

Global30 Project Follow-up FY2012

Global 30 (Project for Core Universities for
Internationalization)
FY2012 Follow-up

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1. Project Achievements



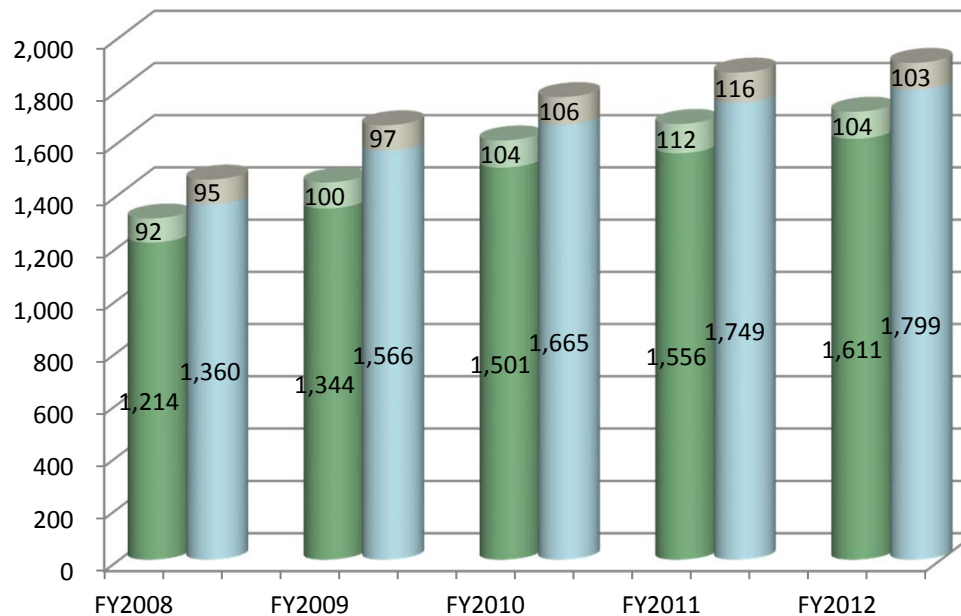
① Remarkable achievements and their effects

- The intake number of international students and the number of non-Japanese teaching staff employed have surpassed the goal figures.
- The number of degree programs available through English-taught curricula (international programs) has been established at 5 undergraduate and 6 graduate programs. Degree programs offered in English are scheduled to expand in future.
- Excellent non-Japanese instructors (19) are currently employed to teach courses in English. Internationalization of teaching staff, such as the implementation of Faculty Development, is also being promoted.
- There is internationalization progress in the area of education, for example educative cultural exchange between Japanese and international students.
- The progression of active recruitment activities overseas ensures our intake of excellent international students.
- A Web application system and internal English-language information translation database (NUTRIAD) has been implemented and made accessible to other universities.
- The Uzbekistan-based overseas office has been authorized by Uzbekistan's government as a semi-diplomatic institution. It carries out the dissemination of information, holding events such as "Studying in Japan" fairs, and offering information on other Japanese universities.

② International student intake

- The active implementation of overseas recruitment and participation in Study Abroad fairs facilitates the intake of international students.
- In order to recruit students for the G30 Programs, we visited schools from 21 countries. Due to PR activity on the homepage, etc., in AY2011 we received applications from 157 people (30 countries) and in AY2012 185 people (31 countries).
- The increase in international students will contribute to the diversity of NU students, their understanding of foreign cultures, etc.

○ international student intake nos.



AY2008 (as of May 1): 1,306 students
 ↓
 AY2012 (as of Nov. 1): 1,902 students
 (increase of 596)

- Status of residence: other than "College Student" as of Nov. 1
- Status of residence: "College Student" as of Nov. 1
- Status of residence: other than "College Student" as of May 1
- Status of residence: "College Student" as of May 1

International Student Enrolment Numbers (Top 10 countries)

	Country/Region	Number 2011	Country/Region	Number 2012
1	China	936	China	929
2	Korea	163	Korea	172
3	Indonesia	59	Indonesia	64
4	Vietnam	55	Malaysia	52
5	Malaysia	53	Taiwan	49
6	Taiwan	49	Vietnam	47
7	Cambodia	46	Cambodia	45
8	Uzbekistan	36	Uzbekistan	35
9	Bangladesh	26	Bangladesh	32
10	Thailand	23	Philippines	28
-	Others	303	Others	346
Total International Student Enrolment		1,749	Total International Student Enrolment	1,799

