Entertainment Activities
- Consultation

Where We Stand

Assistance for Short-Term Non-Degree International Students①

Study in Kyoto Program (SKP)

Intensive Japanese Language Track

Japan and World Perspectives Track

- Small group Intensive Japanese Language Courses
-
- Courses taught in English
- Japanese Traditional Arts Courses
- Introductory Japanese Language Courses

Enrollment in April & September, 1-2 semesters

Where We Stand

Assistance for Short-Term Non-Degree International Students②

~Living & Financial Assistance~

- 4-day orientation
- International House I & II
- Consultation in Chinese, Korean and English
- Scholarships
- Full access to the university facilities: library, internet, gym, medical center, etc.

Where We Stand

ISSUES

Facing RU's Exchange Programs

Degree-seeking

- Lack of Scholarship Fund
- Lack of Networking Opportunities
- Low Employment Rate
- Low Internship Participation Rate

Short-term Non-degree

- Shortage of Housing
- Lack of Courses Taught in English
- Transfer of Credits

Challenges

Challenges in Recruiting Highly Competent Students①

RU's Advantages

- Rich educational & cultural history of the greater Kyoto area
- Highly effective career planning & internship services
- Diverse curriculum
- Active extracurricular activities
- More than 100 year's history

Challenges

Challenges in recruiting highly competent students②

Future Tasks

Education

- **Improving the quality of classes**
e.g., Teaching, Bridging the gap between research & education, Diversity of courses in English, Class evaluation
- **Starting new courses**
e.g., Additional Japanese language courses, Internship program for short-term international students
- **Creating an internationally compatible system**
- **Support for cutting-edge research**

Challenges

Challenges in recruiting highly competent students③

Future Tasks

Student Support

- **Support for Job Placement**
e.g., Support for Career Seeking Activities, Encouraging Internship participation
- **Alumni Networking**
e.g., Organizing Alumni, Strengthening the overseas offices
- **Expanding Financial Assistance**
e.g., Securing Scholarship Funds
- **Securing New Housing**

Thank you for your attention!



Ritsumeikan

Our Educational Philosophy
Peace & Democracy

University

If First & Best, it's surely **KAIST!**

KAIST/UNESCO Program for Human Capacity Building

Globalization

Relatively young university (founded in 1971), but gained rapid international fame. Wants to go further in globalization

- ❖ Increase the number of foreign faculty
- ❖ Increase the number of foreign students
- ❖ Implementation of dual degree programs
- ❖ All lectures given in English for Freshmen
- ❖ Setting up bilingual campus
- ❖ Internationalization KAIST culture

Evaluation & Achievement

- ❑ Asian Ranking by ASIaweek *
 - 1999 & 2000 : First in "Best Universities in Asia in Science and Technology"
- ❑ World Ranking by the THES**
 - 2004 : top 37th in ICT**** field
 - 2005 : top 42nd in Technology field
 - 2006 : top 37th Technology field
 - 2006 : top 82nd in Science field
- ❑ World Ranking by CACM****
 - 2006 : First in System & Software Engineering
- ❑ Scientific Citations per Paper Technology = 1.92 Science = 6.67

* ASIaweek : a journal published by the CNN in Hong Kong
 ** THES : The Times Higher Education Supplement
 *** ICT : Information and Communication Technology
 **** CACM : Association for Computing Machinery

Budget 2006

Approx. 327 Million USD

Category	Percentage
Research Grants	42 %
Government Subsidy	39 %
Donation & Other Income	19 %

Global Budget for International Activities:
 2.6 millions USD for overall, half million + α USD for office running

Faculties & Staffs

Professors	296	
Associate Professors	72	421
Assistant Professors	52	
Full-Time Instructor	1	687
Professors Emeriti	38	
Research Professors	34	
Adjunct Professors	26	
Part-Time Professors	168	
Admins & Supports	324	
Teaching Assistant & Graduate Instructors		ca. 2,500

More than 1000, the number of faculty to make the ratio faculty to student be 1:6 in near future

Korea Advanced Institute of Science and Technology

5

Enrollment 2006

Total: 7,336 students

	Students	females	non-Korean
BS	3,021 (41.2%)	663 (22.0%)	72
MS	2,089 (28.5%)	408 (19.5%)	78
PhD	2,226 (30.3%)	295 (13.3%)	79
total	7,336 (100%)	1,366 (18.6%)	229 (3.1%)

Number of non-Korean students : 500 by the year 2010

Korea Advanced Institute of Science and Technology

6

Globalization

Types of Cooperation :

- Student Mobility
- Student OJT and Research Internship
- Joint Degree Programs
- Joint Research Programs
- Export of Know-How in Educational Engineering
- Student Placement & Scholarship Programs
- Value-added International Activities

Korea Advanced Institute of Science and Technology

7

Globalization

Students are the client, as well as the product of KAIST

Korea Advanced Institute of Science and Technology

8

Globalization

International Relations for Students is one of the high value added educational process whose basic philosophy is as below

	knowledge	experience	human networking
Social Culture & Systems	★	★	★
Industrial/biz culture	★	★	★
Language	★	★	☆

Non-movers can also be internationalized by the presence of massive incoming foreigners, and lectures in foreign language.



Korea Advanced Institute of Science and Technology

9

KAIST-UNESCO COOPERATION




ACCESS-net
Association of Computer Centers for Sustainable Synergy - network



Korea Advanced Institute of Science and Technology

10

Philosophy

Training of students in an environment of international teamwork to meet challenge of scientific, technological and human cultures that are different from their own :

- ❖ to develop their capability of adaptation to the international scientific and engineering environment
- ❖ to develop their capacity of innovation in science and technology
- ❖ to develop the autonomy and opening of their vision to the new frontier
- ❖ to provide them with chance to create natural friendship
- ❖ to give a true international dimension to KAIST by establishing a truly internationalized educational environment
- ❖ to create true bilingual campus
- ❖ to extend world widely the zone of influence of KAIST through "Training of Trainers"



Korea Advanced Institute of Science and Technology

11

Conditions

Project FFF : Fifty Foreign High School Graduates

Conditions:

- Not older than a year
- English speaking
- Excellent school records
- Profile of future leader of the country



Korea Advanced Institute of Science and Technology

12

Benefits

Scholarships

N°	Item	amount (US\$)	Comment
1	Tuition	15000	exemption
2	Parent Trust Fund	2000	exemption
3	Medical Insurance	410	proxy payment
4	Allowance	3600	paid 300\$/month
5	Settling-in Allowance	2500	paid 200\$/month first year only
	First year	23410	balance: +2695 \$/year
	Second year and after	20715	balance: +295\$/year

*Note: Tuition fees vary according to students academic performance of the previous year.
Monthly allowance of 300\$ covers largely boarding & lodging fees.*

Korea Advanced Institute of Science and Technology

13

KAIST-UNESCO COOPERATION

UNESCO's Worldwide Network

Get help from its organization and competency

- over 220 countries
- all delegation in one place
- good cooperation with educational authority
- easy help from educational specialists

Korea Advanced Institute of Science and Technology

14

KAIST-UNESCO COOPERATION

Cooperation Work

- selection of target countries
- coordination with national commission
- announcement among students
- face-to-face interview
- evaluation and pre-selection
- admission panel

Korea Advanced Institute of Science and Technology

15

Result of Operation

Country	Applicants	Admitted	%
Azerbaijan	8	4	50
Bangladesh	1	1	100
Brazil	1	1	100
Chile	1	1	100
China	8	5	62.5
India	1	0	0
Iran	1	0	0
Kazakhstan	1	1	100
Pakistan	14	2	14.3
Romania	7	1	14.3
Rwanda	4	1	25
South Africa	1	0	0
Tajikistan	9	2	22.2
Ukraine	11	6	54.5
Uzbekistan	13	4	30.8
Vietnam	24	18	75
Total	105	47	44.8

Korea Advanced Institute of Science and Technology

16



Accomplishments

Direct Outcomes

- time saving
- cost saving
- students of highly motivated and qualified
- promotion of KAIST
- sustainable cooperation
- zone of influence



Korea Advanced Institute of Science and Technology

17




Dr. Yung Suk Oh 吳 錫 勳
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 E-MAIL: ys.oh@kaist.ac.kr
 (+82) 42 850 3251 2512

Thank You!



Development Plan of International Relation Activities for Global Campus Project

The Quality

**Creativeness
Imaginativeness
Innovativeness**

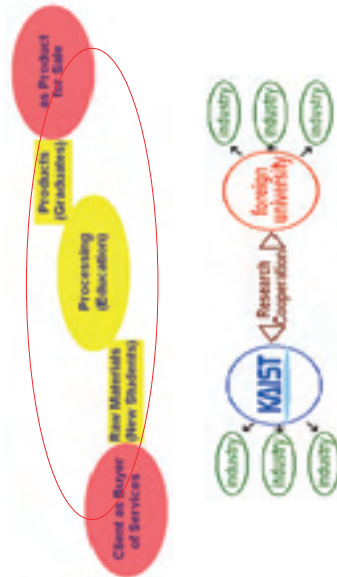
Development Plan of International Relation Activities for Global Campus Project

The Continuity

**Future
Present
Past**

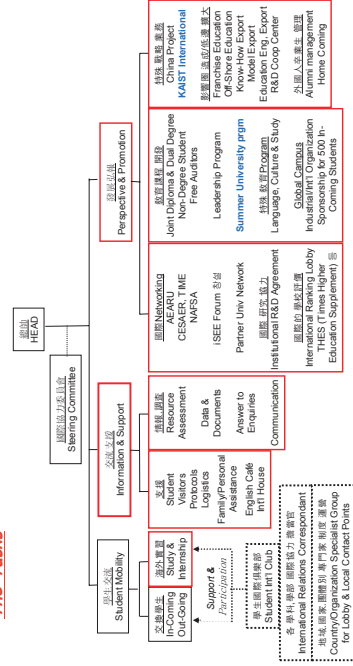
Development Plan of International Relation Activities for Global Campus Project

The Goals



Development Plan of International Relation Activities for Global Campus Project

The Tasks



Tohoku University's Strategy for Human Resources

Hideaki Hirayama

Director, International Exchange Division

Tohoku University

ABSTRACT

Tohoku University enacted Principles of Strategy for International Exchange on 8 March 2005 and we have established GOC (Global Operations Centre) on the first day of June 2005 supported by the Ministry of Education, Culture, Sports, Science and Technology.

The Centre will be an administrative headquarters for all matters related to international exchanges, and will serve to devise and put into action a united set of strategies in all faculties.

The Center is aimed to create an environment for academic staff to make Tohoku University as an internationally competitive university with highly acclaimed world-class research and education and to ensure the university is well-equipped to maintain a position of excellence in the global academic community.

Last year, Tohoku University introduced a Double Degree Programs with French Grandes Ecoles and Joint Educational Program with Tsinghua University in China to promote exchange of well-selected students with Prominent Educational Institutions overseas.

Tohoku University
Strategy of Human Resources

at Aoyama University
 11 February 2007

Hideaki Hirayama
 Director of International Exchange Division
 Tohoku University






TOHOKU UNIVERSITY Sendai, Japan

Location of the City of Sendai

- In the North-East of Japan
- Distance from Tokyo 350km
- Travel time from Tokyo (by bullet train) 1h35m


Population of the City
 1,025,647


1

TOHOKU UNIVERSITY Sendai, Japan

Sendai is surrounded by natural beauty:




Matsushima, a picturesque seacoast.




2

TOHOKU UNIVERSITY Sendai, Japan

Sendai is a capital city in the Northern part of Japan



The site of Aoba Castle, where Tohoku University is located.



3



Founded in 1907 as the 3rd Imperial University



Founder of the modern Chinese literature, Lu Xun ("Rajin"), entered Tohoku U. in 1904.



Dr. Albert Einstein visited Tohoku University on Dec. 3, 1922.



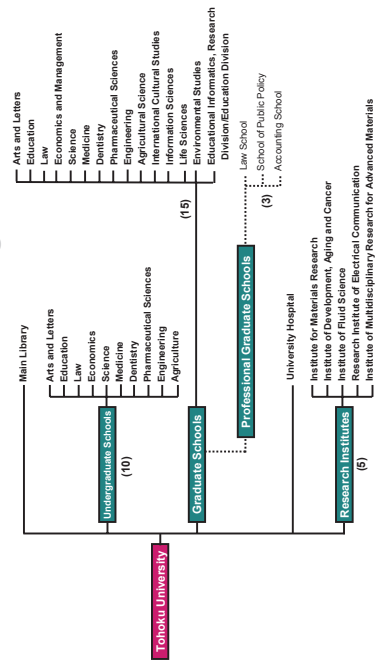
Chika Kinoda, the first woman, Tohoku U. admitted a female student for the first time among all the national universities in Japan in 1913.



Dr. Niels Bohr and Mrs. Bohr visited Tohoku University on May 2, 1937.



