



Global30 Project Follow-up FY 2012

The Global 30 Project for Establishing University Network for Internationalization
Follow-up FY2012

Supervisor: Akihiko Akamatsu

Executive Vice-President for Student Affairs and Library Services

Kyoto University





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Primary Achievements

■ International and domestic students study together

- Studying together in the undergraduate English-taught courses, provides international and domestic students with opportunities to inspire and encourage each other.

■ A steady increase in the number of international students

- Through the initiatives of the G30 Project, the number of applicants from non-Asian countries has risen, and the number of international students is steadily increasing.
 - ✓ Information about entrance examinations and courses has been translated into English.
 - ✓ Opportunities for PR activities have widened into new areas.
 - ✓ Courses which require no prior Japanese language ability have been launched.

■ Development of textbooks

- New English language textbooks have been developed specially for students from non-English-speaking countries.

■ Internationalization of **Instructors**

- Young faculty members are becoming more internationalized through teaching courses in English.
- Various types of FD activities and workshops implemented on the faculty level are becoming models for university-wide FD activities.



Secondary Benefits

■ Secondary benefits for domestic students

Increase in the number of courses taught in English

- The number of graduate courses in English is increasing.
- The number of domestic students taking English-taught courses is increasing.
- Through being taught by international instructors, graduate students have enhanced their English speaking and presentation skills.

Improvement of communication skills through interaction with international students.

- International and domestic students taking the same classes can communicate with and relate to each other as classmates.
- Graduate students are confident in presenting their research and engaging in discussions in English.
- The introduction of English debates etc. has brought positive changes to the format of classes.
- Through regular English workshops for both domestic and international students, the English discussion skills of domestic students have improved. Also, students are actively involved in planning and holding symposia in English.

Inspiration for domestic students

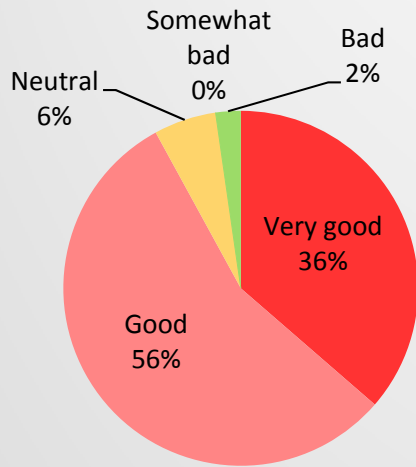
- The earnest approach to study demonstrated by international students has a positive effect on domestic students in mixed classes.



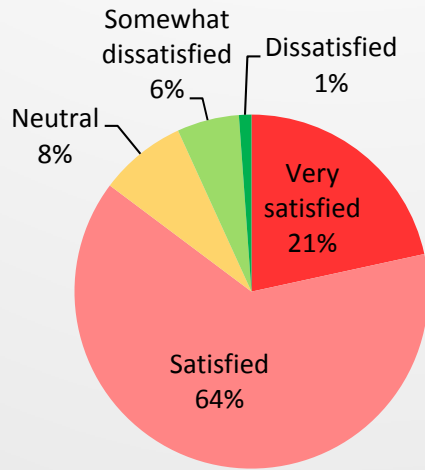
▲ Primate Research Institute: A student-led workshop.

Questions to Students

Q1. What is the overall impression you have of studying in Japan?

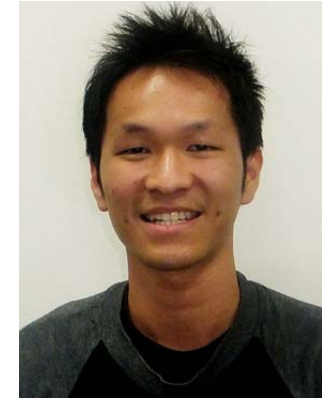


Q2. Are you satisfied with the content and quality of the programs?



Q. Why did you choose to study in Japan, and what is your impression so far?

- The academic level of Japanese researchers in my field of study is very high.
- Japan supports quality education and provides scholarships. I chose to study in Japan because of its reputation for advanced education and its cultural similarity to my home country.
- I have a freedom in my research.
- I would like to improve my research, form a research network and improve myself as an academic and a researcher. I'm really impressed with the educational system and culture.



