

*Study in English
at Japanese Universities*

Global 30 Project Follow-up FY 2012

大学の国際化のためのネットワーク形成推進事業 2012年度 フォローアップ

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Table of Contents



1.	Project Outcomes	
①	Notable achievements and ripple effects	3
②	English course evaluations from students	4
③	Acceptance of international students	8
④	New implementation of collaborative programs with overseas universities	9
⑤	Expansion of student exchange based on university-level exchange agreements	12
⑥	Improvement of education system	14
2.	Initiatives	
①	English-based degree courses	16
②	Environmental improvements for international students	22
③	Internationalization and network formation of core universities	25
3.	Program Budget and Spending	27
①	Budget vs. actual variance	
②	Internal audit	
4.	Future Challenges and Prospects after Project Completion	28
①	Future challenges and prospects	
②	Post-G30 Plan (2014~)	



1. Project Outcomes

① Notable achievements and ripple effects

- In the 2010 academic year, the University of Tsukuba took the lead in launching 2 undergraduate, 5 master's, and 3 doctoral level courses, for a total of 10 new G30 English-based courses.
- Twelve existing courses were reorganized as G30 English courses in 2009. Ten new courses were opened in 2010, followed by an addition of 4 courses in 2011 and 1 in 2012. Twenty seven courses (3 undergraduate, 18 master's, and 6 doctoral level) are now available, exceeding the original plan of 20 courses.
- There are currently 348 international students enrolled in the G30 English courses. The number of international students at the time of planning was 1,337 (8.1%), and increased to 2,304 (13.7%) in 2011.
- Through the creation of the "Tsukuba Scholarship" as part of its own financial aid program to support students, renewal of around 4,000 rooms in the student residence halls and other supportive measures, the living environment for international students has been improved (internationalization as part of everyday life).
- The Inter-University Kanto-Koshinetsu Consortium, pilot network (Tohoku University, University of Tsukuba, Nagoya University) and industry-government-university cooperation network were formed, taking the lead in collaboration and dissemination of results.
- The Office of University of Tsukuba in Tunis for Japanese Universities (Overseas Office of the University of Tsukuba for Shared Utilization) has held 10 study in Japan seminars, 2 sessions of the Japan-North Africa University Summit, concluded comprehensive academic exchange agreements with 3 Maghreb countries, launched the Preparatory Meeting for the Establishment of the Japan-Africa Academic Network and contributed to the internationalization of universities nationwide.



② English course evaluations from students (Part 1)



Questionnaire Survey September 2012

Target: G30 international students
(Number of respondents / total number)

- Undergraduate students (46 / 82)
- Graduate students (112 / 266)
- Total (158 / 348)
(Response rate: 45.4%)

Question items

- Where did you hear about the G30 Program?
- Reason for applying to the University of Tsukuba
- Did you apply to universities other than UT?
- Difficulties in the application
- Educational content and quality
- English proficiency of teaching staff
- Teaching skills and expertise of faculty
- Satisfaction with Japanese language instruction
- Satisfaction with university life
- Support from academic service offices
- English proficiency of administrative staff
- Support from tutors
- Satisfaction with living environment
- Student cafeteria menu
- Academic and career counseling for post-graduation
- Impression of study in Japan
- Will you recommend to junior classmates?
- Comments

General Opinion

UT - Good Points

- Campus environment and urban environment of Tsukuba City
- Academic education system and English program
- Good rating for teacher evaluation and support system through academic service office
- Opinions of complaints do not seem to be unified

UT - Unsatisfactory Points

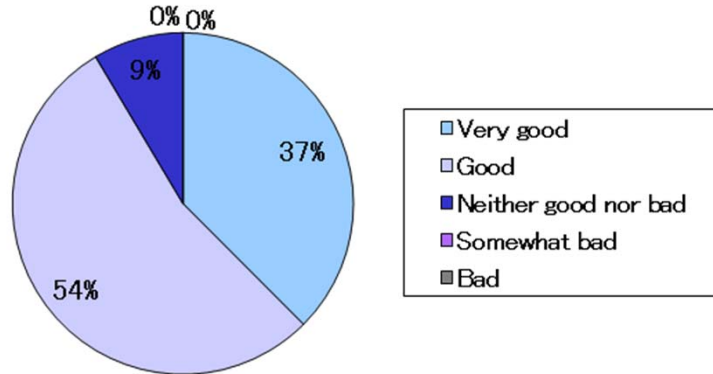
- High proportion of complaints about student residence halls
- Situations where communication and submission of documents in Japanese is necessary are still numerous.
- There are many calls for expansion to the provision of information in English



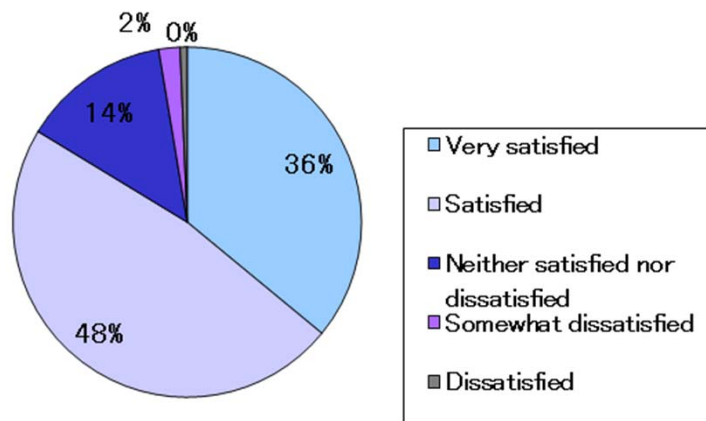
② English course evaluations from students (Part 2)



1. What is your overall impression of study in Japan?



2. Are you satisfied with the educational content and quality?



Student A from Uganda

3rd year undergraduate student, entrance in August 2010
Undergraduate Program of International Social Studies

Foremost I am grateful to the University for the prestigious opportunity given to all the international students under the Global 30 program to pursue our education. My first impression of the Global 30 program is the well experienced and professional teaching staffs. All our lecturers are professors who are well experienced in the subjects they are assigned. For this, I am most indebted to the University for the effort to secure professional lecturers. The subjects under the Global 30 program are appealing to me because most of them are international and multidisciplinary subjects that provide students with comprehensive knowledge in various fields such as politics, economics, law, sociology, biology and language. Another important impression I have about the Global 30 program is the continuous and friendly support we get through our department.

To further my career aspirations of becoming part of the international figure in eradicating or reducing the gap in global challenges such as poverty, health issues, human rights, human security, conflict; I have a resolution to work hard and obtain a first class honor bachelor's degree of International Social Sciences so that am able to get other scholarships to pursue a Master's Degree in either Public Policy Management or Public Health Program because I believe having this knowledge will allow me to understand policy principles better. With the current increase in global challenges as I mentioned above, I believe that public policy is one solid tool in addressing global challenges.

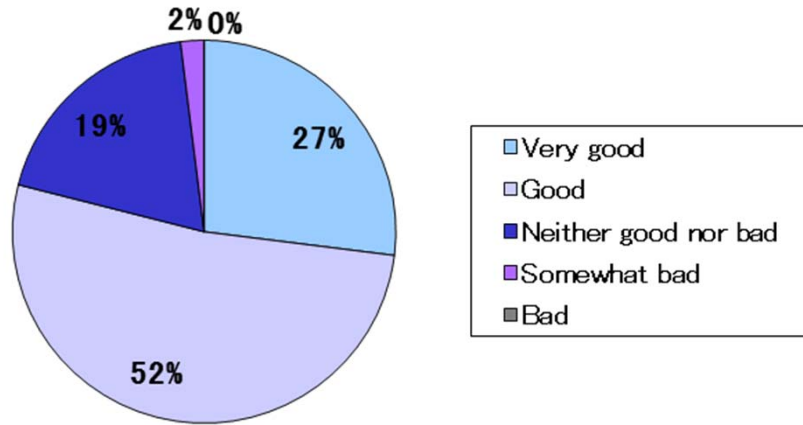
Having accomplished my studies, I will return to my country Uganda where I will continue with my services as a community or social worker but this time round a professional social worker with solid knowledge and skills. Because I will be well versed in theory, I will be able to put my theoretical constructs into practice as I perform my duties.