Research and Education Organization



Location of the Campuses in Sendai City



TOHOKU UNIVERSITY Sendai, Japan

Number of Board Members and Staff
As of November, 2006

President	1
Executive Directors	7
Auditor	2
Faculty Members	2,699
Administrative and technical staff	2,436
Total	5,145

TOHOKU UNIVERSITY Sendai, Japan

Number of Students
As of May, 2006

Undergraduate	10,815
Master	4,175
Doctor	2,870
Total	17,860

TOHOKU UNIVERSITY Sendai, Japan

Major research projects of Tohoku University

The 21st Century COE Program(13)

Future Medical Engineering based on Bio-nanotechnology	International Center of Research & Education for Unexplored Chemistry
International Center of Research & Education for Materials	System Construction of Global-Network Oriented Information Electronics
System Construction of Global-Network Oriented Information Electronics	Center for Innovative Therapeutic Development for Common Diseases
Exploring New Science by Bridging Particle-Matter Hierarchy	Advanced Science and Technology Center for the Dynamic Earth
Advanced Science and Technology Center for the Dynamic Earth	International COE of Flow Dynamics
Center for the Study of Social Stratification and Inequality	Gender Law and Policy Center
Comprehensive Research and Education Center for Planning of Drug Development and Clinical Evaluation	

TOHOKU UNIVERSITY Sendai, Japan

Mr. Koichi TANAKA, Nobel Laureate

Koichi Tanaka – Prize Award Photo



Photo: Hans Mahlin, Nobel e-Museum

- 1959 • Born in Toyama, Japan
- 1983 • Graduated from Department of Electrical Engineering, School of Engineering, Tohoku University
- Researcher in Shimadzu Corporation
- 2002 • The Nobel Prize in Chemistry 2002
- “The development of methods for identification and structure analyses of biological macromolecules”
- Honorary Doctor of Tohoku University



Citations

National Ranking	International Ranking	Field	Citations	Papers
1	2	Materials Science	25,185	4,554
2	14	Physics	89,139	9,762
5	21	Chemistry	53,301	5,919
4	72	all fields	302,547	36,583

Resource: ISI Essential Science IndicatorsSM, Jan. 1995 – Apr. 2005



Principles of Strategy for International Exchange

Promote the worlds highest standards of research through active participation in an international academic network

Invite and gather the highly motivated, capable and talented individuals from all over the globe and cultivate international leaders who can contribute to the advancement of world development.

Communicate our accomplishments in education and research internationally and contribute them to the international community

Strengthen the foundations of research and education and increase the university's international recognition to support realization of the three above goals



Global Operations Centre (GOC)

Establishment

Global Operations Centre (GOC) was established on June 1st, 2005 as the base for international strategy of Tohoku University, financially supported under the "Strategic Fund for Establishing International Headquarters in the Universities" Program of the Ministry of Education, Culture, Sports, Science and Technology.

Function

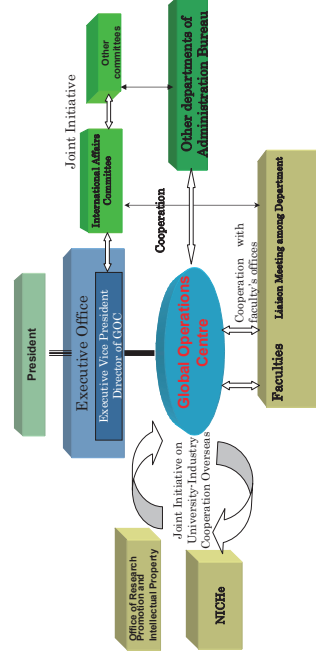
This Centre will be the administrative headquarters for all matters related to international exchanges and will serve to devise and activate a united set of strategies in all its facilities.

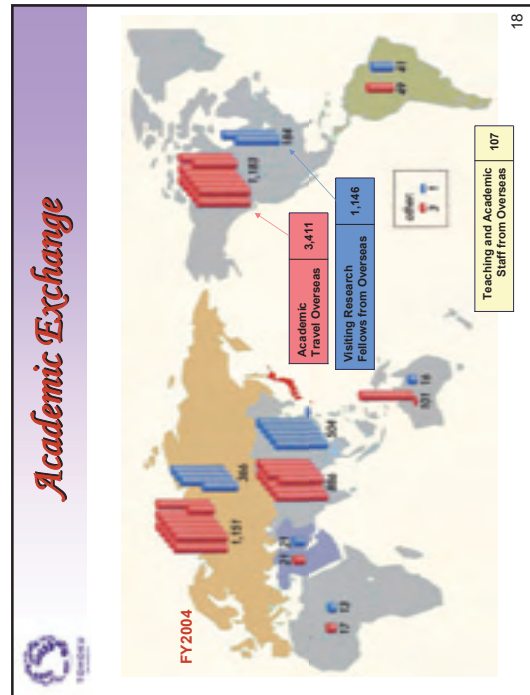
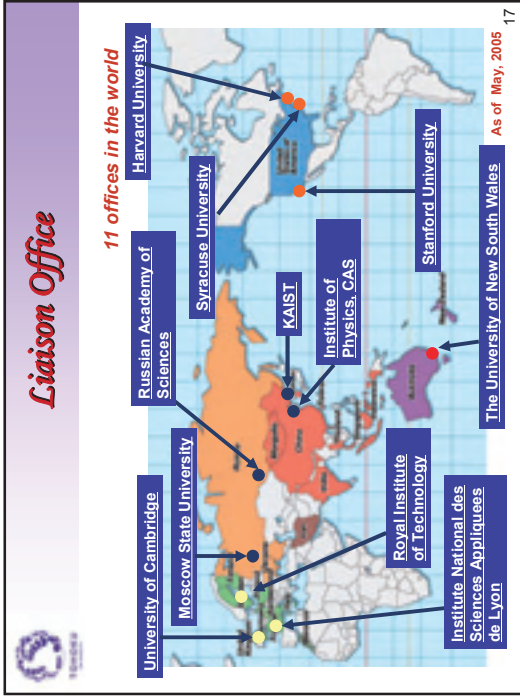
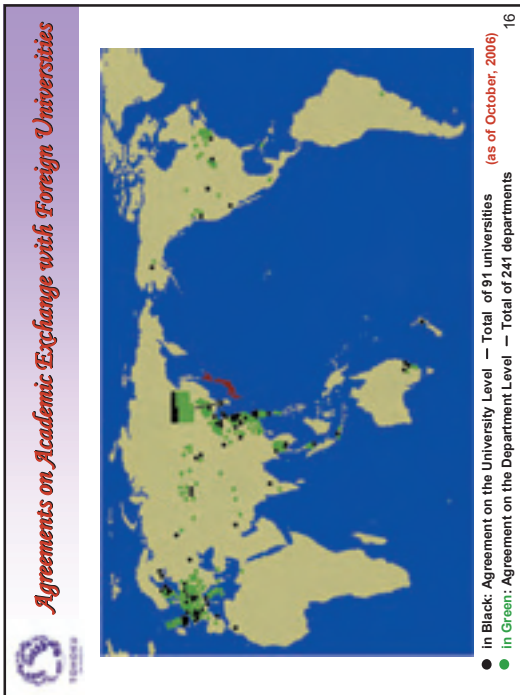
Purpose

The Centre is aimed to create an environment for academic staff in establishing Tohoku University as an internationally competitive university highly acclaimed with world-class research and education and to ensure that the university is well-equipped to maintain a position of excellence in the global academic community.



Global Operations Centre (GOC) structure



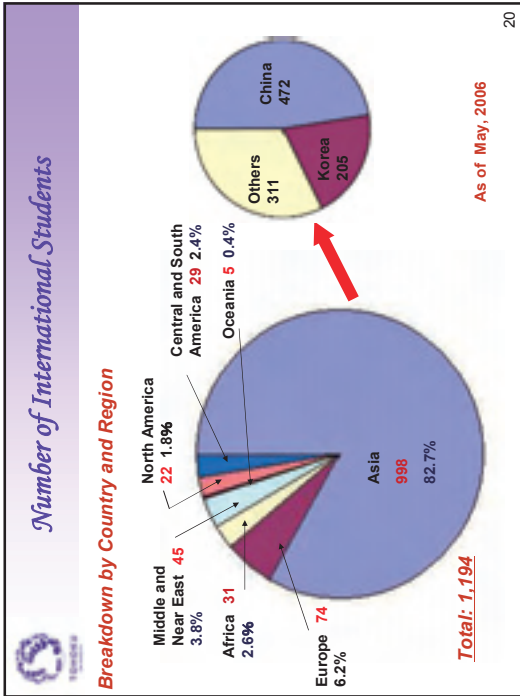


TOHOKU UNIVERSITY Sendai, Japan

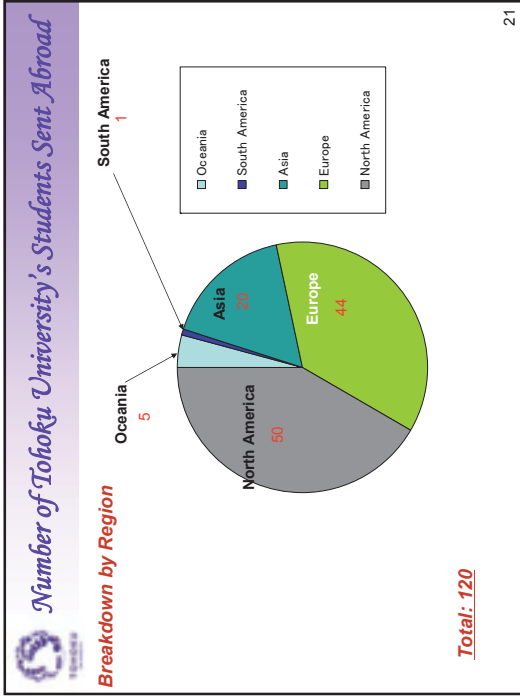
Number of International Students

As of May, 2006

Undergraduate School	126
Graduate school	778
Others	290
Total	1,194



20



21

**How to foster students
Interact with
global academic community actively**

- Participation in Conventional Exchange Program**
 - Collège doctoral franco-japonais (with French government) Programme 8
 - Short-term (within 1 year) exchange with partner universities
- New Joint Educational Initiatives with Prominent Higher Educational Institutions overseas**
 - Double Degree Programs with French Grandes Écoles
 - Joint Education Program with Tsinghua University
- Providing of Scholarships and the practical language training courses** (some significant issues still remain to be resolved)

22

**Exchange of well-selected students with
Prominent Educational Institutions overseas**

- Double Degree Programs with French Grandes Écoles**

These programs allow French and Japanese Students to obtain a Master Degree of Engineering or Science from Tohoku University and Diplôme d'Ingénieur from French grandes écoles simultaneously.
- Joint Educational Program with Tsinghua University(China)**

This program allow Chinese Students to obtain a Master degree of Engineering or Science from Tohoku University within a period of a year, and a half by transferring acquired credits from Tsinghua University, and vice versa for Japanese Students.

23

Broader-Based Global Exchange

Grandes Écoles and other universities in EU

Double Degree programs with French Grandes École (Écoles Centrale Group, INSA-Lyon)

Joint Educational Program with Tsinghua University

Hopefully together with other major Japanese universities forming a consortium for a broader participation of Japanese universities

Tohoku Univ.

Key Universities

24

Joint Education Agreement with Tsinghua University

25

Agreement for Educational and Academic Cooperation with Écoles Centrale Group

26

TOHOKU UNIVERSITY Sendai, Japan

The 100th Anniversary of Tohoku University in 2007

27



Target Goal

Tohoku University is aiming to become a “World’s Leading University” amongst the top 30 in the world.



Akihisa Inoue
President and Academician
Tohoku University

International Academic Exchange at National Tsing Hua University

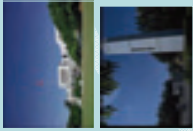
Shih-Lin Chang

National Tsing Hua University, Hsinchu, Taiwan 300

ABSTRACT

To achieve academic excellence and broaden educational spectra, international academic exchange is one of the main focuses on which almost every university has put on a lot of efforts. At Tsing Hua University in Hsinchu, Taiwan, the international academic exchange program has been the major task of the Division of International and Continuing Education, which is under the Office of Academic Affairs. In this presentation the missions and strategies of this international program will be described and the current status be reported. Issues and challenges in promoting and pursuing international academic exchange will be also addressed.

International Academic Exchanges at National Tsing Hua University



Shih-Lin Chang
National Tsing Hua University, Hsinchu, Taiwan

2. 01, 2007

National Tsing Hua University

1

Outlines

- Missions
- Statistics of international students
- Statistics of exchange students
- Strategies
- Future goals
- Issues and suggestions



National Tsing Hua University

2

Missions

- Achieve academic excellence recognized internationally
- Train outstanding students with global view
- Encourage students to study abroad
- Recruit more international students
- Enhance teaching and research excellence



National Tsing Hua University

3

Statistics of International Students

2004-2006 Profile of International Students

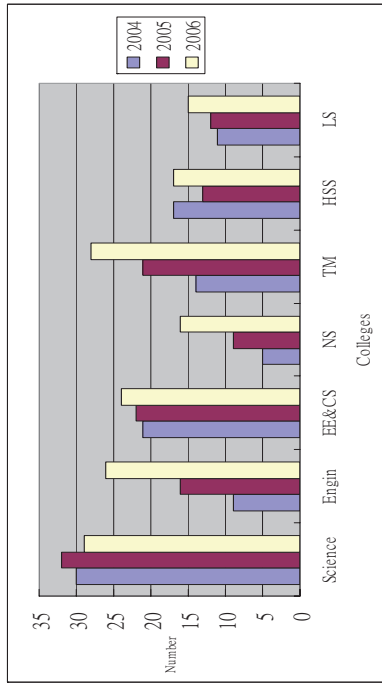
Year	Number of International Students			Total	Students of NTHU	Ratio of International Students at NTHU
	Bachelor	Master	Doctoral			
2004	23	40	44	107	10265	1.04%
2005	25	47	53	125	10640	1.17%
2006	33	60	62	155	11014	1.41%

- Goal : Increase 50 international students per year and reach 3% ratio in 2010

National Tsing Hua University

4

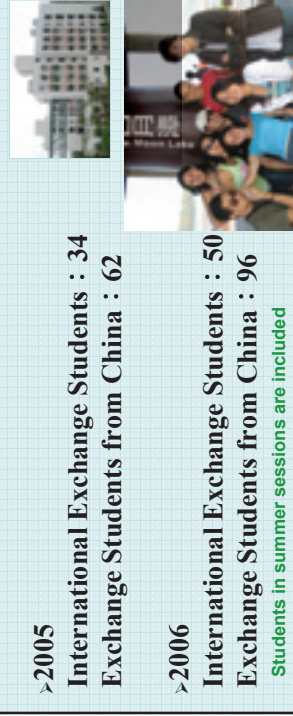
Statistics of International Students



5

National Tsing Hua University

Statistics of Int'l Exchange Students

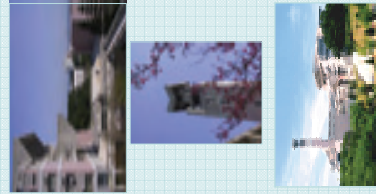


6

National Tsing Hua University

Strategies

- > Develop dual degree programs
- > Scholarships for studying abroad
- > Scholarships for studying in China
- > Scholarships for international students
- > On-line application system for international students
- > Offer programs specifically for International students
- > Encourage faculties to teach courses in English
- > Tuition waive for exchange students
- > Establish offices for international affairs



