

Global30 Project Follow-up FY 2012

Project for Establishing University Network for Internationalization

Kyushu University



**Executive Adviser to the President
(International Affairs)
Kazuo OGATA, Prof. Dr.**



Table of Contents

1. G30 Project at Kyushu University

2. Updates on Our Project

- ① Degree Programs in English
- ② Environmental Improvement for International Students
- ③ Internationalization of the University and Establishment of Network

3. Achievement from the Project

- ① Achievement and Spillover Effect
- ② Evaluation from the International Undergraduate Program Students
- ③ Accepting International Students
- ④ Implementation of New Programs with Overseas Universities
- ⑤ Expanding Foreign Exchange through Partnership Institutions
- ⑥ Enhancement of Education System

4. Current Status of Expenses

- ① Budget and Usage Status
- ② Internal Audit

5. Objectives to be Accomplished through the G30 Project

- ① Simulation of Increased International Students
- ② Prevalence and Spillover Effect of University Internationalization
- ③ Lessons Learned and Issues



1. G30 at Kyushu University

Covers Broad Fields

- Establishing international programs in all graduate schools
(Except Law School)

Establishment of International Programs in Undergraduate Level (Engineering/ Agriculture)

- Establishment in the early stage of the project (in 2010)
- Reinforcement of General Education System

University All-out Structure for Internationalization

- International Student and Researcher Support Center as Concierge
- Committee Structure with Members from All Graduate and Undergraduate Schools
- G30 Foreign Teachers to be Assigned to Each Faculty
(Affiliation: International Education Center)
- G30 Project Office to Monitor All International Programs



a. Current Status of Kyushu University

University Staff: 7,716 (as of May 1, 2012)

Faculty Staff: 2,099

Administrative Staff: 2,019

Professors 679

Administrative Staff 849

Associate Professors 627

Technical Staff 1,170

Lecturers 120

Assistant Professors 651

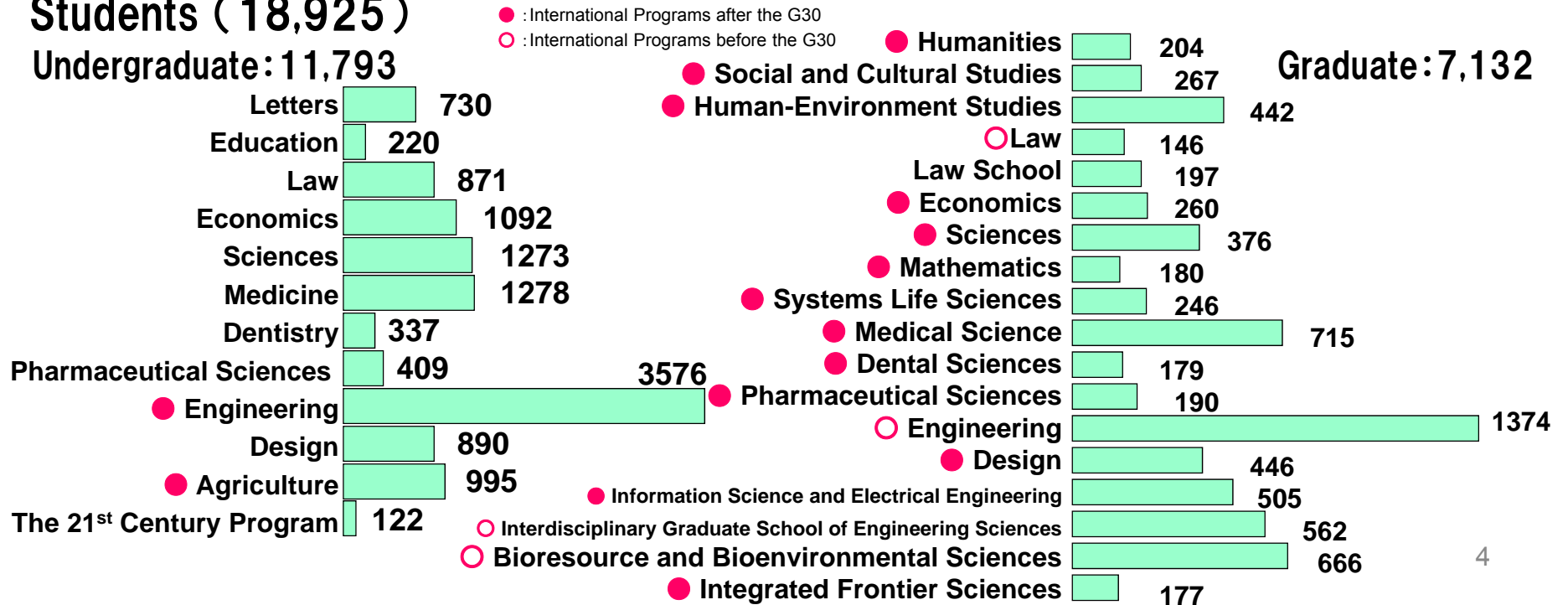
Research Associates 22

Board Members, Invited Foreign Teachers, Part-time Instructors: 3,598

Students (18,925)

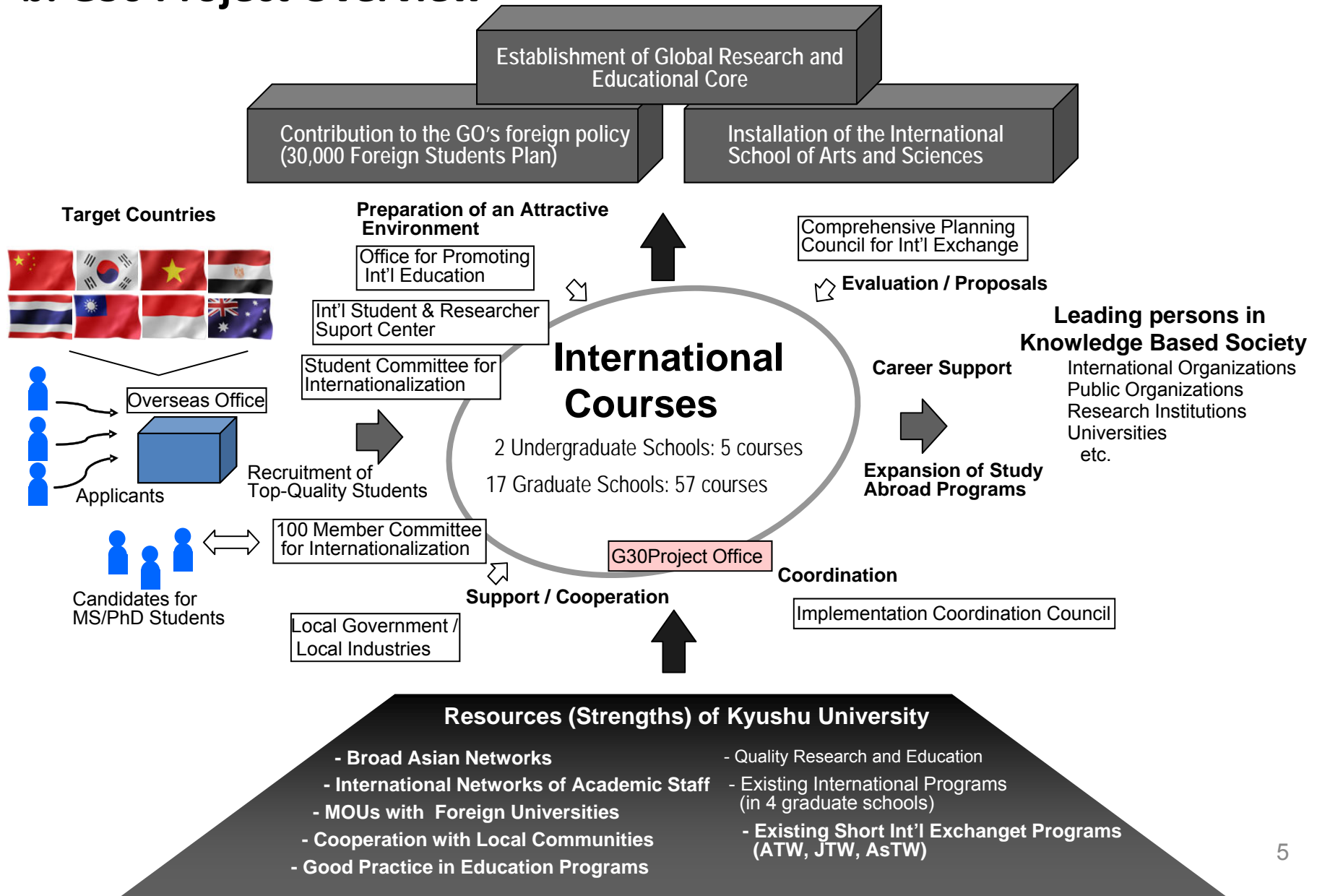
Undergraduate: 11,793

Graduate: 7,132





b. G30 Project Overview





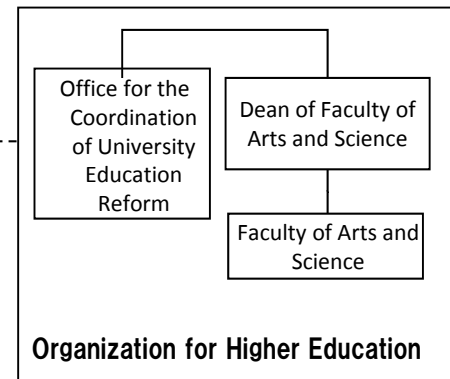
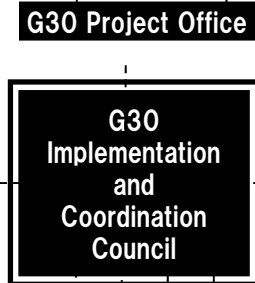
c. G30 Project Organization



Working Groups:

- IT Facilities
- Student Recruiting
- Support for Researchers and Students
- Admission

Cairo Office
(Office for Shared Utilization by Universities)



Coalition

Overseas Offices

International Affairs Department

International Student and Researcher Support Center

Student Affairs Department

Academic Affairs Committee

IUPE Board

International Education Center

100 Member Committee for Internationalization

Student Committee for Internationalization

G30 Liaison Council for International Course

Dual Assignment

Faculty Members:

Education in Graduate School

Education in Undergraduate School (Specific Education / General Education)

Evaluation/ Opinions introduced

Opinions introduced





2. Updates on Our Project

- ① Degree Programs in English
 - a. Establishment of International Programs

Undergraduate Schools

*Engineering
Agriculture*



Opening Ceremony for the International Undergraduate Program in October 2011



Graduate Schools

*Mathematics(PhD)
Law (BiP)*

*Human-Environment Studies
Pharmaceutical Sciences(MSc)*

Design

Integrated Frontier Sciences (PhD)