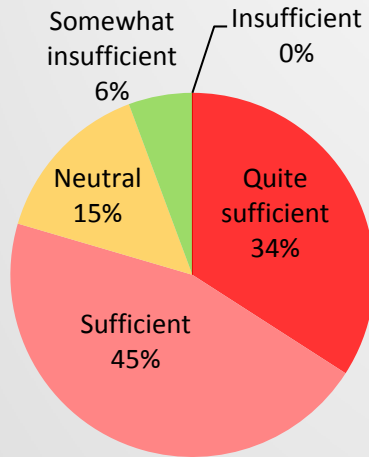
Mr. Lee Engming
(Malaysia)

Enrolled: April 2011
Graduate School of Engineering
International Course in Management of Civil Infrastructure in the Department of Civil and Earth Resources Engineering

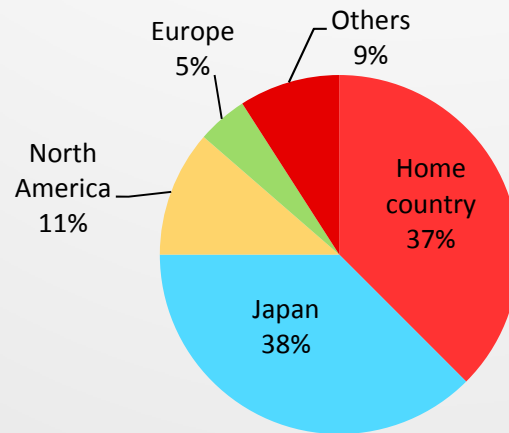
Studying at Kyoto University, a top Japanese university, and being surrounded by many outstanding minds and talents is a dream come true for me. Every day it is an academically stimulating environment where everyone puts a lot of effort into their research. Despite all the challenging and hectic work in the laboratory, students here still are able to find time to enjoy themselves, like playing baseball in the field near the campus, hanging out with friends over a game of badminton, playing basketball in the gym, and so on. Every day on campus, I can easily meet many friends coming from different backgrounds and countries. This is also one of the advantages Kyoto University has because it attracts many international students seeking to further their study or research here.

Questions to Students

3. Are the instructors English skills sufficient?



4. In which country or region do you want to find a job?



Q. *What you would you like to do after you graduate?*

- I want to continue my doctoral course, with the continuation of my scholarship.
- I want to work in Japan for several years and then go back to my home country.
- I would like to work in Japan and get more experience. My dream is to become a bridge between Japan and my home country in the future.
- I am planning to return to my home country, but I will stay in touch with Kyoto University.
- I plan to continue with my postgraduate studies, probably at Kyoto University.



Mr. Derek LIN
(Taiwan)

Enrolled: April 2011
International Project
Management Course

After six years working in the software industry, I realized that the knowledge I had obtained in the past was not sufficient to support me in the management field. From the detailed descriptions of the IPROMAC courses and the professors' backgrounds, I knew this was the course that would improve my inadequate knowledge and enable me to change my current situation.

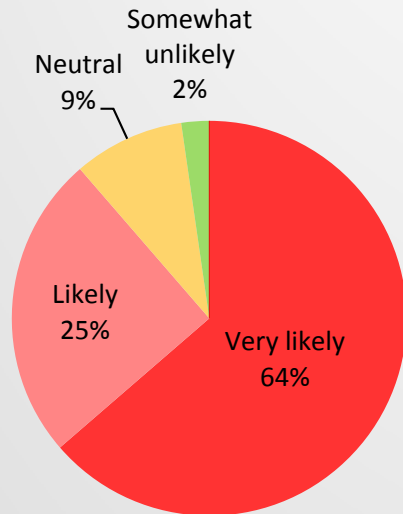
After graduating from Kyoto University, I will apply for a management-level job in Japan and utilize my experience and skills at a place that recognizes my value and potential.

I will enjoy life in Kyoto and the new thoughts that studying on the IPROMAC course brings to me. Those experiences will enrich my mind from now on.



Questions to Students

5. How likely are you to recommend Kyoto University to students in your home country?



Q. Are there any specific problems that need to be addressed in the research environment?

- Thanks to the kind teachers and administrators at Kyoto University, my study is going well.
- The research environment at Kyoto University is wonderful.
- More communication within the university, between different faculties and labs.