Number of Applicants for G30 International Program by country

	Country/Region	Number 2011	Country/Region	Number 2012
1	Japan	37	Japan	50
2	Korea	25	Indonesia	25
3	Malaysia	14	USA	15
4	Thailand	9	Korea	15
5	China	9	China	13
6	USA	8	Uzbekistan	11
7	Uzbekistan	7	India	7
8	Singapore	5	Taiwan	6
9	Mongolia	5	Malaysia	6
10	Mexico	5	Singapore	5
11	Pakistan	4	Thailand	4
12	India	4	Nepal	3
13	Taiwan	3	Vietnam	3
14	Vietnam	3	Canada	3
15	Canada	3	Hong Kong	2
16	Hong Kong	2	Australia	2
17	Australia, Ghana, Indonesia, Iran, UK, Sweden, Spain, Nepal, Kyrgyz, Poland, Nigeria, Zambia, Bangladesh	1	New Zealand, Pakistan, Bangladesh, Mongolia, Israel, Turkey, Uganda, Poland, France, Spain, Poland, Nigeria, etc.	1

③ New implementation of joint programs with universities abroad

- As programs with high levels of specialization, credit transfer systems under “Reinventing Japan Projects” such as the CAMPUS Asia Program have been implemented.

(Seoul National University, Pohang University of Science and Technology, Sungkyunkwan University, Peking University, Tsinghua University, Nanjing University, Shanghai Jiao Tong University, UCLA, University of Michigan, etc.)

- As an inter-university exchange between ASEAN countries, a credit transfer system under the “Future International Cooperation Leaders Development Program for the Advancement of the ASEAN Region” has been initiated.

(National University of Singapore, Chulalongkorn University, University of the Philippines Los Baños, Gadjah Mada University, Ho Chi Minh City University of Law, Hanoi University of Law, Royal University of Law & Economics (Cambodia))