November 2010

② English course evaluations from students (Part 3)



3. Is the English proficiency of teaching staff sufficient?



Student B from India

1st year Ph.D. student

Graduate School of Life and Environmental Sciences

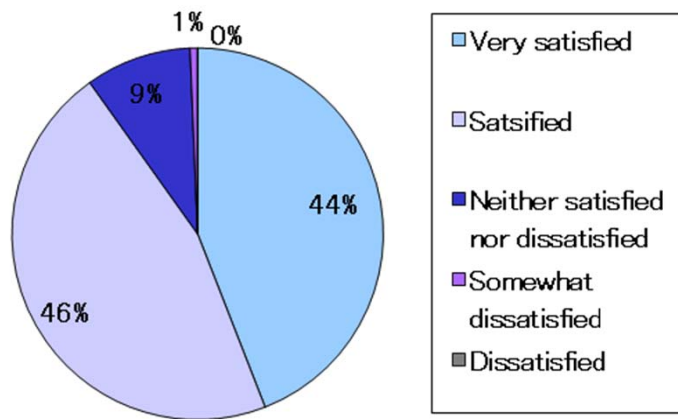
The University is very well organized and has programs to support students who are academically gifted, but financially insecure. However, the number of scholarships should be increased as there are so many applicants for small or limited numbers of scholarships, and G30 funds should be raised so that researchers can do their research work quite efficiently without any delay.

Academically, I am very much satisfied with the University of Tsukuba. Facilities provided to us in the University of Tsukuba are far better than anything I've seen, and at the end I also highly recommended the University of Tsukuba for studies.

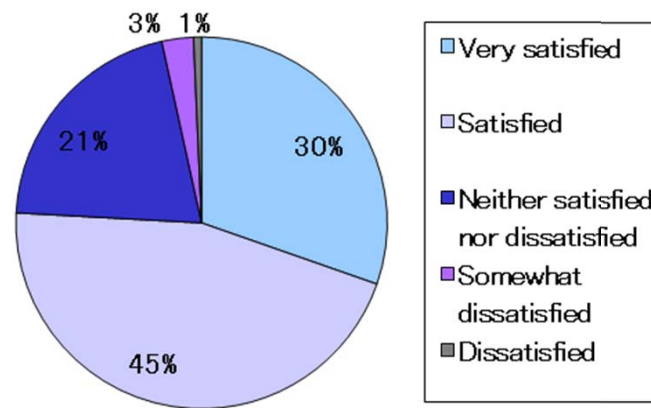
September 2012

4. Are the various supports sufficient?

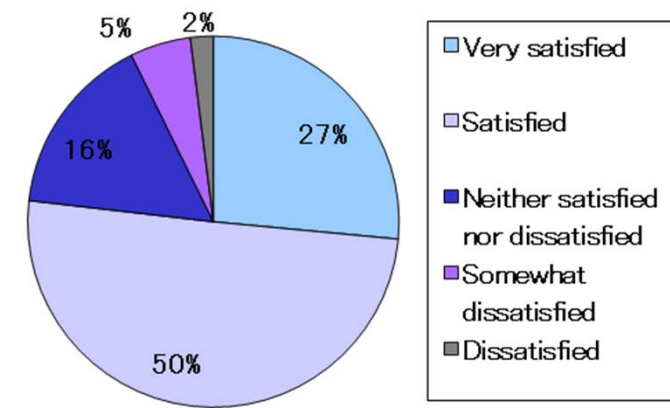
① Is the support from the academic service office sufficient?



② Is daily life and academic support from your tutor sufficient?



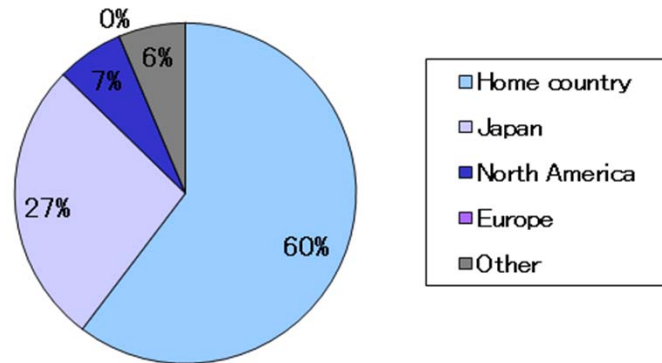
③ Are you satisfied with the living environment?



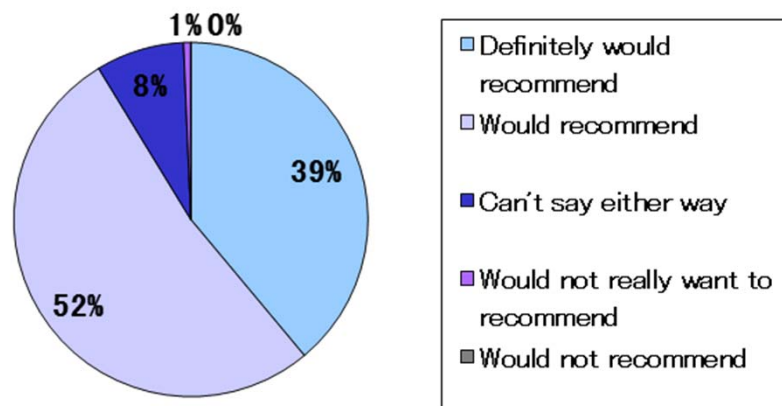
② English course evaluations from students (Part 4)



5. In which country or region to you want to work?



6. Would you like to recommend students from your home country to the University of Tsukuba?



Opinions from Students (Good Points)

- Learning environment is great. The teaching staff are an attractive feature, having remarkable expertise. Education and research facilities for students are extensive.
- The administration and English program are fully satisfactory. Some say they want more challenging content.
- Doctoral students have said they want the opportunity to take academic courses devoted to research.

Opinions from Students (Future Improvements)

- Some students have said they would like to see an improvement in the English proficiency of Japanese teaching staff, along with the English-based courses themselves.
- Calls for a substantial increase to the number and amount of scholarships have been exceedingly numerous.
- There is a desire from students for an improvement to the careful and detailed support for visa acquisition, taking up residence, and daily life.
- Compared to the renovated student residence halls, the old ones are old and inadequate.
- International students desire an increase in the opportunities for interaction with Japanese students.

