

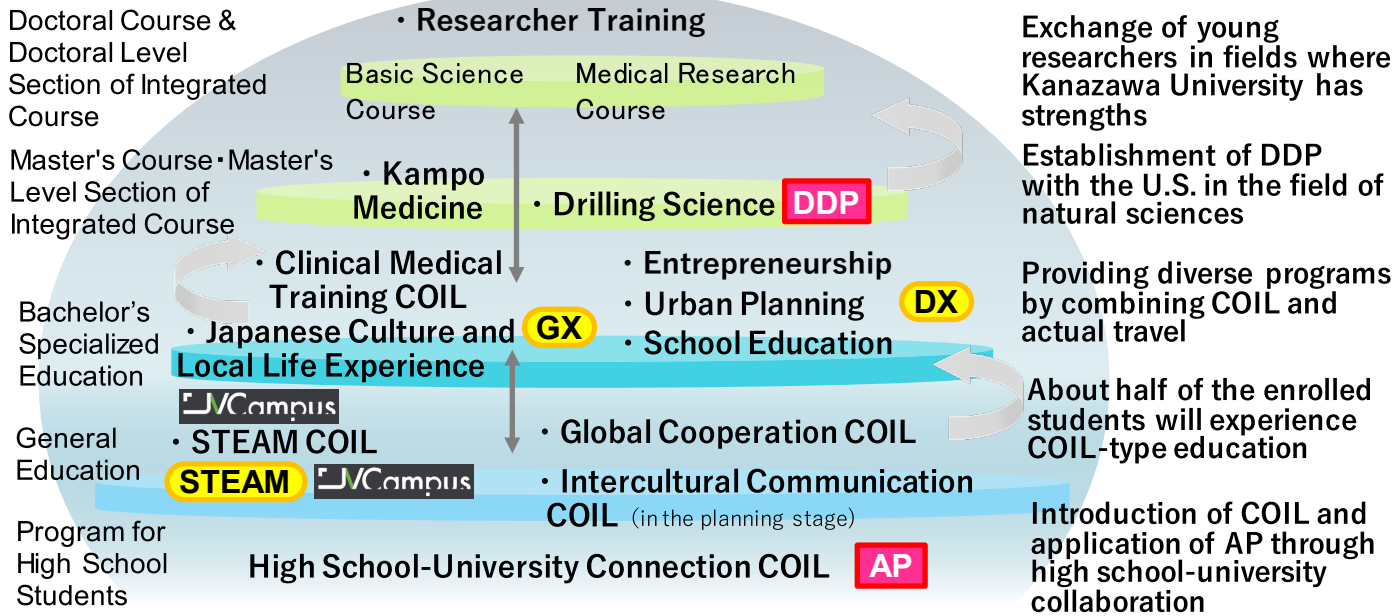
FY2023 Inter-University Exchange Project Kanazawa University

Promote Inter-University Exchanges with Universities in the United States

【Name of Project】(Adopted year: FY2023)

Multi-Layered Educational Programs between Japan - the U.S. for Revolutionary New Global Human Resources

【Summary of Inter-University Exchange Projects】



Partner Universities

- The State University of New York at Buffalo
- The University of Colorado Colorado Springs
- Lesley University
- Tufts University
- The University of Louisiana at Lafayette
- Harvard University
- The University of California, Davis
- The University of Nebraska-Lincoln

【Summary of Exchange Program】

While enhancing relationships with American universities at the university-wide level, our goal is to establish the next-generation education system. We will implement a multi-layered exchange program, spanning from high school students to researchers, and based on general education, specialized education, and research-focused exchanges, designed to foster internationally competitive researchers.

【Global Human Resource on the Project】

Kanazawa University fosters human resources capable of generating new values and shaping the future through collaboration with people from diverse backgrounds. This involves clearly expressing their own opinions and respecting the perspectives of others, regardless of their position or circumstances. Specifically, in addition to specialized knowledge, we envision development of communication skills, inclusiveness, foresight, and problem-solving abilities.