Pharmaceutical Sciences(PhD)

Humanities

Engineering (part)

Medical Sciences (Asian Health Sciences)

Integrated Frontier Sciences (MSc)

Interdisciplinary Graduate School of Engineering Sciences (MSc)

Social and Cultural Studies

Medical Sciences

Information Science and Electrical Engineering

Economics

Sciences

Mathematics (MSc)

Systems Life Sciences

Dental Science

Engineering (part)

Existing courses

Law

Bioresource and Bioenvironmental Sciences

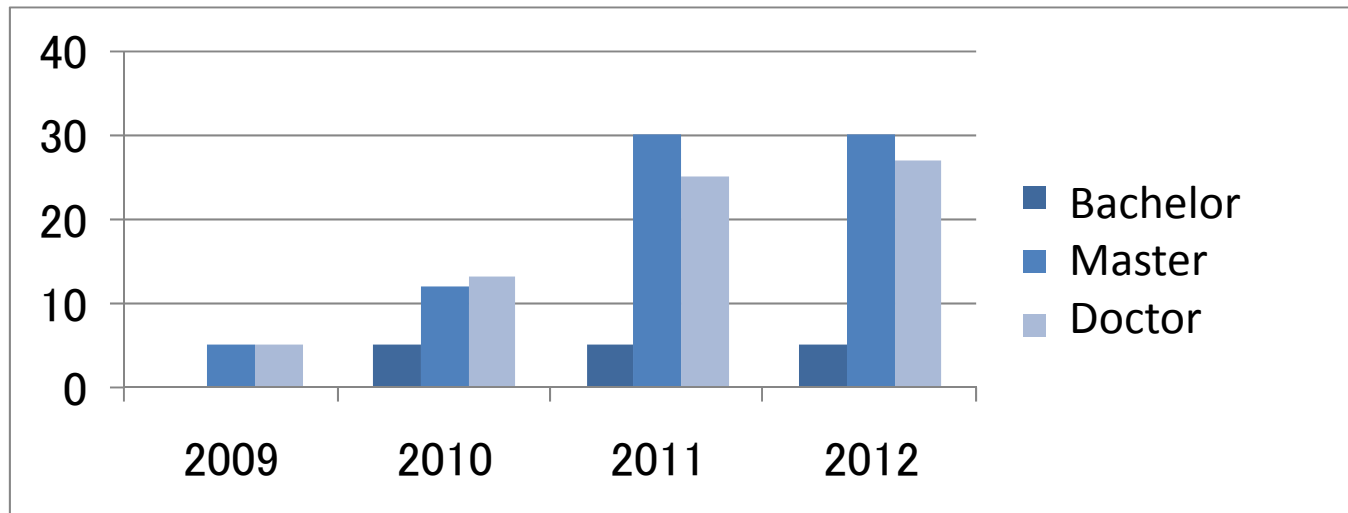
Engineering (part)

Interdisciplinary Graduate School of Engineering Sciences (PhD)



b. Number of International Programs

- ◆ First international program after Kyushu University being selected for the Global 30 Project was established in 2009, and in October 2010, the first international programs for undergraduate level were opened in the School of Engineering and the School of Agriculture.
- ◆ All five programs for bachelor degree, 30 for master's and 27 for doctoral degree have opened by October 2012, and that is all 62 programs planned for this project.





c. Promotion

Conducting promotional activities focused on the targeted countries

Around 50 staff have been sent to over 10 countries and regions, and visited over 50 high schools to introduce our International Undergraduate Programs.

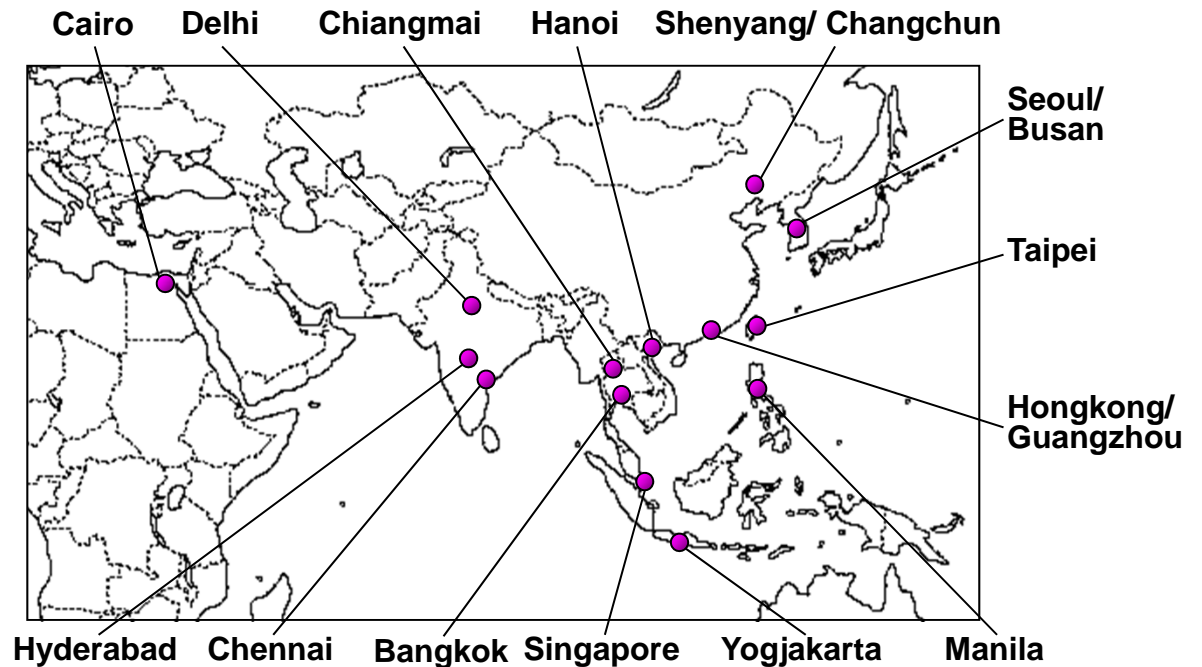
Number of students joined our presentation
About 2,700 → About 4,400



Conduct on-site screening in over 10 countries

Undergraduate Programs (Eng./Agr.)

- New Enrollment: 25 out of 44 applicants (Enrolled in October 2010)
- New Enrollment: 21 out of 79 applicants (Enrolled in October 2011)
- New Enrollment: 13 out of 66 applicants (Enrolled in October 2012)



High School in Vietnam



High School in Indonesia

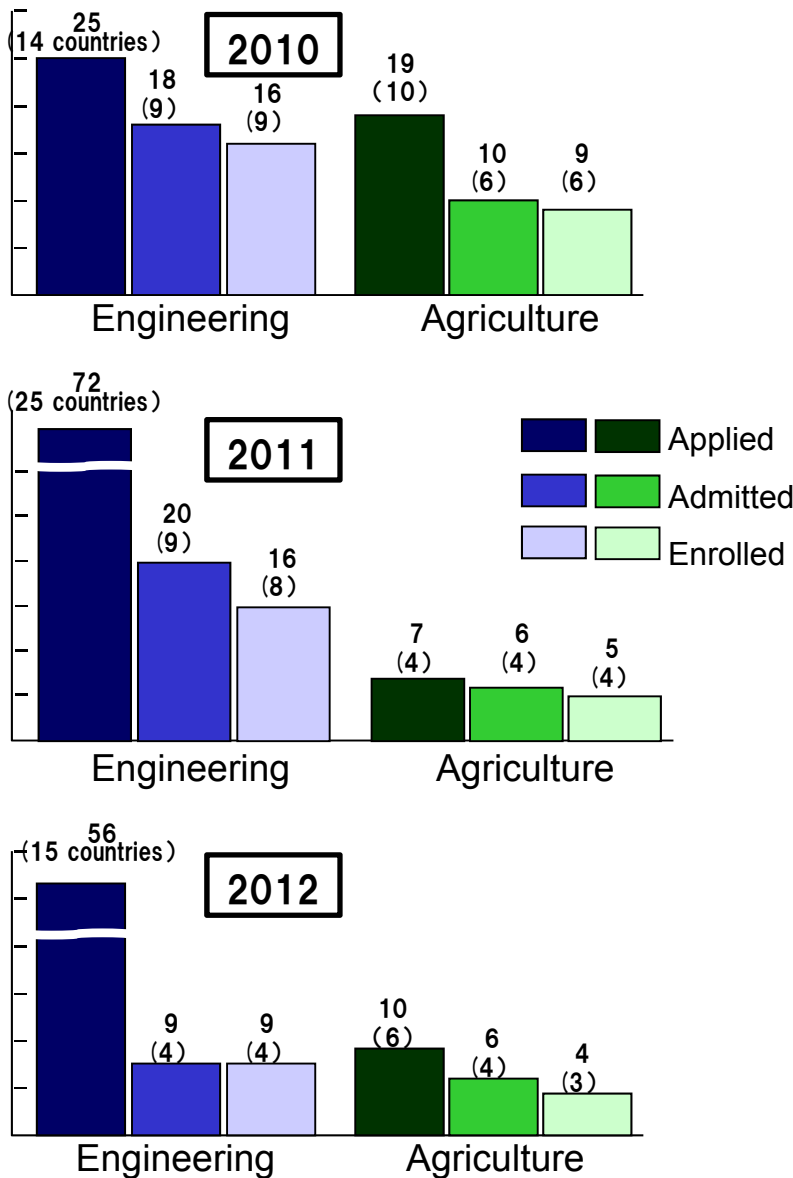


High School in Thailand





d. Applicant and Successful Applicant for the International Undergraduate Programs



Nationalities of Applicants (○) and Successful Applicants (●)