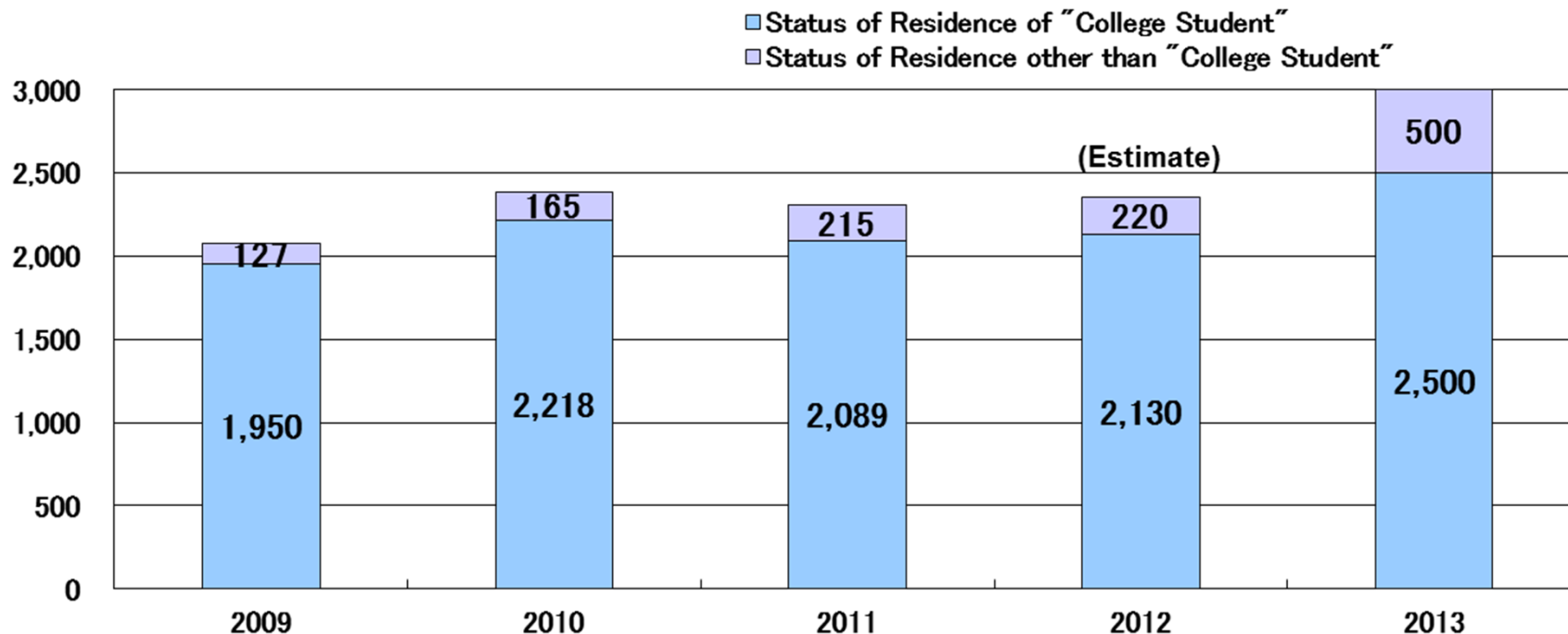


③ Acceptance of international students



- At the time of planning (May 1, 2008), the number of international students was 1,337 (with "College Student" status of residence)*¹
- In the 2011 academic year, the number of international students numbered 2,304 (13.7%), with 2,089 of those having "College Student" status of residence.
- Currently, there are 348 international students enrolled in G30 English courses.

*¹ Prior to 2008, we only counted international students with "College Student" status of residence. Since the start of the G30 Program, we have decided to count international students with a status of residence other than "College Student" whose purpose is learning.



Note 1: Results from FY 2009-2011, with the target for 2013

Note 2: Method of calculation for results uses the number of students enrolled per applicable year

④ New implementation of collaborative programs with overseas universities



【Undergraduate Level】

- ① **Foreign Language Center:** We concluded agreements on language training with partner universities for German, Chinese and Russian, in order to improve the language proficiency of students. We have a proven track record of dispatch, sending 8 students to the University of Bayreuth, 6 to Hunan University and 5 to the University of St. Petersburg in 2008, and then 13 to the University of Bayreuth and 3 to Hunan University in 2010.
- ② **College of Japanese Language and Culture, School of Humanities and Culture:** Through the course of "Practical Training for International Japanese Language and Culture", each year about 10 students are dispatched to the partner universities of the University of Catania (Italy), University of Ljubljana (Slovenia), Providence University (Taiwan), Boğaziçi University (Turkey), and Jean Moulin University Lyon 3 (France) where they enter an internship and learn about Japanese language education abroad under the guidance of local teaching staff. From 2011, we have been conducting Japanese language training in the Ho Chi Minh City Technical Teacher Training University and Vietnam National University, Hanoi - College of Foreign Languages (Vietnam).
- ③ **College of International Studies, School of Social and International Studies:** We are conducting the following joint classes between Chulalongkorn University and the Asian Institute of Technology in Thailand and Multimedia University in Malaysia by using the science and technology satellite "KIZUNA": "Special Lecture in International Studies", "Pattern Recognition and Inverse Problem", "Basic Japanese Kanji", "Asian Civil Society", and "An Overview of Media Technologies and the Internet in Asia".
- ④ **College of Agro-Biological Resource Sciences School of Life and Environmental Sciences:** The "Internship Program for Agriculture & Environment" was launched as an elective course, where about 15 students each year are sent to partner universities such as Kasetsart University (Thailand), etc. They are then provided the opportunity to learn about the regional characteristics of the country's agriculture through training and research. In 2010, 20 students were sent to Kasetsart University (Thailand) and 10 to the University of Bordeaux (France).
- ⑤ **Short Course in Arabic:** Each year 4-7 students are sent to the Bourguiba Institute of Modern Languages at the University of Tunis El Manar for an Arabic intensive language course through the Tunisian government scholarship program. In addition, from 2011 beginning level Arabic is now offered at the Foreign Language Center.
- ⑥ **College of Information Science / College of Media Arts, Science and Technology:** From April 2009, an engineer training (ET) program (Embedded Technology Campus OJT) was established with cooperation from the leading-edge IT venture corporations (Axell Corporation and Netdimension Corporation). Japanese as well as international students are participating in the program.

④ New implementation of collaborative programs with overseas universities (Part 1)



【Graduate Level】

- ① **Doctoral Program in Physics, Graduate School of Pure and Applied Sciences:** For the "Program of the History of the Universe", students are dispatched to branch offices that have been set up in the U.S. Department of Energy Fermilab and CERN - the European Organization for Nuclear Research, exposing them to cutting-edge research around the world.
- ② **Doctoral Program in Computer Science, Graduate School of Systems and Information Engineering:** In a specialized program within the major, lecturers are sent to our university with the cooperation of industry using the Keidanren (Japan Business Federation) as the entry point. In addition, from 2010 the Keidanren Advanced Information and Telecommunications Group developed CeFIL (Center for Future ICT Leaders) and through receiving support from the Center, we have been making significant developments with university funds.
- ③ **Japan-China Forum, Graduate School of Life and Environmental Sciences; Dispatch of students and faculty every other year:** Through this forum, various master's and doctoral students have been making visits to partner universities and conducting fieldwork surveys in each country for their research. The Bio-systems Course has sent an average of 10 students for the past 5 years, the Doctoral Program in Bio-industrial Sciences has sent 5 students per year for short-term research assignments (from one week to one month).
- ④ **Master's Program in Environmental Sciences, Graduate School of Life and Environmental Sciences:** About 5 students are dispatched to Bogor Agricultural University (Indonesia) as part of an internship, conducting inspections of the national park management system and restoration of degraded vegetation. In addition, around 3 students are sent to Yunnan University in Yunnan, China, to survey environmental destruction in the region and conduct field surveys of changes in species diversity.
- ⑤ **Doctoral Program in Functional Biosciences and Doctoral Program in Structural Biosciences, Graduate School of Life and Environmental Sciences:** Through the "Japanese Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding (Foundation)" at the Asia-Pacific Cultural Centre for UNESCO, 12 students were dispatched to Thailand, Vietnam, Mongolia and China with the following activity themes: "The Extension and Establishment of the Postgraduate Network for Life Scientists in the Asia Pacific Region (AsOBiNet) in the Chaopraya Delta Region (Thailand) and Mekong Delta Region (Viet Nam)" and "For the Sustainable Groundwater Resources Management: Through the UNESCO Chair in Mongolia".