【Feature on the Project】

- (1) Introducing Advanced Placement (AP) courses through high school - university collaboration initiatives
- (2) Introducing COIL education in both general education and bachelor's specialized education
- (3) Introducing "COIL + actual travel + COIL" type curriculum in bachelor's specialized education and graduate programs

【Exchange Number】

		2023	2024	2025	2026	2027
Out bound	Students studying abroad	0	0	0	0	0
	Students taking online international education and exchange programs in their home countries	0	640	640	640	640
	Students fulfilling both of the above requirements	18	21	22	24	25
In bound	Students studying abroad	0	0	0	0	0
	Students taking online international education and exchange programs in their home countries	10	70	70	70	70
	Students fulfilling both of the above requirements	13	17	18	20	21

1. FY2023 Progress

【 Kanazawa University】

【Multi-Layered Educational Programs between Japan-the U.S. for Revolutionary New Global Human Resources】 (Adopted year: FY2023)

■ Exchange Programs



〈Student Exchange at UCCS〉

We introduced AP subjects in line with high school-university transition and entrance exam reforms, considered AP subjects for undergraduate students, prepared for the introduction of COIL education in general education/undergraduate specialized education, and implemented and prepared for the introduction of a “COIL + on-site study abroad + COIL” type class in specialized education and graduate school courses. Three undergraduates and four master’s students were accepted to the “COIL+ on-site study abroad + COIL” type program, and three undergraduates were sent abroad. Faculty and admin from our university communicated and coordinated American universities regarding the programs, and even for programs without travel, faculty in charge visited the host country to repeatedly adjust and review the content.

Student-Mobility

○ Outbound

As part of the School Education Collaborative Experience Program, we sent three undergraduates to the University of Colorado at Colorado Springs. The program included a visit to a public school allowing participating students to experience the differences in educational environments and teaching methods in the United States.

○ Inbound

The Regional Development Planning Program accepted three undergraduates and four master’s students from the Dept. of Urban Planning at the University at Buffalo (hereinafter: “UB”). The program included Kanazawa field trips and exploration of traditional architecture, and participants deepened their mutual understanding through international collaborative learning in group work.

	2023	
	Plan	Results
Outbound	18	3
Inbound	23	7

■ Forming the University Network with Quality Assurance

○ Establishing a DDP in the field of natural sciences

We made preparations to establish a memorandum of understanding for student exchange with the University of Louisiana at Lafayette. The two parties plan to develop their exchange and eventually a double degree program.

○ Establishing Advanced Placement (AP) courses through high school-college-graduate school collaboration

In establishing AP subjects for high school students, we considered a new high school-university connection COIL program.

■ Promotion of Student-Mobility Environment

○ Agreement for Cooperation

In October 2023, we signed an international exchange agreement with the University of Nebraska-Lincoln.

○ Cooperation with local governments

Regarding the implementation of each program, we held meetings with local governments, educational institutions, NPOs, etc., and coordinated with the Kanazawa International Foundation, a public interest incorporated foundation, regarding homestays for international students, establishing a concrete mutual cooperation system for implementation.

○ All on-campus notices to be written in both Japanese and English

The AI-based translation software MTrans has been introduced to all administrative departments of the university, and all notifications within the university are now written in both Japanese and English.

○ Consideration of the scholarship system

We considered establishing a system to provide scholarships, funded from the university’s own financial resources, to students who are traveling abroad and whom the university president deems particularly in need of support. The study continues with a view to making the program self-sustaining after the it ends, and it has been decided that an "Agreement on the Treatment of Recipients of International Exchange Special Support Scholarships" will be established in fiscal year 2024.

○ Publicity via a dedicated website

■ Internationalization of the university, Information disclosure and Publication of outcome

A website was created specifically for this project (in both Japanese and English), which included an overview of the project, details of the exchange program, and learning outcomes for program participants, to publicize the project and its results both domestically and internationally.

○ Kick-off event planning

To be held online in May 2024. Program staff from KU will provide an overview of the student exchange program, and partner universities in the U.S. will provide information about their universities to all participants.

■ Good Practices

○ Collaboration with the UB

The UB president and two faculty members visited KU in April 2024 to link the three programs. Discussions were held to stimulate exchanges between students and researchers, and a faculty development lecture was given by the UB president, attended by more than 50 department heads and others. Six faculty members from UB and seven faculty and staff members from KU, including the vice president, held an online meeting to discuss exchanges between among young researchers, and decided to work together to promote this initiative.



