



Tohoku University

Global 30 Project Follow-up FY 2012

Initiative Chair: Prof. HANAWA Kimio

Position: Executive Vice President

**(for Education, Student Support and
Student International Exchange)**

Affiliation: Tohoku University



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1. Project Achievements

(1) Noteworthy achievements and results

Establishment of university-wide education internationalization policy

- University internationalization is one emphasis of mid-term goals/plans
- Establishment of a university-wide internationalization promotion system through the International Exchange Strategy Committee and Global 30 Management Committee
- G30 given central position in international strategy

Enhancement of network creation

- Utilization of ties with North Japan Area Network (47 universities in the Tohoku area), The Academic Consortium of Sendai (17 universities in Miyagi prefecture)
- Actively hold international symposiums, distribute information through Global 30 universities and the North Japan Area Network

Expansion of academic exchange agreements and vitalization of student exchange

- After start of G30, inter-university agreements increased by 40 universities, inter-departmental agreements by 46 for a total of 86 additional schools. Student exchange vitalized through programs like COLABS (short-term science program at graduate level), IPLA (short-term liberal arts program at undergraduate level), SAP (sends students to University of the California and University of Sydney).
- Adoption of top-down University Level Agreements (Shanghai Jiao Tong University, University of Hawaii, etc.)

Establishment of coeducational (Japanese and international students) English classes in graduate schools, and encouragement of undergraduate Japanese students to take undergraduate classes taught in English

- Coeducation in English classes in graduate schools has been established with 9 graduate schools offering 13 courses; an increasing numbers of Japanese students are trying undergraduate classes taught in English (registered classes), which encourages mutual understanding between Japanese and international students.

Expansion of awareness-raising opportunities abroad

- Real increase in awareness of Tohoku University's education and research abroad achieved through events such as Tohoku University Day (held 7 times in 2 countries), Study in Japan Fairs (36 countries, 57 locations), and high school visitations (39 countries, 124 schools).

(2) Evaluations from international students (including students taking English courses)

A survey regarding the motivations of international students, study/research environment, student life, career plans, and the impact of the Great East Japan Earthquake on international students was conducted on all enrolled international students. It was aimed at contributing to the internationalization of education and improving student support during disasters such as earthquakes.

Student evaluations (Part 1: student motivation)

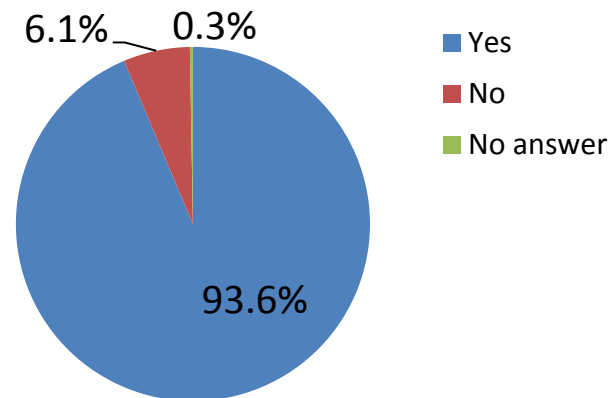
Survey outline

Date: June 25 (Mon.) – July 13 (Fri.), 2012

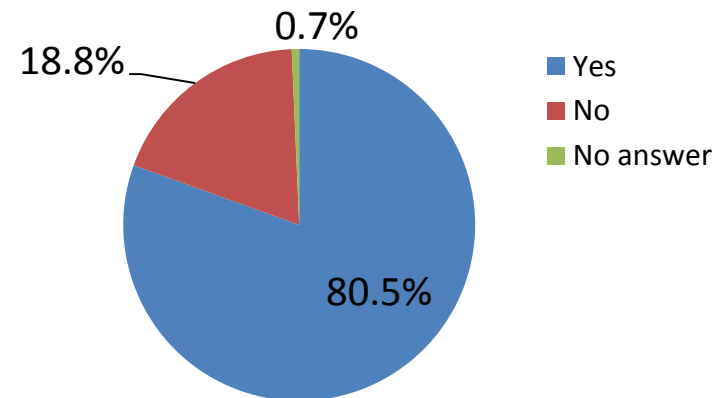
Sample: 1,431 international students enrolled at Tohoku University as of May 1, 2012

Responses: 739 Response rate: 51.6%

Was Japan your first choice for studying abroad?

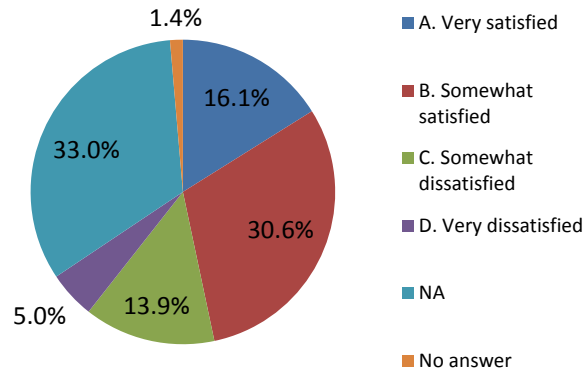


Was Tohoku University your first choice for studying in Japan?

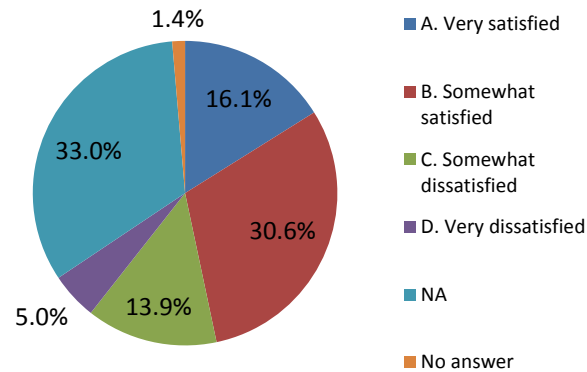


Student evaluations (Part 2: study/research environment)

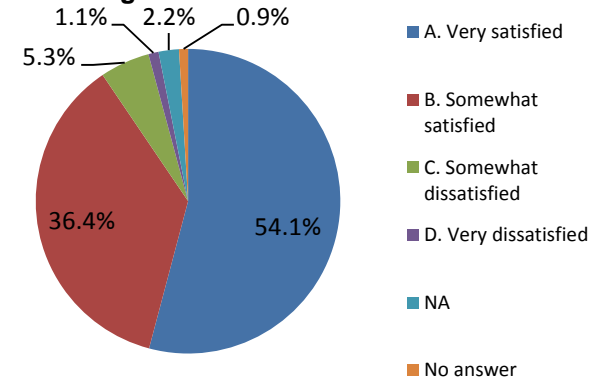
Specialized education conducted in English



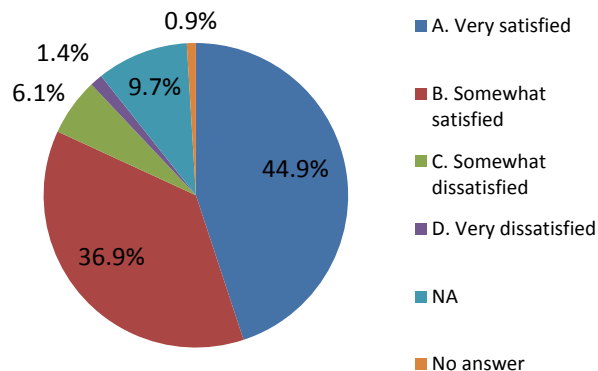
Tutors



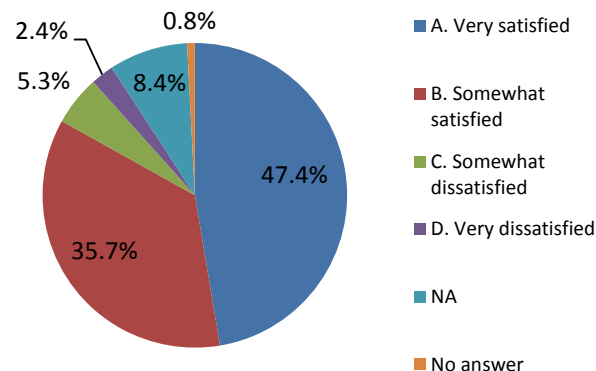
Administrative support, e.g. Educational Records and Programs Section etc.