7

National Tsing Hua University

Strategy: Develop Dual Degree Programs

Department / Institute

- National Tsing Hua University
- > Physics
 - > Materials Science and Engineering
 - > College of Electrical Engineering and Computer Science
- Linkoping University (Linkoping Institute of Technology)
- Master's Program in System-on-Chip for Communication and Media (SOCWARE)
 - Master's Program in Materials Physics and Nanotechnology

8

National Tsing Hua University

Strategy: Develop Dual Degree Programs

Degree Plan and Requirements

- > Study Abroad : First semester of senior year
- > Study Period : 2 years
- > Degree Requirements : Complete undergraduate courses in NTHU
Take graduate level courses and thesis in Linkoping University
- > Degree Awarded: Bachelor of National Tsing Hua University
Master of Linkoping University

National Tsing Hua University

9

Strategy: Scholarship for Studying Aboard

NTHU Scholarship for International Exchanges

- > Objective : students gain global view and international experiences
- > Qualification : sophomores
- > Quota : 8 students per year
- > Study period : one year



National Tsing Hua University

10

Strategy: scholarship for Studying Aboard

MOE Taiwan Merit Scholarship

- > Objectives : students enhance research experiences, skills, and/or knowledges
- > Qualification : undergraduate and graduate students
- > Study period : 3 months to 1 year
- > Visit labs and/or take non-degree courses

National Tsing Hua University

11

Strategy: Scholarship for Studying Aboard

- > Objective : academic exchanges between Taiwan and China
- > Qualification : sophomores or juniors
- > Quota : 60-70
- > Study period : 6 weeks in summer session
- > NTHU establishes the exchange program of undergraduate research with the following 10 universities in China
 1. Peking University
 2. Tsinghua University
 3. Fudan University
 4. Lanzhou University
 5. Soochow University
 6. Zhe-Jiang University
 7. Harbin University
 8. Xian Jiaotong University
 9. China University of Sci. & Tech.
 10. Shandong University



National Tsing Hua University

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Strategy: scholarship for Studying Aboard

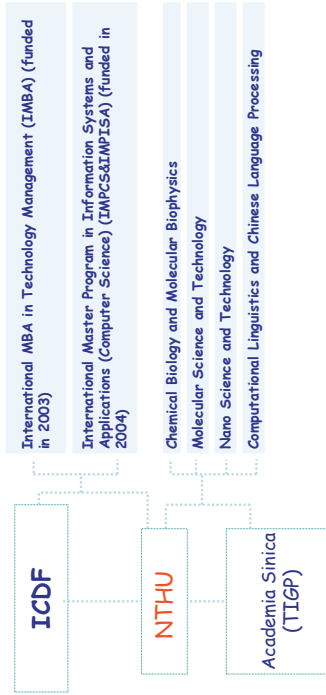
- >Taiwan Scholarship
2006 Recipients : 37
 - >Scholarship of International Cooperation and Development Fund (ICDF) 2006 Recipients : 23
 - >Scholarship of Taiwan International Graduate Program (TIGP) 2006 Recipients : 19
 - >Tsing Hua International Student Scholarship
2006 Recipients : 59
- 89% of international students receive one of the scholarships.**

Strategy: On-Line Application System for International Students



Strategy: International Programs

NTHU cooperates with ICDF and Academia Sinica to establish programs in English



Strategy: International Programs

Number of Students in ICDF's Program

Year	IMBA	IMPCS	IMPISA
2003	5		
2004	4	2	
2005	7	3	
2006	7	IMPICS is renamed as IMPISA	6

Strategy: Courses Offered in English

11% of Courses Offered in English in 2006

Academic Year	Courses Offered in English (Professional Courses)	Number of Courses Offered (Professional Courses)	Ratio of Courses Offered in English (Professional Courses)
2006 Spring Semester	142	1363	10.4%
2006 Fall Semester	158	1385	11.4%

> Incentive for offering courses in English (one of three)

- Financial support for TA's
- Financial support on teaching materials
- 50% more course credits

Strategy: Tuition Waive and Scholarship for Exchange Students

- > Application deadline : six weeks prior to the study
- > Study period : fall semester, spring semester, and/or summer session
- > Students from sister universities can waive tuition and credit fees
- > Exchange student scholarship

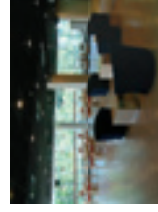
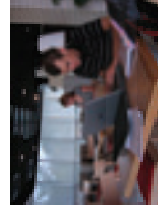


Strategy: Offices for International Affairs

Office	Function
Office of Research and Development Division of Academic Cooperation	* MOU and agreements with sister universities and research institutes * Guest visit
Office of Academic Affairs Division of International and Continuing Education	* Admissions for international students and exchange students * Documents for visa applications * Scholarships for studying abroad
Office of Student Affairs Division of Oversea and Foreign Student Affairs	* Provide assistance in living, international student activities, and etc. * Scholarships for international students

University Center on International Affairs for the coordination of international affairs

UCIA



University Center of International Affairs

Goals

Number of International Students Reaching 3%



15% of Courses Taught in English

Achieve Academic Excellence Recognized Internationally

National Tsing Hua University

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Issues and Suggestions (1/6)

- ◆ Not many people are familiar with NTHU, which limits the number of international applications.
 - Aggressively attend education fairs and visit foreign universities to recruit international students.
- ◆ Tuition and living expenses in NTHU might be expensive for international students from developing countries.
 - Provide scholarships and part-time jobs for international students.

National Tsing Hua University

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Issues and Suggestions (2/6)

- ◆ Students from some countries are difficult to obtain Taiwan visa.
 - Ministry of Education should help international students to resolve any visa problem.
- ◆ Only 10% of all courses are offered in English.
 - Provide more incentives for professors to offer courses in English and also more learning tools for local students to get used to English.

National Tsing Hua University

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Issues and Suggestions (3/6)

- ◆ Mathematics and science backgrounds of some admitted international freshmen are not comparable with the backgrounds of local students.
 - Design mathematics and science evaluation sheets for international applicants to answer voluntarily.
- ◆ Courses in listening, speaking, reading, and writing Chinese language for international students are needed.
 - Establish more such courses to help international students to fit in Taiwan culture and the campus life.

National Tsing Hua University

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Issues and Suggestions (4/6)

- ◆ The required General Education courses such as History, Constitution, and Sociology are very difficult for some international students.
 - Revise course requirements such that international students can take Chinese language courses instead of the General Education courses.
- ◆ Dormitories do not have sufficient facilities to accommodate different cultures and living habits of international students.
 - Build or remodel dormitories in the consideration of international students.

National Tsing Hua University

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Issues and Suggestions (5/6)

- ◆ Most documents and University regulations do not print in English.
 - Require all documents and regulations to have English versions.
- ◆ Few living and travel information such as food menu and directions are created specifically for international students.
 - Encourage local students to collect materials and establish web sites that provide information for foreigners.

National Tsing Hua University

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Issues and Suggestions (6/6)

- ◆ Tuitions of foreign universities may not be affordable for our students.
 - Establish more sister universities with MOU that offers tuition waive for our exchange students.
- ◆ Our students do not have strong motivation to study aboard.
 - Encourage students to study aboard by providing more scholarships, English learning courses, and international fairs.

National Tsing Hua University

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Thank you

National Tsing Hua University

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Session C-I:

Strengthening Governance and Management of
International Offices

International Strategic Plan and Support System for Promotion of International Exchange and Cooperation in Nagoya University

Michio Takamatsu

Professor, Office of International Strategic Planning,
International Exchange and Cooperation Headquarters, Nagoya University,
Furo-cho, Chikusa-ku, Nagoya 464-8601, Japan

ABSTRACT

1. Aim and Structure of International Exchange and Cooperation Headquarters and Office of International Strategic Planning

* International Exchange and Cooperation Headquarters is the organization that implements the International Strategic Plan of Nagoya University (NU).

* On the Academic Charter of NU, the university announced its mission as follows:

Nagoya University, in spearheading scientific research, and through the cultivation of human resources capable of exercising leadership both in the domestic and international arenas, shall contribute to the welfare of humanity and the development of culture, as well as to global industry.

* In order to accomplish the mission, NU establishes the mid-term points to achieve by academic year 2010 concerning internationalization as follows:

- Contribute to exchange through the use of a global network in research and educational activities around the world, especially Asian countries.
- Conduct original planning and active participation in international development and cooperation projects.
- Establish a university-wide planning and support system in research, education and international development and cooperation activities.

* Through the process accomplished by international academic alliances, NU will achieve the following four goals:

Goal 1: International Academic Research

Actively develop world-leading research in an internationalized era, utilizing the international network of AC21.

Goal 2: International Education Exchange

Aim at education internationalization through the promotion of human-centered exchange of faculty, staff and students and the development of international educational programs utilizing the international network of AC21.

Goal 3: International Development and Cooperation

Maintain the system to promote international development and cooperation and strengthen its function as one of the country's national centers of international development and cooperation.

Goal 4: International Exchange Management

Build an organizational system that is consistent and comprehensive, utilizing the international network of AC21 and others

* International Exchange and Cooperation Headquarters (NUIECH) was established to achieve these goals in 2006.

* The members of the Steering Committee of the headquarters are Director of Office of International Strategic Planning, Director of AC21 General Secretariat office, Dean of Graduate school of International Development, Director of Education Center for International Students, Director of International Cooperation Center For Agricultural Education, Director of Center for Asian Legal Exchange, a certain number of members of International Exchange Committee, deputy director and research Associates of Office of International Strategic Planning, etc.

* Office of International Strategic Planning (OISP) is the core organization of the Headquarters with four divisions corresponding to above four goals.

2. Distinct Features of the International Strategic Plan of NU

* The plan consists of mission, vision and goals and covers four fields as mentioned above.

* NU has the secretariat of Academic Consortium 21 which was organized in 2002. At present 20 universities and organizations are registered as the members of this consortium. The aim of this consortium is to serve as a bridge to various regional communities around the world in order to develop education and research through such activities as international internships, benchmarking, and educator and student exchanges. NU is aiming to develop and implement various projects using the AC21 and other international networks as much as possible. NU expects the members of the Consortium to act as;

- 1) The platforms for establishment of overseas offices
- 2) The benchmarking targets

3. Current Services and Questions of OISP

1) The office is the core organization of the Headquarters. Main activities and services are as follows:

*Continuous improvement of the Strategic Plan.

- *Support for international exchanges.
 - *Benchmarking research with overseas universities.
 - *Supervise and support for conclusion of international academic exchange agreement.
 - *Dispatch of information about activities in the overseas office and support for planning of events by the office.
 - *Improvement of condition of acceptance of overseas researcher.
 - *Planning and implementation of training for administrative staff members who deal with international affairs.
 - *Preparation of database and announcement of international academic exchange activities.
 - *Implementation of internalization of research and education condition.
- 2) Main questions are as follows;
- *How to keep flexibility and quickness of decision making process?
 - *How to increase merit of being member of AC21 and how to cooperate with the consortium?
 - *How to share the responsibility with the international affairs division of the administration bureau?
 - *How to keep smooth coordination with other relate organizations such as Head quarters office for industry, academia and government cooperation?
 - *In order to enlarge the area of services, excellent human resources are indispensable, but how to employ or train those resources?
 - *It is very difficult to get income from outside of the university. How to get necessary budget and find human resources?

*International Strategic Plan and Support System
for Promotion of International Exchange and Cooperation
in Nagoya University*

Michio Takamatsu
Professor
Office of International Strategic Planning
International Exchange and Cooperation Headquarters
Nagoya University

Nagoya in
the Center of Japan

HISTORY of NU

1871 Temporary Hospital
Temporary Medical School

1939 Nagoya Imperial University

1949 Nagoya University
(under new educational system)

2004 Nagoya University
(National University Corporation)

STUDENTS & STAFF

-Students-

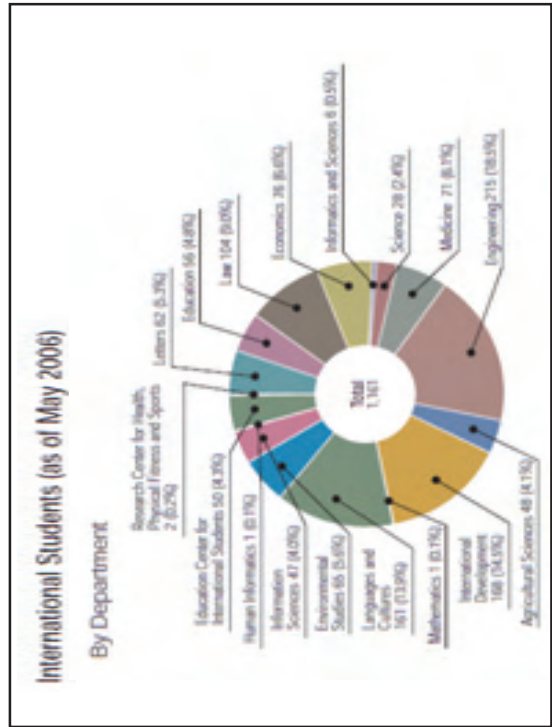
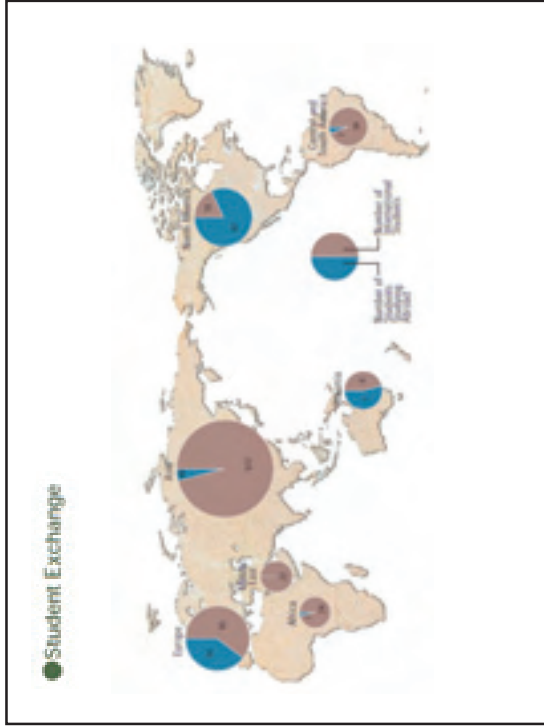
	Undergraduate	Graduate	Total
Students (All)	10,123	6,421	16,544
Int'l Stud.	231	930	1,161

-Staff Members-

Academic	Administrative & Technical	Total
1,819	1,522	3,341

ORGANIZATION

9 Schools	Letters Informatics and Engineering	Education Sciences Agricultural Sciences	Law Science Agricultural Sciences	Economics Medicine
13 Graduate Schools	Letters Engineering Development	Education and Human Development Economics Biocultural Sciences	Law Science International	Medicine International
4 Research Institutes	Mathematics Information Science	Information Science	Languages and Cultures	Environmental Studies
16 Research Centers	Institute for Advanced Research Eco Topia Science Institute Research Institute of Environmental Medicine Solar-Terrestrial Environmental Laboratory			
	Hydrospheric Atmospheric Research Center (HyARC) Information Technology Center Research Center for Material Sciences (RCMS) and more....			