(←Lecture at Hakusan Shiramine Nature School)

(↓ Tour of old houses)



○ International Joint Program in Shiramine

In May 2024, we accepted 12 undergraduates from UCCS and participated in the “Japanese Culture and Regional Experience Program.” The participants visited Shiramine, a UNESCO Global Geopark and Ecopark, and deepened their intercultural understanding through a collaborative learning experience in which they learned about life there.

2. FY2024 Progress

[Multi-Layered Educational Programs between Japan–the U.S. for Revolutionary New Global Human Resources] (Adopted year: FY2023)

(1) Exchange Programs



< Japanese Culture & Local Life Experience Program >

In this project, COIL-based education was introduced into all programs, with a particular emphasis placed on establishing the online learning environment in advance. In FY2024, following the organization of the kickoff event, seven exchange programs were fully implemented.

In programs conducted solely through COIL, classes were successfully delivered to more than 400 participants, ensuring the quality of education through the development of teaching materials and the establishment of an operational framework capable of accommodating large cohorts. In addition, research-focused exchanges involving graduate students were carried out, thereby accumulating both outcomes and practical expertise related to COIL from the undergraduate through the graduate level.

Furthermore, in regard to hybrid exchanges combining physical mobility with COIL-based education, the number of both dispatched and accepted students exceeded the initial plan, with 26 students dispatched and 25 students received, thus serving as an effective model for the further expansion of future programs.

Student-Mobility

○ Outbound

- June–July 2024: 198 undergraduate students participated in the “STEAM COIL Program” (Online)
- July–September 2024: 1 undergraduate and 11 doctoral students participated in the “Kampo Medicine Program” (Online)
- August 2024: 9 undergraduates and 1 doctoral student participated in the “Urban Planning Program” (Hybrid); 1 undergraduate participated online
- August 2024: 4 undergraduates participated in the “STEAM COIL Program” (Hybrid)
- September–December 2024: 5 undergraduates participated in the “Entrepreneurship Program” (Hybrid)
- October 2024: 1 doctoral student participated in the “Researcher Training Program(Medical Research Course)” (Hybrid)
- December 2024 – January 2025: 212 undergraduates participated in the “STEAM COIL Program” (Online)
- December 2024 – January 2025: 1 student participated in the “Entrepreneurship Program” (Hybrid)
- March 2025: 5 undergraduates participated in the “School Education Collaborative Experience Program” (Hybrid)

○ Inbound

- May 2024: 12 undergraduate students participated in the “Japanese Culture and Local Life Experience Program” (Hybrid)
- May 2024: 4 undergraduate students participated in the “School Education Collaborative Experience Program” (Hybrid)
- May 2024: 2 undergraduate students and 7 doctoral students participated in the “Urban Planning Program”
- June–July 2024: 4 doctoral students participated in the “STEAM COIL Program” (Online)
- July–September 2024: 4 doctoral students participated in the “Kampo Medicine Program” (Online)

	2024	
	Plan	Results
Outbound	661	449
Inbound	87	33

(2) Forming the University Network with Quality Assurance

○ Establishment of an organizational framework for the implementation of the project

The Project Management Committee, chaired by the project leader, is convened regularly to clarify the competencies to be fostered through the creation of a rubric (evaluation framework), to monitor the progress of each program, and to strengthen the framework for quality assurance.

In addition, in order to incorporate external perspectives into project management, an External Review Committee composed of outside experts has been established. The advice and evaluation results provided by this committee are utilized to improve the project and to inform its management policies.



<Abilities Expected of the Personnel to Be Trained>

(3) Internationalization of the university, Publication of outcome

○ Internationalization of the university through project implementation

As part of efforts to enhance the environment for program implementation, collaboration with the local community has been strengthened. A faculty development (FD) lecture was delivered by the President of the State University of New York at Buffalo, with more than 50 participants including representatives from Kanazawa City. Triggered by this lecture, research collaboration among faculty members has been concretized across multiple faculties, developing into multilayered and substantive cooperative relationships that span education, research, and community engagement.

In addition to promoting regional understanding and career development through practical experiences in administrative settings, a program was established in collaboration with Hakusan City and local NPOs to visit the Mount Hakusan Biosphere Reserve and other sites. With the support of city staff providing interpretation and related assistance, a practical learning environment making use of local resources has been developed for both Japanese and international students.