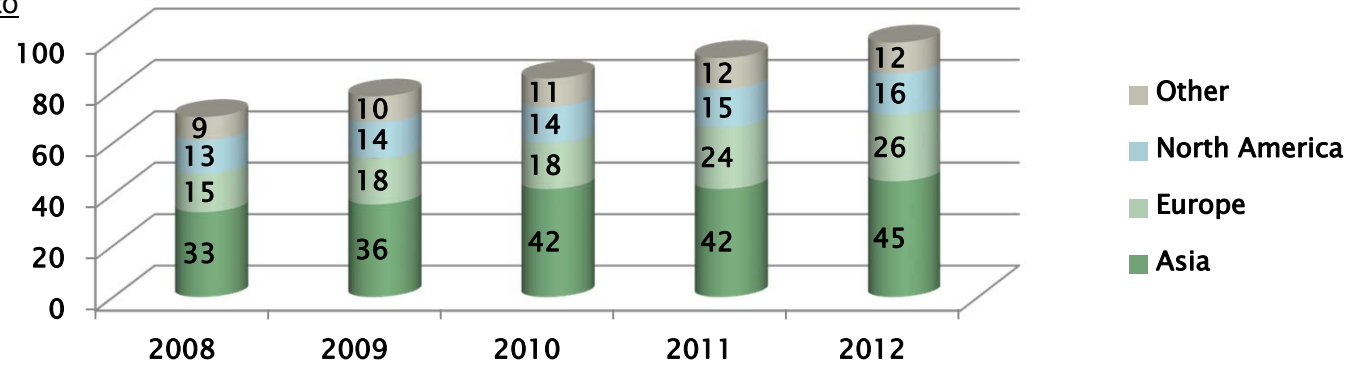


④ Expansion of study abroad programs under inter-university exchange agreements

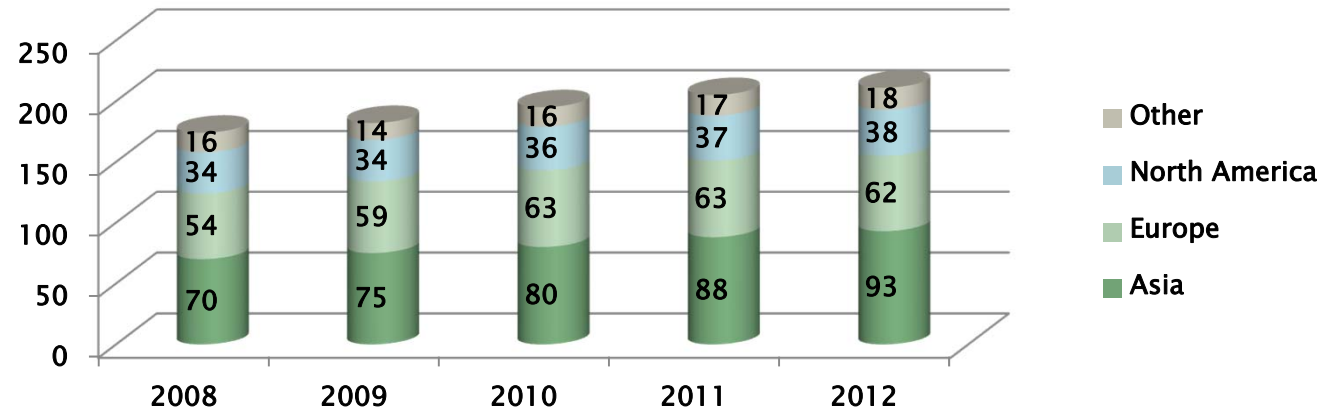
A. No. of agreements entered into

Inter-university exchange agreements /
inter-departmental exchange agreements –
no. of agreements entered into

Universities



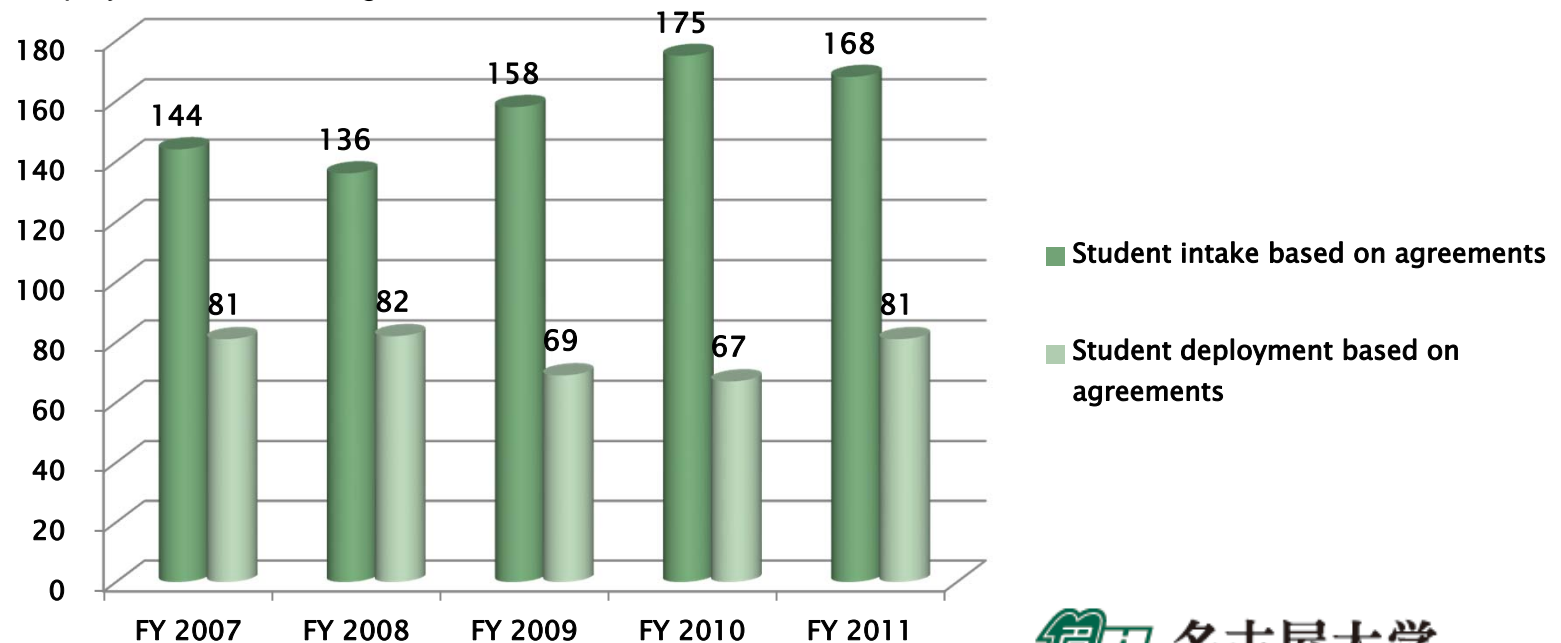
Departments



B. Student intake/deployment based on agreements, etc.

- Due to the increase in inter-university and inter-departmental exchange agreements, the intake number of international exchange students based on such agreements is over 100 per year, while over 50 students are deployed to other universities (cumulative total as of end of September, 2011: over 1000 students)
- Overseas study is promoted through the system of holding recruitment for international inter-university exchange students and scholarship applications simultaneously at universities with which we have agreements. Regarding scholarships, NU also has its own study abroad support system.