Vision

In order to accomplish the above 'Mission', the university establishes the mid-term points to achieve by academic year 2010 concerning internationalizations as follows:

- Contribute to exchange through the use of a global network in research and educational activities around the world, especially Asian countries.
- Conduct original planning and active participation in international development and cooperation projects.
- Establish a university-wide planning and support system in research, education and international development and cooperation activities.

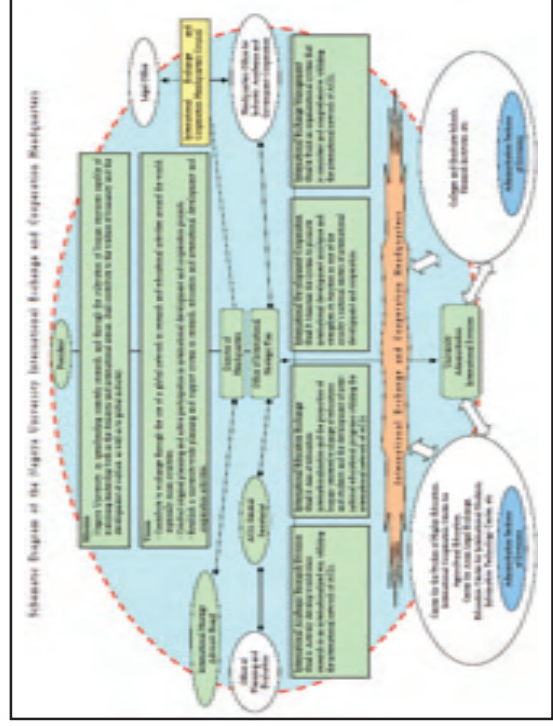
Preparation of International Strategic Plan and Support System

- 2005
- Office of International Strategic Planning (OISP) was established.
 - OISP announced Nagoya University International Strategic Plan.
- 2006
- Nagoya University International Exchange and Cooperation Headquarters (NUIECH) was established.

Goals

Through the process accomplished by international academic alliances as announced in the 'Vision', the university will achieve the following four goals:

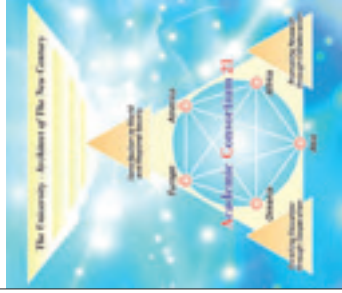
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Maintain the system to promote international development and cooperation and strengthen its function as one of the country's national centers of international development and cooperation.
- Goal 4: International Exchange Management**
Build an organizational system that is consistent and comprehensive, utilizing the international network of AC21 and others.



Distinct Features of the Strategic Plan

- The plan consists of mission, vision and goals and covers various activities of four goals.
- NU expects members of the Academic Consortium 21

Academic Consortium 21



• HISTORY

Established on 24 June 2002 at the International Forum at Nagoya

• PURPOSE

To construct an international network in order to encourage the further advancement of global cooperation to the benefit of higher education and to contribute to world and regional society

Academic Consortium 21



• ACTIVITIES

- International Forum
- Student World Forum
- Benchmarking
- Online language courses
- International internships
- Exchange programs of students, researchers and administrators...

• STRUCTURE

- 25 Member Universities
- 6 Partners
- General Assembly (all members)
- Steering Committee (8 members)
- General Secretariat at Nagoya University

Distinct Features of the Strategic Plan

- The plan consists of mission, vision and goals and covers various activities of four goals.
- NU expects members of the Academic Consortium 21 to act as;
 1. Platforms for Establishment of Overseas Offices.
 2. Benchmarking Targets.

NU Shanghai Liaison Office



Distinct Features of the Strategic Plan

- The plan consists of mission, vision and goals and covers various activities of four goals.
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 1. Platforms for Establishment of Overseas Offices.
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Current Services of the OISP

- Continuous improvement of the Strategic Plan.
- Support for international academic exchanges.
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- Supervise and support for conclusion of international academic exchange agreement.
- Dispatch of information about activities in the overseas office and support for planning of events by the office.
- Improvement of condition of acceptance of overseas researcher.
- Planning and implementation of training for administrative staff members who deal with international affairs.
- Preparation of database and announcement of international academic exchange activities.
- Implementation of internalization of research and education condition.

Questions to Be Solved

- How to keep flexibility and quickness of decision making process?
- How to increase merit of being member of AC21 and how to cooperate with the consortium with the cooperation of the secretariat of the consortium?
- How to share the responsibility with the international affairs division of the administration bureau?
- How to keep smooth coordination with other relate organizations such as Head quarters office for industry, academia and government cooperation?
- In order to enlarge the area of services, excellent human resources are indispensable, but how to employ or train those resources?
- It is very difficult to get income from outside of the university. How to get necessary budget and find human resources?

Thank you for your attention

Please visit our website

NU: <http://www.nagoya-u.ac.jp/>

AC21: <http://www.ac21.org/Portal>

OISP: <http://www.tech.provost.nagoya-u.ac.jp/index.html>

**Thammasat University International Office:
Problems and Solutions**

Dr. Pongthep Vorakitpokathorn

Director, Office of International Affairs, Thammasat University
Bangkok 10200, Thailand

Introduction

Thammasat University is one of the oldest universities in Thailand, founded 72 years ago. It is also a comprehensive university consisting of 22 faculties covering various fields of study ranging from science and technology to social science and humanities. It has four campuses: two in Bangkok, the capital, one in the north and the other in the east coast. The number of students is 32,166 – 24,331 undergraduates and 7,835 at the graduate levels. The staff are 1,573 faculty members and 4,011 supporting staff.

The Division of Foreign/ International Affairs was established about 20 years ago and later in the year 2005 it was promoted to be a larger unit – the Office of International Affairs (OIA) owing to the present rector's policy to internationalize the education at Thammasat University. The main objective of the Office, therefore, is the Exchange Project, which includes the exchange of students, scholars, and staff. Actually the student exchange is particularly emphasized as it is stated in the university assessment as an index illustrating Thammasat University a world – class University. It is believed that if students from developed countries enroll in our courses and transfer the credits earned back to their home universities, then we are at the same level of world renowned institutions. To achieve the goal of successful student exchange project involves personnel in the International Office. Hence, the paper will discuss the problems arising in these two sections: Student Exchange Project and Personnel.

According to the Buddha's teaching, when there are sufferings in life we are taught to find the cause(s) of suffering and then the way(s) to eliminate them. This paper, therefore, presents not only the problems in the Thammasat International Office but also their solutions done in the last couple of years and in the future plan.

Student Exchange Project

Thammasat University has memorandum of understanding (MOU) with 192 universities and institutes around the world. Among these, 41 are student exchange agreements where the partner universities agree to have a reciprocal exchange of students during a duration of 3-5 years. To implement the agreements, the OIA is in charge of the exchange students which are categorized into incoming and outgoing students. Table 1 illustrates the number of MOUs, incoming students, and outgoing students in the academic year 2006 (June 2005 – May 2006, August 2005 – July 2006)

Table 1: Numbers of MOUs, Incoming and Outgoing Students in 2006

Continent	MOU	Incoming	Outgoing
Asia	74	21	21
N. America	51	73	21
Europe	47	9	4
Oceania	16	1	1
Africa	2	0	0
S. America	2	1	0
Total	192	105	47

The problems arise in the Student Exchange Projects are as follows:

1. Balance of Exchange

It is no doubt that students in developing countries like Thailand dream of studying abroad in countries like the USA and Japan while the MOU states the one-to-one exchange. As a result, the number of our students over balances our partner universities. While some (very few) are kind enough to accept our students, most ask us to stop sending our students until the unbalance is cleared.

To solve this problem, we did two things

- (1) Tailored Courses: We offer a program or courses specially designed for a group of students from our partners. For example, we offered Thai language courses for the Australian National University students. Another example was a Thai Studies Program taught in Japanese for students from Meiji Gakuin University.

(2) Thai Studies Program: At Thammasat University there are 49 programs taught in English – so called International programs at both undergraduate and graduate levels. All are degree programs except the Thai Studies Program, which consists of several courses concerning Thai language and culture. The program is quite popular among the incoming or international students who want to know more about the Thai ways of living. Table 2 shows the number of incoming students who enrolled in Thai Studies Program in the year 2006 and the countries they come from.

Table 2: Number of Incoming students in Thai Studies and their countries in the year 2006.

Countries	Number of Students
Australia	1
Denmark	1
Finland	1
France	5
Japan	9
Korea	1
Norway	1
Sweden	1
U.S.A.	72
Total	92

2. Financial Support

Studying abroad is costly. The students are to pay for their airfare, accommodation and living expenses although the tuition fee is waived. Particularly, the Thai students have to pay much more than what they actually pay at home due to the higher cost of living. To be an exchange student for a semester or a year means they must have extra money for this.

To assist the exchange students who have financial problem, Thammasat University grants 6 scholarships, Baht 30,000 or US \$ 857 each and more are expected from the alumni association. Moreover, the OIA proposes the government scholarships from the host universities like the Japanese and Australian governments.

3. Language Barrier

It is required that the exchange students know the language of the host universities. This is a crucial problem for Asian students who want to study in any English - speaking countries or even the English - taught courses in Asian countries. There are required to have the TOEFL scores at least 550 for the paper-based or 213 for the computer-based in order to illustrate that their English language proficiency is good enough to study in a university. The English language requirement screens out students with poor English. Moreover, the students who want to study in countries like France, Germany, China and Japan need to know the native language even though they will take courses in international programs because to be able to use the everyday language can make their stay pleasant and comfortable.

To lessen the problem of language barrier, the OIA holds an orientation twice a year to inform the students to prepare themselves in advance, particularly in language requirements like taking the language class and test. In the future, the OIA plans to offer foreign language courses for our outgoing exchange students. For the incoming students, we try to overcome the language barrier by offering courses taught in the native language of the students such as Japanese and Chinese. But the number of the students must be big enough to offer a course.

Personnel of International Office

1. Skills of International Affairs

English nowadays is regarded as an international language; therefore, it is a must for anyone who works in the OIA. However, out of 12 personnel of the OIA, only 8 can communicate efficiently in English.

To improve their English, we have them attend the English classes offered in the university and we propose the administration to waive their tuition fee. Moreover, we award our staff who can obtain satisfactory scores from an English standardized test with extra monthly allowance. With this approach, they have an incentive to improve their English. Moreover, we are sending one of our staff for the training at the international office of Macquarie University in Sydney. This is a way to better the skills of international affairs of our staff. We plan to send them for both the in-the-country and abroad training.

2. Payment

It is required that and OIA personnel have high English proficiency. However, the salary is not appropriate due to the bureaucratic system since the university is still government – sponsored. As a result, very few people with good command of English apply for the position. Worse than that the staff resignation is frequent (7 persons within 2 years) as they have new jobs offering higher payment.

At present we are in the process of proposing the university to grant extra-payment for our staff due to their special qualification required. And in the future when our university is autonomous, we can set up the new scheme of payment for the OIA staff, hoping to attract qualified staff and keep them in our office.

Thammasat University International Office



Problems and Solutions in International Exchanges

Dr. Pongthep Vorakitpokathorn *Director, Office of International Affairs*

Thammasat University

- Established in 1934
- 22 Faculties/Institutes
- Academic Programs
 - Undergraduate 110
 - Graduate 93
 - Thai vs International
 - Thai 154
 - International 49

4 Campus

Main Venue for 13th Asian Games and coming Summer Universiade 2007

Student Enrollment

Undergraduate	24,331
Graduate	7,835
Thais	27,319
International	4,847
Foreign St.	379

OIA: To Promote and Support Internationalization to the University

- International Exchange Project
 - Student**
 - Faculty/Staff
 - Student Activities
 - HCAP
 - UC (Berkeley)
- Research collaboration
- Liaison/Visiting
- Other academic cooperation

Student Exchange Project

- Incoming

Outgoing

Number of MOUs, Incoming and Outgoing students in 2006

MOU	Incoming	Outgoing	REGION
74	21	21	Asia
51	73	21	N. America
47	9	4	Europe
16	1	1	Oceania
2	0	0	Africa
2	1	0	S. America
192	105	47	TOTAL

Country

- Australia 1
- Denmark 1
- Finland 1
- France 5
- Japan 9
- Korea 1
- Norway 1
- Sweden 1
- U.S.A. 72

Problem Causes: Incoming

- Language
- Class offer/limit
- Timing
- Reputation

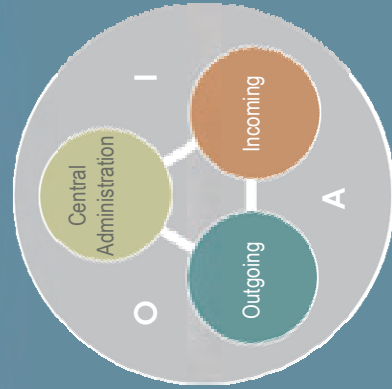
Problem Causes: Outgoing

- Language
- Financial Support
- Credit Transfer
- High Requirement (English Pro.)