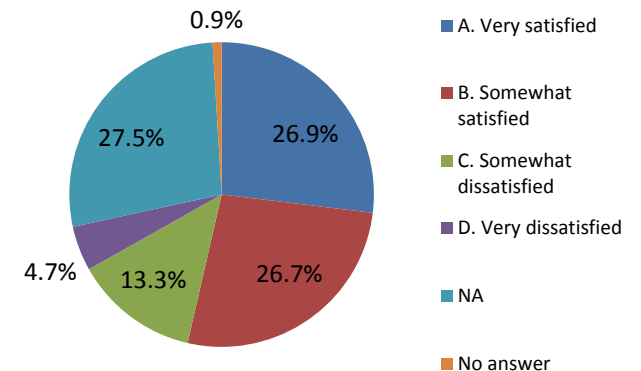
Instruction provided by teachers



Research department and facilities

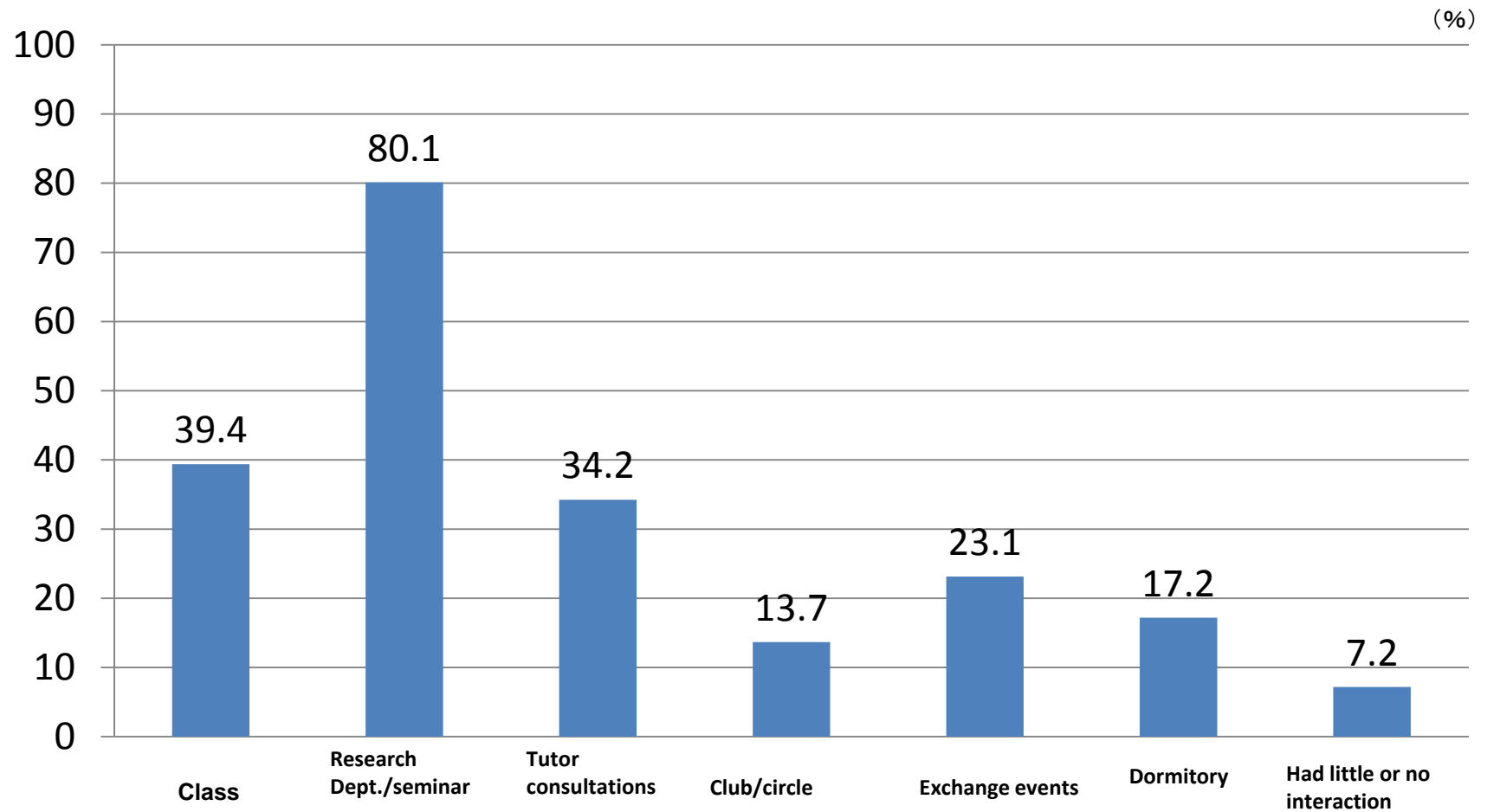


University dormitories (Tohoku University International House, UHS, etc.)

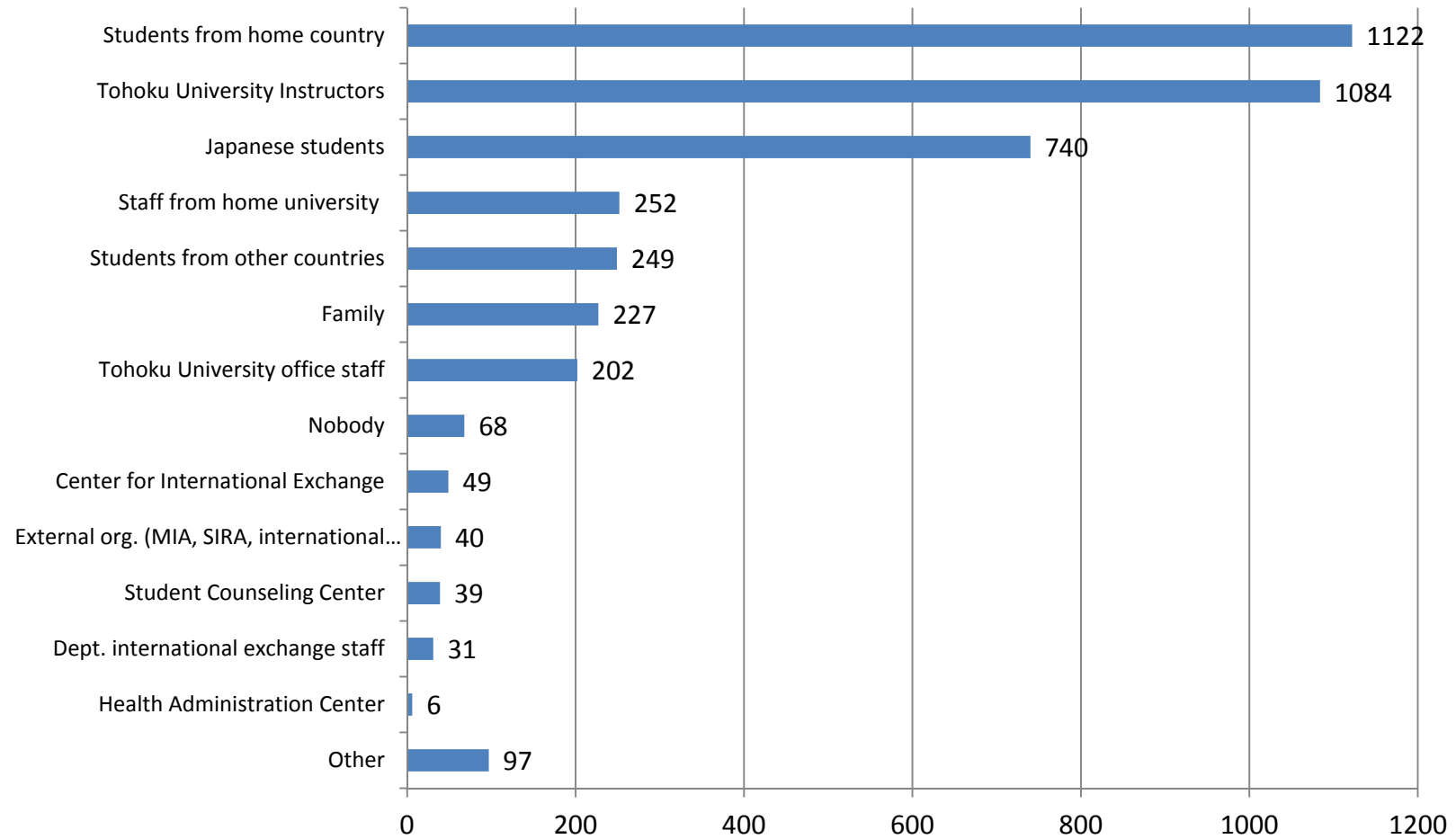


Student evaluations (Part 3: student life)

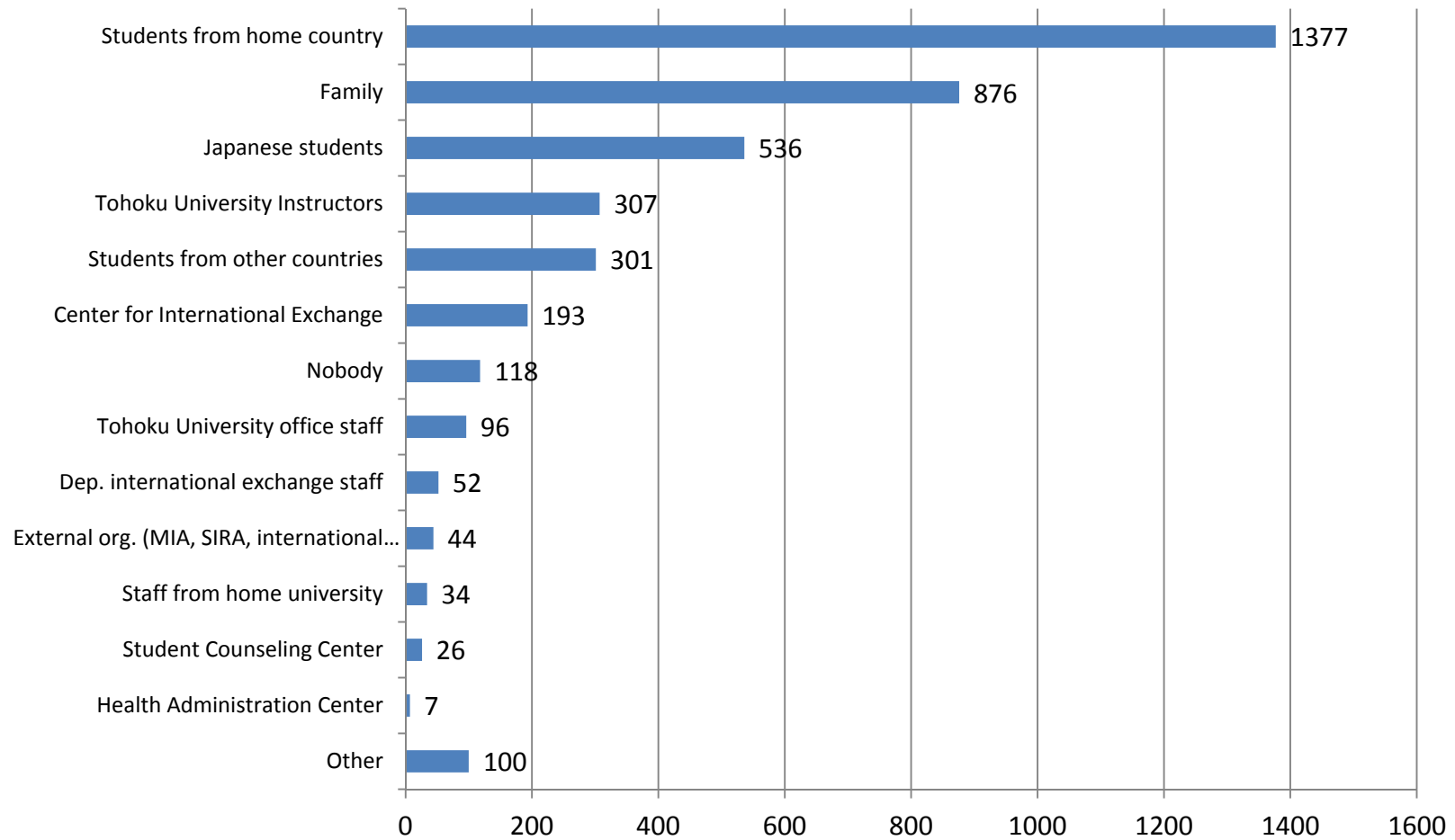
When did you interact with Japanese students at Tohoku University? (Select all that apply)