Student intake / deployment based on agreements



⑤ Improvement of educational system

a. Employment of non-Japanese teaching staff

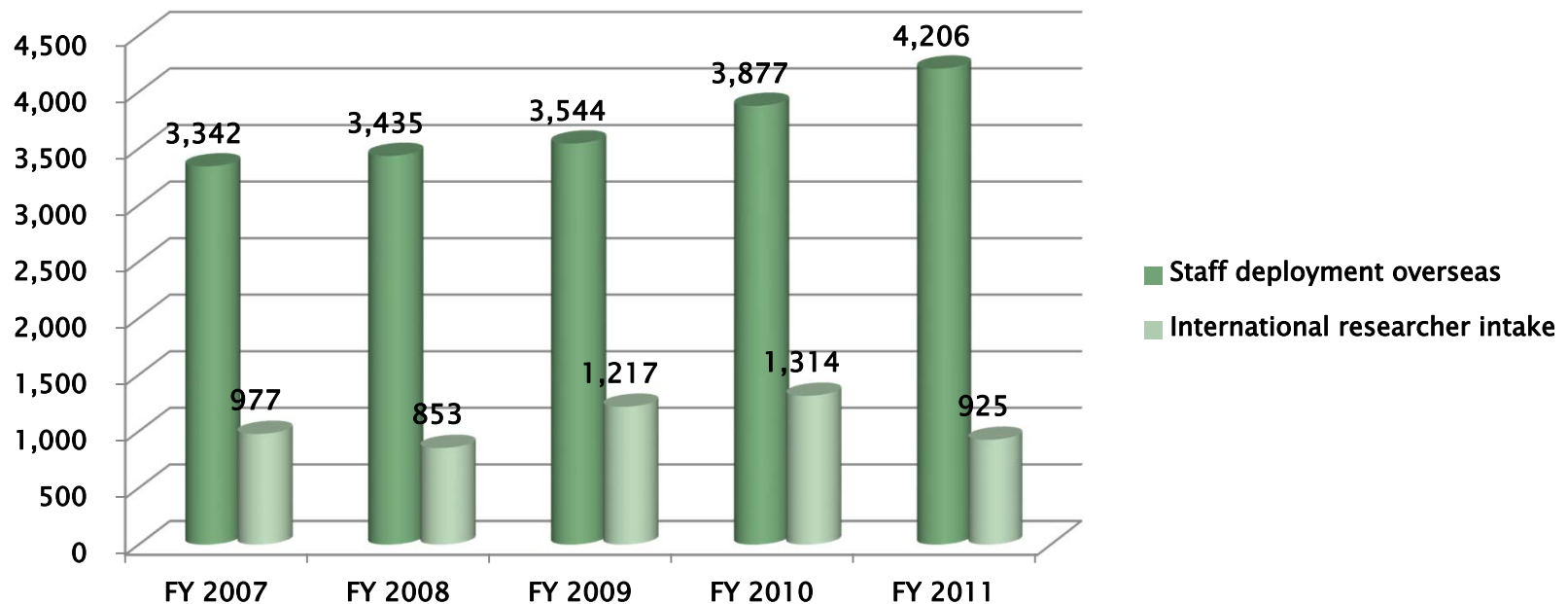
- 19 teaching staff have been employed for G30 through public advertisement, in primarily the English-speaking world.
- Regulations, such as those regarding 2-month summer vacations, have been revamped to make various forms of work possible, and internal University organization has been rethought to make the employment of non-Japanese teaching staff easier.
- In order to give teaching staff positions international appeal, the possible term of office has been extended to up to 10 years. To enable the status change of temporary (designated) teaching staff to full-time staff, we offer an environment in which teaching staff can carry out research in their own specialist fields.
- No. of non-Japanese teaching staff: AY2004: 57 → AY2012: 94
[Increase of 37 staff, after incorporation (1.65x increase)]



b. Facilitation of participation of Japanese teaching staff in overseas education research activities

- In programs such as CAMPUS Asia, G-GOE, and the Japanese-German Graduate Externship, NU's young teaching staff are responsible for intensive courses at prominent overseas universities.
- NU employs young researchers who received their degrees here for a period of 5 years as assistant professors, implementing a 2-year program of overseas research (YLC).