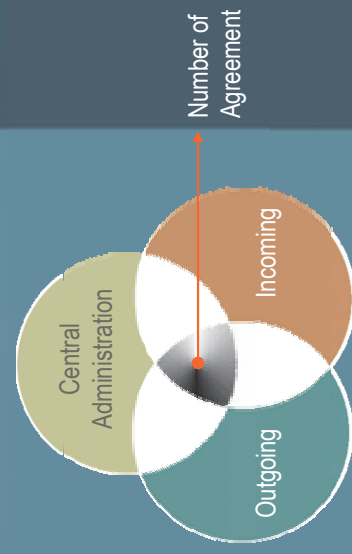
Student Exchange Project

Problems	Solution
Balance of Exchange	Tailored courses Thai Studies program
Financial Support	6 scholarships THB 30,000 each (857 USD) Source: TU, Host University, Other sources
Language Barrier	Orientation (2/year)

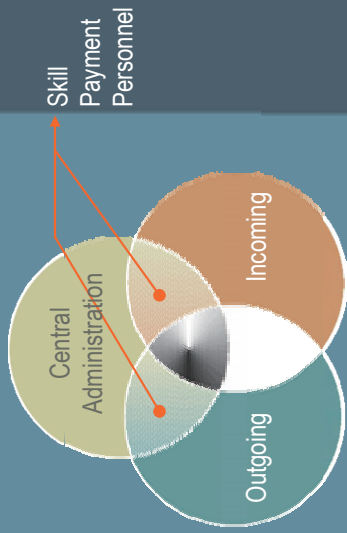
International Affairs



International Affairs



International Affairs



Solutions for Personnel

- Top up payment
- Language Study (Tuition waiver)
- In-service Training Abroad
- To be as Coordinator

Governance and Management of International Offices
“Internationalization starts at home – the case of OGI”

Sonoko Watanabe

International Strategy Manager
Organization for Global Initiatives
Keio University

ABSTRACT

In the era of globalization, the need for universities worldwide to internationalize is rising. Internationalization starts at home, by first reviewing the structure of the organization, its resources and its people. Recognizing the need to restructure to bring Keio University to a global standard, Keio has established the Organization for Global Initiatives (OGI) in January 2005, led directly by the President. In May 2005, OGI was selected as one of the pilot universities to receive the “Strategic Fund for Establishing International Headquarters in Universities” awarded by the Ministry of Education, Culture, Sports, Science and Technology. OGI works in collaboration with the International Center, which has a long history and tradition of providing support for international students and managing international programs. OGI also works very closely with the Office of Communications and Public Relations, which was newly established as an independent department in the year 2006 with a strong international PR focus.

With this new structure in place, human resources with new skills were recruited from outside the university, with the task to stimulate and manage change to promote the aims of OGI. These “specialist” staffs with experience in an international business environment have enabled, to some extent, the office to take a bolder approach to managing projects and tackling problem issues, with a broad international perspective. Several cases will be introduced showing how these “specialists” have played a role of catalyst at Keio in the process of internationalization.

A new style of governance and management of offices dealing with international affairs has provided a clearer definition of the function and responsibilities of each of the office. OGI is set to concentrate its efforts on bringing Keio to the international arena of higher education through strategic planning and administration.





 Governance and Management of International Offices
Internationalization Starts at Home
 - The Case of OGI at Keio -



 KEIO 150
 Design the Future


2 Feb 2007
 Sonoko Watanabe
 International Strategy Manager
 Organization for Global Initiatives
Keio University
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Governance?

The masses define “Governance” as...

...derives from Latin origins that suggest the notion of 'steering'. This sense of 'steering' a society can be contrasted with the traditional 'top-down' approach of governments 'driving' society or the distinction between 'power to' in contrast to governments 'power over'.

Wikipedia: <http://en.wikipedia.org/wiki/Governance>



2

The why's and what's

Why do we need to internationalize?

- Globalization is here to stay
- Higher education is becoming one big arena with accelerating mobility of students and researchers

What if we don't?

- Not adapting to this changing environment deprives students of valuable experiential learning opportunities, and researchers of cross-border collaboration
- Universities that don't develop unique strengths and evolve will not survive an increasingly competitive landscape



3

Starting point

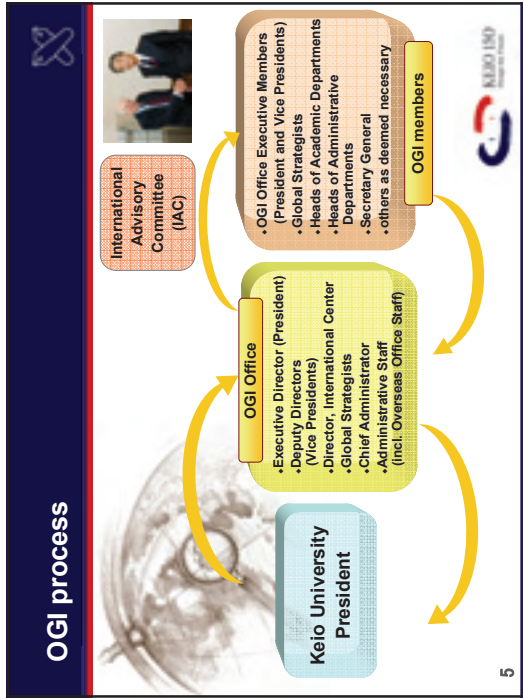
Where to start?
Internationalization starts at **home**

What did Keio do?
With strong leadership and initiative from the top, in January 2005 Keio University established the:

Organization for Global Initiatives (OGI)



4



- ## OGI communication mechanism
- Meetings with clear objectives - not for the sake of meeting**
- **Bi-monthly meetings (President, OGI members, OGI Office)**
 - sharing of information on new initiatives
 - presentation of best practices by alternating faculties
 - announcement of activities and events (for university-wide dissemination)
 - **Monthly meeting of key OGI members including President**
 - issues requiring immediate attention and decision-making
 - **Bi-weekly meeting of OGI Office, International Center and Manager for International PR**
 - confirmation with Vice President(s) on basic direction and strategy
 - sharing of information on partnerships with new universities
 - discussion of new initiatives and implementation
- 6

- ## Visible results emerging from new governance
1. Efficient division of tasks – working in collaboration
 2. Establishment of Office of Communications and Public Relations
 3. Human resources with new skills
 4. ... and OGI's achievements
- 7

-
- ## 1. Efficient division of tasks – working in collaboration
- KEIO 150
Design the Future

1. Efficient division of tasks – working in collaboration

OGI Office (4 staff, working closely with the Office of the President)
international strategy development and planning,
supporting university internationalization efforts

Office of Communications & PR
strategic approach, emphasis on
disseminating Keio's message globally
supporting international students,
managing international programs

ORAA (Organization for Research Advancement and Administration)
facilitating international research collaboration,
promoting research returns to society

9

2. Establishment of Office of Communications & PR

KEIO 150
Design the Future

2. Office of Communications & Public Relations

Establishment of OGI triggered a review of the PR function, leading to the creation of an independent division with a strong international focus reporting directly to the President, with which OGI works closely

Japan University, Incheon
Vietnam workshop: coverage in "Asahi Shimbun", 14 Oct. 2006
President Anzai's lecture at National Taiwan Univ.: coverage by local national dailies

Vietnam workshop: coverage in local newspaper "Investor's Review" 4 Sept. 2006

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3. Human resources with new skills

KEIO 150
Design the Future

3. Human resources with new skills

Specialists with different skills recruited from outside the university

- With a five year grant from the Japanese government's "Strategic Fund for Establishing International Headquarters in Universities" program, "specialists" with new skills and international background/experience were recruited
- These non-academic, non-administrative staff have, to some extent, played the role of catalyst in the process of "change" and "internationalization" at Keio

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3. Human resources with new skills – cont'd

Some visible results...

- Strategic perspective in OGI activity planning and in formation of new partnerships
- Increased exchange/collaboration opportunities in areas of high demand and creation of Keio presence in new regions (e.g. Spain, Mexico, Vietnam)
- Proactive networking and presence at international conferences – building ties later proving to be to OGI's advantage

Acting as a stimulus...

- Lecturer at orientation for new Keio employees
- Presenter at monthly meeting of Keio managers
- Lecturer at administrators' seminar for Japan Association of Private Colleges and Universities

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3. Human resources with new skills - cont'd

Events conducted outside Japan – proactive planning & strategic perspective

Vietnam-Japan Friendship Initiative: Summer Workshop 2006
5 days, 2 cities (Hanoi & Ho Chi Minh City), 4 lecturers, 7 sessions – first attempt by any Japanese university. Official support from the Embassy and in cooperation with JICA and the Japanese Business Association in Vietnam

President's Lecture at National Taiwan University

Keio initiative – first attempt for Keio to take a proactive role in planning a lecture by the President at a partner university



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3. Human resources with new skills – cont'd

New English publication specifically aimed at international audiences



OGI website: highlighting news and events with an international dimension



Strategic communication focusing on Keio's "killer facts"

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...Keio Killer Facts

150 years of history

3 Prime Ministers

300,000+ alumni

866+ alumni associations

Global Digital Studios
in New York, San Francisco, Cambridge, Seoul, Beijing

Top class hospital

No.1 in number of CEOs

17 **12** COE Programs







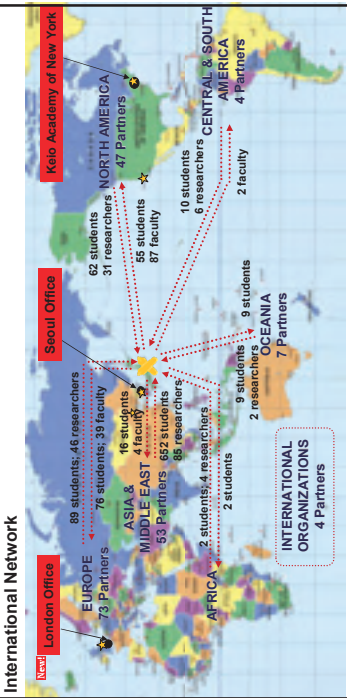
4. ...and OGI's achievements





4.and OGI's achievements

International Network



Keio Academy of New York

London Office

Seoul Office

EUROPE: 89 students, 45 researchers, 73 Partners

ASIA & MIDDLE EAST: 16 students, 4 faculty, 53 Partners

AFRICA: 2 students, 4 researchers

AMERICA: 62 students, 31 researchers, 47 Partners

CENTRAL & SOUTH AMERICA: 10 students, 6 researchers

OCEANIA: 9 students, 2 researchers, 7 Partners

INTERNATIONAL ORGANIZATIONS: 4 Partners

* Data for: number of partners (Jan 2007); number of exchange students (2006); all other information (AY2005)

* = DIMC Global Digital Studios

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4.and OGI's achievements – cont'd

International partnership trend by country (2005-2006)

Region	Jan '05	Jan '07
Asia	27	+23
Middle East	1	3
Africa	0	0
Oceania	4	7
North America	38	+9
Latin America	3	4
Europe	58	+15
Other*	3	4
Total	134	+54 188


Student & Faculty mobility

824 International students

158 Study abroad students

174 Visiting researchers

132 Faculty overseas (May 2006)



20 *Other: Middle East, Oceania, Central and South America, international organizations

4. ...and OGI's achievements – cont'd

OGI enables activities initiated on a university-wide scale

- Opening of Keio Offices abroad
- International events hosted by Keio University



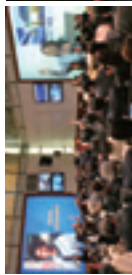
Seoul, Korea
New Keio Offices abroad



London, UK
New Keio Offices abroad



President's lecture at
Japan Society, New York



"Social Entrepreneurship" seminar
co-hosted by Japan Society

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So what now?

KEIO 150
Design the Future

Into the future – we're not there, yet

Issues to be addressed:

- Need for a long-term, unified goal for a truly "internationalized Keio"
- More horizontal, vertical and diagonal collaboration with faculty and administrative staff across campuses
- Better administrative "governance" for staff
- Better environment for pursuing global initiatives (e.g. bilingual campus, English programs)
- How to take best advantage of the 150th anniversary year

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Thank you!



visit us online at www.ogi.keio.ac.jp



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**Building Global Knowledge Networks and Contributing to the Zone
Encompassing the Cradles of Civilization
-Planning of Organization of the International Strategy Headquarters-**

Satoshi Tsuzuki

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ABSTRACT

1. The founding concepts of University of Tsukuba

One of the founding concepts of our university is that of “Open University” System. We have made much effort to collaborate with research institutions located in Tsukuba Science City and have build up communications with society and the local community. Over the year, this concept has taken deep root in our system for education, research and international liaison.

2. Establishment of the National University Corporations

As of April 1st, 2004, all Japanese national university became national university corporations. While an independent and much more flexible system of university management is now possible, autonomy and achievement are critically questioned and assessed. All national universities have been attempting a variety of reform including international activities, trying to strengthen their unique and characteristic feature.