Who do you consult regarding anxieties or concerns (select 3)? (Studies)

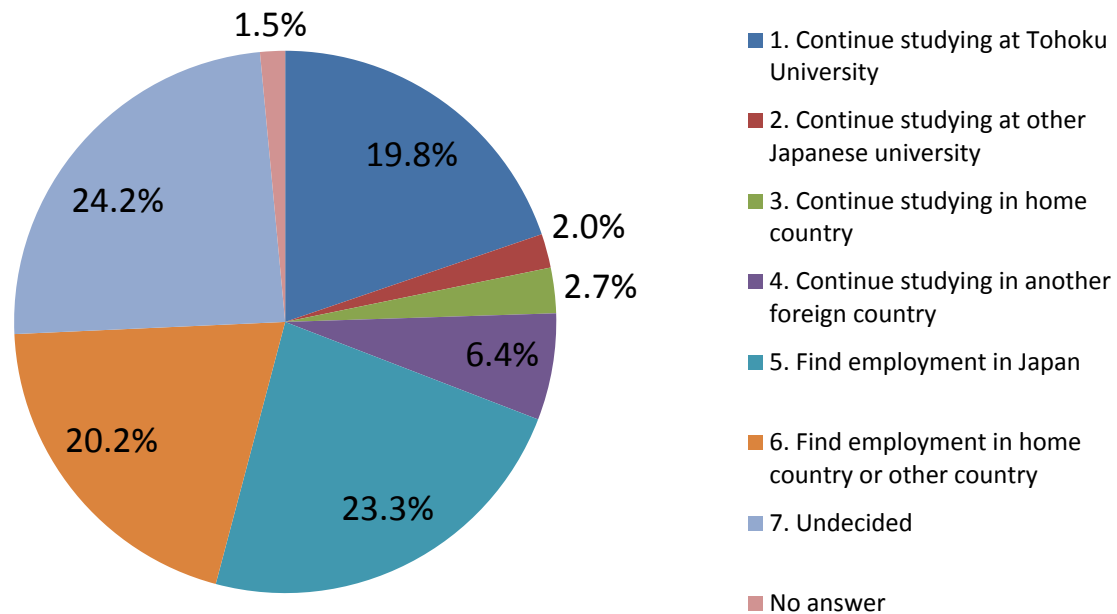


Who do you consult regarding anxieties or concerns (select 3)? (Student life)



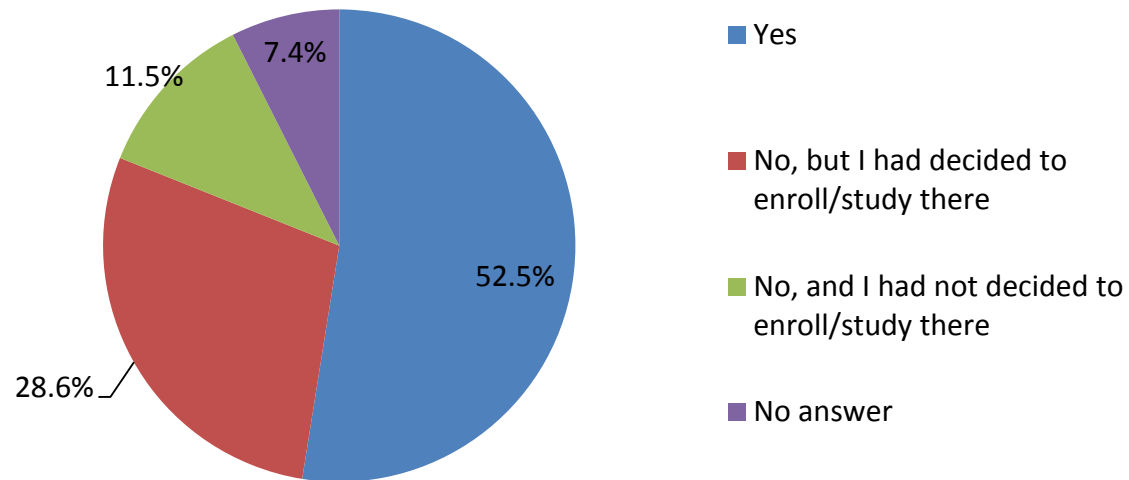
Student evaluations (Part 4: career plans)

What are your plans after graduation from/completion of your current curriculum (or curriculum in your home country, if you are an short/medium-term exchange student)?



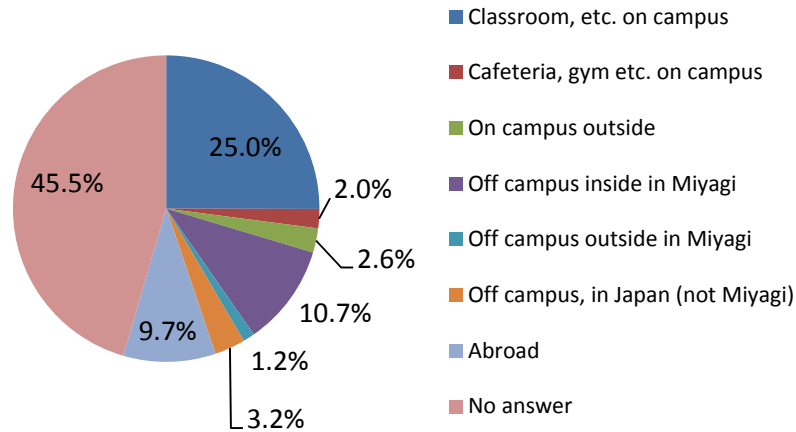
Student evaluations (Part 5: impact of the Great East Japan Earthquake on international students)

Were you enrolled at Tohoku University when the Great East Japan Earthquake occurred?

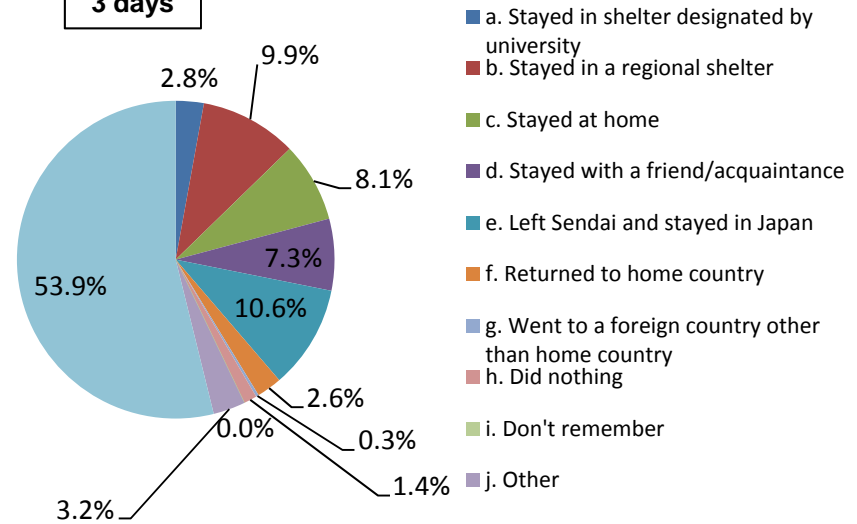


(Following apply to students who were enrolled at Tohoku University when the earthquake occurred)

Where were you when the earthquake occurred?