Intake/deployment nos. due to agreements



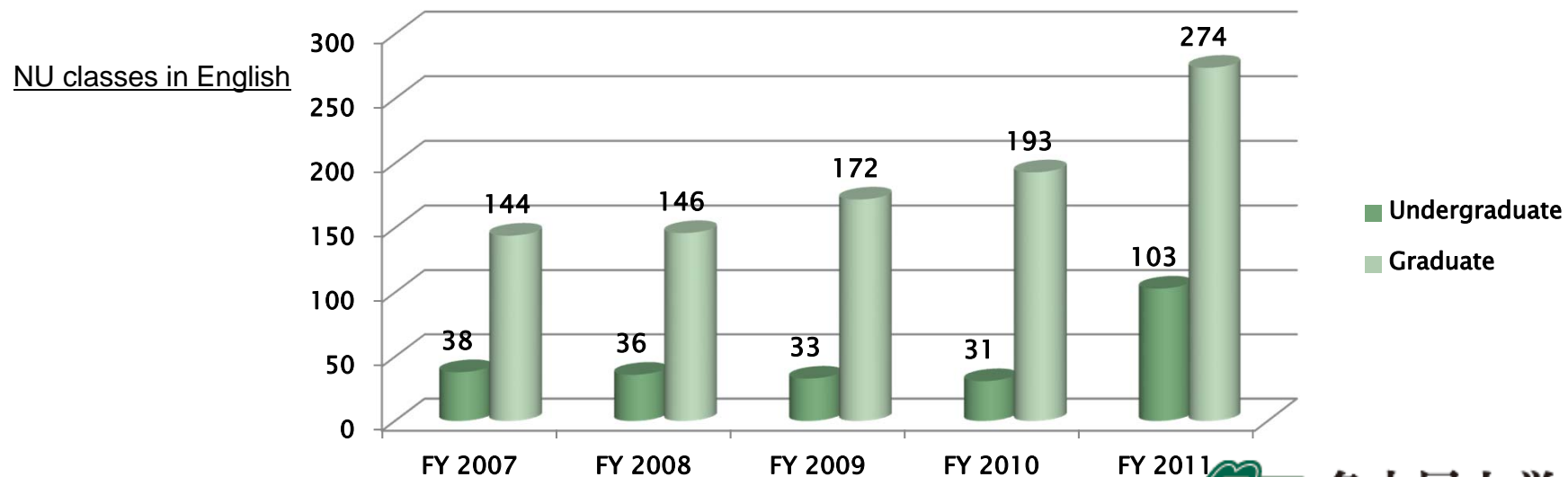
2. Current Approaches



① Degree programs obtainable through English-taught curricula

a. English-language programs offered

- From June 2011, 5 graduate programs, 5 master's programs, and 4 doctoral programs were newly offered; as planned in this enterprise, both undergraduate and graduate degree programs obtainable in English are now offered.
- The further expansion of degree programs obtainable in English is scheduled for the future in the G30 Programs.
- The lectures of 2 out of 3 departments in the Graduate School of International Development are carried out almost entirely in English.
- Degree programs such as the “Global Environmental Leaders Program” and “Young Leaders Program” are enterprises connected to internationalization, and carry out lectures in English.



② Voices from G30 Students



Dilafruz Yakubova (Uzbekistan)
Social Sciences Program
School of Law

I am currently involved in a Peer Support activity, which is organized to help and support international students who face some challenges in managing their new lives in Japan. That gives me a crucial experience in how to handle different types of situations and help people.

I am more than happy to come to Nagoya University, since I can meet so many people and learn more about different cultures and traditions as well as life itself. Everyone here has a unique set of nature and abilities, which in fact makes it more interesting to communicate with them and widen my worldview together along with the development of tolerance and interaction.