Q. Any specific requests for your personal support in living in Japan?

- I am very thankful to all those people who helped and supported me in living in Japan.
- Providing a platform such as a website or something to encourage more communication between Japanese and foreign students.
- A dormitory located closer to the university.

Other Comments

- My Japanese isn't good enough for me to earn a degree here in Japanese. If it weren't for the G30 Program, I don't think I would ever come here for higher education.
- I'd like to see more international communication between Japanese and foreigners, especially with Japanese young people.
- Not all of the researchers or employees can speak English very well.
- To take the next step towards becoming the global leadership in various fields of research, Japan would benefit from becoming more attractive to global citizens. For example, providing classes or seminars not only in English, but also in other languages.



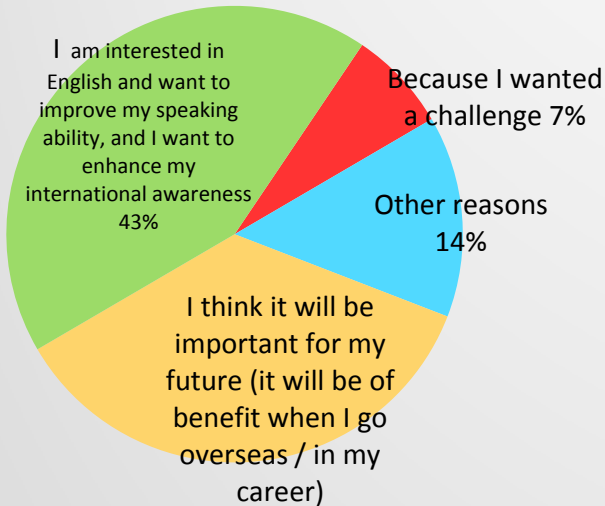
1. K.U.PROFILE: Achievements

② Feedback from Students

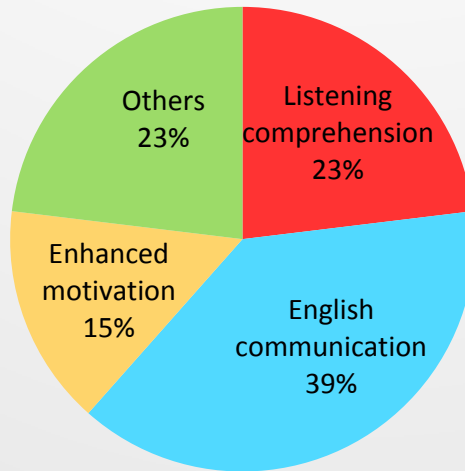
(Faculty of Engineering: Feedback from Japanese Students on the International Course)

Feedback from Japanese students enrolled in the Faculty of Engineering International Course

Q 1. Why did you choose the International Course?



Q2. What skills do you think have improved most since you enrolled?



Comments from Students

- I can take lectures in English. I wanted to try something challenging.
- I wanted to improve my English skills and develop an internationalized mindset.
- My English skills will be useful when I work in foreign countries.
- I can envision my future.

Comments from Students

- I am more motivated towards self improvement.
- I felt a language barrier when taking classes in English.
- My skills for solving life problems have improved.
- I gained the skills to communicate and be assertive in English.
- I gained the ability to communicate in English under any circumstances.

Student Interview

Yuma Shimizu

(Japan)

Enrolled: 2011

Faculty of Engineering

Undergraduate International Course

Program of Global Engineering



Through enrolling in the International Course, I was able to not only improve my language skills, but also gain a new sense of values and new modes of thinking, and I am able to apply myself to my studies with clear objectives.

All of my classes are in English. My English ability was never particularly good, so at first I often had difficulty keeping up with the classes and sometimes couldn't understand anything. However, my lecturers patiently answered even the most rudimentary questions, and now I've become used to taking lectures in English, and have become able to follow what's being said in class.

The best thing, however, is the general atmosphere in the classes. As well as studying together with international students, the Japanese students enrolled in the course are very positive and have an active interest in other countries. Studying with those students has really broadened my horizons and opened my eyes to my future potential.