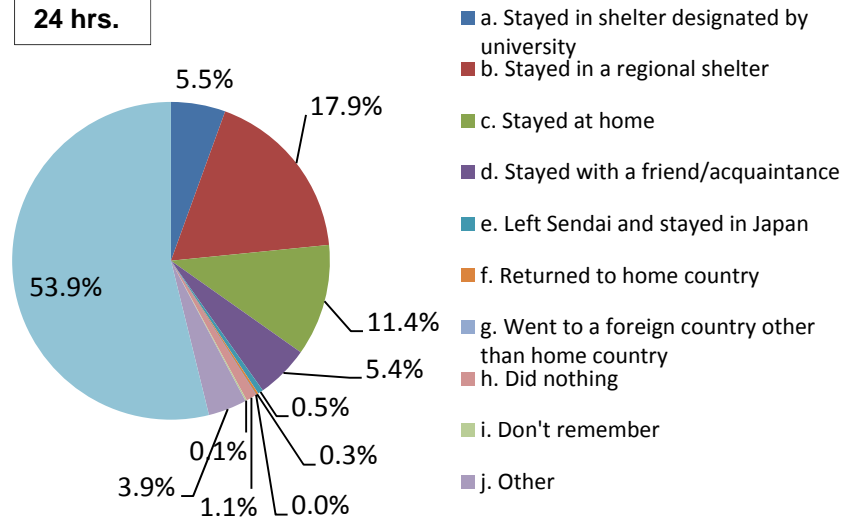


3 days

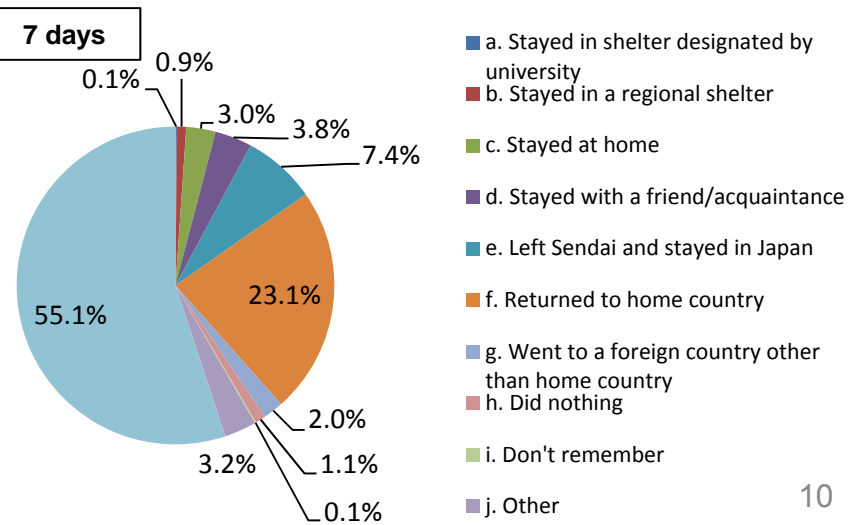


What did you do during the 24 hours, 3 days, and 7 days after the earthquake?

24 hrs.

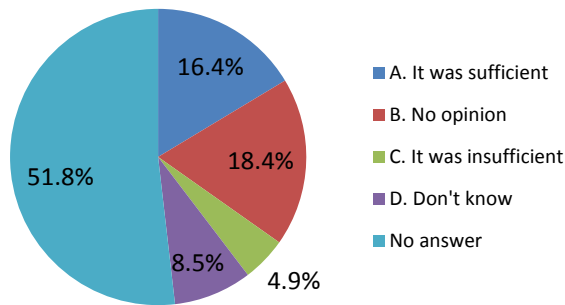


7 days

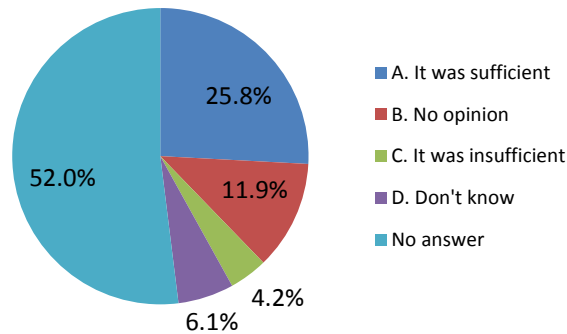


What is your opinion of Tohoku University's response to the earthquake?

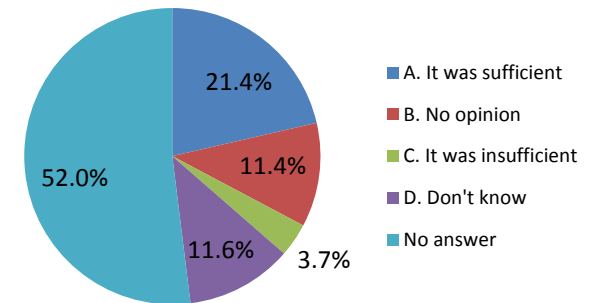
1. Information on earthquakes provided beforehand



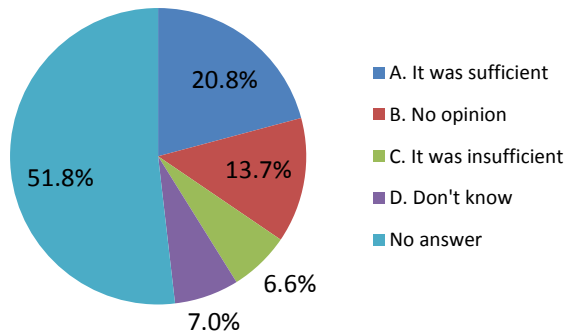
3. Instructions/guidance provided by university staff directly after the earthquake



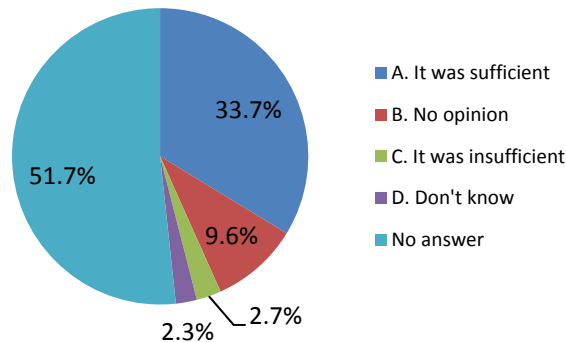
5. Administrative support, e.g. Educational Records and Programs Section etc.



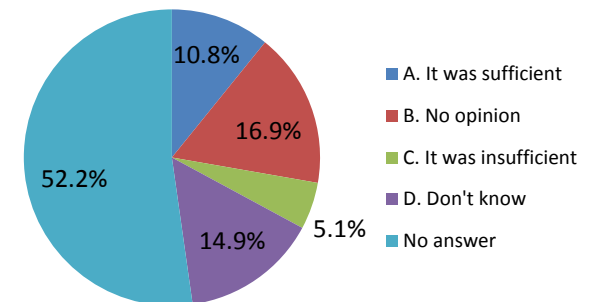
2. On-campus disaster prevention drills



4. Safety confirmation after the earthquake

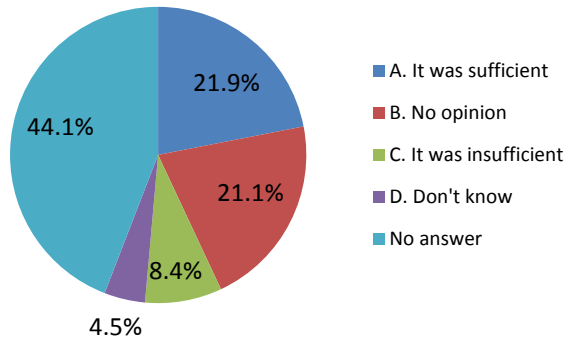


6. Housing support at University dormitories (Tohoku University International House, UHS, etc.)

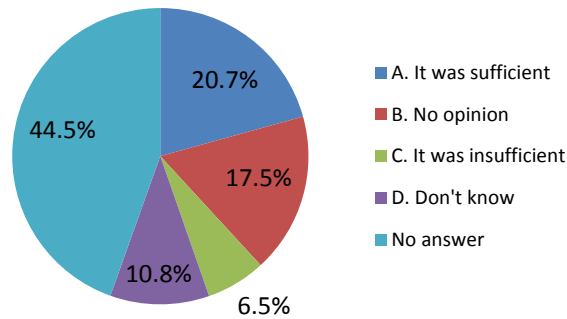


What is your opinion of Tohoku University's response to the earthquake?

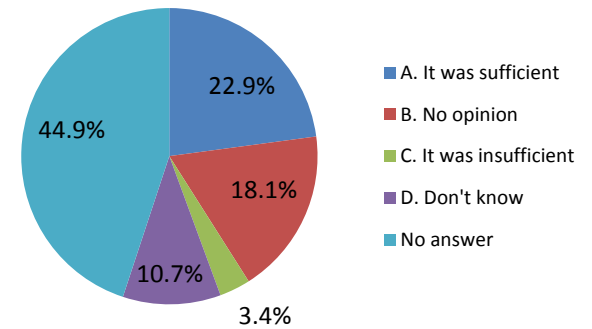
7. Information on the earthquake/nuclear disaster provided after the earthquake



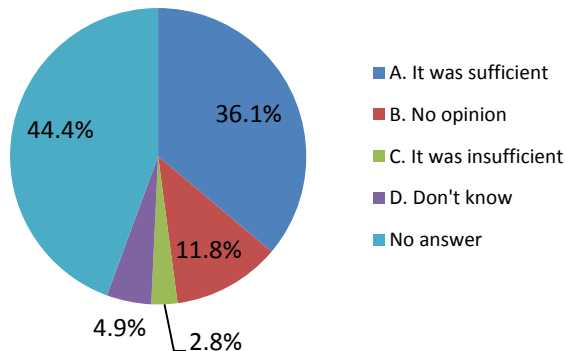
9. Information related to financial aid



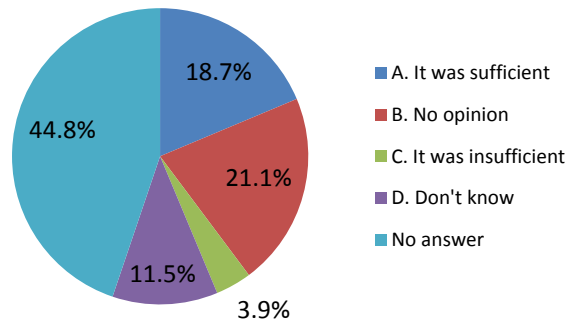
11. Efforts to support reconstruction of the affected areas