<Scene from the SUNY Buffalo President's FD Training Workshop>

○ Methods and Systems for Providing Information Domestically and Internationally, Dissemination of Results

Details of each program were disseminated via JV–Campus to ensure broad outreach both domestically and internationally. In addition, a dedicated website for the project was established, providing information on program outlines, partner institutions abroad, and study abroad opportunities, while continuously sharing the voices of Japanese and American students through student Activity Reports.

(4) Good Practices

○Increase in Inter-University Exchange Agreements

At the time of application, Kanazawa University had inter-university exchange agreements with 9 U.S. institutions and inter-departmental agreements with 4 institutions. In October 2023, an inter-university exchange agreement was concluded with the University of Nebraska-Lincoln, a partner institution in this project. Furthermore, in March 2025, adjustments were made in conjunction with the School Education Collaborative Program at the University of Colorado Colorado Springs, reaching the final stage of concluding an inter-university agreement. As a result, since the launch of the project, the number of agreements with U.S. universities has steadily increased.

○Organization of the Kickoff Event

In May 2024, an online kickoff event was held to widely publicize the initiatives of this project, including video messages from partner universities. The event recording was edited and distributed via JV-Campus as a video with both English and Japanese subtitles, thereby promoting broad dissemination of information on the project and its individual programs both domestically and internationally.

○Hybrid Programs

In this project, on-site programs are fundamentally combined with pre- and post-departure training through COIL-based education. By directly experiencing U.S. culture, society, and specialized fields during their stay, students are able to gain practical learning opportunities and international perspectives that cannot easily be obtained domestically. Furthermore, by identifying and sharing students' areas of interest and foundational knowledge through COIL prior to departure, deeper discussions and learning are facilitated during on-site activities, resulting in significant educational benefits even within a limited period of stay.

○Online Educational Platform: JV-Campus Content

Educational video resources were produced and published on JV-Campus, focusing on the Hakusan-Shiramine area, which is designated both as a UNESCO Biosphere Reserve and a UNESCO Global Geopark. These resources visualize the challenges faced by the region and vividly present its current situation and ongoing initiatives. They are also utilized as pre-COIL learning resources for the "Japanese Culture and Regional Experience Program," and serve as effective educational tools to deepen understanding of the principles of the SDGs and the concept of sustainable regional development.



<Students at SUNY Buffalo under the Urban Planning Program>



<Educational Content on JV-Campus>

(5) Major Achievements and Outcomes

○Expansion of New International Collaborative Education with Partner Institutions through the Adoption of Innovative Educational Methods such as COIL

Through the implementation of COIL-based classes designed for relatively large groups of approximately 80 first- and second-year students, an online communication tool was developed to overcome challenges such as time differences and large numbers of participants. By introducing asynchronous COIL, practical expertise was accumulated on how to effectively address these issues. In particular, for students who feel less confident in their English ability, the stepwise structure that gradually leads them to express themselves and interact in English provided a framework that allowed them to participate in intercultural exchanges without undue burden. This approach has enhanced the potential for application to general education courses and programs for lower-year students, thereby fostering students' awareness of international exchange from an early stage of their academic experience.



<Example of a chat using the COIL tool>

○Strengthening Regional Education through the University Consortium Ishikawa

The outcomes of this project are intended to be disseminated as good practices and expanded through collaboration with other institutions via the University Consortium Ishikawa. In FY2024, a faculty development (FD) workshop was organized with the aim of sharing knowledge and practices in COIL-based education in the STEAM fields with higher education institutions in the region. Through the sharing of educational methods, the initiative contributed to enhancing the overall capacity for online education across the region.



<Visit to Hakusan City Hall for the SDGs Joint Workshop>

○Advancing Mutual Understanding through Community-Engaged Initiatives

A homestay program was introduced into the student acceptance programs, enabling direct interaction between local residents and international students. In addition, SDGs joint workshops were organized, and excursions were conducted in Kanazawa City and within the Mount Hakusan Biosphere Reserve.

As a result, interest in regional development and environmental conservation expanded not only among partner universities engaged in the Japanese Culture and Regional Experience Program but also across other collaborating institutions. Through these initiatives, students, faculty, and local residents shared and respected community-based knowledge and cultural resources, thereby fostering reciprocal learning relationships. This led to deeper mutual understanding and broadened the foundation for civic cooperation, serving as a strong example of sustainable collaboration among the university, local communities, and overseas partner institutions.



<Exchange with local residents in Shiramine, Hakusan>