Nationality	2010		2011		2012	
	Eng	Agr	Eng	Agr	Eng	Agr
01. China	●	●	●	●	●	●
02. Korea	○	—	●	—	○	●
03. Taiwan	●	●	—	—	○	●
04. Thailand	—	●	●	●	●	—
05. Vietnam	—	●	●	●	●	●
06. Indonesia	●	—	●	●	●	○
07. Singapore	●	—	—	—	—	—
08. Malaysia	●	—	○	—	○	—
09. Mongolia	—	●	—	—	—	—
10. Uzbekistan	—	—	●	—	—	—
11. Kyrgyzstan	—	—	○	—	—	—
12. Nepal	○	○	○	—	○	—
13. Bangladesh	—	○	○	—	○	—
14. India	●	—	●	—	○	—
15. Sri Lanka	—	—	○	—	—	—
16. Pakistan	—	—	○	—	—	—
17. Iran	—	—	○	—	○	—
18. Saudi Arabia	—	—	○	—	—	—
19. Palestine	—	—	○	—	—	—
20. Egypt	●	—	—	—	○	○
21. Malawi	—	○	—	—	—	—
22. Morocco	●	—	—	—	—	—
23. Cameroon	○	—	—	—	—	—
24. Nigeria	○	○	—	—	—	—
25. Kenya	—	—	○	—	—	—
26. Tanzania	—	—	○	—	—	—
27. France	○	—	—	—	—	—
28. Switzerland	●	—	—	—	—	—
29. Germany	—	—	○	—	○	—
30. Liechtenstein	—	—	○	—	—	—
31. Norway	—	—	●	—	—	—
32. Czech	—	—	○	—	—	—
33. Hungary	—	—	●	—	—	—
34. Spain	—	—	○	—	—	—
N/Amer 35. USA	—	●	●	—	○	—
S/Amer 36. Columbia	—	—	—	—	○	—
Total # of Countries	20		25		15	



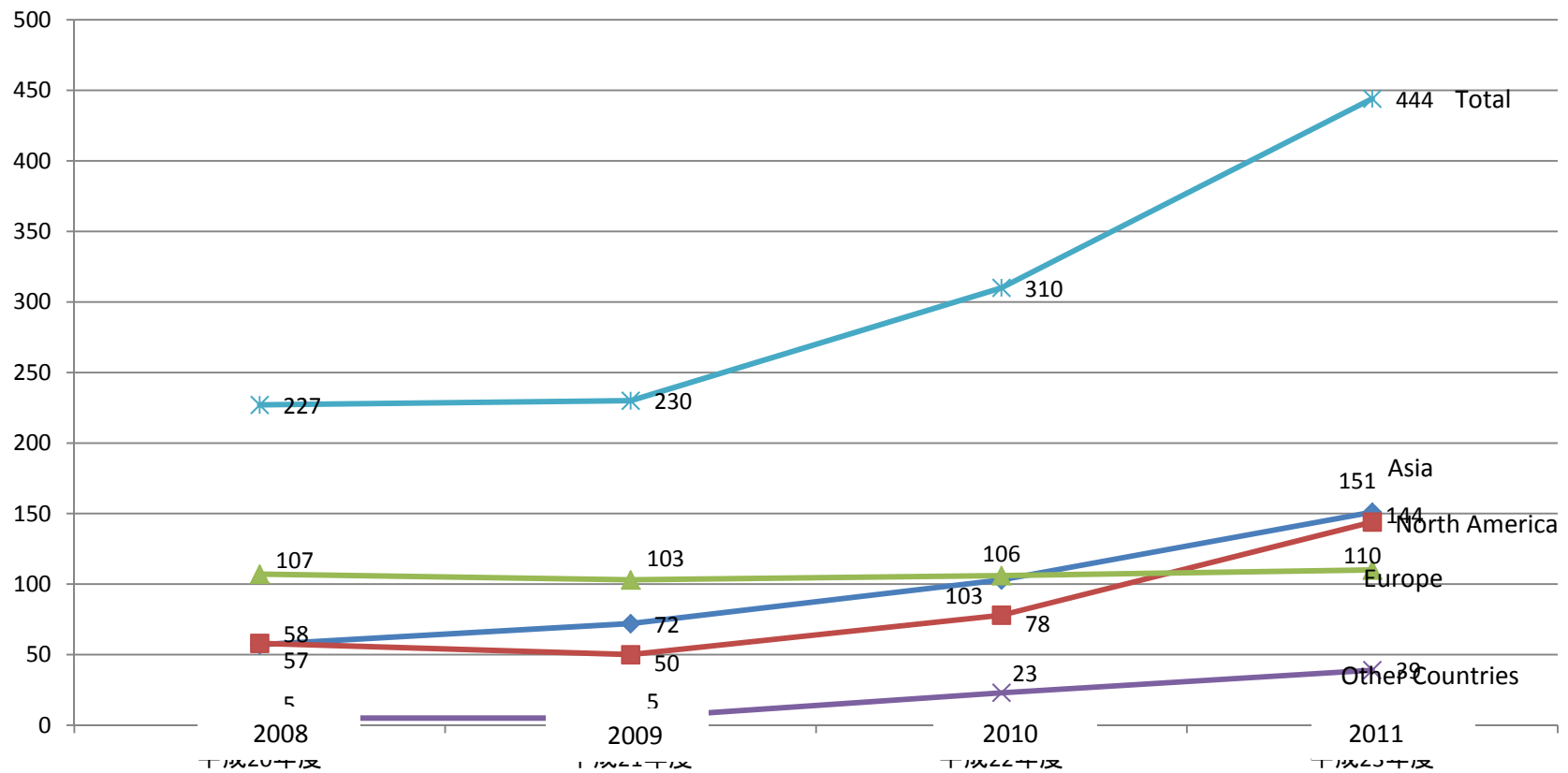
e. Enrolled Students in International Graduate Schools

Graduate School		2009	2010	2011	2012	Remarks	
New Programs	Humanities [M]			4	7		
	Social & Cultural Studies [M · D]		2	1	2		
	Human-Environment Studies [M · D]		16	11	6		
	Law [M]	3	2	3	1		
	Economics [M · D]		10	9	10		
	Science [M · D]		2	1	2		
	Mathematics [M · D]	0	1	2	3		
	System Life Sciences [D]		1	3	4		
	Medical Science [M · D]		1	12	10	2 deps.	
	Dental Science [D]		2	1	7		
	Pharmaceutical Sciences [M · D]		3	3	12		
	Engineering [M · D]		8	29	42	11 deps.	
	Design [D]		1	3	1		
	Information Science & Electrical Engineering [D]		0	0	0		
	Interdisciplinary GS of Engineering Sciences [M]				3	0	5 deps.
	Integrated Frontier Sciences [M · D]				0	2	
Subtotal		3	46	86	109		
Existing Programs	Law [M · D]	40	38	37	33	2 prgs.	
	Engineering [D]	23	19	22	18		
	Interdisciplinary GS of Engineering Sciences [D]	14	12	9	9		
	Bioresource & Bioenvironmental Sciences [M · D]	28	34	39	31		
	Subtotal		105	103	107	91	
Total		108	149	193	200		



(Reference) Number of Kyushu University Japanese Students Studying Abroad

By accepting more number of international students at Kyushu University, the University has been more globalized and it has a positive influence on Japanese students. More and more Japanese students study abroad every year, and that shows the Global 30 Project has some impact on the motivation for Japanese students to study abroad.

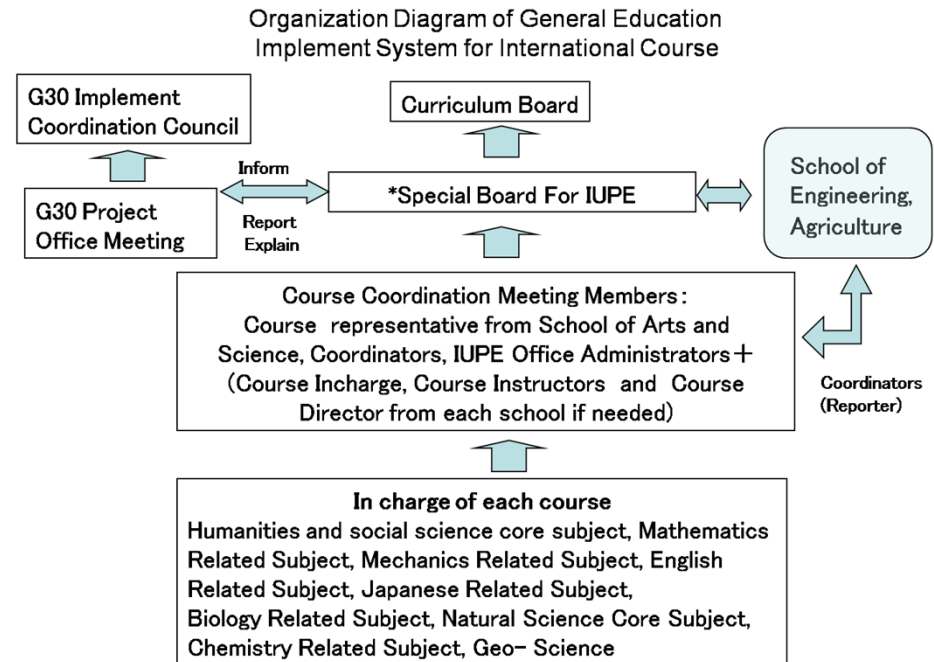




f. For Higher Quality of Education

- Keeping the quality of education by using GPA system to maintain a strict grading performance.
- For some entrance examinations, submitting score reports of SAT is mandatory to see applicants' capability of learning in English and to provide high quality higher education right on enrollment.

• Coordinators are assigned to lower division general education and specialized courses to monitor students' understandings for classes and to support them in many ways. The operation structure shown is built to discuss and improve contents of classes, method of teaching, and development of teaching materials.





g. Education in International Undergraduate Program

General Education Subjects

- Core Seminar Subject
- Common Core Subject
- Humanities Core Subjects
- Science Core Subjects
- Language and Cultural Subjects /English
- Language and Cultural Subjects /Japanese
- Health and Sports Science Subject
- Fundamental Subject for Natural Science Field
- Integrated and Broad Subject

Engineering

Specialized Courses
 General Education: Required more than 51 units
 Specialized Education: Required more than 80 units
 Total: more than 131 units

Applied Chemistry
 •Applied Chemistry International Program Subject
 •Sub-course Subject

Civil Engineering
 •Civil Engineering International Program Subject
 •Social Infrastructure/ Structural System Subject
 •Disaster Prevention/ Soil System Subject
 •Environment/ Water Resource Subject
 •Transport/ Urban Planning Subject
 •Laboratory Subject
 •Practical Subject
 •Sub-course Subject

Mechanical Engineering
 •Mechanical Engineering International Program Subject
 •Sub-course Subject

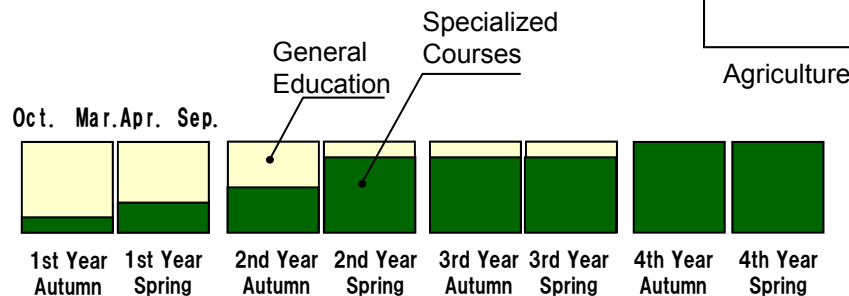
Aerospace Engineering
 •Aerospace Engineering International Program Subject
 •Sub-course Subject

Bioresources and Bioenvironmental Sciences

Specialized Courses

General Education: Required more than 52 units
 Specialized Courses: Required more than 74 units
 Total: more than 126 units

- Technical Communication
- Common Basic Subjects
- Specialized Subjects
- Laboratory Subjects
- Fieldwork Practice Subjects
- Thesis





② Environmental Improvement for International Students

a. Support for International Students

International Student and Researcher Support Center (Established in July 2009)

There are total of 16 staff supporting international students and researchers on each campus.