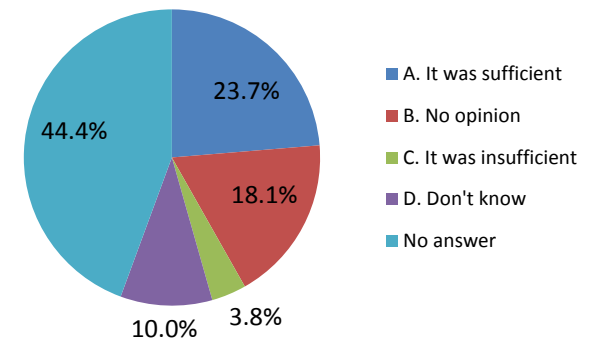
8. Information on re-opening of the university provided after the earthquake



10. Information on volunteer activities

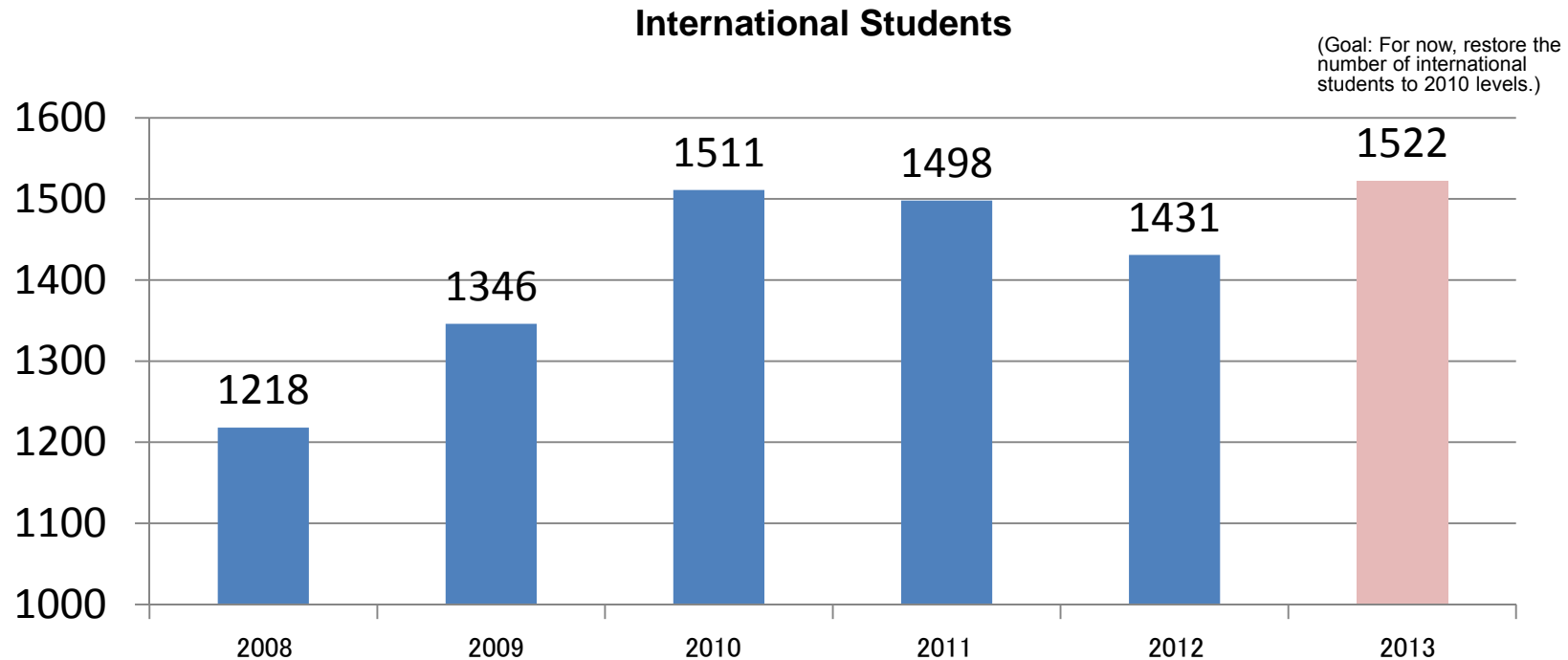


12. Information provided in Japan and abroad on Tohoku University's restoration efforts



(3) International student admission

Since FY 2008, admission of international students has increased steadily by about 10% each year, However, a downward trend has been seen following the Great East Japan Earthquake and Fukushima nuclear disaster. As a result, Tohoku University has been making efforts to repair the earthquake damage. The university is publicizing the fact that its educational/research environment has been almost completely restored to its pre-earthquake state, and that there have been no ill effects from radiation due to the nuclear disaster. We will aim for the initial goal of doubling the number of international students by 2020, but for now we need to restore the number to 2010 levels.



Note: Numbers are based solely on international students who hold a “student” visa status.

(4) New joint programs with universities abroad

Establishment of new student exchange programs, especially with partner schools, to vitalize international exchange among students following start of G30 program

Programs	Outline	Incoming	Outgoing
Cooperative Laboratory Study Program Incoming (2009-) Outgoing (2012-)	Credit exchange program that allows exchange of graduate students in the natural sciences for one term or one year	66	13
Industrialised Countries Instrument Education Cooperation Program Incoming (2009-2011) Outgoing (2009-2011)	Credit exchange program that allows exchange of graduate students in the natural sciences from Tohoku University, Kyoto University, Osaka University, and a European consortium (Netherlands 1 university, Germany 2, Sweden 1) for about 6 months	7	11
Tohoku University Exchange Program Outgoing	Program that sends undergraduate and graduate students overseas for a half or whole year		168
Study Abroad Program University of California -San Diego: Outgoing (2009, 2010) -Riverside: Outgoing (2010-) -University of Sydney: Outgoing 2008-	Outgoing program that sends students to University of California or University of Sydney for 4-5 weeks during Spring or Summer vacation to increase their English abilities		University of California: 179 University of Sydney: 108
Junior Year Program in English Incoming	Accepts undergraduate students in the fields of education, science, engineering, and agriculture from partner schools for 1 term or 1 year	243	
Direct Enrollment Education Program Incoming	Accepts undergraduate and graduate students from partner schools for 1 term or 1 year. Affiliated with research departments.	211	
Tohoku University International Program in Liberal Arts Incoming (2010-)	Credit-conferring program that accepts undergraduate and graduate liberal arts students for 1 year.	54	

* () Newly established since start of G30

Main cooperative programs with partner schools

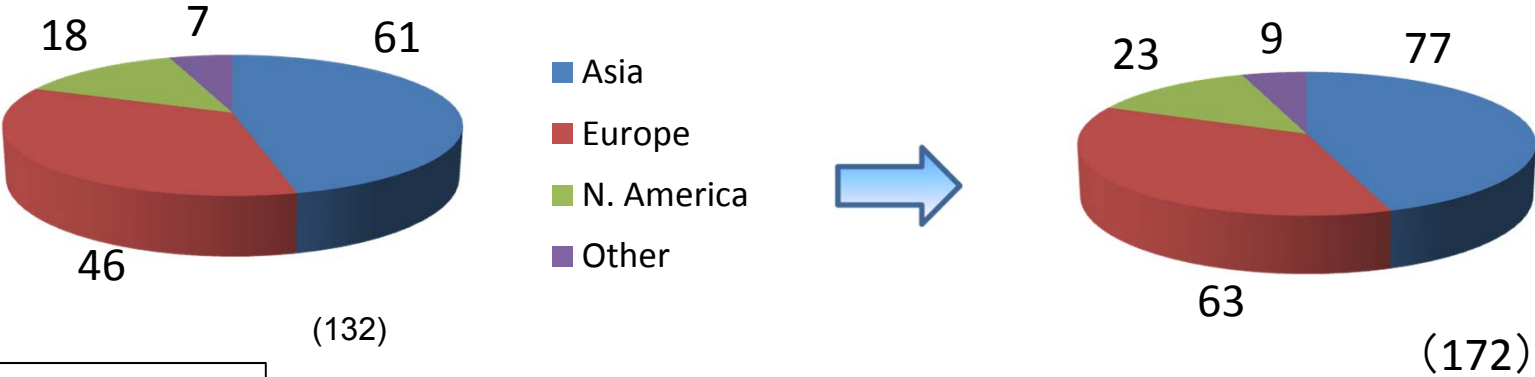
Programs	Outline	Incoming	Outgoing
Tohoku University Science Summer Program 【Incoming】2007-	Two-week summer program that accepts undergraduate science and engineering students.	37	
Tohoku University Arts and Letters Summer Program 【Incoming】2007-	Two-week summer program that accepts undergraduate liberal arts students.	27	
Tohoku University Engineering Summer Program 【Incoming】(2010-)	Two-week summer program that accepts engineering master students.	47	