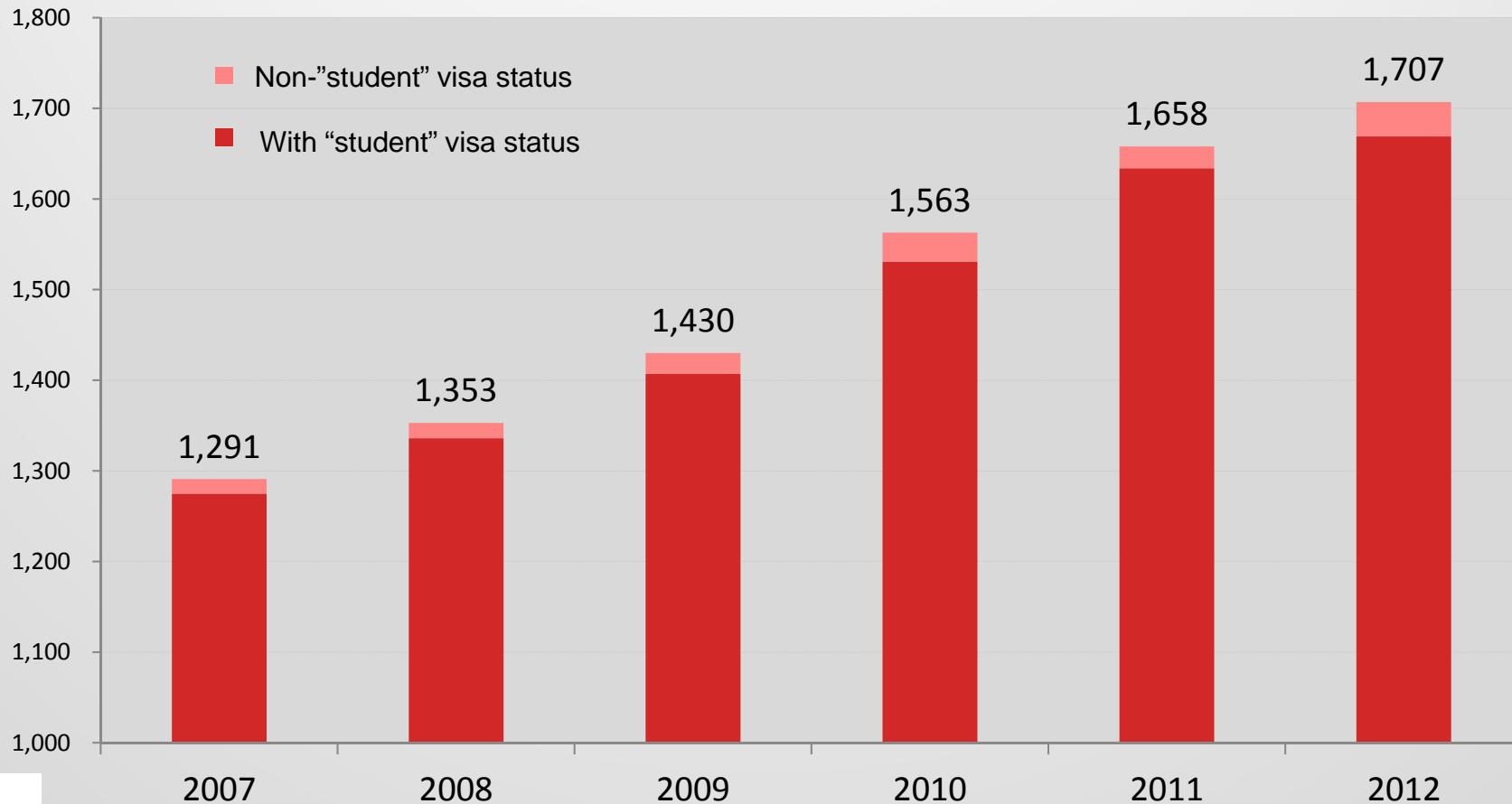
Before I enrolled in the International Course, I didn't have any clear aspirations for the future. The course has definitely been a turning point for me. I intend to build on the knowledge and experience I have gained, and go on to undertake research which will benefit the world.



1. K.U.PROFILE: Achievements

③ International Student Enrollment

- The number of international students at Kyoto University significantly increased in 2010 and 2011 when the G30 English courses were introduced.
- The number of international students has been steadily increasing since 2011.



Statistics for May 1st of each year





Implementation of new cooperative programs with universities overseas.