These supports listed below used to be provided by professors or the student section, but now the International Student and Researcher Support Center takes care of them and that reduces obligation for professors. That, as a conclusion, links to the increase of number of international students.

Supports were provided to;

about 550 students (autumn semester)

about 250 students (spring semester)

【Support Provided】

Before coming to Japan:

- ① Authorization of resident eligibility・Proxy application
- ② Residence application
- ③ Help in flight ticket booking / Gathering flight information

On arrival at Fukuoka Airport:

- ① Shuttle Bus Service (from the airport to the dormitory)
- ② Ward office / Opening a bank account / Buying a mobile phone
- ③ Orientation for newly enrolled international students

After arrival:

- ① Daily consultant
- ② Finding a residence
- ③ Translation / Interpretation





b. Support Provided to the International Undergraduate Program Students

【Financial Support】

- ◆ Established a new system which provides 70,000 yen/month to up to 18 students of each year
- ◆ Half of the tuition fee is exempted
- ◆ Provision of traveling subsidy (up to 100,000 yen)
- ◆ A room in the university dormitory is guaranteed for the first year and a half

【Academic/Daily Support】

Up to 2010

One tutor assigned to a new international student and helped in daily life as well as course registration and other academic matters.



After 2011

A new supporter system has been established and several Japanese students and international students help new international students as a team. It promotes interaction among students and new international students can receive necessary supports through the interaction.



c. Opportunities to Learn Japanese/Japanese Culture

① Japanese Classes held by International Student Center

Several Japanese classes divided by level are provided with no tuition on main campuses.



② Field Trips

Providing opportunities to interact with local residents or to experience Japanese culture through different kinds of field trips (planting and harvesting rice, visiting elementary schools/ temples)

③ Career Development Program for Asian Students in Japan

Providing opportunities to learn Japanese social culture through business English classes and internships to Japanese companies.





d. Overseas Offices (Newly established 4 offices for G30 Project)



Cairo Office (Egypt)
Office for Shared Utilization by Universities (Established in 2009)

(China) China has been selected as one of our target regions for student recruitment as 1,075 students (56% of all international students) from China are currently enrolled in Kyushu University and the number is expected to grow further. With support of Beijing Office, we visited 18 high schools in the past 4 years and introduced our International Undergraduate Program to a total of 632 students. The Office has also been used as a venue for onsite interviews. 32% of the students in our International Undergraduate Program is from China, keeping a good balance ensuring a wide variety of nationalities among students.

(South Korea) We visited 17 high schools in the past 4 years and hold seminars for a total of 270 students with support of Seoul Office. We changed the application period at the admission 2011 to fit the academic calendar of South Korea, that resulted in a growth in the number of applicants from South Korea. (1 for admissions 2010 → 8 for admissions 2011)

(Taiwan) With support of Taipei Office, we visited 21 high schools in the past 4 years and talked to 473 students. We published a brochure for parents in traditional Chinese characters specially for Taiwan.

(Thailand, Indonesia, Vietnam) We collected educational information through the overseas offices, and visited high schools to hold seminars. (Thailand: 20 schools/760 students, Indonesia: 33 schools/2,585 students, Vietnam: 22 schools/735 students) As a result, we found, for example, that there still are considerable number of students interested in studying agriculture in provincial cities like Chain Mai whereas few students show interest in large cities like Bangkok. Same applies to Indonesia and Vietnam. Hanoi Office in Vietnam has been used for on-site interviews and written exams for admission



e. Kyushu University Cairo Office (KUC) (Office for shared utilization by universities)



Publicity of Japanese universities in Egypt

KUC has conducted publicity activities on its roles targeting universities/schools and organizations involved in education in Egypt through its website and leaflets. KUC also plans and organizes the “JEN Open Salon” on a regular basis in collaboration with the Information and Culture Center of the Embassy of Japan in Egypt to introduce Japanese culture in order to strengthen its publicity.



Function as a one-stop service center

KUC corresponds to inquiries on study in Japan by students and on collaborative research by researchers. In order to serve a need of visitors with interest, the office offers a computer for public use and brochures of different Japanese universities. It is equipped with a teleconference system, and can be utilized as a venue for small seminars, meetings, or admission exams/interviews.

The number of users has not been large due to the political unrest after the office’s opening and the “Japan University Fair” having been cancelled, it aims to strengthen its function as a one-stop service center with the “Fair” scheduled in November 2012.



Shared utilization by universities

KUC tries to disseminate information about Japanese universities in Egypt. It also supports Japanese universities when they hold university publicity seminars and admission exams/interviews in Egypt. The office had around 200 visitors in 2011, most of which are high school and university students.





e. Kyushu University Cairo Office (KUC) (Office for shared utilization by universities)

The Japan University Fair in Egypt planned to be held in FY2010 and FY2011 was cancelled due to the political unrest in Egypt. (To be finally realized in November 2012) Instead, we organized the Egypt-Japan Seminar in Tokyo in FY2011 inviting delegates from Egyptian state ministries, universities, and high schools. The main objective of the Seminar was to promote better understanding among Japanese university personnel of Egyptian universities/high schools and trend in studying overseas.

□ Egypt-Japan Seminar

(March 5, 2012, held in Tokyo)

- Japan side: 58 participants from 20 universities and 10 organizations
- Egypt side: 16 participants from state ministries, universities, and high schools
- Presentations and panel discussion
 - “Trend of Egyptian students studying in Japan”
 - ”Possible measures to promote acceptance of Egyptian students in Japan”

□ Japan University Fair in Egypt 2012

※Cancelled in FY2010 and FY2011 due to the political unrest in Egypt

(Scheduled for November 1, 2012 in Cairo and November 3, 2012 in Alexandria)

- Participating universities Kyushu, Tsukuba, Kyoto, and Ritsumeikan
(10 universities sending brochures)
- Preparation in progress by Cairo Office and G30 Project Office





f. Student Committee for Internationalization

Objectives:

- Promote interactions between Japanese and international students through the initiative of students themselves.
- Serve as a principal venue for students to express their opinions and to make proposals to the university on Kyudai's globalization.

Members:

- 15 Japanese and international students
- 4 teaching members

Activities:

■ Year 2011

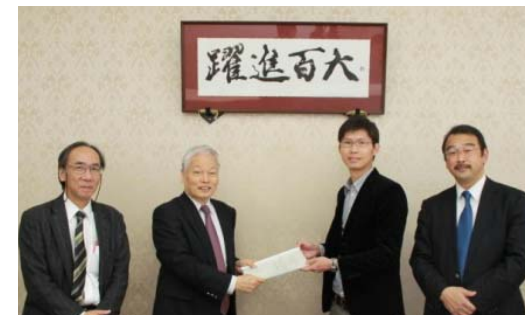
Proposals on Internationalization of University

【proposal overview】

- More bilingual signs and maps
- More information for students through HP, posters, and e-mail
- Increase the interactions between Japanese and international students in order to raise cultural awareness
- Provide Japanese students with chances to speak in English
- Open spaces for students

■ Year 2012

Activities to realize the proposals, field trip to promote interactions between Japanese and international students, investigation on other university's internationalization practice, etc.





③ Establishing a Regional Network on Internationalization of Higher Education Institutions

a. Running “Workshops on Internationalization of Universities in Southwest Japan”

Objective: Create an informal network of regional universities, and share information about, and benchmark, good practices and successful cases

Target: University employees involved in international affairs (especially in Southwest Japan)

【Past Workshops】

“International Student Mobility” (March 16, 2012)

After keynote speeches on internationalization of education and cultivation of globalized human resources, participants were split into two groups to discuss “Supporting International Students” and “Ways to entice Japanese students to study abroad.” (Number of Participants: 67 from 32 universities and 5 other institutions)

•Comments from the participants

- It was good that we were able to learn more about other universities’ supporting systems for international students.
- It was very productive, different from workshops held with participants from all over Japan.

“Successful Overseas Promotion and the Possibility of Regional Branding” (August 7, 2012)

Following presentations by two branding experts, the participants were split into seven groups to discuss topics like “How to succeed in overseas promotion” and “Sales points of southwest Japan.” Each group then made a brief presentation on what they had discussed at the end of the workshop. (Number of Participants: 36 from 21 universities)

•Comments from the participants

- It was very useful not only for overseas promotion but for promotional activities in Japan.



【Workshops to Come in FY 2012】

Date	Topic
December 2012	How to Promote Interactions Between International and Local Students
March 2013	Risk Management in Universities: How to protect Japanese Students Abroad



b. Academic-industrial alliance



Career support for international students

JOB FAIR for Kyushu University international students (2010~)

230 students visited the fair with 41 company booth, career seminars and one-on-one career guidance

Global Industry Human Resources Council of Kyushu: Summer Internship Program

Organized by the Kyushu Bureau of Economy, Trade and Industry, Kyushu Economic Federation, and Aso Group, in corporation with 80 companies.

Period: 1 week to 2 months

14 students from Kyushu University took part in the program for 2011.

Company information sessions and seminars by business leaders



Academic-industrial alliance 「Industrial Engineering Course」 (2008~)

Target: Master's or PhD students from Engineering-related graduate schools

Objectives: foster professionals in the field of energy and environmental technology

Curriculum: ①Specialized education in energy, environmental technology, and Japanese industry

②Japanese language education including business etiquette

③Internship in consortium companies

Career support: career lectures and seminars, company visit and information sessions

Industry consortium (lectures, internship and employment) include 40 companies

Employment rate at graduation is 100%



c. Internationalization of Clerical Structure

□ G30 Project Office

- Established in November 2009 to plan and execute the matters concern the G30 Project.
- There are two staff from the International Student Exchange Division, one associate professor, six specified fixed-term project supporting staff, and one part-time employee.
- Built a clerical structure to run the International Undergraduate Programs opened in October 2010 in the School of Engineering and the School of Agriculture.
- Performing activities such as making promotion materials, conducting overseas promotion, arranging on-site entrance examination, proceeding in hiring foreign teachers, and other duties related to internationalization of the University.
- There is a specified fixed-term project supporting staff in each the office for the General Education, the School of Engineering, and the School of Agriculture to support in the International Undergraduate Programs.