Khoo Youn Jian (Singapore)
Automotive Engineering Program
School of Engineering (Department of Mechanical and Aerospace Engineering)

When we talk about automobiles, one can never disregard how Toyota has shaped this industry. When I found out that Nagoya University G30 programs offer an undergrad course in automotive engineering, I know that this is my future path. My life in Japan has far exceeded my expectation. I seriously cannot believe that I can dismantle an engine and reassemble it when I am still in Year 1, first semester! It is only possible because of Nagoya University and the helps of professionals from Toyota Plant. Every day is full of challenges and I can't imagine that there will be a boring day waiting for me. No doubt that the workload from Nagoya University is heavy but I believed that it will only make me more prepared when I graduate from the school and start working.

b. Current Student Enrollment

Program Name	School (Graduate School) name	Offered from	Degree	No. of students	No. enrolled		Current no.
					Oct 2011	Oct 2012	
Automotive Engineering Program	Eng (Mech)	2011.10	B	Few	6	4	10
	Eng (Elec)	2011.10	B	Few		5	5
Fundamental and Applied Physics Program	Sci	2011.10	B	Few	2	5	7
	Eng	2011.10	B	Few	3	3	6
Chemistry Program	Sci	2011.10	B	Few	5	2	7
	Eng	2011.10	B	Few	1	6	7
Biological Science Program	Sci	2011.10	B	Few	6	4	10
	Agr	2011.10	B	Few	2	7	9
Social Sciences Program	Law	2011.10	B	Few	6	7	13
	Econ	2011.10	B	Few	6	7	13
Physics and Mathematics Graduate Program	Sci	2011.10	M	Few			
		2011.10	D	Few	1	1	2
	Math	2011.10	M	Few			
		2011.10	D	Few	1	1	2
Chemistry Program	Sci	2011.10	M	Few	1		1
		2011.10	D	Few	1	2	3
	Eng	2011.10	M	Few			
		2011.10	D	Few			
Biological Science Program	Sci	2011.10	M	Few	2	1	3
		2011.10	D	Few	1	1	2
	Bioagr	2011.10	M	Few			
		2011.10	D	Few			
	Med	2011.10	M	Few		1	1
Medical Science Graduate Program	Med	2011.10	D	Few	4	6	10
Graduate Program in Economics and Business Administration	Econ	2011.10	M	Few	4	5	9
Graduate Program in Comparative Studies of Language and Culture	Lang	2011.10	M	Few	4	5	9

c. Initiatives for offering and improving high quality education

- There has been a change in the 4-step excellent/good/acceptable/fail grade assessment method used hitherto: students enrolling from AY2011 will be marked using the 5-step S-A-B-C-F method, and a GPA system has been introduced as the grade assessment method.
- Workshops for teaching staff, such as “Teach in English” have been held since 2009, and training has been carried out in order to implement classes taught in English.
- In order to improve the effective operation of international programs and the quality of English-language classes, teaching staff were sent to class improvement training programs in the USA (AY2009: 2 to the University of Oregon, 10 to UCLA; AY2010: 12 to the University of Oregon).
- In order to improve the English abilities of Japanese students, all enrolling undergraduates take the TOEFL-ITP (Institutional Testing Program) exam, and the Criterion exam to check English composition levels, as placement tests; in addition to face-to-face learning in the classes formed from the results, students must also do independent learning through e-learning, and undertake Academic English education to truly improve their English abilities.
- Implementation of the G30 pilot program “Experience Classes in English”: aimed at Japanese students, lectures are conducted in English with the aim of training and improving students’ English listening ability, raising their speaking ability during classes, and so on.

③ Improved environment for international student intake

a. Support for international students (work, lifestyle, economics, career, etc.)

- International student advising system: each department/graduate school has an instructor in charge of international student affairs (17 instructors in 12 departments as of April 2010). We have also increased instructors in charge of mental health in the International Student Advising Office.
- The Career Development Office has been improved, and, with ECIS, an International Student Career Counseling Corner has been set up to support students' search for employment.
- We have implemented facilitator training and peer supporter training programs as exchange support activities.
- English provision of internal NU documents: Regulations and internal documents are translated into English and published on the database developed by NU: NUTRIAD: Nagoya University Translated Information Archiving Database.
As well as providing English translations of necessary documents by administrative staff in charge of student intake on international programs, the database also offers a Keyword in Context search function that can be used for reference by all staff when translating materials into English.
- PCs for student use (600 machines) have been outfitted with an OS that enables use in both Japanese and English.