- Development of student exchange and double degree programs based on the Re-Inventing Japan Project.
 - Summer masters program launched in Sept. 2012. Fifteen international students enrolled; Fifteen students and one faculty member sent overseas.
- Involvement in HeKKSaGOn, a consortium of six Japanese and German universities.
 - Summer masters program launched in Sept. 2012.
Participants: Five students and three faculty members (lecturers).
 - The Baden-Württemberg-STIPENDIUM plus Program: short term (up to nine months) study abroad program for doctoral students. One student will undertake five months' overseas study in 2012.



New Cooperative Programs with Overseas Partner Universities

- Implementation of short term study abroad program with partner universities
 - Field Study Summer School Program at University of California, Davis (No. of participants: 22 in 2011, 34 in 2012)
 - Inside Australia program (No. of participants: 62 in 2011, 59 in 2012)
 - The University of Sydney: Cross-Cultural Communication Program
 - The University of New South Wales: Effective Science Communicator in a Global Society - Enrichment Program in Australia



▲ Field Study Summer School Program at University of California, Davis



▲ KU students together with Xi'an Jiaotong University students

- Short term programs in the East Asian region based on inter-university exchange agreements, with tuition exemption for Kyoto University students.
 - FY 2011:
 - Six summer school programs including the Chinese University of Hong Kong (English), the Chinese University of Hong Kong (Chinese), Kyungpook National University in South Korea, Xi'an Jiaotong University in China, National Tsinghua University in Taiwan, and Zhejiang University in China.
- (Total number of participants in the above programs: 68)



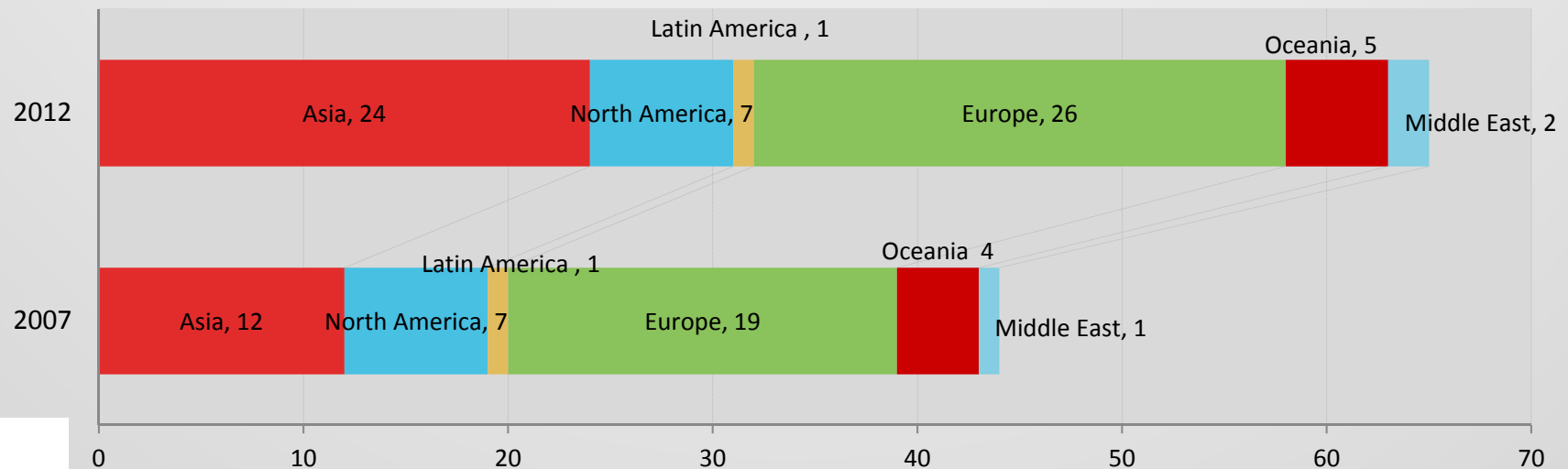
Expansion of foreign exchange based on inter-university exchange agreements

■ Number of Partner Universities

The number of agreements has increased from 41 universities and 3 university alliances in 2007 to 63 universities and 2 university alliances in 2012*. This has led to an increase in the number of students coming from and going abroad.