□ Training Programs for Administrative Staff

Number of Participants in 2009 - 2012

Business English Training	82
Business Writing Training in English	91
Chinese Language Training (Practice/Intermediate/Novice)	20
Korean Language Training (Practice/Intermediate/Novice)	23
Overseas Training Programs for Administrative Staff (U.S.A., the Philippines)	18

※Two-week Mutual Internship has started since 2012 with Mahidol University in Thailand and one staff from Kyushu University and two from Mahidol University visited the counterpart university.





d. Roles of the G30 Project Office (1)

【Making Promotion Materials】

- International Undergraduate Programs
 - Program and University Introduction Pamphlet
 - Program and University Introduction Pamphlet for parents
(in Indonesian, Thai, Vietnam, Chinese, Korean)
 - Program Introduction Leaflet
 - Program Introduction DVD
- International Graduate Programs
 - Program Introduction Pamphlet



【Promoting Translation of Documents for International Students and Teachers and University Regulations】

- Translated major documents and systems for students and teachers as well as “Handbook for Faculty Members”.
- Selected and translated 163 university regulations
- Installed a Database System (KUTRIAD) to collect and share English-translated documents for international students and teachers, and university regulations among faculties.



d. Roles of the G30 Project Office (2)

【Conducting Overseas Promotion Activities/on-site entrance examinations】

- Visited over 80 high schools in 10 countries focusing target countries/regions mainly in Asia.
- Joined “Study in Japan” fairs hosted by JASSO and other G30-selected universities to introduce our international programs.
- Supported in arrangement of on-site entrance examination for the International Undergraduate Programs. (contacting applicants, arranging dates and sites, and necessary duties on site)

【International Education Center】

- There are 26 foreign teachers belong to the International Education Center who are assigned to each faculty/graduate school/undergraduate school to help in each international programs. The G30 Project Office covers the following duties for them:
 - Screening Process
 - Procedure in Providing Traveling Expenses
 - Holding “Faculty Development for the Internationalization of Education” etc.

【Committees and Working Groups】

- As shown on page ○, many committees and working groups have been established to run the Global 30 Project smoothly and the G30 Office organizes them on regular basis or as necessary.



e. Work Breakdown Structure

**Category 1:
Undergraduate International Courses**

- 1.1 Entrance Exam
 - 1.1.1 Student Recruitment
 - 1.1.1.1 Application Instructions
 - 1.1.1.2 Brouchers, HP
 - 1.1.1.3 Pamphlet for Recruitment
 - 1.1.1.4 Promotions in Overseas
 - 1.1.2 Screening
- 1.2 Education
- 1.3 Secure Facilities
- 1.4 Career Guidance

**Category 2:
Graduate International Courses**

- 2.1 Entrance Exam
- 2.2 Education
- 2.3 Secure Facilities
- 2.4 Career Guidance

**Category 3:
Overseas Offices**

- 3.1 Maintenance of Cairo Office
- 3.2 Maintenance of Hanoi Office
- 3.3 Maintenance of Taipei Office
- 3.4 Maintenance of Bangkok Office
- 3.5 Beijing Office- related Project
- 3.6 Seoul Office- related Project
- 3.7 Indomesia Office- related Project
- 3.8 Maintenance of Australia Office

**Category 4:
Support System for International Students
and Researchers**

- 4.1 Scholarship/ Insurance System
- 4.2 Develop English-Based Registration System
- 4.3 Accomodation for International Students and Researchers
- 4.4 Maintenance of Support System
- 4.5 Translation of University Documents
- 4.5 Reviwing Regulations
- 4.6 Establish the International Education Center
- 4.7 Assignment of Teachers

**Category 5:
Development of Educational Environment**

- 5.1 Income and Expenditure
- 5.2 Allocation of Necessity Expenses and Purchase
- 5.3 Necessity Purchase Plan
- 5.4 IT Education System- related Project

**Category 6:
Project Management**

- 6.1 Launch Committees
- 6.2 Establish the G30 Project Office
- 6.3 Advertisement / Communication
- 6.4 Launch and Update G30 HP
- 6.5 FD for Skill Development
- 6.6 Employment
- 6.7 Monitoring
- 6.8 Make Common Regulations for the International Course Implementation
- 6.9 Prepare for the Interim Appraisal

**Category 7:
Others**

- 7.1 Start Short-term Training Program
- 7.2 Prepare for Launching International School of Arts and Sciences



f. Evaluation and Improvement

□ Status of Pointed Issues in the Interim Evaluation Result

Regarding some foreign teachers to be re-employed after the project, we currently conduct individual hearings in all faculties/graduate schools which run international programs.

□ Interval Evaluation and Improvement

G30 Project Office gathers information on performance achievement and current status on international programs, and keep records in quarterly and annual reports to review and improve each performance efficiently.

“100 Member Committee for Internationalization” which consists of Kyushu University teachers who work worldwide provides advices and **“G30 Liaison Council for International Course”** provides place to share and discuss matters and issues related to international programs among faculties and good practices from preceding faculties in international program positively affect other faculties.

□ Evaluation from External Experts and Improvement

In addition to committees held within the University members, the University holds **“Comprehensive Planning Council for International Exchange”** every year which consists of diplomatic offices in Japan and institutions related to international students. **“Student Committee for Internationalization”** newly established in 2011 provides opportunities for international and Japanese students to discuss the issues on internationalization of university from students' perspectives. In 2012, we have started actual activities to promote interaction among international and Japanese students and further university internationalization.



3. Achievement from the Project

① Achievement and Spillover Effect

- Built new entrance examination system to select the best international students in the world by reforming the existing systems and the current system is with on-site entrance examinations (written tests and interviews), interviews through TV conference system, and submission of SAT score reports as a mandatory application document.
- Made maintenance on new overseas offices (Egypt, Vietnam, Taiwan, and Thailand) to operate overseas promotion as well as on-site entrance examinations efficiently.
- Established IUPE Board to discuss International Undergraduate Programs matters (School of Engineering and School of Agriculture) including monitoring the status of current students and their needs, conducting questionnaires to the students, and establishing new scholarship system with university own budget.
- Opened 62 international programs in all graduate schools and two undergraduate schools, and employed a total of 26 foreign teachers to support in each school. Upon their employment, built a contract system to hire non-Japanese human resources and made a translation version of “Handbook for Faculty Members.” “Faculty Development for the Internationalization of Education” held by those foreign teachers on regular basis provides opportunities to share current status or issues on each international program and it helps internationalization of the whole University.



② Evaluation from the International Undergraduate Program Students (1)

【Support System】

1. What kind of support provided by the University have you found useful?

- Strong support is provided by coordinators and support team.
- Scholarship system is very helpful.
- Common room to be used to interact with other students.
- Field Trips were fun and I made lots of friends.

2. What kind of support do you think you will need in the future?

- Consultations to find a right major would be useful.
- I would like some information about graduate schools.
- I would like some supports in finding information on possible careers.
- Enhancement of support system in learning Japanese would be appreciated.
- I would like more chances to Interact with Japanese Students.

K (From China)
School of Agriculture

The first year and a half after the enrollment, we learn general education such as Japanese culture, international relations, or economics. After that we learn in specialized courses to enlarge and deepen our knowledge in specialized fields. We find issues during our field trips where we visit actual food factories or fields and after that, we discuss the issues and try to find solutions in class or laboratory. I chose Kyushu University to study animal resources, but now I find that there are a lot more choices and I will choose the one that I am most interested from variety of fields when the time comes.



② Evaluation from the International Undergraduate Program Students (2)

Positive Comments from the Students

1. Dormitory

- It is fun living there with some interaction with Japanese students.
- Since it is built on campus, we have a smooth access to classes.

2. Support System

- People around me are very helpful and I feel that I get enough support.

3. Other

- I made many Japanese friends through the club activities.
- I interact with Japanese students almost everyday. It is a good Japanese practice for me.

Negative Comments from the Students

1. Dormitory

- It is far from downtown and I find it a burden to go grocery shopping.

2. Support System

- In many cases, information is written only in Japanese.

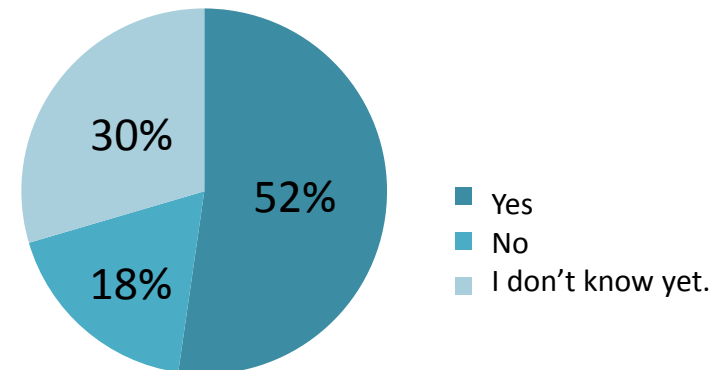
3. Other

- I have classes during the club activity period, and find it difficult to participate.

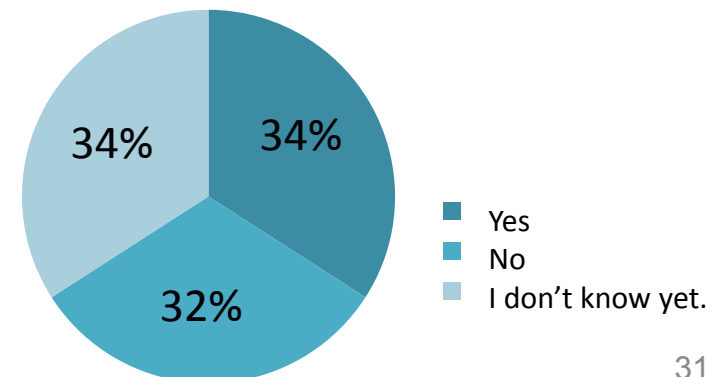
【Questionnaire on Graduate School】

(Answered by the first and the second grade students)

Would you like to try to move up to master 's course?



Would you like to try to move up to doctoral course?