* () Newly established since start of G30

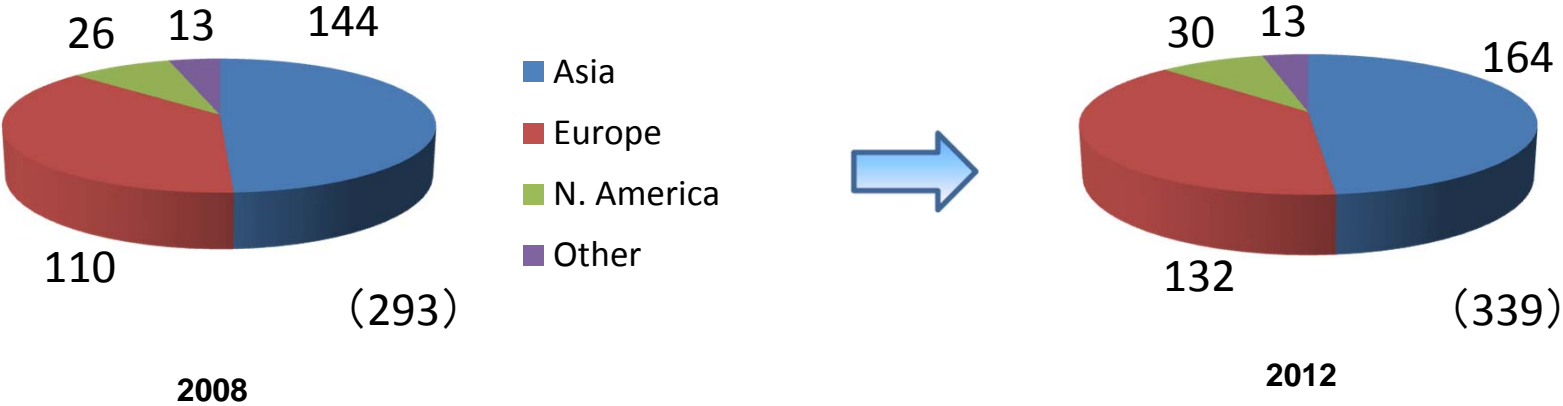
(5) Expansion of exchange student programs based on inter-university agreements

a. Number of agreements with partner schools

University Level



Departmental Level

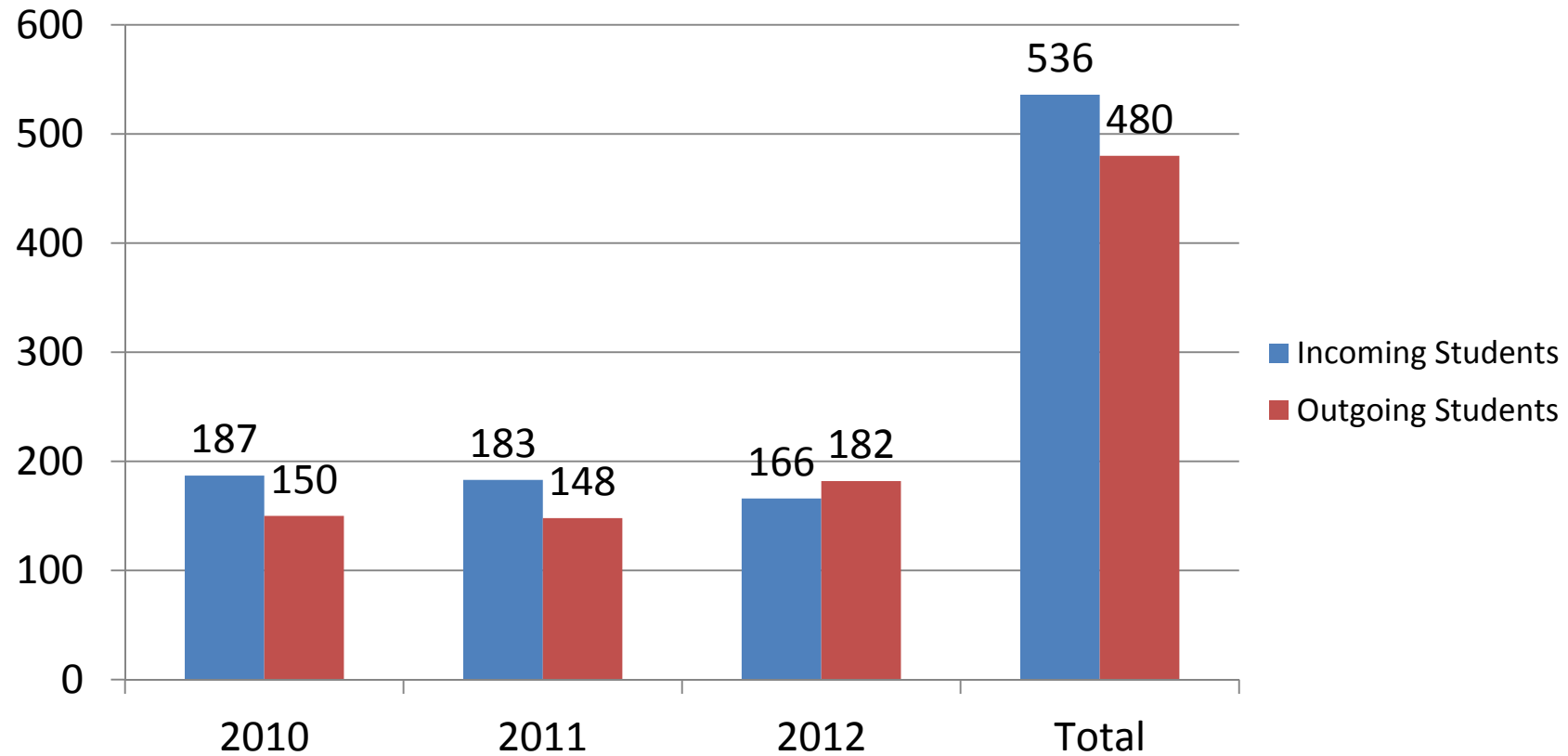


b. Accepting/sending students via academic agreements

Expansion of partner schools and vitalizing student exchange through new exchange programs

Since 2008, inter-university agreements increased by 40, inter-departmental agreements by 46 for a total of 86 additional agreements.

Student exchange was vitalized through short term incoming programs like COLABS (short-term science program) and IPLA (short-term liberal arts), and short programs such as SAP (English training at the University of California and University of Sydney).



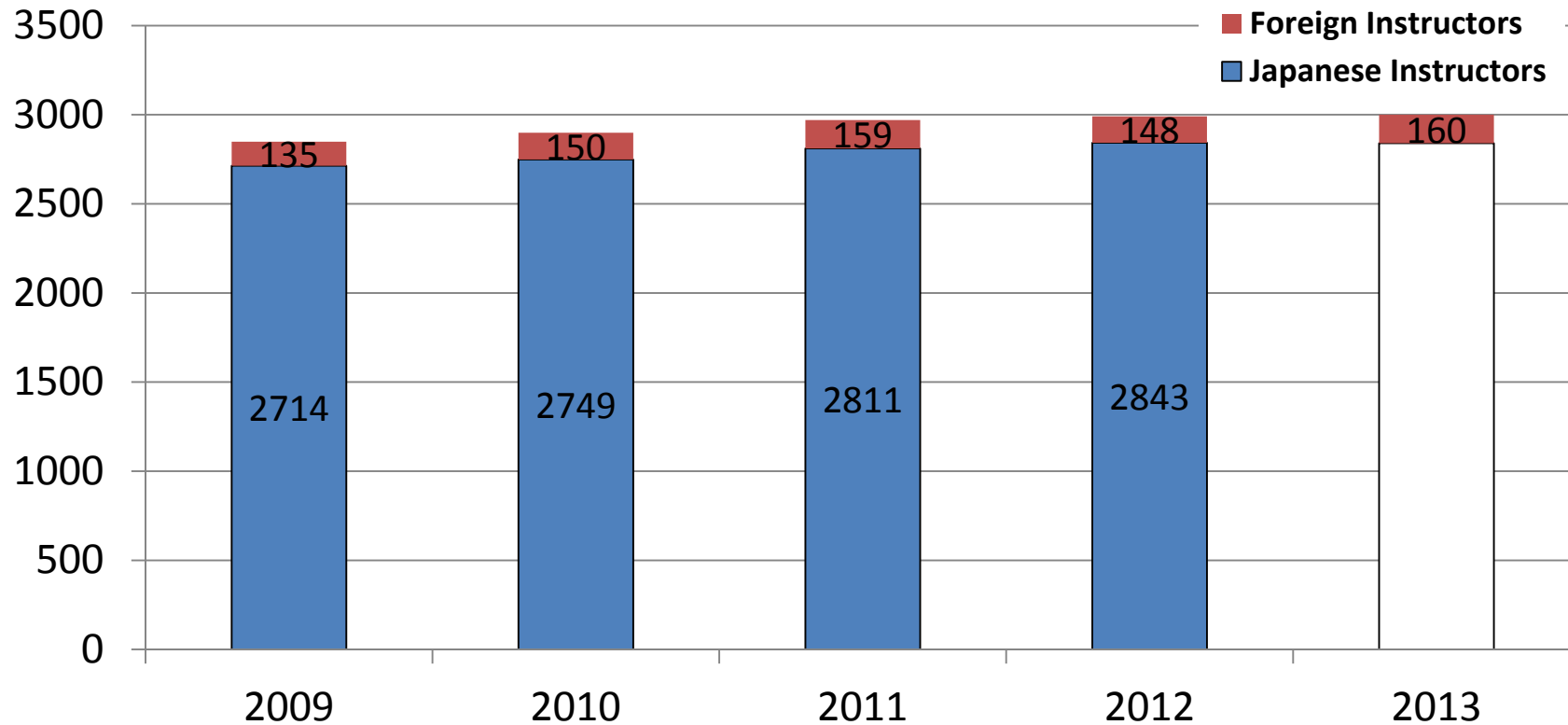
(6) Improvement of educational system

a. Employment of foreign instructors

Expansion of degree courses taught in English, increased employment of full-time foreign instructors through development of research in a globally competitive environment.