- Using funds from the Nagoya University Foundation, a scholarship system has been established for undergraduate students on international programs, including a scholarship for undergraduates on the G30 Programs.
- We have improved the learning environment by enriching the reference books, teaching materials, etc. in the Library's "International Student Corner".
- A new international student residence was constructed in April 2010 (106 rooms), and another in September 2011 (93 rooms). A lifestyle advisor is stationed in the residence, to support international students' daily lives.

b. Provision of Japanese language/culture learning opportunities

- With a focus on Japanese language teaching staff, the Japanese language course curriculum has been enriched, providing education for students who wish to work in Japan in the future.
- Japanese language teaching materials developed and produced at NU (DVD version) has been made public online on the homepage, and so can be accessed by other universities.
- Provision of high-quality Japanese language/culture learning opportunities: a system was designed for undergraduate students on international programs, in which they must earn 12 credits by taking compulsory Japanese classes, which run 5 times a week Mon-Fri during period 1.

c. Establishment of overseas bases and promotion of international student intake

As well as the Uzbekistan office, which is for joint use by other universities, we have also established the Shanghai Liaison Office (China, Shanghai) and the Europe Center (Germany, Freiburg).

▪ Shanghai Office (China, Shanghai)

While participating actively in the JSPS Beijing Office-sponsored study abroad information sessions, NU runs an administrative office for accepting students under the CSC Program (Scholarship Program Supported by China Scholarship Council).

▪ Europe Center (Germany, Freiburg)

Supports recruitment activities for the G30 Programs within Europe.

Overseas joint use office for universities

Uzbekistan (Tashkent) Office Opened March 2010

a. On-site PR activities relating to Japanese universities

- A space has been created where materials from several universities can be perused, and a panel introducing G30 schools is on display.
- At the on-site study abroad fair in November 2011, 6 universities, including NU, exhibited; it was attended by approximately 1000 people.

- In November 2012, 9 universities, including NU, exhibited; it was attended by approximately 1200 people.
- The vice-director has held information sessions in 12 cities in Uzbekistan; 2780 people participated, and information could be provided nationwide.

b. One-stop Service

- With one full-time staff member on-site (vice-director) and one part-time staff member, the Office offers visitors advice and information on studying in Japan.

c. Joint use

- In AY2011 over 1600 local students visited (previous year approx. 900).
- Both NU and other universities hold entrance interviews using the Office space.



Japan Education Fair 2012

DATE : November 10, 2012

VENUE : Tashkent, Uzbekistan



○ The news on local media



④ Internationalization of and networking with G30 core universities

a. Internationalization of universities

- Active overseas recruitment has been conducted, which contributes to the intake of students with multi-cultural backgrounds and the understanding of different cultures, resulting in the promotion of study abroad programs for Japanese students.

b. Inter-university networking (collaboration with other Japanese universities)

- Joint FD/SD programs have been implemented based on the pilot networking scheme among three G30 core universities: Tohoku University, University of Tsukuba, and Nagoya University.
- As a part of the SD activities, we invited experts from the USA and held the “international workshop”, in which staff could learn how to verify the authenticity of certificates required for international admissions; there were 76 participants from 26 universities (national and private) and JAFSA.
- In cooperation with Tohoku University and the University of Tsukuba, FD sessions for G30 faculty are to be conducted this year with the help of experts from Japan and overseas.

c. Collaboration with industry

- As lecturers for the Automotive Engineering Summer Program, real-life professionals were invited from companies including Toyota Motor Corporation, enhancing practical aspects of the courses taught in the program.
(Lecturers from the following 9 organizations: Toyota Motor Corporation, Toyota Central R&D Labs., Inc., Nissan Motor Co., Ltd., Mitsubishi Motors Corporation, Mitsubishi Electric Corporation, Denso Corporation, Toyota Technical College Nagoya, Nakanihon Automotive College, Dokkyo Medical University)
- Networking events were planned and conducted to introduce G30 Programs to companies; with 11 entries from companies, these events have boosted our collaboration with industry.
(The 11 participants are: Kao Corporation, Kawasaki Heavy Industries, Ltd., Kokuyo Co., Ltd., NEC Corporation, Panasonic Corporation, Toray Industries, Inc., Pokka Corporation, Rakuten, Inc., Suzuki Motor Corporation, Takata Corporation, Toyota Motor Corporation)

d. Internationalization of administration

- Establishment of “2010 Action Plan for Internationalization of administrators”

Main goals: ① Enhanced adaptability ② Extensive administrative structure

③ Development and use of human resources ④ Improved interpersonal skills

- We endorse the plan to improve English abilities by having staff members under 35 years of age take the TOEIC exam. Applicants will undergo self improvement training with language-study training and teaching materials.
- Enrichment of overseas deployment training for administrative staff: we deploy over 10 staff per year for short-term training at our overseas bases in China, Uzbekistan and Germany.

e. Implementation and improvement of assessment

- Measures taken regarding points raised in results of mid-term assessment
Regarding participation of Japanese students and studying abroad, we will continue to encourage participation in G30 lectures and current projects like CAMPUS Asia, and will facilitate studying abroad for Japanese students.
- Implementation and improvement of assessment by outside experts
We integrated assessments from outside experts on G30 plans thus far; we set future tasks and goals, and planned the relevant and effective implementation of this enterprise.