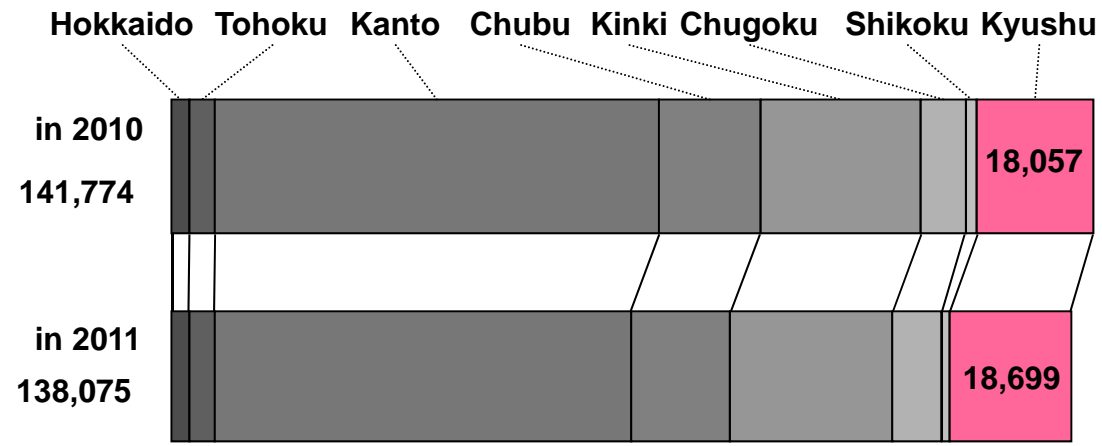
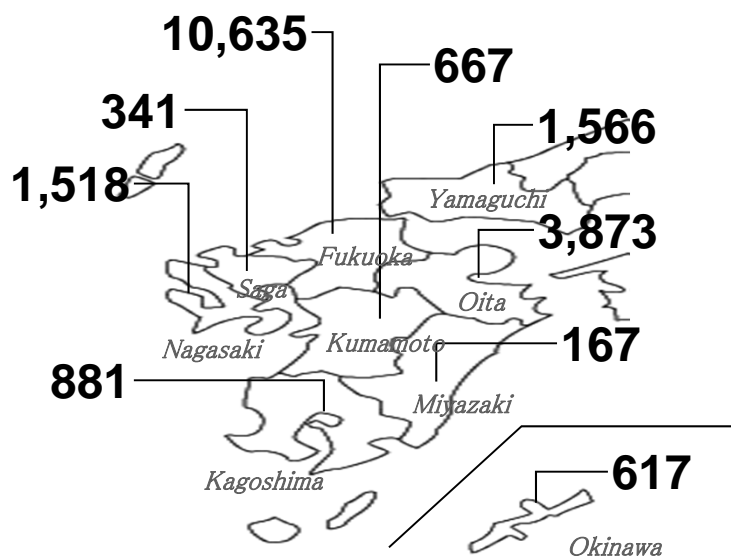
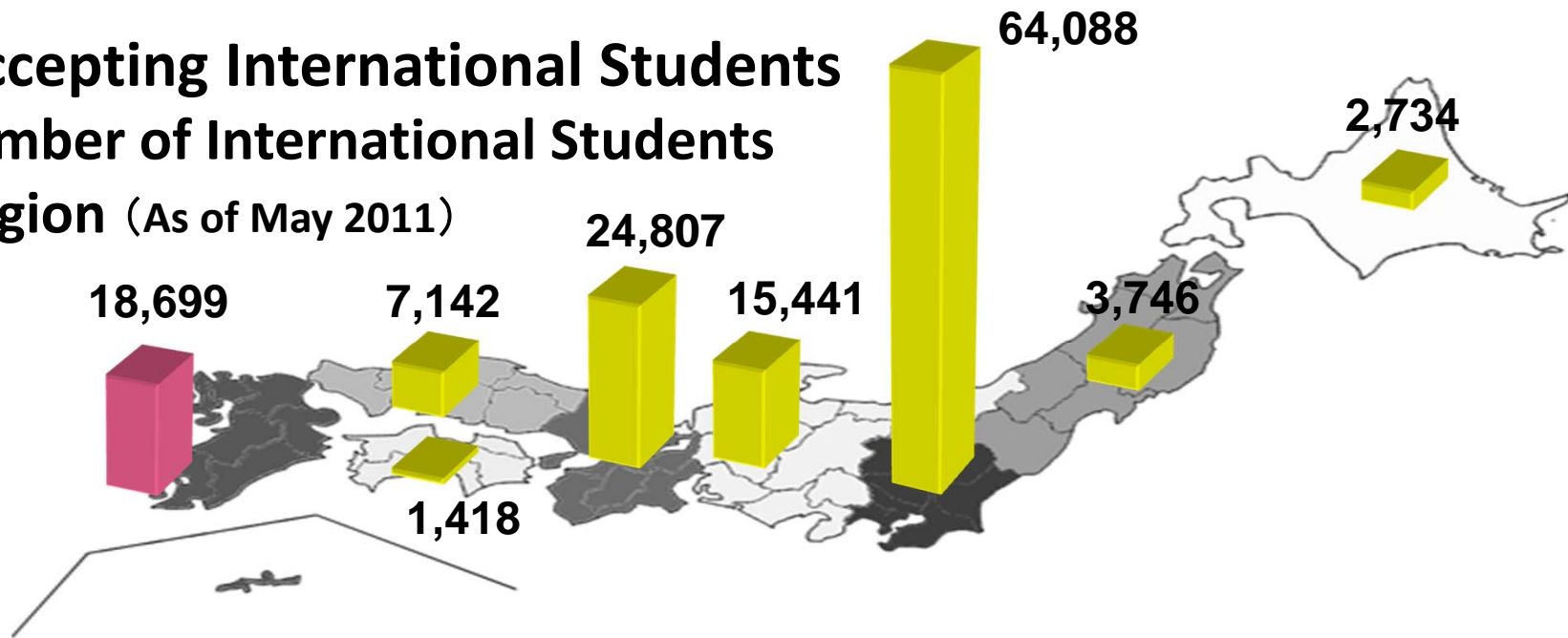




③ Accepting International Students

a. Number of International Students

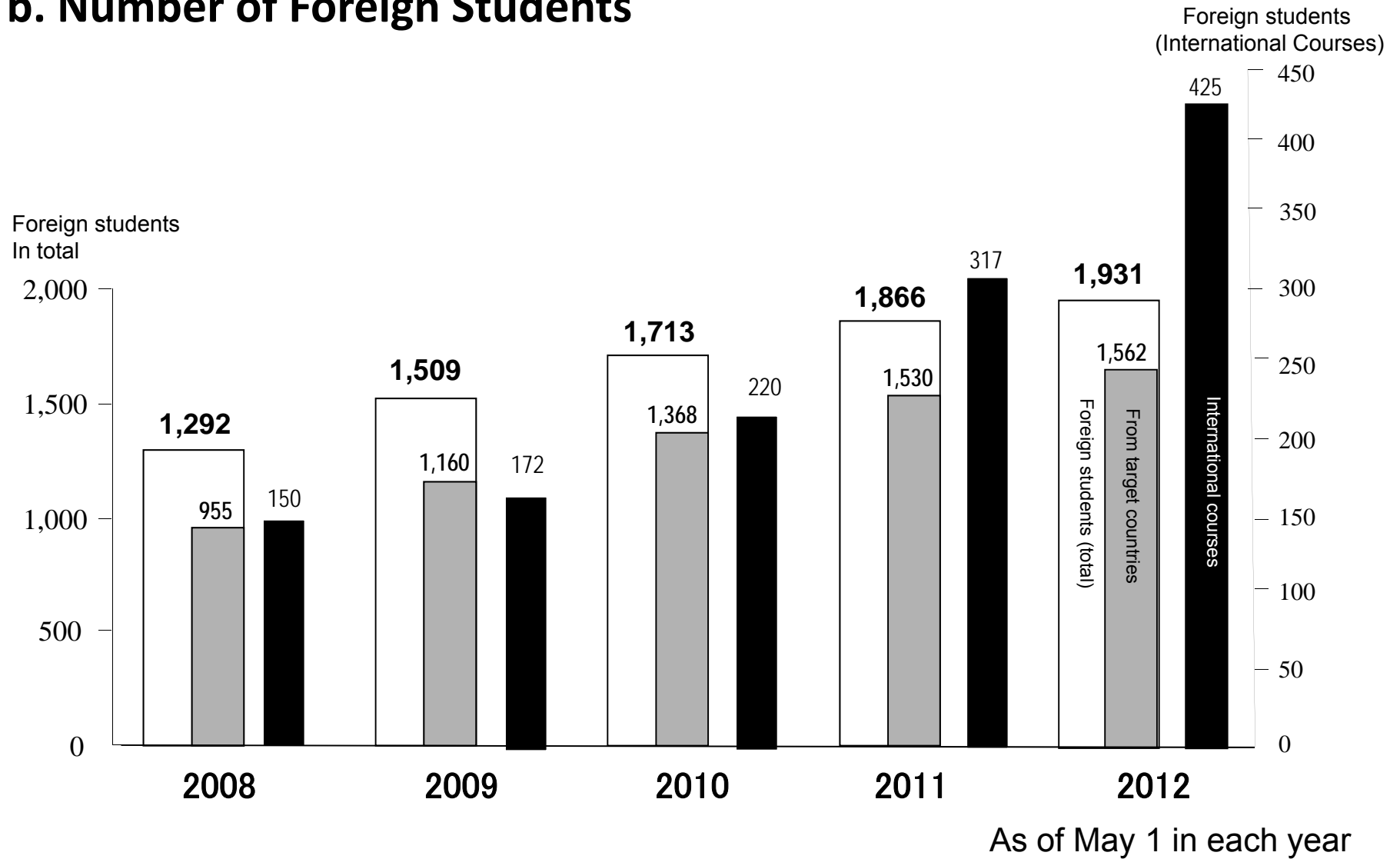
by Region (As of May 2011)