(*figures as of May 1st of each respective year)

Number of University-Level Student Exchange Agreement



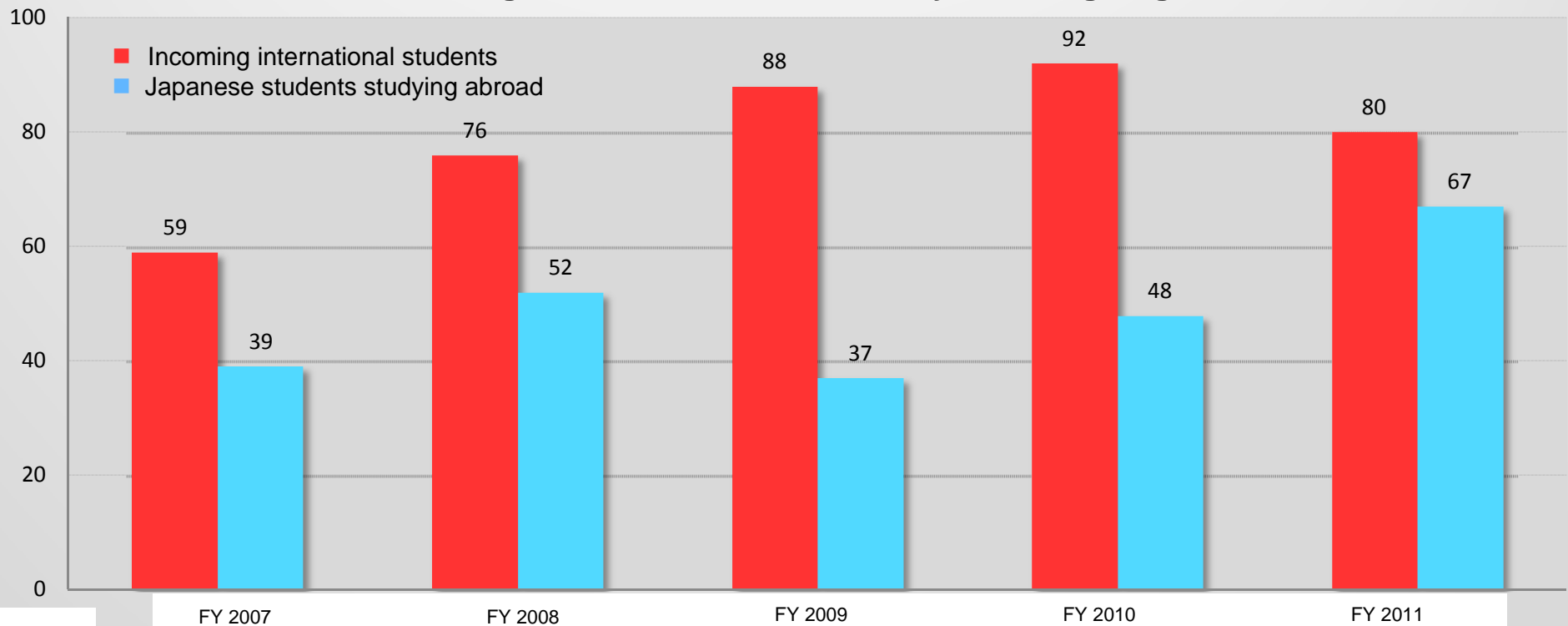


1. K.U.PROFILE: Achievements

⑤ Expansion of International Exchange based on Inter-University Exchange Agreements: 2

- Continuing to negotiate new student exchange agreements with major universities around the world (including Western institutions) in 2012.
- The number of incoming international students has decreased due to the Great East Japan Earthquake in 2011. However, the number of Japanese students going abroad to study has been steadily increasing in recent years.

Student Exchange based on Inter-University Exchange Agreements





Hiring international faculty

- Promote hiring international faculty to teach English courses. Results for the 2011 fiscal year exceeded targets.
- Continued employment of a number of currently subsidized teachers after the conclusion of the project is currently under discussion.