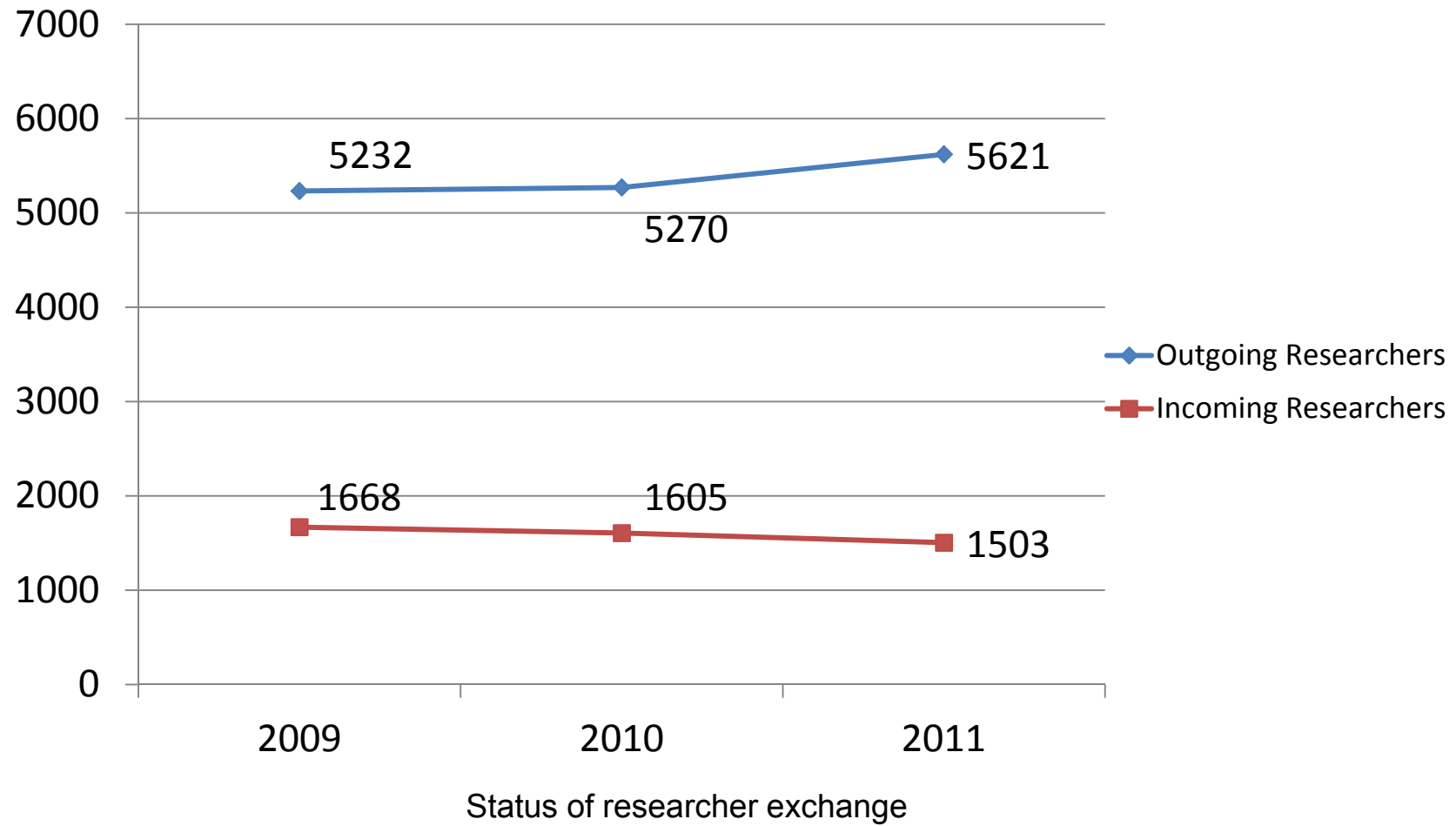
Standardization of English articles and presentations by Japanese instructors, and accumulation of achievements at an early stage

Employment of foreign instructors hired through the G30 program for English instruction to be reorganized in line with our policy on maintenance of education internationalization (maintenance of English courses based on a policy of fostering globally active individuals) and new development (implementation plan to accelerate the sending of Japanese students abroad through Project for Promotion of Global Human Resource Development which Tohoku University was selected for).



b. Promotion of participation in educational and research activities abroad by Japanese instructors

As a research-focused university, we are conducting advanced, leading research on a global level, and are active in conferences and research activities abroad. Simultaneously, we are active in bringing foreign researchers here as resident or visiting researchers.



2. Status of Initiative

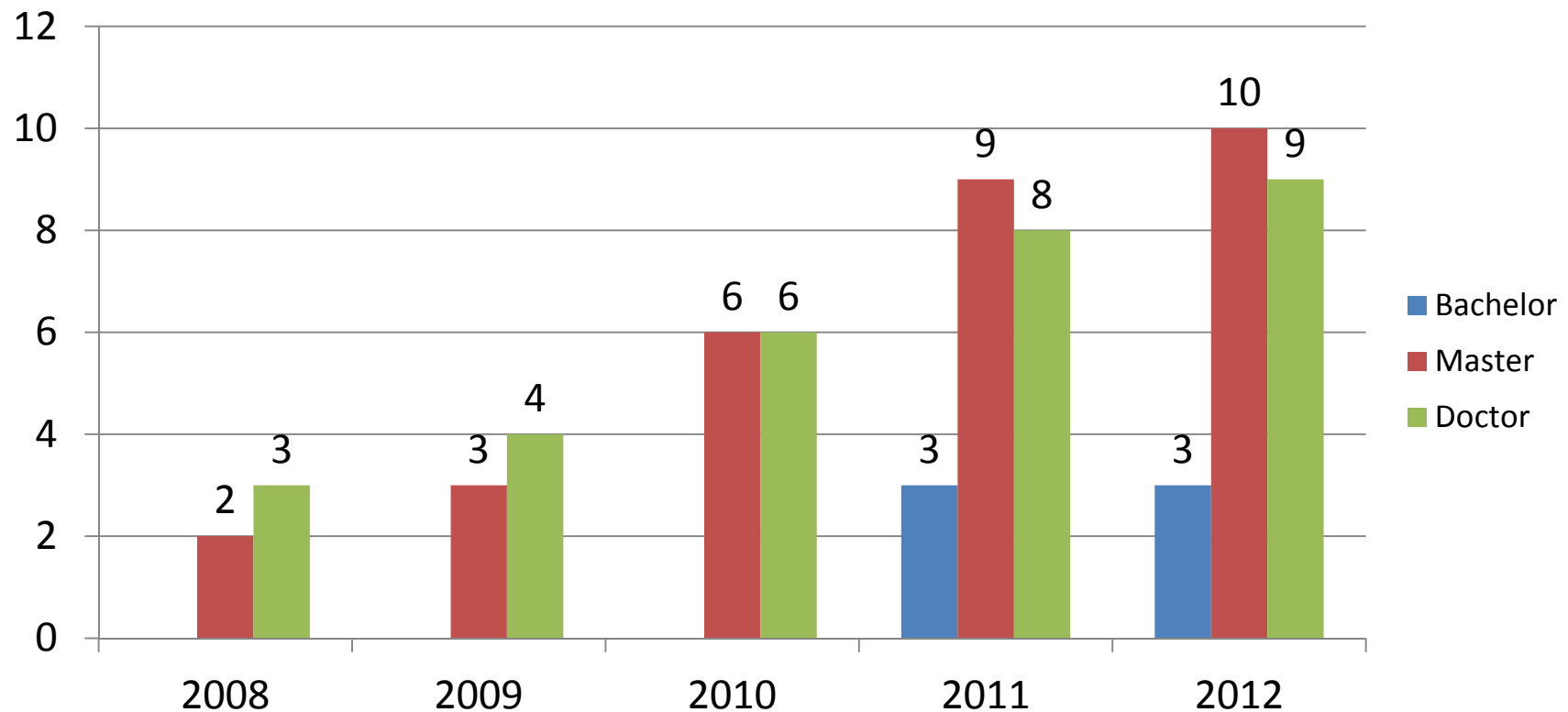
(1) Degree-conferring courses taught entirely in English

a. Inauguration of English courses

-Prior to G30 at the graduate level: 1 course in 2001, 1 course in 2004, 1 course in 2005

-Bachelor curriculum: (FGL course) courses in the Faculty of Science, School of Engineering, and Faculty of Agriculture inaugurated from October 2011