3. Utilization of Expenses

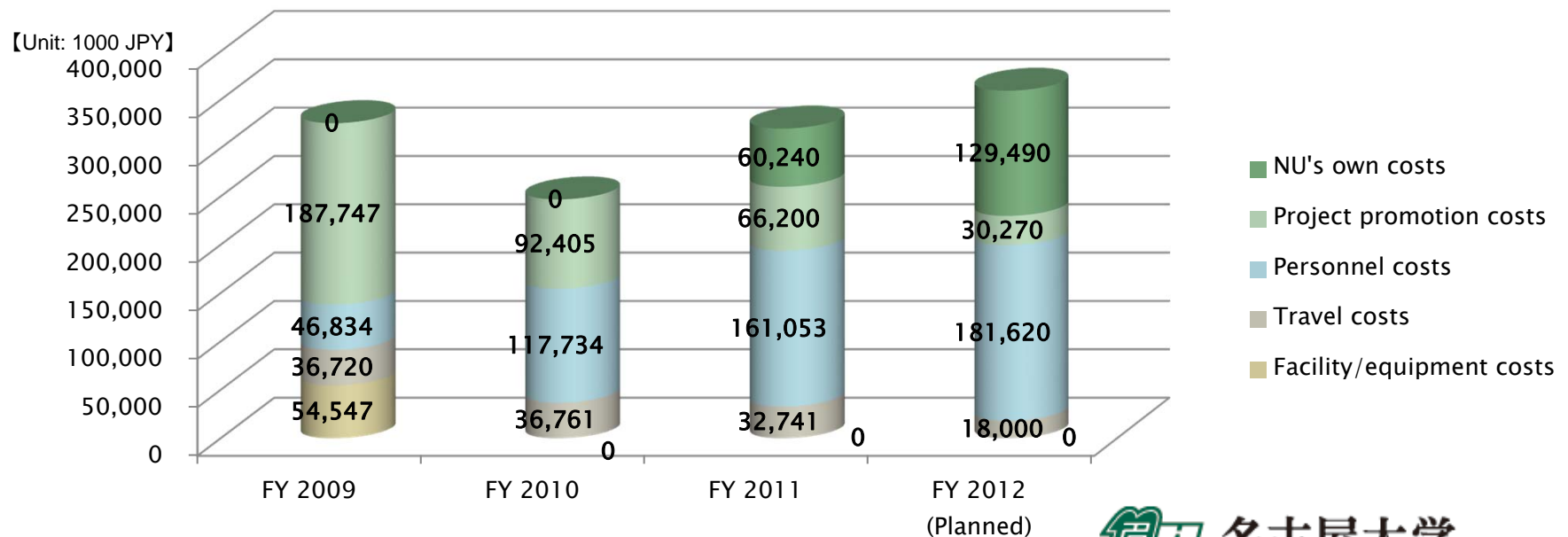


a. Budget changes and results of use

- Every year a budget execution plan is decided upon in order to achieve the plans for the G30 project. Beginning in AY2011, the internal expenses for each year (expenses incurred by NU) are included in the calculations, and the project is carried out.

b. Budget determination methods

- Every year, in order to plan the suitable use of subsidiary funds, we confirm the details of use and documents with the accounting division, decide on the budget and create a report of achievements.



4. Further Issues & Post-Project Outlook



① Further issues and outlook

- Develop mutual study between G30 English classes and regular Japanese language classes.
- Contribute to the strengthening of regular students' English abilities by enabling an educational system in which Japanese students can also take classes in English.

② Post-project outlook (2014 -)

□ Expanding English-taught programs

- School/Graduate School of Letters will offer G30 programs, starting in October 2014.

□ Boosting international student intake

- In order to gain top students and keep international programs developing, active recruitment will continue at overseas bases, even after the project ends.

□ Securing alternative financial resources after the end of government subsidies

- NU's internal expenses, such as personnel and travel costs, should be secured to maintain operation of the project.