3. University of Tsukuba International Liaison Policy Paper

In order to further our international liaison strategy, the University of Tsukuba unveils in the policy paper its plan to establish an International Strategy Headquarters and mutual academic exchanges bases overseas. There also described new policies for the development of international human resources in relation to international student issues, and for the development of a wide range of other project and staff procurement programs.

4. Structure of the Strategic Organization

As our strategic plan mentioned in the policy paper, University of Tsukuba plans an International Strategy Headquarters with a University Vice-President as the Head of the International Liaison Office and with additional Vice-Presidents involved in international liaison to be appointed as the Deputy Heads, in order to achieve speedy and efficient decision-making at the Headquarters.

5. Settlement of Overseas Bases and Oversea Associate System

Under the leadership of the University of Tsukuba, University of Tsukuba seeks cooperation from universities and research organizations located in the Zone Encompassing the Cradles of Civilization and nodal points. We set up and promote overseas bases for the purpose of exchanging knowledge of technology arising from advanced researches. At the same time, we establish centers with contact offices and research facilities for the overseas bases and research organizations within the campus of University of Tsukuba.

**Building Global Knowledge Networks
and Contributing to the Zone Encompassing the
Cradles of Civilization**
 ~Planning of New International Strategy
for University of Tsukuba~
 2006
 International Liaison Office, University of Tsukuba

Presentation Outline

- Present State of International Exchange (~2003)
- Achievements in International Liaison (2005)
- Prospects for International Liaison (Design of strategies) (2005~)

Present State of International Exchange

① Student exchange (International students at the Univ. of Tsukuba in 2003)

Ranking according to Ratio (A)	Name of university	Ratio (A) to total no. of students (B/C)	Number of international students (B)	Total number of students (C)
1 st place	Tokyo Institute of Technology	9.12%	901	9,878
2 nd place	Univ. of Tsukuba	8.00%	1,139	14,238
3 rd place	Yokohama National Univ.	7.97%	852	10,688
4 th place	Nagoya Univ.	7.52%	1,187	15,784
5 th place	Tohoku Univ.	6.11%	1,054	17,250
...
10 th place	Univ. of Tokyo	5.18%	2,070	39,988

Present State of International Exchange

② Researcher exchange (researchers accepted)

Year	National Univ. (No. of researchers)	Univ. Tsukuba (No. of researchers)
1998	17,376	491
1999	17,784	456
2000	18,600	586
2001	19,149	475
2002	19,912	475
2003	21,450	561
2004	21,047	580

4

Achievements in International Liaison(2005)

- ◆ Severe evaluation by the National Institution for Academic Degrees and University Evaluation (March, 2004)
- ◆ Weak strategy and organization of the activities' content and methods
- ◆ Inauguration of the new International Liaison Office (May 2004)
- ◆ Improvement and organization of short-term and middle/long-term tasks

Domains of tasks:
 International Policy
 International Academic Exchange Agreements
 Student Exchange
 Researcher Exchange
 Faculty Exchange and Career Improvement
 Public Relations Activities
 Management of the International Liaison Office

5

International Expansion of the University of Tsukuba in 10 Years' Time

- Internalization of the whole university (with the International Strategy Headquarters playing a key role)
- Expansion of the international mutual overseas bases (10 bases)
- Preparation and expansion of infrastructure and system of international liaison
- Development of Global Knowledge Networks and connection with the Zone Encompassing the Cradles of Civilization
- Most diverse and pluralistic members in Japanese university
- Leadership as an internationally recognized research-oriented comprehensive university

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THE UNIVERSITY OF TSUKUBA LINKING GLOBAL KNOWLEDGE NETWORKS AND THE ZONE ENCOMPASSING THE CRADLES OF CIVILIZATION

7

Conceptual scheme

The International Consortium as a Connector
 Competition regarding knowledge, Global Knowledge Network → view on the Zone of the Cradles of Civilization

Global Knowledge Network

Research achievements in Frontier sciences
 Special Research by an Academic Team etc.
 Achievements in International Cooperative Educational Programs
 International Joint Educational Project in Cosmic History etc.

University's, Research Institutes, Cooperative Research Institutions
 Alliance for Research on North Africa, Center for Research on International Cooperation in Education etc.

International Cooperative Advanced Educational System
 Diet. Progr. in World Heritage Studies, World Bank Graduate Scholarship Programs

U. T. International Joint Research Incubator Model

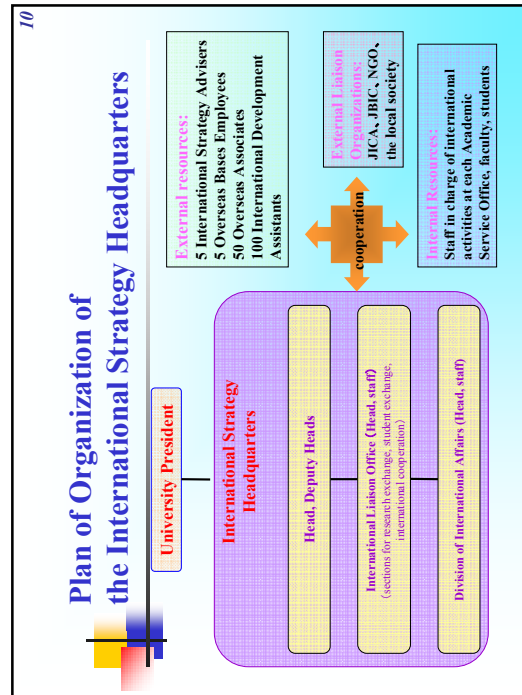
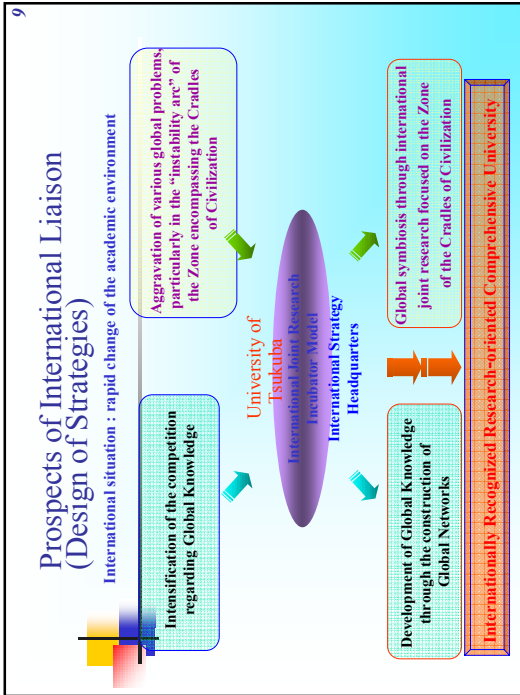
Acceptance of international joint research proposals
 Functional cultivation of researchers
 Promotion of International Liaison Joint Researches
 (Policy, Activities)
 Expansion of Joint Researches with foreign institutions

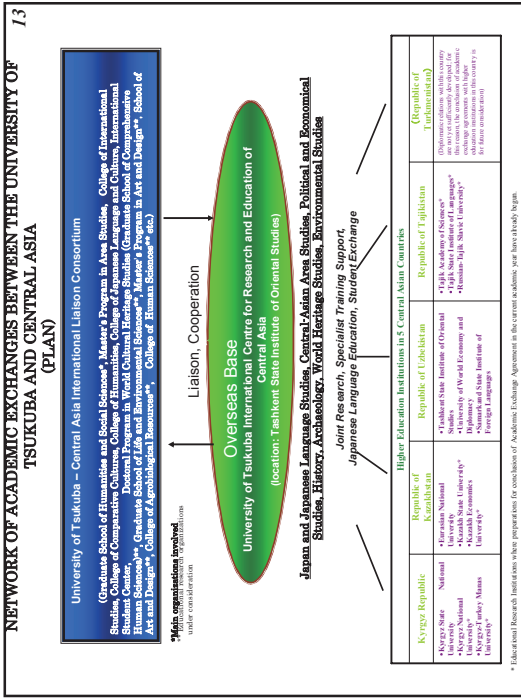
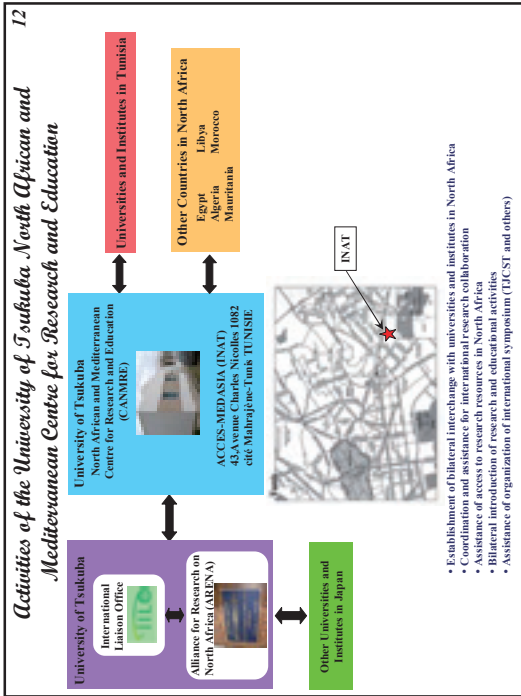
Zone of the Cradles of Civilization

8

◆ Improvement and Organization of Short-term Tasks

Domain of tasks	Details
International Policy	Creation of an International Liaison Policy Paper Discussions with the university's organizations and presentation of the concept of international liaison
International Academic Exchange Agreements	Improvement of agreement conclusion procedures (102 institutions in 29 countries)
Student Exchange	Preparations for the improvement of student residences (for short-term international students) Investigation on the actual condition of structures regarding international students: Proj. I (dispatch), Proj. II (receiving)
Research Exchange	Implementation of International Liaison Proj. I (long-term dispatch), II (short-term invitation), III (long-term invitation)
Faculty Exchange and Career Improvement	Tentative implementation of International Liaison Proj. IV (short-term dispatch)
Public Relations Activities	Creation of the International Liaison Office website and English websites for all university organizations
Management of the International Liaison Office	Implementation of International Liaison Proj. V (events, forums) Examination of the ILO activities, preparation of the concrete ILO organization, increase of the no. of employees with visa, assignment of a space for the ILO





**An Analysis on the Core Competence of International Offices
: Focused on the experience of SNU**

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ABSTRACT

Competence is an underlying characteristic of people, which indicates a way of behavior or thinking and that provides a generalized perspective across situations. Competency-based human resource management predicts superior job performance. Hence the competence approach provides a human resource method broadly applicable to recruitment, selection, appraisal, and development for the challenging years ahead. After years of participant observation, this study was conducted to find a clear answer to the question, "What are the core competences the international office need?" In order to answer the question, several staff members who have achieved superior performance since 2003 were selected as sample. This presentation concludes that each position needs it's own competence and recommends the competence-based HRD, which is applicable to strengthen management of the university international offices.

An Analysis on the Core Competence of International Offices

: Focused on the experience of SNU

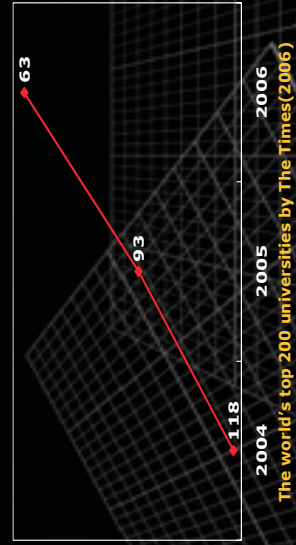
February 2, 2007
Hyun-Jun JOO
Seoul National University

Contents

- Current Changes at SNU
- Research Questions & Methodology
- The Concept of Competence
- The Core Competences of Int'l Office
- Suggestions

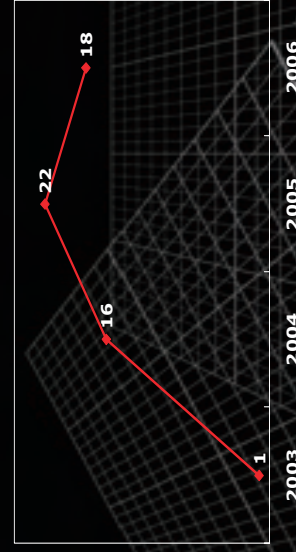
Current Changes at SNU

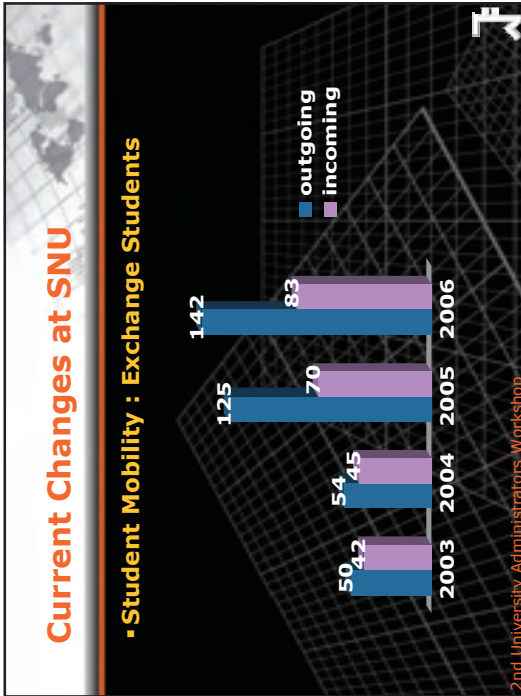
- University Ranking



Current Changes at SNU

- International Partnership : MOU





Research Questions & Methodology

- Questions**
 - What competence brought successful result?
 - What are the core competence International Offices need?
 - What are the effective ways to increase competences?
- Methodology**
 - Participant Observation : from 2003 ~ present
 - Ethnographic Interview : unstructured interview
- Informant : Staff Members**

2nd University Administrators Workshop

The Concept of Competence

- Definition**
Underlying characteristic of an individual that is causally related to criterion-referenced effective or superior performance (Spencer & Spencer, 1993)
- Underlying Characteristics**
 - Motive, Trait, Self-Concept : Hidden
 - Skill, Knowledge : Visible