(As of May in each year, Source JASSO)



b. Number of Foreign Students





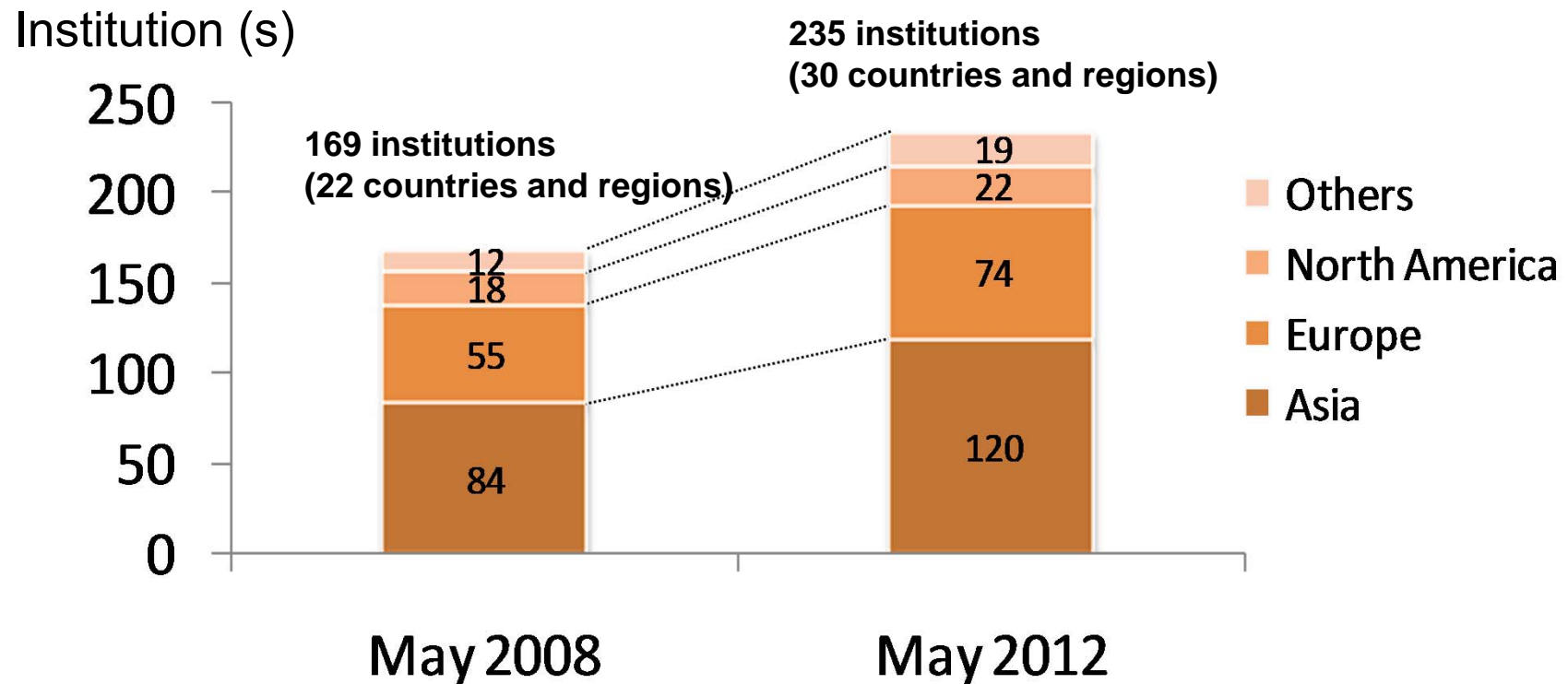
④ Implementation of New Programs with Overseas Universities

- **“ASEAN in Today’s World (AsTW) Program”** co-organized by Kyushu University and Ateneo de Manila University of the Philippines (since 2010), Number of Participants: 40(2010)/ 50(2011)
- **“The Strait College Program: Bridging Japan and Korea”** co-organized by Kyushu University and Pusan National University where students from both universities visit the counterpart university to nurture next-generation leaders by sharing the ideals of the ‘East Asian Community’ (since 2011), Number of Participants: 10(2011)/ 50(2012)
- **“Triangular Alliance by Japan, China, and Korea through `CAMPUS Asia`”** co-organized by Kyushu University, Shanghai Jiao Tong University, and Pusan National University (since 2011), Number of Participants to Spring Seminar held in March 2011: 10 from Shanghai Jiao Tong University/ 10 from Pusan National University
- Short programs implemented on faculty basis to accept international students mainly from Asian partnership institutions to encourage them to move up to the graduate schools. (since 2011)
- **“Agri-Bio Leader English Study Program”** co-organized with San Jose State University to send students from the School of Agriculture for four weeks (since 2011), Number of Participants: 16(2011)/ 42(2012)
- **“Kyushu University Intensive Japanese Program for Mahidol University International College”** accepting students from Mahidol University International College for three weeks (since 2012), Number of Participants: 10(2012)
- Graduate School of Engineering Double Degree Program with University of Lund, Sweden (since 2011), Number of Students: sent 2/ accepted 1 (2011)
- Graduate School of Law Double Degree Program with Catholic University of Leuven, Faculty of Law (since 2012)



⑤ Implementation of New Programs with Overseas Universities

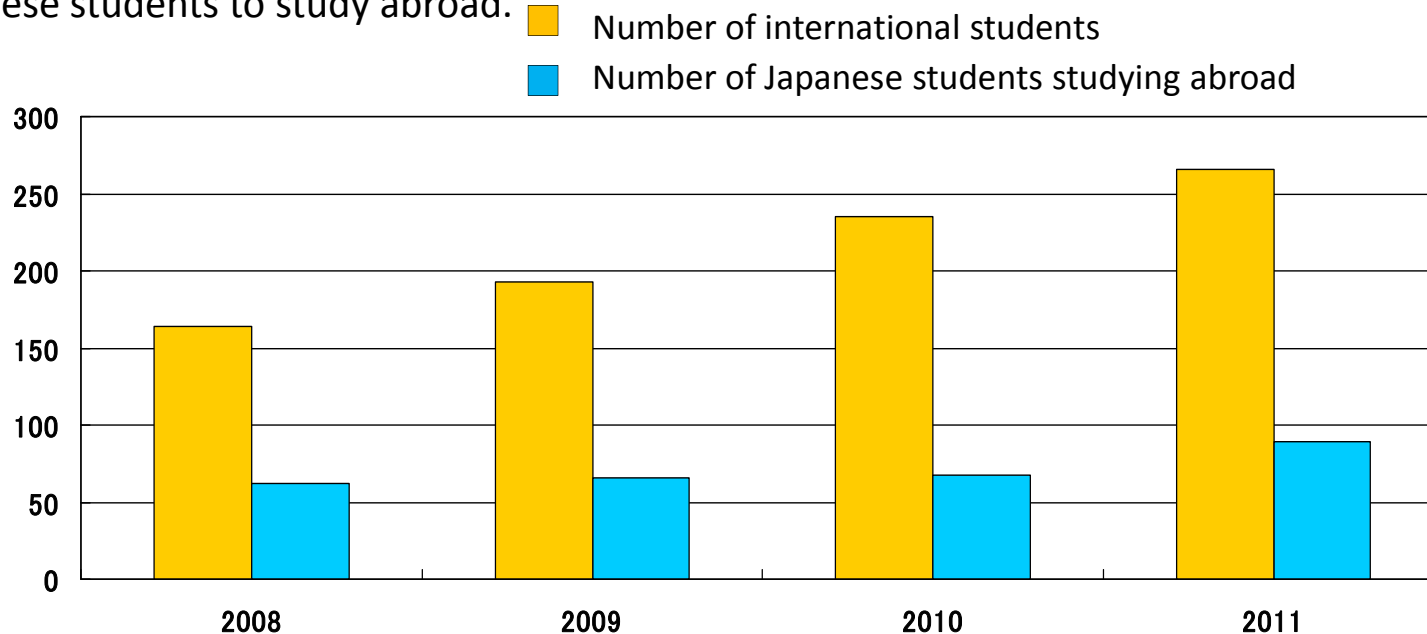
a. Number of Partnership Institutions





b. Accepting Foreign Students and Sending Japanese Students Abroad through Memorandum of Understandings (MOU)

- As the number of partnership institutions have been increasing on both university and faculty levels, the number of students exchange is increasing every year as well.
- The international students come from partnership institutions belong to different short programs, undergraduate or graduate schools, and it largely contributes to the diversity of educational environment of the University.
- The ratio of Japanese students who study abroad has not increased as much as the one for international students studying at Kyushu University, and the University plans to take advantage of the globalized campus with many international students and encourage more Japanese students to study abroad.

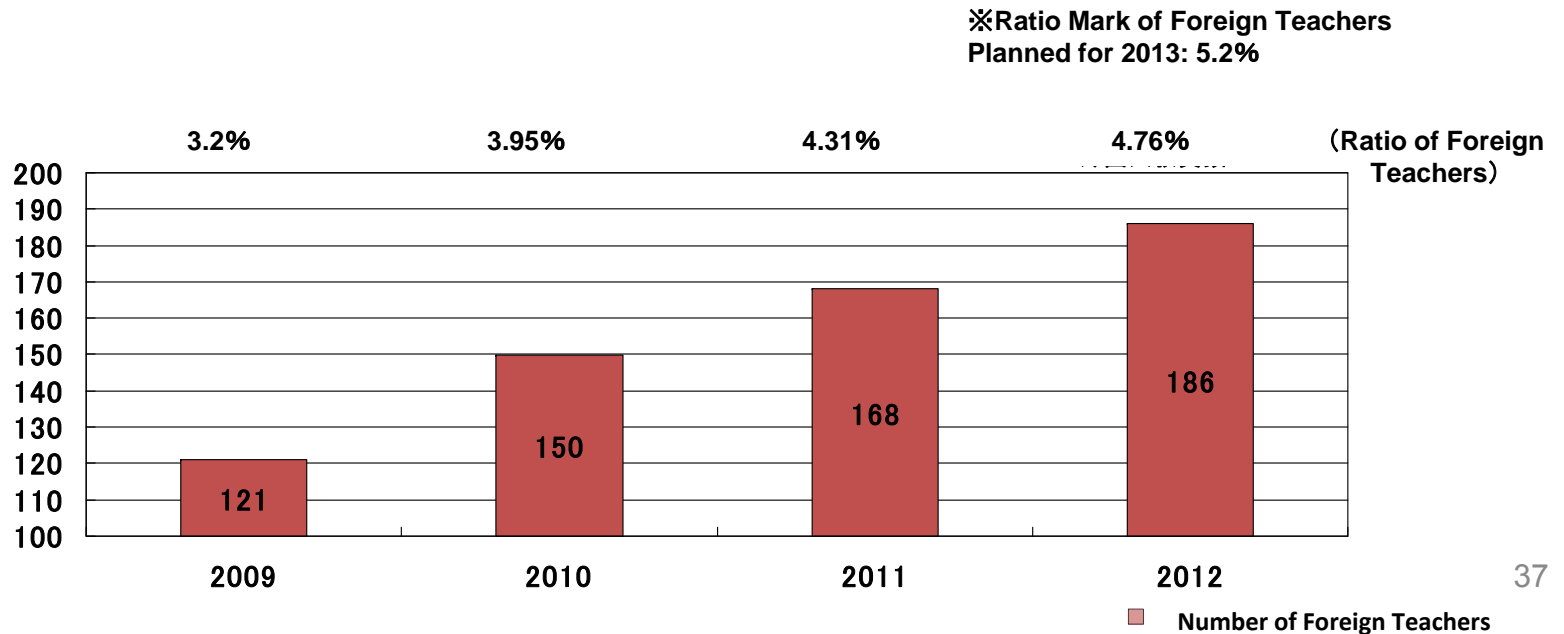




⑥ Enhancement of Education System

a. Hiring Foreign Teachers

- Proportion of foreign teachers increases every year as more number of foreign teachers have been hired under this project to teach and to develop teaching materials and curriculums for international programs, and more have been hired under the University's original system to appoint a "principal professor" to help them develop their researches.
- G30 Project Office holds "Faculty Development" on regular basis since 2011 to discuss internationalization of the University among foreign teachers hired under this project.
- Regarding the matters after the G30 Project for these teachers, we are currently in the process of holding hearings with each faculty.