Items	Planned	End of FY2009 (Result)	End of FY2010 (Result)	End of FY2011 (Result)	End of FY2012 (Result)	End of FY2013 (Result)	End of FY2020 (Result)
Int'l Faculty (C)	160	167	234	242	-	-	-
Total (D)	3,186	3,117	3,384	3,458	-	-	-
Ratio (C/D)	5.0%	5.4%	6.9%	7.0%	-	-	-

Items	Planned	End of FY2009 [Target]	End of FY2010 [Target]	End of FY2011 [Target]	End of FY2012 [Target]	End of FY2013 [Target]	End of FY2020 [Target]
Int'l Faculty (C)	160	-	170	-	-	220	320
Total (D)	3,186	-	3,200	-	-	3,200	3,200
Ratio (C/D)	5.0%	-	5.3%	-	-	-	10%



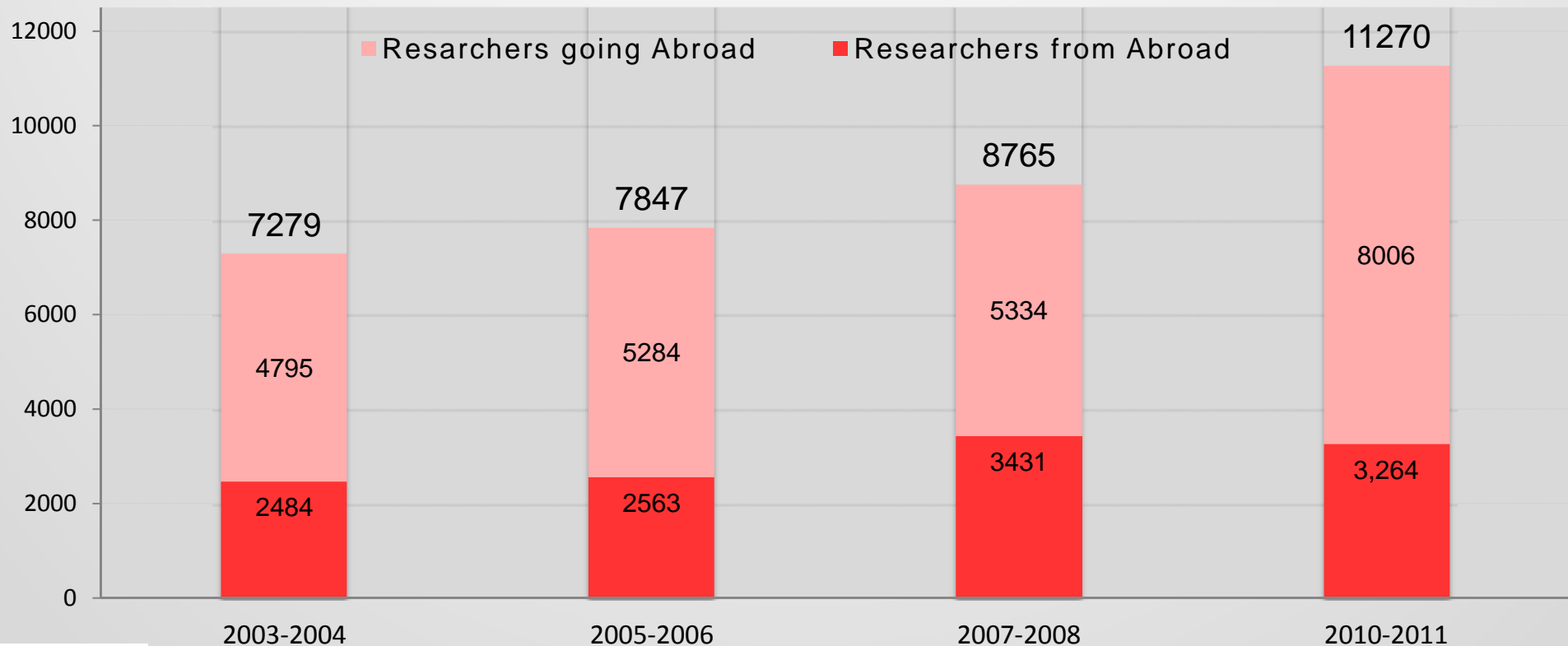
1. K.U.PROFILE: Achievements

⑥ Enhancing the Education System Researcher Exchange: The Current Situation Encourage Japanese faculty to engage in education and research overseas.

Researcher Exchange: The Current Situation

While the number of researchers from Japan going overseas is increasing, the number of international researchers coming to Japan is slightly decreasing.

To further encourage the exchange of researchers, Kyoto University will hold large-scale university-wide symposia with overseas partners (e.g. Kyoto University Days at Bristol University).