2nd University Administrators Workshop

The Concept of Competence

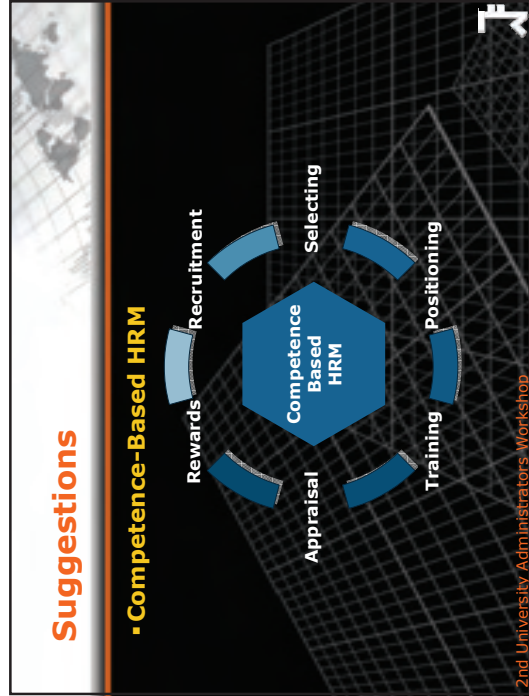
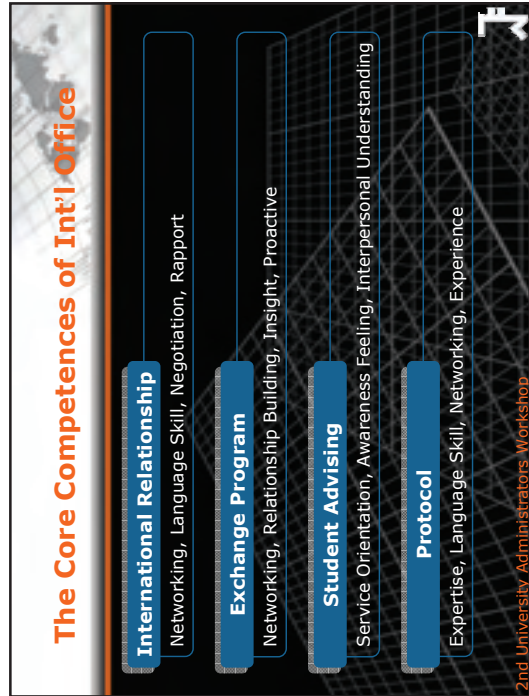
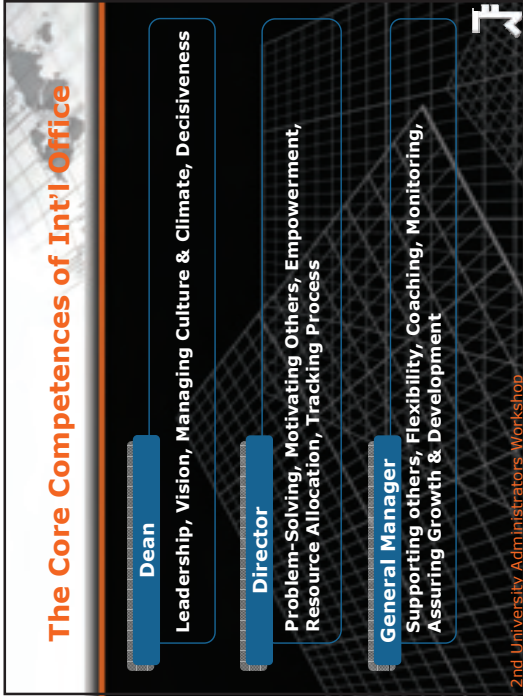
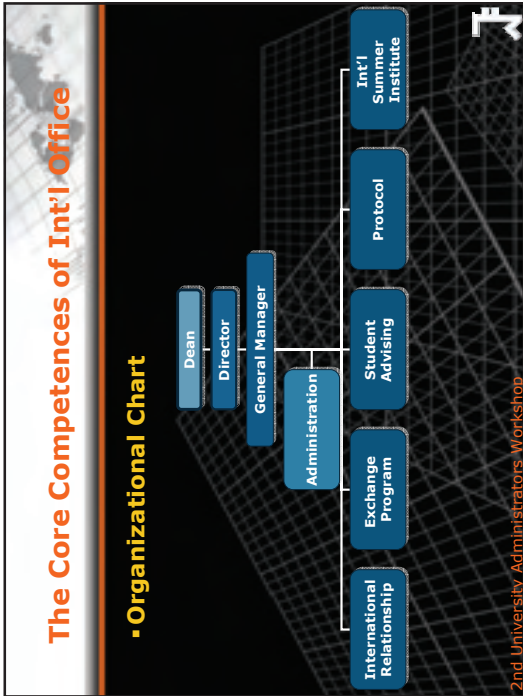
- Casual Relationships**

```

graph LR
    A[Personal Characteristics] --> B[Action]
    B --> C[Behavior]
    C --> D[Outcomes]
    D --> E[Job Performance]
  
```

- Criterion Performance**
 - Superior Performance
 - Effective Performance

2nd University Administrators Workshop



Suggestions

- Core Competence Analysis
- Internship System
- Training / Education Program
- Staff Exchange With Partner Universities

2nd University Administrators Workshop

Innovating Universities Through Internationalization

Thank you

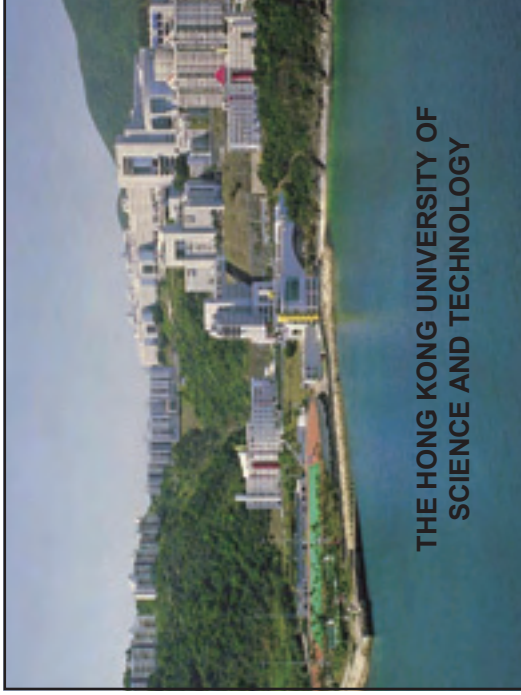
Session C-II:
Strengthening Governance and Management of
International Offices

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

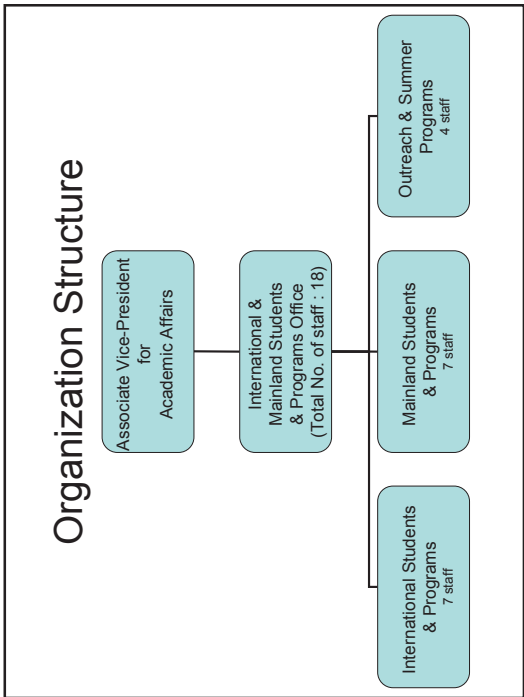
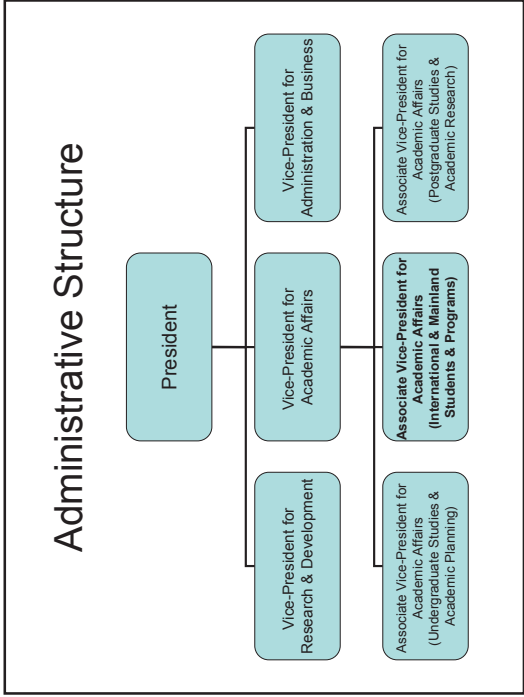
- No. **1** in Hong Kong
- No. **5** in Asia
- No. **60** in the World

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



- ### 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

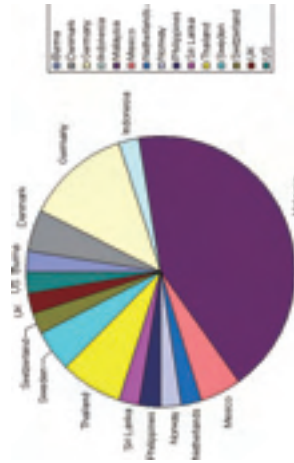
Intake Numbers

- 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

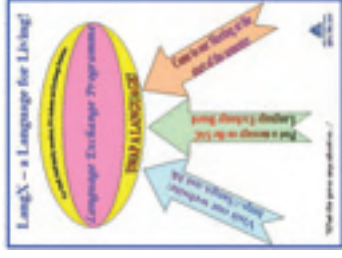


Student Society Activities for International Students



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

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International Student Advisor for Advising and Counseling Section, Centre for Student Exchange,
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Kyoko Oikawa

Coordinator of Internationalization Strategy, Research and Support Division,
Hitotsubashi University
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ABSTRACT

1. Introduction

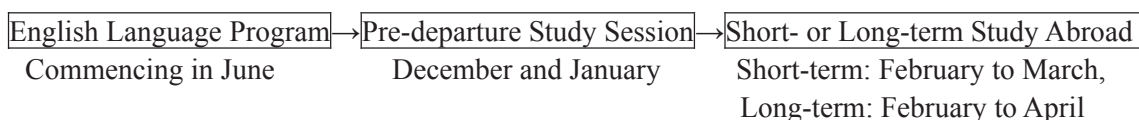
Nowadays, it is essential for every university to foster its personnel with the knowledge and skills in a global perspective so as to be responsible for international affairs. Hitotsubashi University has provided the English Language Program for the administrative staff since 2002. The Program gives 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

2

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)

Hitotsubashi University

3

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

Hitotsubashi University

4

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)

Hitotsubashi University

5

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

Hitotsubashi University

6

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

7

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

8

Potentials and Capacity Building for International Affairs Personnel

Somsakdi Tabtimthong¹

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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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:

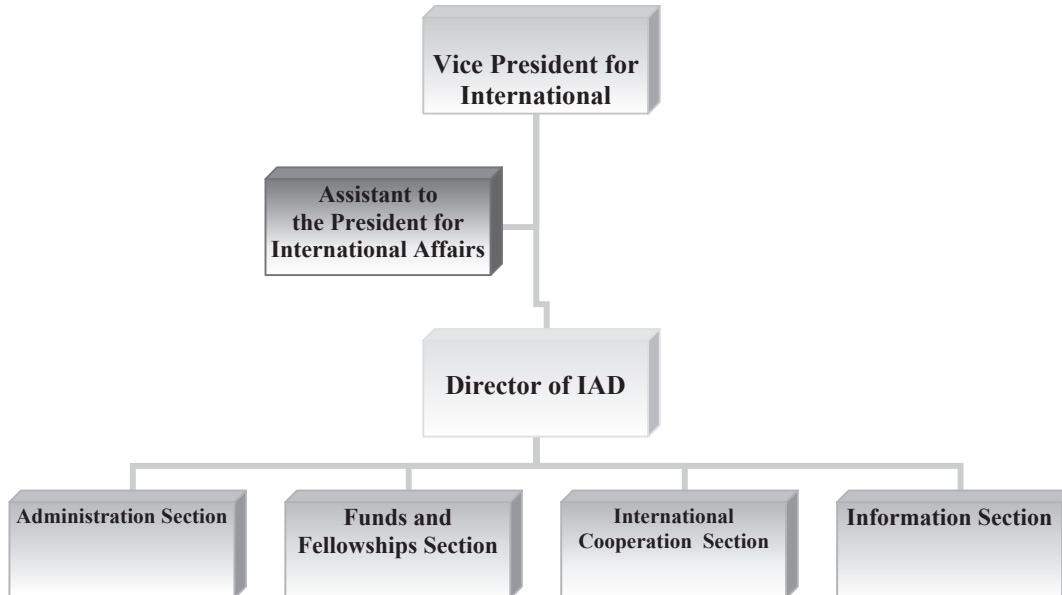


Figure 1: The Organization Chart of International Affairs Division, Kasetsart University

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
Total	1	5	3	14	2	11	-	-	6	30

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 newcomers 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 how 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

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 in any other 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


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

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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

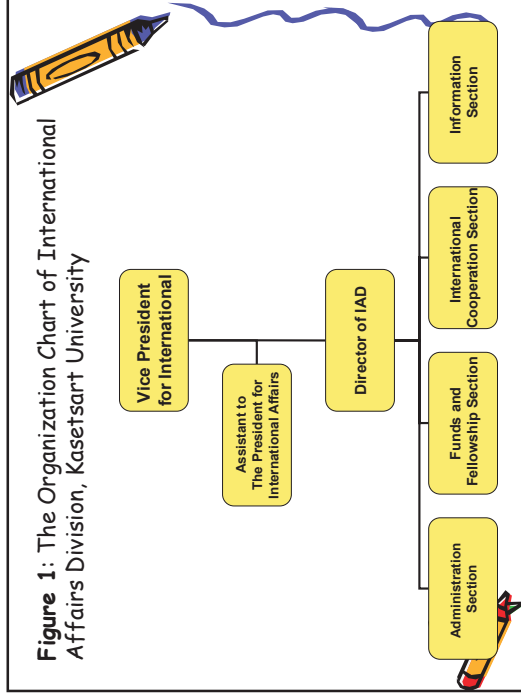
The vision

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

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	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		
Total	1	5	3	14	2	11	-	-	6	30		