-At the graduate level, 1 course in October 2009 (master/doctoral), 3 in October 2010 (1 master, 2 master/doctoral), 2 in April 2011 (1 master, 1 master/doctoral), 2 in October 2011 (1 master, 1 doctoral), and 2 in October 2012 (1 master, 1 doctoral) were inaugurated. A total of 13 courses were started (88 master students, 75 doctoral students)



b. Status of student recruitment

Course	Faculty	Inaugurated	Degree	Applicants	Entrants 2012	Enrolled as of 2012.10.1
Advanced Molecular Chemistry	Faculty of Science	2011/10	B	10	7	11
International Mechanical and Aerospace Engineering	School of Engineering	2011/10	B	10	10	18
Applied Marine Biology	Faculty of Agriculture	2011/10	B	10	5	10
International Doctoral Program in Engineering, Information Sciences and Environmental Studies	Graduate Schools of Engineering/ Information/ Environmental Studies	2001	D	25	14	41
International Graduate Program for Advanced Science	Graduate School of Science	2004	M	20	10	18
			D	20	14	37
International Post-Graduate Program in Human Security	Graduate Schools of Medicine/ Agricultural Science/ International Cultural Studies/ Environmental Studies	2005	M	8	13	6
			D	3	2	15
International Program for Environmental Sustainability Science	Graduate School of Environmental Studies	2009/10	M	7	0	1
			D	5	3	4
International Mechanical and Aerospace Engineering Course-Graduate	Graduate School of Engineering	2010/10	M	5	7	15
			D	5	3	9
International Materials Science and Engineering	Graduate School of Engineering	2010/10	M	10	2	8
International Program in Economics and Management	Graduate School of Economics and Management	2010/10	M	8	11	19
			D	4	8	15

b. Status of student recruitment

Course	Faculty	Inaugurated	Degree	Applicants	Entrants 2012	Enrolled as of 2012.10.1
Information Technology and Science Course	Graduate School of Information Sciences	2011/04	M	15	1	3
International Course of Life Sciences	Graduate School of Life Sciences	2011/04	M	5	3	8
			D	3	7	15
Interface Oral Health Science Course	Graduate School of Dentistry	2011/10	D	5	1	1
International Graduate Program in Language Sciences	Graduate School of International Cultural Studies	2011/10	M	5	2	2
Basic Medicine Course	Graduate School of Medicine	2012/10	M	5	0	0
Network Medicine Course	Graduate School of Medicine	2012/10	D	5	0	0

c. Offering high quality education and improving quality of education

The following has been implemented to provide quality education:

- The Future Global Leadership Undergraduate curriculum is composed of liberal education and specialized education; creation of curricula will be closely examined by a joint liberal education committee consisting of persons in charge of liberal education as well as specialized education under the G30 Implementation Committee, then finally decided upon by the G30 Liberal Education Committee of the university-wide student affairs council.
- How to evaluate student performance is determined by the university-wide evaluation criteria set by the Student Affairs Committee and explained to the instructors.

The following has been implemented in order to improve the quality of education:

- Foreign instructors hired through G30 will be assigned to the Institute for International Education, and weekly meetings will be held so they can exchange information on education and discuss methods of improving educational methods

Improving skills of Japanese instructors by foreign instructors

- Implementation of instructor FD, such as English classes, seminars to foster practical English ability, and outbound overseas intensive English courses for new instructors has been implemented, primarily through the Center for the Advancement of Higher Education

(2) Preparation of infrastructure for receiving international students

a. International student support (academics, lifestyle, finances, career, etc.)

Academics

- Implementation of academic support through the academic advisor system for FGL students from the 1st year
- Assignment of TAs and RAs as needed to provide study and educational support
- Creation of SLA (student learning advisor) system and system to provide educational counseling at any time

Lifestyle/Finances

- Housing assignment at University House (co-educational dormitory) to ensure a secure learning environment during initial phase of student studies
- President Fellowship scholarship system (provides a sum equivalent to tuition fees) for foreign students with outstanding grades
- FGL students can apply for the same tuition waiver as other students

Career

- Provision of career information through the Center for Career Support
- Implementation of job fairs for international students

Other

- Creation of opportunities for exchange between international and Japanese students (Co-educational dorms, volunteer activities, student circles etc.)
- Provide support in various languages, including English, at the University Counseling Center and Health Administration Center

b. Offer opportunities to learn about Japanese language and culture

- Of 124 credits necessary to graduate, FGL undergraduate students must take 10 credits in Japanese language/culture
- Provision of opportunities to study Japanese language through classes taken together with Japanese students, e.g. laboratory classes and physical education
- Provide opportunities to learn about Japanese culture through field trips to historic sites and participation in events
- Japanese language/culture classes held at Center for International Exchange by volunteers

c. Establishment of overseas offices and promotion of international student recruitment

- Tohoku University has 3 overseas offices in 2 countries, and 9 overseas liaison offices in 7 countries; these act as centers of academic and educational exchange
 - The university has overseas offices in Russia and China; staff who can speak Japanese and English are employed at these offices.
- Russia, China and Indonesia emphasized in the G30 plan
 - Started Shanghai office in cooperation with Fudan University and established a cooperative system for recruiting international students. In discussion with Tsinghua University. Expansion of international student recruitment from Indonesia in cooperation with NGOs. Recruitment of Russian students not progressing due to differences in the educational system up to high school. In discussion with Russian higher-learning institutions to find a solution. Preparing recruitment information as the educational system will change to a 12-year system in the near future.

d. Japanese Inter-University Overseas Offices

Opening of Japanese Inter-University Russia Office at Moscow State University in September 2009. Office employs staff who speak English.

Office used for exchange of opinions between Japanese and Russian universities, joint explanatory seminars, investigation into education/research, humanities forums, university entrance interviews etc.

2010: Ministry of Education, Culture, Sports, Science and Technology (MEXT), Russian/Japanese Embassies, Japan Science and Technology Agency, University of Tokyo, Tokyo University of Agriculture and Technology, private sector developers, Tohoku University

2011: MEXT, Japan Center, International Science and Technology Center, Japan Student Services Organization, Moscow State University, Hokkaido University, University of Tsukuba, University of Tokyo, Nagoya University, Kyoto University, Kyushu University, Hiroshima University, Keio University, Meiji University, Doshisha University, Osaka City University, private sector developers, Tohoku University, etc.

2012: University of Tokyo, Nagoya University, Iwate University, University of Tsukuba,
Tokyo University of Foreign Studies, Tohoku University

(3) Internationalization and formation of networks at core universities

a. Internationalization of universities

Increase academic partner schools, adopt top-down University Level Agreement system. Vitalization of student exchange through the development of new programs such as study abroad programs and IPLA.

Creation of mixed and coeducational environments for international and Japanese students. Promotion of campus internationalization.

Expansion of coeducational English classes.

b. Formation of inter-university network (cooperation with domestic universities)

Adoption of Global 30. Utilization of ties with North Japan Area Network (47 universities in the Tohoku area), G30 Pilot Network (University of Tsukuba, Nagoya University, Tohoku University), The Academic Consortium of Sendai (17 universities in Miyagi prefecture) . Provide information on international symposiums

Reference: G30 Symposiums held this year

September: Creating Learning Venues for International and Japanese Students: Classes that Foster Global Individuals

December: The Great East Japan Earthquake's Lesson on International Cooperation: International Student Networks and University Risk Management

Reorganization of Japanese website to provide information on global educational efforts

c. Cooperation with industry

Job fairs and field trips to international enterprises for international students. Future enhancement of international career support for Japanese students in cooperation with industry

d. Internationalization of administrative system

Of 989 administrative staff, 2.6% (26 members) meet fixed foreign language standards (TOEIC score of 800, etc.)

In international exchange and student sections, and departments with many foreign researchers, staff with high English abilities are hired on fixed-term contracts

When employing staff, foreign instructors help administer tests and interviews in English. After employment, staff receive language training in English and Chinese

Staff training related to global education and internationalization

English translation of university documents related to academic affairs

Accessible on campus → will be released to the public hereafter

Open e-learning for instructors.

e. Evaluations and improvements

-Response to matters indicated in the mid-term evaluations

In the midterm evaluations, it was determined that if we maintain our present efforts, we will be able to meet our project goals.

However, with regards to outbound overseas students, we found that it would be desirable to make further efforts in developing new programs and providing information.

Our efforts to improve this matter, as described in "1. Project Achievements (4) New joint programs with universities abroad," will increase the number of outbound overseas students.

-Evaluations and improvements conducted by outside experts

Underwent organizational evaluation by the European University Association (EUA) regarding overall finances, education, research, and social contributions as part of our efforts to be a "world-leading university" (2009-2010).

External evaluation of G30 Program (2010) Indicated items were (1) improve access to website, (2) increase outbound overseas students from Japan, and (3) Modernize outdated computer rooms. The relevant departments have to make improvements on all of these points.

3. Status of Expenditures

(1) Budgetary changes and usage record

2009-2012 grants (for project implementation, HR, travel, facilities/equipment) and amount paid by university

(x 1,000)

	Grants					President's discretion	Total	Notes
	Facilities/equipment	Travel	HR	Project implementation	Total	Paid by university		
FY 2009	9,066	95,878	69,896	106,260	281,100	131,399	412,400	
FY 2010	0	60,800	132,318	30,172	223,290	141,220	364,510	
FY 2011	0	61,175	157,243	33,482	251,900	171,895	423,795	
FY 2012	0	52,340	167,314	37,753	257,407	150,473	407,880	

(2) Internal audit etc.

Every fiscal year, a field audit of the Student Exchange Division and Global 30 Program is conducted, as needed, based on the university-wide audit performed as part of the certified public accountants audit and inspector's audit.

4. Future Issues and Post-program Prospects

(1) Future issues and prospects

Reconsider English course curriculum's PDCA cycle.

(Ex.) Problems during first-year education due to differences between Japanese and overseas high schools

Expand courses for international students to include Japanese students, thus contributing to global education

Structural reforms needed to promote global education.

(2) Post-project (2014-) outlook

-Expansion of English courses

Importance of enhancing English courses, not only for recruiting international students, but also for the global education of Japanese students.

The Student Affairs Committee is considering implementation methods for English courses.

Promote active planning by both foreign and Japanese instructors Expand training on global education for Japanese instructors.

-Promote admission of international students

Analyze performance of previous methods for recruiting international students, such as Study in Japan Fairs and high school visitations, to develop our recruitment strategy.

Consider changing method of entrance examination.

-Secure alternative finances after termination of grants

Secure funding by internal means.