④ New implementation of collaborative programs with overseas universities (Part 2)

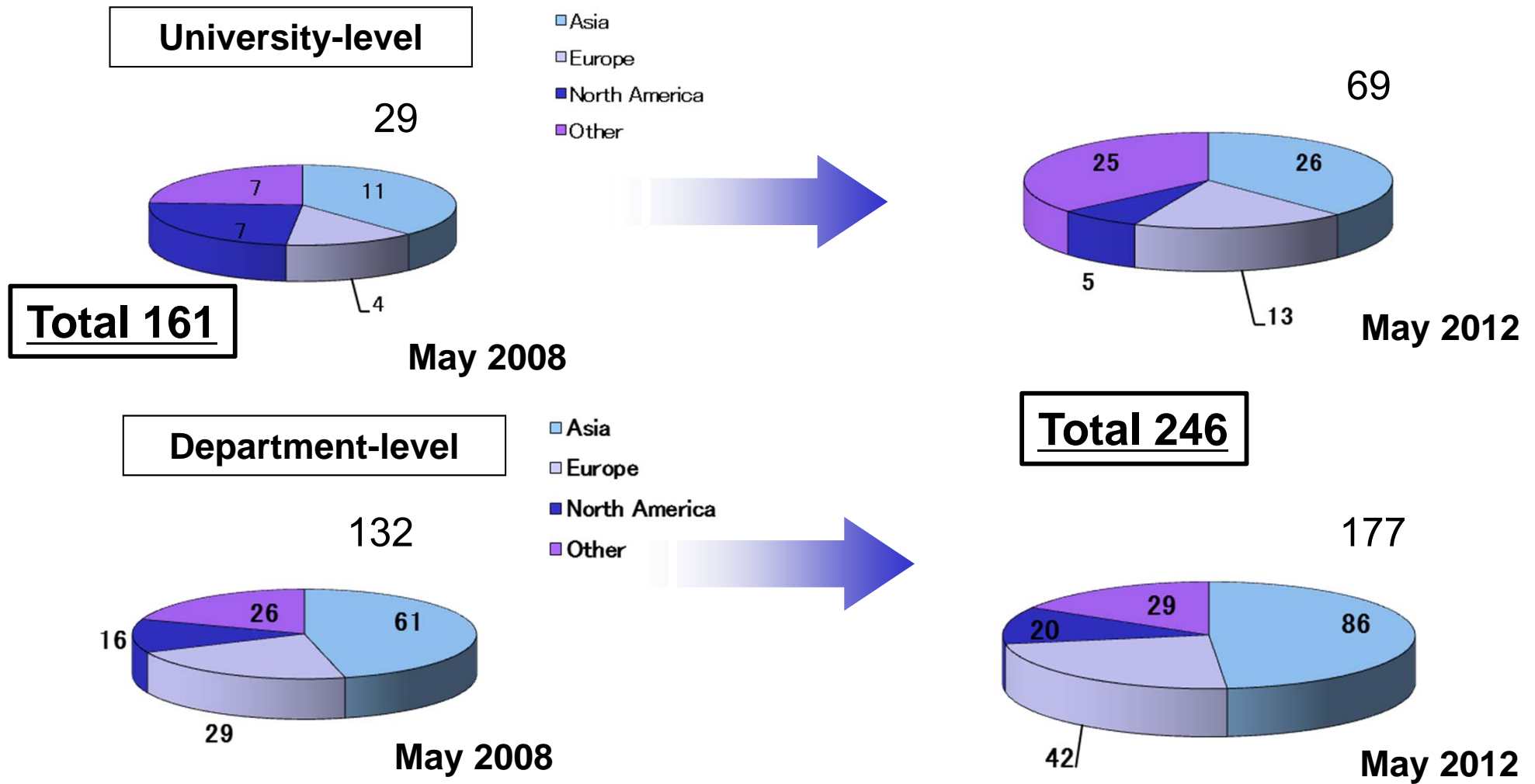


【Graduate Level】

- ⑥ **Doctoral Program in Agro-biological Resource Sciences and Technology, Graduate School of Life and Environmental Sciences**: Under the Agricultural Education for Sustainable Development (ESD) Internship, a maximum of four graduate students are dispatched to the UNESCO Office in Bangkok, Thailand where they gain valuable internship and public speaking experience.
- ⑦ **Doctoral Program in Medical Sciences, Graduate School of Comprehensive Human Sciences**: For 3 years beginning in 2008 through the Program for Enhancing Systematic Education in Graduate Schools "Personalized Medical-Education Renaissance Program", 17 graduate students visited universities in Ho Chi Minh City along with the large-scale Cho Ray Hospital in the same city to engage in research. After returning home, the research results were shared in a Vietnam briefing session, achieving a substantiation of data in real terms through the received examination and evaluation.
- ⑧ **Graduate School of Humanities and Social Sciences**: The school is providing support for international activities such as language training of graduate students, fieldwork, internships, academic conferences, student conferences, etc. Forty-five students were sent to partner universities in the following countries: Uzbekistan, Kyrgyzstan, Thailand, Slovenia, Germany, France, Czech Republic, Austria, Switzerland, Belgium, United States, Canada, Tunisia, Norway, Peru, China, Taiwan, and South Korea.
- ⑨ **MBA Program in International Business, Graduate School of Business Sciences**: We have been conducting distance learning education with the Grenoble Graduate School of Business in France using a video conferencing system since 2008.