b. International Education Center Foreign Teachers

International Education Center(Established in Nov. 2009)

Assigned to a department to support international programs

Structure

- 1) Director: Executive Advisor to the President
- 2) Foreign Faculty Members of G30 Project: 26
- 3) Coordinators in G30 project faculty members: 3
- 4) Collaborating members in faculties: a few

Activities

- 1) Teaching classes in international courses
- 2) Supporting curriculum development of international courses and development of teaching materials
- 3) Planning and implementation of FD for teaching class in English, foreign students recruitment matters, other supports for G30 project activities

Management

International Education Center and related departments' faculty members

Department	Number	Title	Nationality
Engineering	5	P, AP	UK, Germany, Russia, Bangladesh, Algeria
Bioresource and Bioenvironmental Sciences	3	AP, L	USA, Bangladesh, Palestine
Human-Environment Studies	1	AP	Sri Lanka
Law	3	AP, AtP	Belgium, Austria, Philippines
Economics	3	AP, L	India
Mathematics	1	AP	Canada
Systems Life Sciences	1	P	Belgium
Medical Sciences	1	L	USA
Dental Sciences	1	L	UK
Design	1	AP	Holland
Integrated Frontier Sciences	1	L	Mexico
Humanities	2	AP, L	USA
Social and Cultural Studies	1	AP	USA
Languages and Cultures	2	P	Ireland, France
14 departments	26		17 countries

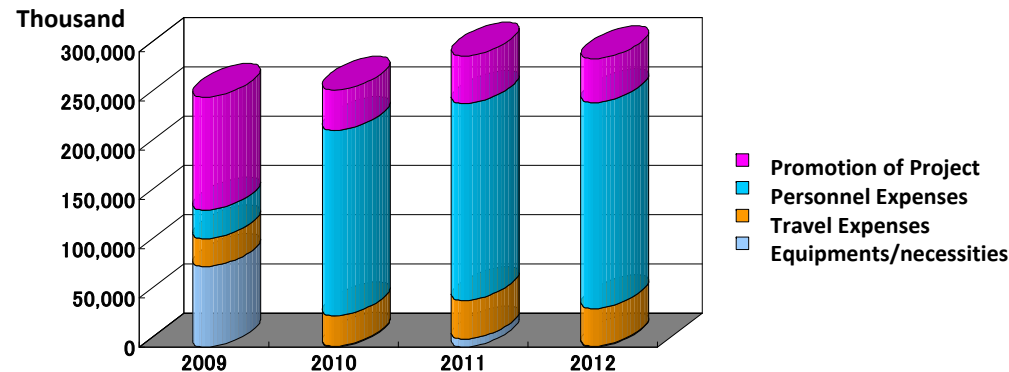




4. Current Status of Expenses

① Amount of Budget and Usage Status

- Personnel expenses which takes a major part of the budget are put towards hiring foreign teachers to help in international programs, and these teachers, at the same time, promote nurturing Japanese teachers to adapt to the internationalization and those Japanese teachers will continue on internationalization of the education after the project. Regarding some foreign teachers to be re-employed after the project, we currently conduct hearings in each faculty.
- In addition to the G30 subsidy from the government, university common budget and other budget is used for personnel expenses and travel expenses to run the project.



Note: Actual expenses used in 2009 – 2011 and budget plan for 2012.

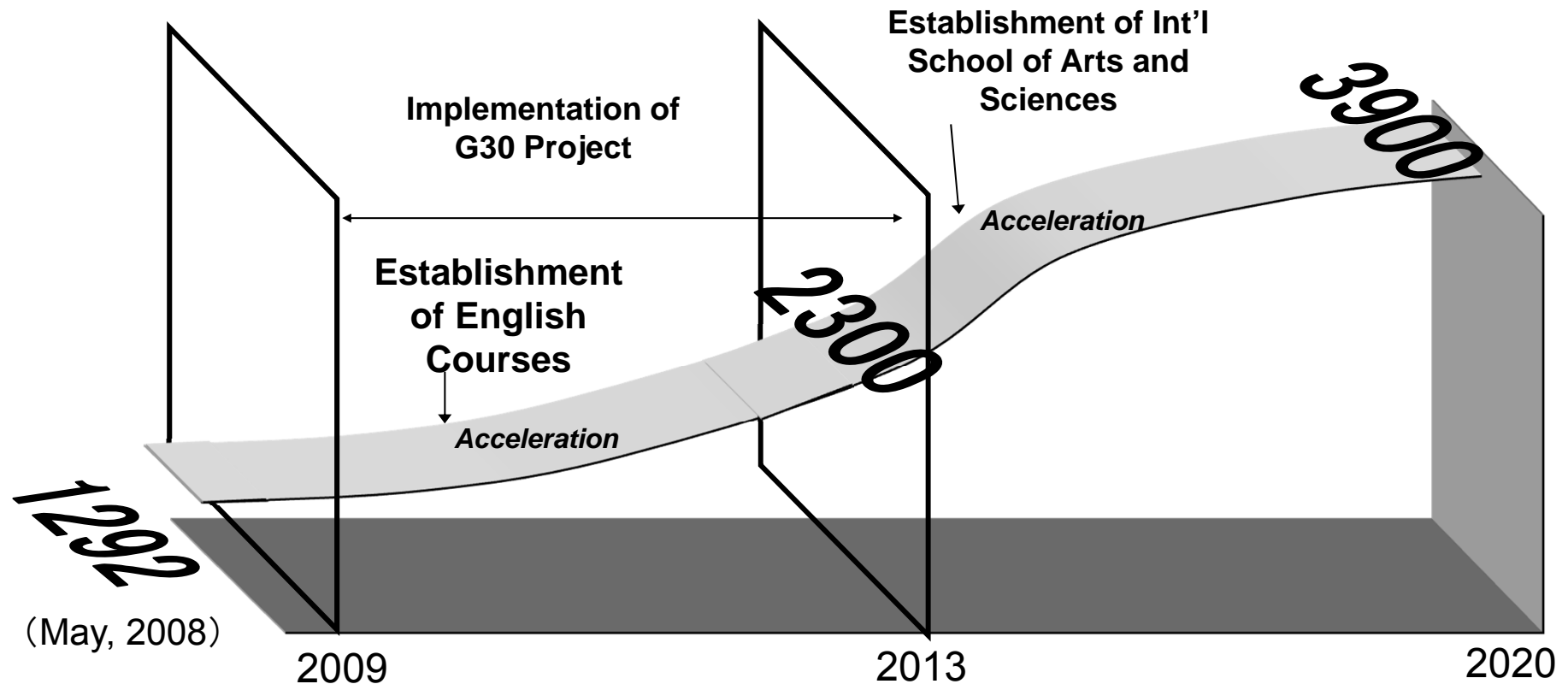
② Internal Audit

- Annual expenditure plan for the G30 subsidy is made in the beginning of each fiscal year and monitored every month on the budget use. People in charge of the G30 Project and the International Accounting Section move closely together to determine the essential use on purchasing necessities and process of travel expenses. An internal auditing was done in 2009.



5. Objectives to be accomplished through G30 Project

① Simulation of Increased International Students



As the result of international programs established in all graduate schools and promotional activities conducted mainly in target countries, the number of international students keeps increasing. (Number of international students as of May 1, 2012: 1,931)
Target at 3,900 international students in 2020 by continuing international programs in graduate schools, establishing the School of Arts and Science, and increasing the number of short programs still after the G30 Project.

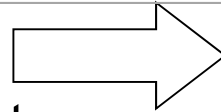


② Prevalence and Spillover Effect of University Internationalization

□ Development as a Model

- Screening System
- Education Model
 - Curriculum Development
 - Instructions in English
 - Education Materials
- Support System
- Document written in English

Spillover Effect

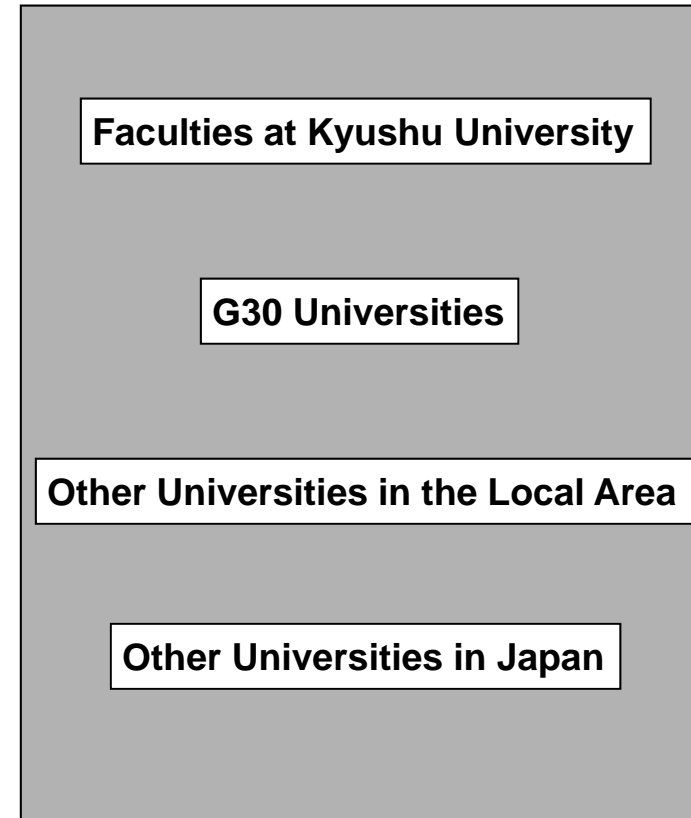


Sharing



□ Organizing Information

- Education and Admission Systems in Other Countries
- Government Scholarship in Each Country
- Employment Status





③ Lessons learned and Issues

Lessons learned

- ❑ Necessity of leadership, strategy, and continuous efforts
- ❑ Core team comprise teachers and administrative staff
- ❑ Trend analysis, quick and flexible response
- ❑ Collaboration between international and educational sections

Issues

- ❑ Diversification and increase of matters
- ❑ Quality of students and education
- ❑ Establishing a financial source
- ❑ Outreach and networking with other universities