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

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



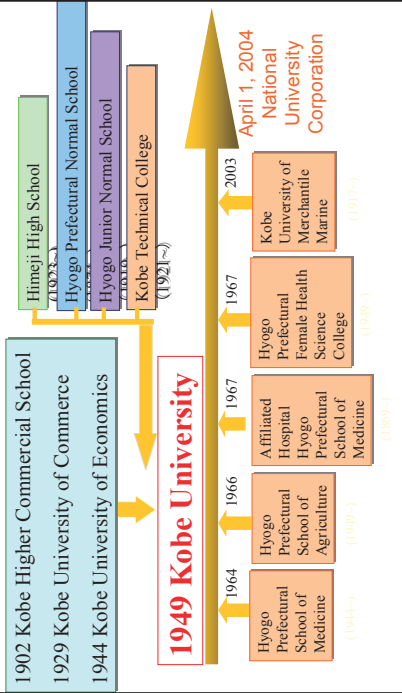
CONTENTS

- 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 "21st 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

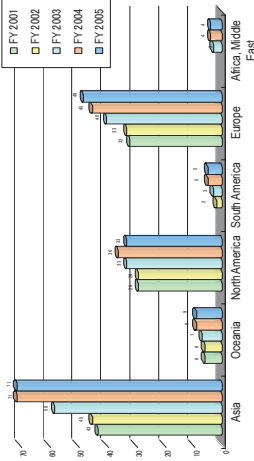


**Academic Exchange Agreements
with Foreign Institutions**

181 overseas universities/institutions are under the Academic Exchange Agreements with Kobe University
 Changes in Number of Academic Exchange Agreements

Number of international students based on the Exchange Agreements

Year	Incoming	Outgoing
2001	28 students	38 students
2002	37 students	40 students
2003	51 students	41 students
2004	61 students	33 students
2005	64 students	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

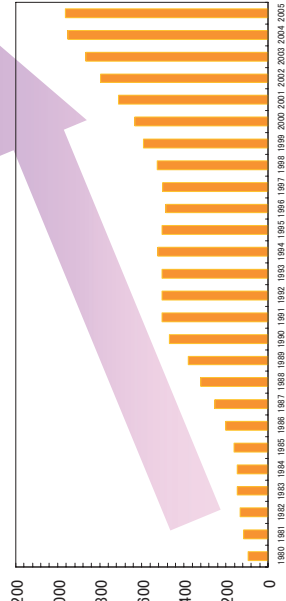
For more detailed information:
<http://www.kobe-u.ac.jp/en/info/academic/affiliated.htm>



International Students

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

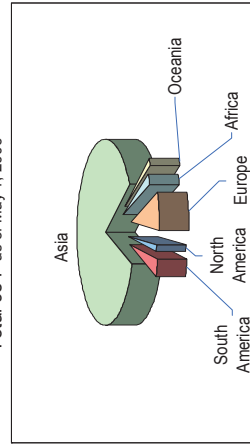
Changes in Number of International Students



International Students

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

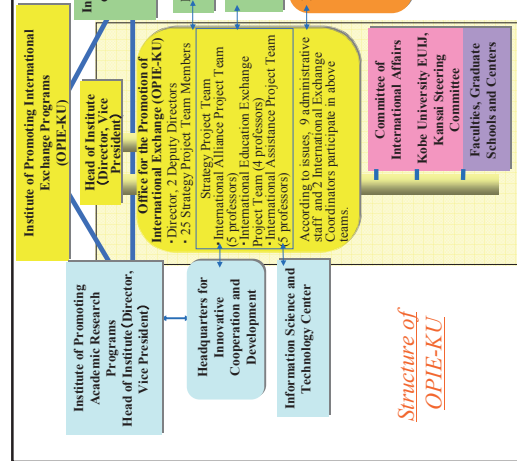
Total 954 as of May 1, 2006



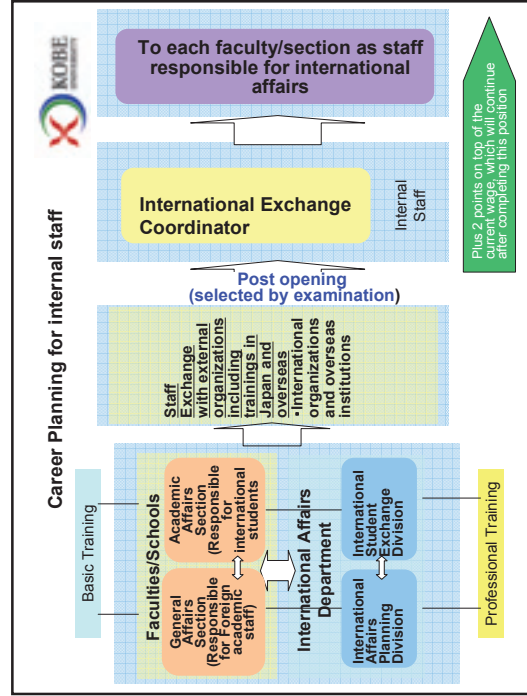
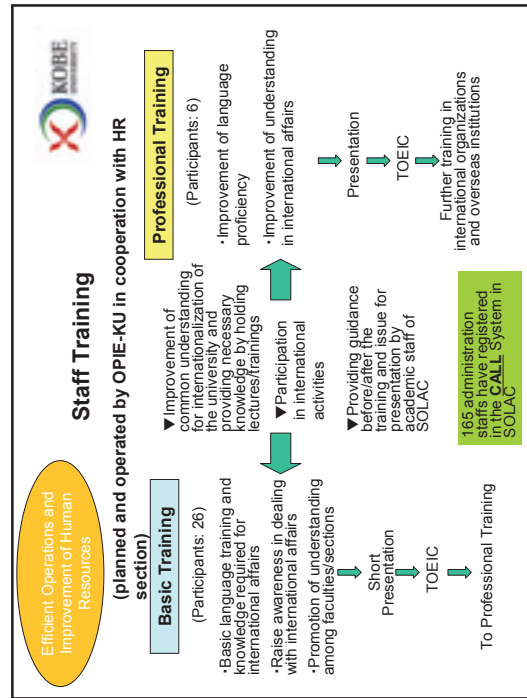
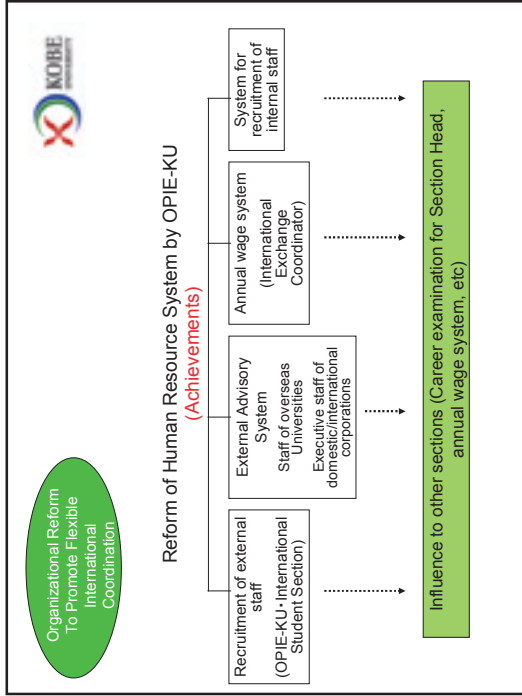
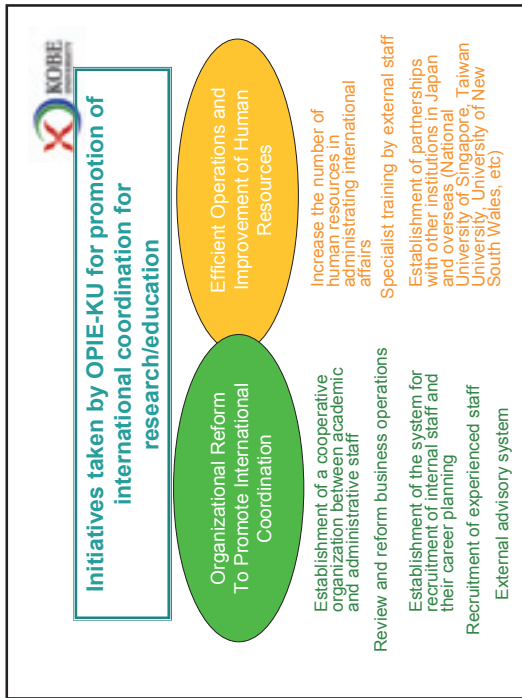
•About 70% are Graduate Students

The Top 10 (Number of students)

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

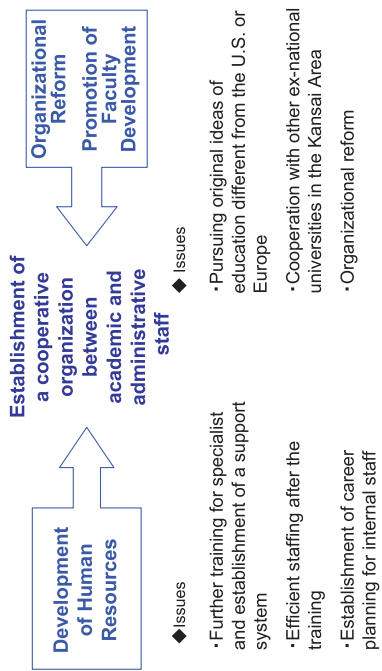


Structure of OPIE-KU





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

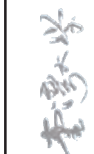
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International Enrollment 1



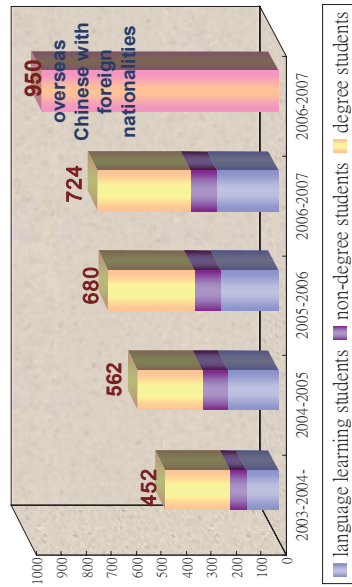
- ❖ International Students:
 - ❑ degree students
 - ❑ exchange students
 - ❑ dual-degree candidates
 - ❑ language learning students
- ❖ Departments and institutes provide the following:
 - ❑ academic counseling
 - ❑ administrative support

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International Enrollment 2

Number of International Students (2003-2007)



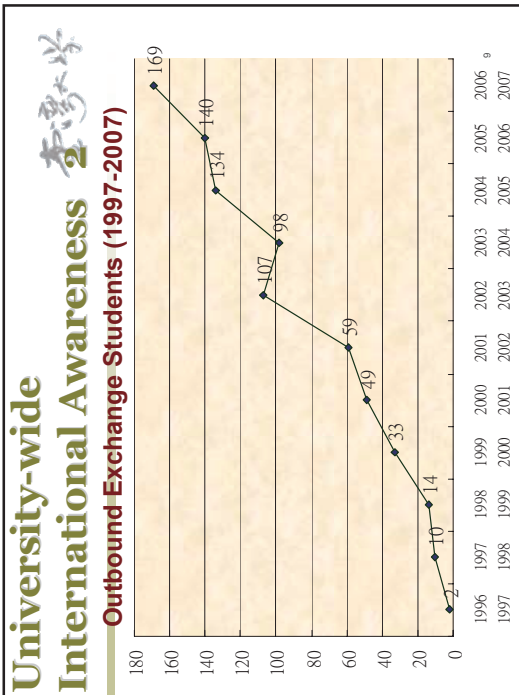
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University-wide International Awareness 1

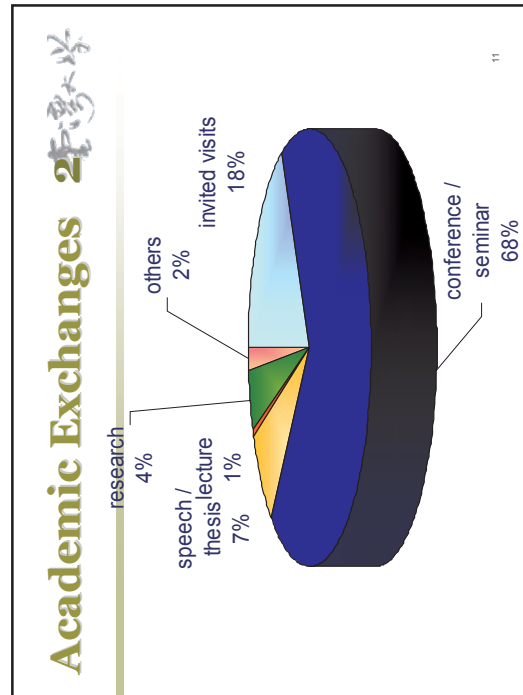


- ❖ *Global Sense* - Intercultural Competence and Communication Skills
- ❖ International Opportunities:
 - ❑ outbound exchange programs
 - ❑ language requirements for graduating students
 - ❑ international research programs (for Ph.D. and postdoctoral students)
 - ❑ international and intercultural activities

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

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International Initiatives 1



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

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International Initiatives 2

International Academic Programs

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

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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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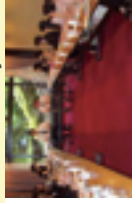
Administrative Support 2

- ❖ 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!