⑤ Expansion of student exchange based on university-level exchange agreements

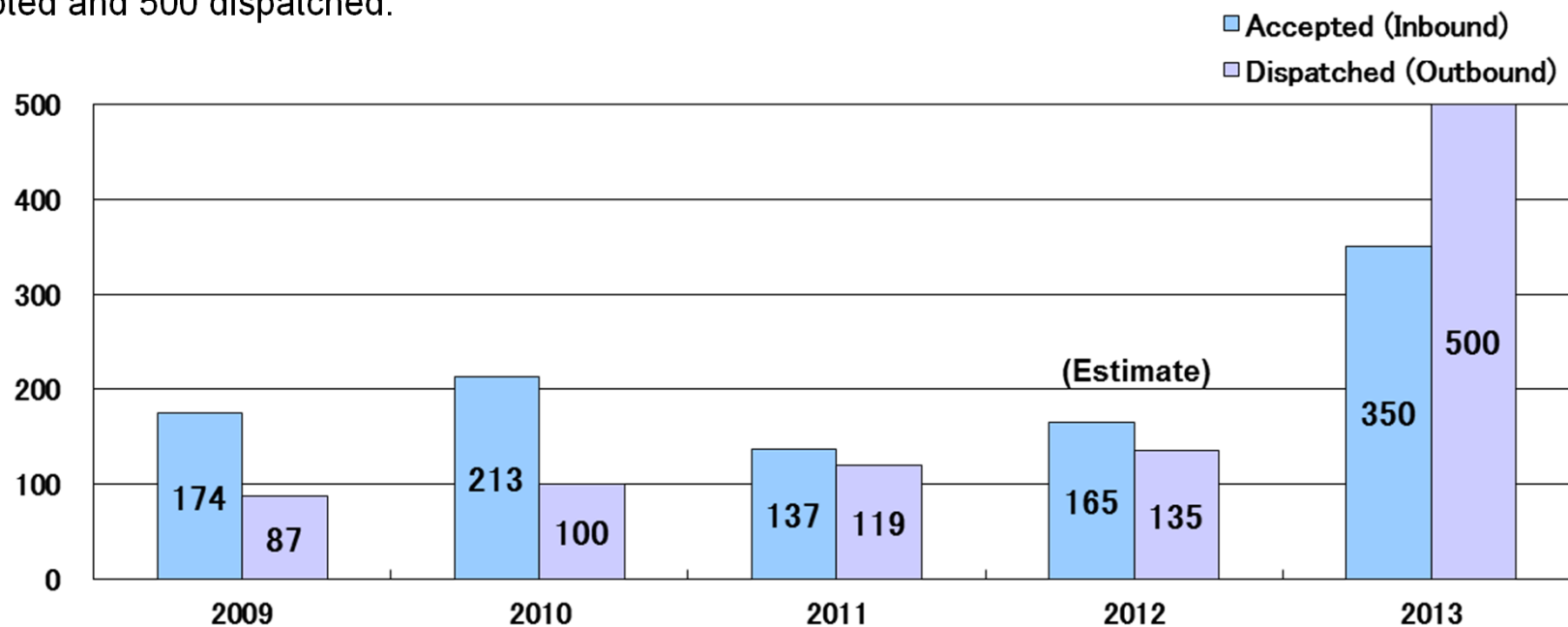
a. Number of concluded agreements



b. Acceptance and dispatch of students based on exchange agreements



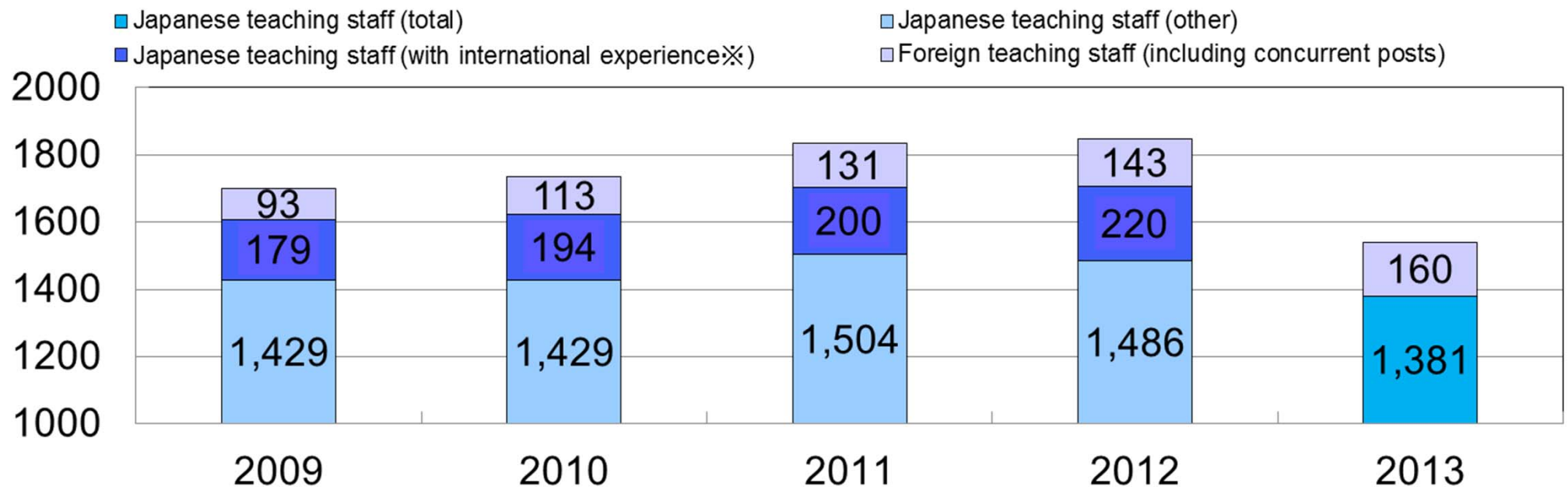
- At the time of planning (2008), the number of university-level exchange agreements was 29, while the number of department-level exchange agreements was 132, totaling 161 agreements.
- In 2012 (as of May 1), the number of university-level exchange agreements is 69, while the number of department-level exchange agreements is 177, totaling 246 agreements.
- With the increase of exchange agreements at the university and department-level compared to the time of planning, the acceptance and dispatch of students based on exchange agreements have also increased accordingly: from 129 to 213 students in 2010, 137 students in 2011 (including non-partner universities, 2,383 students in 2010 and 2,304 students in 2011), from 87 to 119 students dispatched (including non-partner universities, 459 students).
- We believe the acceptance numbers in 2011 saw a sharp decrease due to the impact of the Fukushima nuclear power plant accident.
- On the other hand, at the time of planning the goal for the end of the 2013 academic year was for 350 students to be accepted and 500 dispatched.



⑥ Improvement of education system

a. Employment of foreign teaching staff

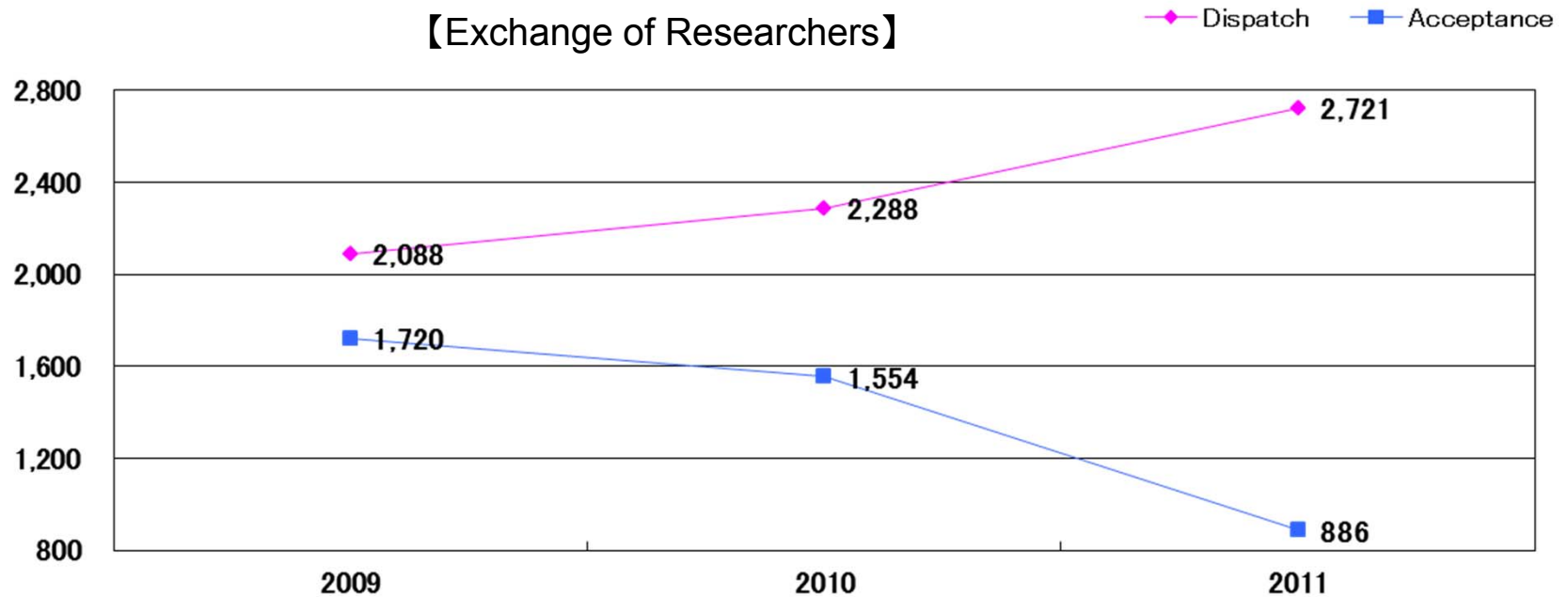
- As measures to promote the acceptance of foreign teaching staff, international recruitment was carried out and improvements were made to establish an English-based work environment.
- From the time of planning, the number of foreign teaching staff went from 86 → 143 by 2012 (as of May 1), with a goal of 160 at the end of the 2013 academic year.
- A policy statement ensuring the maintenance and expansion of G30 English courses even after the end of funding was made by the university president (August 2012)
- An action plan that will utilize performance evaluations for continued employment of teaching staff on campus hired with funding from the project even after its conclusion has been made.



※) "international experience" indicates teaching or research experience of 1 year or more, or a degree obtained at an overseas university.
 Note: Data for each academic year is as of May 1. The 2013 academic year is the target value.

b. Promotion of participation in overseas education and research activities by Japanese teaching staff

- The number of overseas dispatches of Japanese teaching staff has been increasing each year: 1,792 in 2008, 2,088 in 2009, 2,288 in 2010, and 2,721 in 2011.
- Emphasizing one exchange agreement with the University of Sheffield in England, faculty and graduate students are being dispatched through an academic exchange program.
- There was a sharp decline in the number of accepted researchers due to the impact of the Fukushima nuclear power plant accident in 2011.
- As of May 2012, the University of Tsukuba has concluded agreements with 246 universities in 59 countries. In the future, opportunities for our university teaching staff to offer practical training at partner universities through courses will increase.



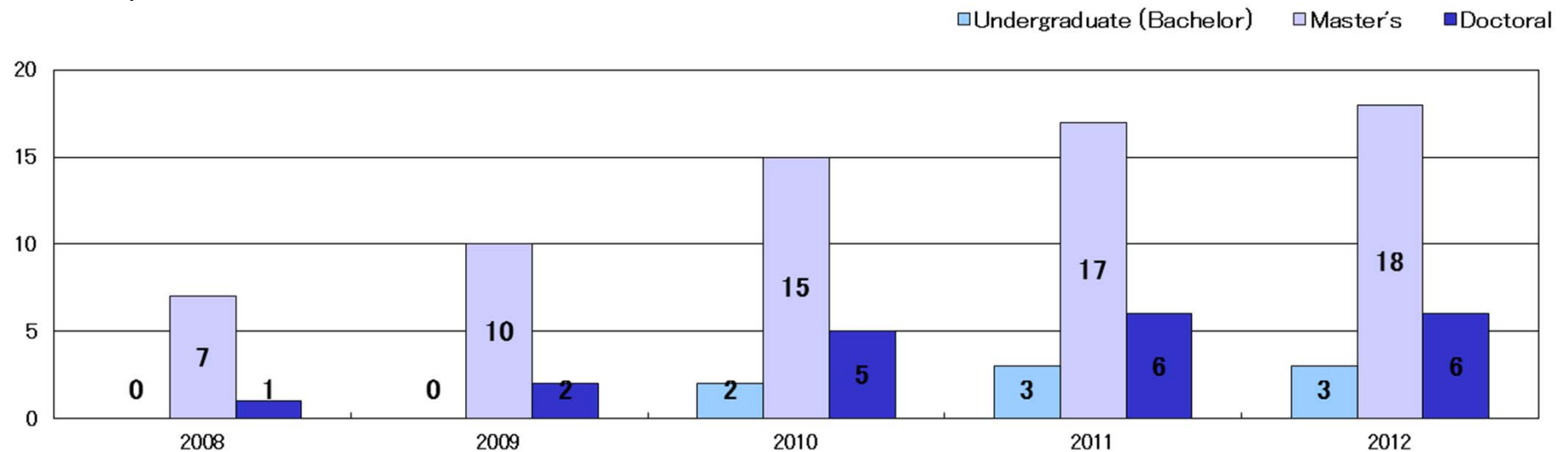
2. Initiatives



① English-based degree courses

a. Opening of English courses

- In 2009, 10 master's courses and 2 doctoral courses were re-launched as G30 courses.
- In 2010, 2 undergraduate courses, 5 master's courses and 3 doctoral courses were opened.
- In the 2011-2012 academic year, 1 new undergraduate course, 3 master's courses and 1 doctoral course were added, exceeding the initial plan of 20 courses with a total of 27 courses (3 undergraduate courses, 18 master's courses and 6 doctoral courses).



【Number of open courses】



b. Securing students

- By opening 27 courses in 2012, which is more than the original plan of 20, we were able to accept 152 new international students this academic year (including December entrants).
- Through holding study in Japan seminars, WEB PR (accessed 250 times in April 2010 → 1,000 times in April 2012) and other activities, there were 91 applicants (a three-fold increase) from 35 countries at the 2012 entrance examination (estimated applicants were 28). There were 107 applicants for the 2013 undergraduate entrance examination.
- The international students' countries of origin, such as Uganda, Nigeria, Uzbekistan, Ethiopia, Syria and Malta, where the familiarity until now with Japan was thin have been expanding.
- There has been an increase in scholarship students from developed countries in the West, such as Norway, Canada, the United States, etc.

As of September 1, 2012; Unit: Persons

Note 1: Numbers in parenthesis () indicate the number of Japanese students included

Note 2: Items in bold indicate programs receiving G30 funding

Course Name	School Name	Date Established	Academic Degree	Number for Recruitment	Number Accepted	Enrollment Number
Interdisciplinary Program in Life and Environmental Sciences	School of Life and Environmental Sciences	2010/08	B	Limited	23	50
Undergraduate Program of International Social Studies	School of Social and International Studies	2010/08	B	Limited	17	29
International Undergraduate-Education Program for Medical Scientists	School of Medicine and Medical Sciences	2011/08	B	Limited	3	3

As of September 1, 2012; Unit: Persons

Note 1: Numbers in parenthesis () indicate the number of Japanese students included

Note 2: Items in bold indicate programs receiving G30 funding

Course Name	Graduate School Name	Date Established	Academic Degree	Number for Recruitment	Number Accepted	Enrollment Number
Professional Training Program in International Agricultural Research	Graduate School of Life and Environmental Sciences	2010/08	M	8	11	15
International Bio industrial Sciences Course	Graduate School of Life and Environmental Sciences	2010/08	D	8	3	9 (1)
Environmental Diplomatic Leader Education Program	Graduate School of Life and Environmental Sciences	2010/04	M	10	17 (3)	38 (9)
Environmental Diplomatic Leader Education Program	Graduate School of Life and Environmental Sciences	2010/04	D	6	7 (2)	17 (2)
Bio diplomacy Course	Graduate School of Life and Environmental Sciences	2009/04	M	Limited	0	1
International Collaborative Environmental Program	Graduate School of Life and Environmental Sciences	2007/08	M	Limited	31 (9)	61 (16)
International Collaborative Environmental Program	Graduate School of Life and Environmental Sciences	2007/08	D	Limited	9 (2)	37 (8)
International Collaborative Expert Education Program for Sustainable Agricultural and Rural Development	Graduate School of Life and Environmental Sciences	2007/12	M	15	4 ※December entry	8
International Collaborative Expert Education Program for Sustainable Agricultural and Rural Development	Graduate School of Life and Environmental Sciences	2007/12	D	3	3 ※December entry	10

As of September 1, 2012; Unit: Persons

Note 1: Numbers in parenthesis () indicate the number of Japanese students included

Note 2: Items in bold indicate programs receiving G30 funding

Course Name	Graduate School Name	Date Established	Academic Degree	Number for Recruitment	Number Accepted	Enrollment Number
Waste Management Expert Course	Graduate School of Life and Environmental Sciences	2010/04	M	5	6	15
Arid Land Resources Science Course for Doctoral Program	Graduate School of Life and Environmental Sciences	2011/04	D	5	2	9
Special Program for Central Asian Countries in International Relations and Public Policy	Graduate School of Humanities and Social Sciences	2010/12	M	20	2 ※December entry	4
Special Program for Central Asian Countries in Education and Cultural Policy	Graduate School of Humanities and Social Sciences	2008/12	M	12	4 ※December entry	3
Special Program for Central Asian Countries in Japanese Studies	Graduate School of Humanities and Social Sciences	2007/12	M	–	–	12
Special Program in International Relations	Graduate School of Humanities and Social Sciences	2003/08	M	5	8	8
Program in Economic and Public Policy Management	Graduate School of Humanities and Social Sciences	1995/04	M	Approx. 20	0 (bi-annual recruitment)	15
Master of Public Health Program	Graduate School of Comprehensive Human Sciences	2010/04	M	10	4	4
Dual Master's Degree Program	Graduate School of Comprehensive Human Sciences	2009/04	M	Limited	2	4
International Doctoral Program in Medical Sciences	Graduate School of Comprehensive Human Sciences	2010/04	D	10	2	3

As of September 1, 2012; Unit: Persons

Note 1: Numbers in parenthesis () indicate the number of Japanese students included

Note 2: Items in bold indicate programs receiving G30 funding

Course Name	Graduate School Name	Date Established	Academic Degree	Number for Recruitment	Number Accepted	Enrollment Number
Materials Science and Engineering Program	Graduate School of Pure and Applied Sciences	2009/04	M	Depends on the admission capacity	2	8
Nano Science Course Physics Course	Graduate School of Pure and Applied Sciences	2011/04 (2012/04)	M	Limited	1	3
Nano Chemistry Course	Graduate School of Pure and Applied Sciences	2011/04 (2012/04)	M	Limited		
Nano Science Course	Graduate School of Pure and Applied Sciences	2011/04 (2012/04)	M	Limited		
Materials Science Program	Graduate School of Pure and Applied Sciences	2011/04 (2012/04)	M	Limited		
Computational Science Dual Degree Program *1	Graduate School of Systems and Information Engineering	2011/04	M	Limited	0	0
Graduate School of Business Sciences, MBA Program in International Business	Graduate School of Business Sciences	2005/04	M	30	32 (25)	79 (61)
English Program in Library and Information Science *2	Graduate School of Library Information and Media Studies	2012/04	M	Limited	0	0

*1 Doctoral degree (D) program in the Graduate School of Pure and Applied Sciences allows for acquisition of a master's degree (M) in Computer Science at the same time → (M) in Computer Science has been modified to allow for diploma acquisition by taking as an independent program.

*2 Newly opened from this year

c. Offering high-quality education and further development

- The University of Tsukuba started reforming its education and learning system for the substantiation and quality assurance of education.
- Arranged a curriculum-centered approach for academic degrees, working towards keeping human resource development in line with reform of degree programs.
- Published the "University of Tsukuba Education Standards (Tsukuba Standards)" as a roadmap in order to achieve its educational goals.
- Launched preparations for the change to the school calendar from the current trimester system to the new 6-module semester system suitable for university internationalization and fall admission.
- Proceeded to establish substantive credit system, enhanced syllabus, and active learning system.
- Carried out preparations for the introduction of systematic curriculum with class numbering and stringent academic assessment with GPA that will be launched in 2013.
- Reform of liberal arts and foreign language education is proceeding as "Global Liberal Arts" for the cultivation of global human resources.



② Environmental improvements for international students



- a. Support for international students (study, daily life, finances, employment etc.)
- We have 5 staff members in charge of G30, 4 for international students, education, and career counseling, 7 at each academic service office, 5 at the Faculty of Life and Environmental Sciences, 4 at the Faculty of Humanities and Social Sciences, 3 at the Faculty of Medicine, in addition to multilingual administrative staff.
 - “Tsukuba Scholarship”, the scholarship system of the university has been established, providing financial aid to students. The tuition and registration fees in the first year of the undergraduate course will be waived for all successful candidates and a scholarship of 60,000 yen per month, tuition exemption, and travel expense of 100,000 yen in the first year will be provided to about half of the recruitment quota of students.
 - A system whereby international students are given top priority in moving into student residence halls was adopted. Thirty-one buildings (1,826 rooms) which account for 50 percent of all student residence halls (3,927 rooms, 60 buildings) will be repaired and upgraded at the end of the 2013 academic year. We are proceeding with a mixed dwelling environment of Japanese students and international students and creating a place for everyday interaction.
 - Companies putting effort into the recruitment of high-achieving international students are on the rise and we are matching international students with companies by providing career and job assistance courses and enhancements to company orientation sessions.
- b. Provision of Japanese language and Japanese culture learning opportunities
- The International Student Center provides an intensive Japanese program lasting 6 months for Japanese Government (Monbukagakusho) Scholarship Students and Japanese language training courses for other international students besides the above and students wishing to be enrolled in the courses.
 - We are developing the “Japanese Self-Study from Zero-level e-Learning System (for Internet-use and DVD-use)” and giving Japanese instruction before students come to Japan as well as after enrollment.
 - Designed to deepen the understanding of Japanese culture, history, and local industries, 4 field trips for international students are provided each year.



c. Establishment of overseas offices and promotion of efforts to accept international students

- Six overseas offices were established for the purpose of actively recruiting excellent international students
 - The North African and Mediterranean Centre for Research and Education (Tunisia) May 2006
 - International Center for Central Asian Research and Education (Uzbekistan) June 2007
 - University of Tsukuba Ho Chi Minh City Office (Vietnam) August 2009
 - University of Tsukuba China Office:
Beijing Office, October 2009; Shanghai Education and Research Center, June 2012 (China)
 - University of Tsukuba European Office, Bonn (Germany) December 2009
- Remarkable increase in international students from Asia, which is the most important area for receiving the students
 - Example: China: 655 members (2009) ⇒ 856 members (2012)
 - Vietnam: 33 members (2009) ⇒ 56 members (2012)
- Improvements to preparations with the receiving of international students
 - G30 Partner School in Xi'an Jiaotong University (March 2012)
 - Enforcement of G30's local examinations with the TV conference system in overseas offices
 - Holding study abroad seminars (study abroad fairs) using the overseas offices
 - Offering study-abroad information and Japanese self-study materials locally before students come to Japan
- Joint use of overseas offices
 - A plan to conclude the joint-use arrangement between the Indonesia office in Chiba University and Ho Chi Minh City Office in the University of Tsukuba

d. Office of the University of Tsukuba in Tunis for Japanese Universities
(Overseas Office of University of Tsukuba for Shared Utilization)



- ❑ Official reports about Japanese universities in the local area; the Study in Japan Fair is hosted ten times
 - FY 2009 Tunisia (November, February), Algeria (February), Morocco (March)
 - FY 2010 Tunisia (November), Morocco (March), Mauritania (March)
 - FY 2011 Tunisia (November), Morocco (March)
 - FY 2012 Algeria (November)

- ❑ Offering one-stop service
 - Information dissemination from WEB (BUTUJ-News)
 - Individual study abroad consultations offered on-site

- ❑ Joint-use
 - Support for on-site entrance examinations using TV conferencing
 - Embassy support with the selection of national scholarship students in the Ministry of Education

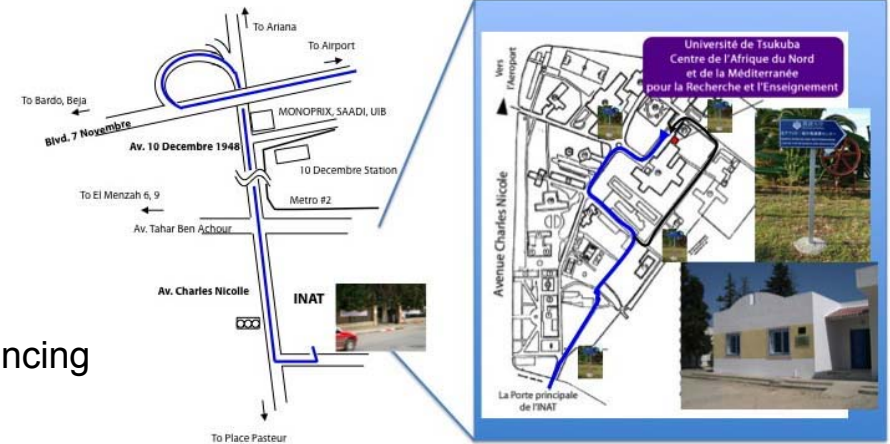
- ❑ Our activities as a nation-wide window / entry point

- Conclusion of comprehensive agreement in academic exchange with three Maghreb countries
 - ①Ministry of Higher Education, Scientific Research and Technology, Republic of Tunisia (2010)
 - ②Ministry of Higher Education and Scientific Research, People's Democratic Republic of Algeria (2011)
 - ③Ministry of Higher Education, Scientific Research and Executive Training, Kingdom of Morocco (2012)

- Host of the Japan-North Africa University Summit

- ①2010 May: Tunis, Tunisia in the first round
- ②2012 Feb: Tsukuba City in the second round
- ③2012 Dec: Follow-up meeting (Plan) in Tokyo

- Chairmanship of Preparatory Meeting for the Establishment of the Japan-Africa Academic Network (TICAD-V Partnership Project): December 2012 - Tokyo



Opened in November 2009

Office of University of Tsukuba in Tunis for Japanese Universities "Bureau de Université de Tsukuba à Tunis pour les Universités Japonaises" (BUTUJ)



③ Internationalization and network formation of core universities

- a. Internationalization of the University of Tsukuba
 - Through the G30 program, we have been building the university campus environment whereby both students and faculty members feel a sense of internationalization in everyday life
 - Increase in the number of international students was more than planned; 1,337 (in 2008) to 2,383 (in 2010)
 - We have advanced the globalization of the university as a leader in Global 30, and strengthened the capabilities to accept international students.
- b. Formation of university network (within Japan)
 - Leading efforts to build Japan–North Africa University Summit and Japan/Africa Academia Network
 - Formed Kanto/Koshinetsu Area University Consortium as the stage for cooperation in international education with 15 universities.
 - University of Tsukuba, Tohoku University, and Nagoya University formed the University Pilot Network to support each other in international education activities.
- c. Collaboration with industry
 - Collaborative efforts launched by industry-government-university organizations in Tsukuba Science City to train global human resources. (Key organizations: research institutes in Tsukuba Science City, KEIDANREN (Japan Business Federation), JAPIC (Japan Project-Industry Council), and Intel)



d. Internationalization of administrative structure

- Streamlined communication between the main office and support offices by appointing a person in charge of international affairs within respective support offices and started regular international administrative staff meetings.
- In order to maintain and improve foreign language skills at the administrative level, a basic policy for internationalization to be part of daily life was established requesting administrative staff to achieve foreign language abilities to communicate readily with international students and faculty.

e. Implementation of evaluations and improvements

□ Response to interim evaluation results

- Results of interim evaluation: “The objectives of the project seem to be achievable.”
- Area for improvement: “More participation in the English program by Japanese students”; Encouragement and guidance measures for Japanese students to join the programs.

□ Implementation of evaluations and improvements by outside experts

- Organized external evaluation committee with 5 outside experts. Evaluations were conducted each year from 2010, with the assessment that the G30 project is progressing as planned.
- Outside experts especially appreciated our efforts in North Africa, Central Asia, and Vietnam, where the relationship with Japan is relatively weak, but the local people have positive feelings about Japan. The experts sensed the commitment to future development in these countries.
- While it is one step closer to being an open university to the world per its founding principles, outside experts indicated that it is essential for the University of Tsukuba to play up its strengths and advantages more effectively.

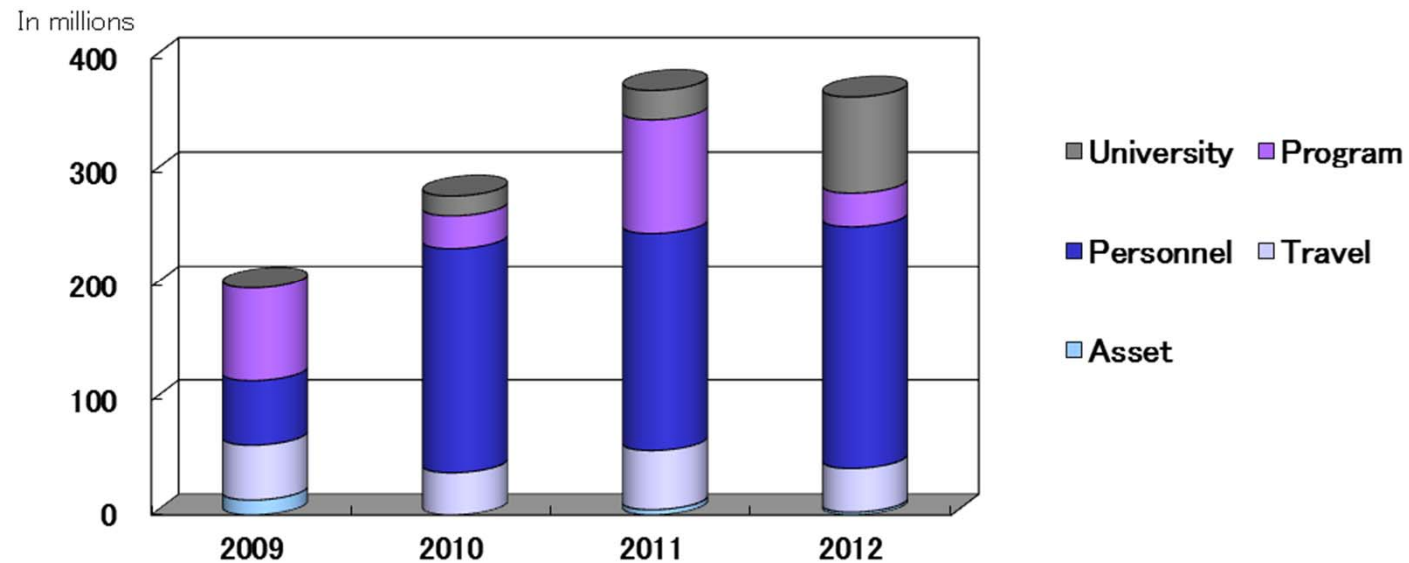


3. Program Budget and Spending



① Budget vs. actual variance

- In order to maintain the English program activities, we fund a portion of the expenses from the University Budget every year.
- In 2009, the budget was heavily allocated for the preparation for new English Programs and the opening of the Overseas Office of the University of Tsukuba for Shared Utilization
- Personnel expenses are mainly allocated for foreign teaching staff and part-time instructors for the English courses



Note: 2009~2011 Actual, 2012 Plan

② Internal audit

- Internal audit performed for the program spending every year before we finalize/report the spending amount



4. Future Challenges and Prospects after Project Completion (Post-G30)



- ① Future challenges and prospects
 - a. Establishing self-sustained English program without G30 government funding
 - b. Development of global human resources by increasing acceptance levels of international students and sending more Japanese students to study abroad
- ② Post-G30 plan (2014~)
 - a. Expansion of English program
 - New English programs are being opened at a higher pace than planned
 - Increase co-studying opportunities with Japanese students (Global Commons)
 - b. Acceleration of international student acceptance
 - Increase the short visits by international students, including summer school
 - c. Secure funding to maintain the English program
 - Include major spending in the University Budget and absorb part of the spending into the other programs