(Statistics from Kyoto University at a Glance: Facts and Figures Supplement)

The Global 30 Project for Establishing University Network for Internationalization follow-up FY2012

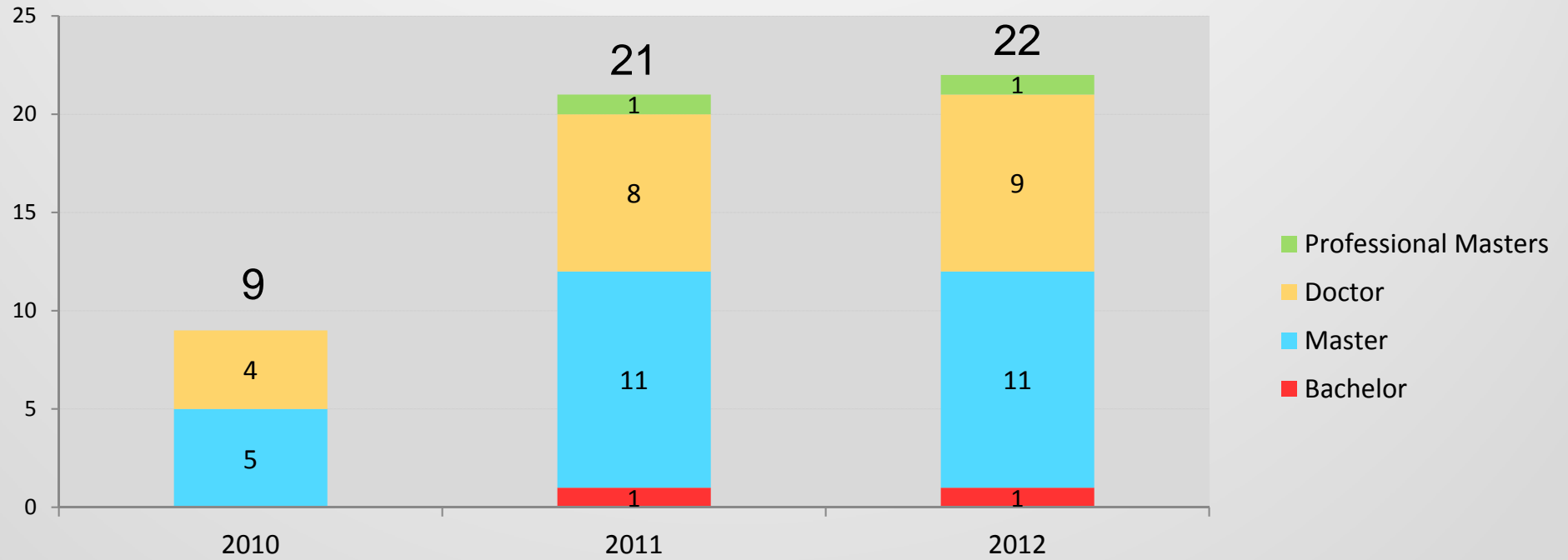


2. Current Endeavors

① English-taught Degree Courses Establishment of English Courses

Establishment of English-taught Degree Courses

- Beginning with the master’s and doctoral courses in the Graduate School of Agriculture in April, nine new English courses were launched in 2010.
- With the launch of the doctoral course in the Graduate School of Energy Science in October 2012, all of Kyoto University’s G30 English-taught degree courses have been successfully established as planned.



Number of G30 Courses





2. Current Endeavors

① English-taught Degree Courses: Enrollment Statistics

Enrollment Statistics

As of 2012/9

Course title	Undergraduate/ Graduate Schools	Course started	Degree	2010, April 1			2010, October 1			2011, April 1			2011, October 1			2012, April 1		
				No. of Students Enrolled			No. of Students Enrolled			No. of Students Enrolled			No. of Students Enrolled			No. of Students Enrolled		
					Domestic	Inter-national		Domestic	Inter-national		Domestic	Inter-national		Domestic	Inter-national		Domestic	Inter-national
Undergraduate International Course Program of Global Engineering	Faculty of Engineering	2011, April	B	-	-	-	-	-	-	14	10	4	14	10	4	27	16	11
International Course in Management of Civil Infrastructure in the Department of Civil and Earth Resources Engineering	Graduate School of Engineering	2011, April	M	-	-	-	-	-	-	3	0	3	3	0	3	7	0	7
International Course in Urban and Regional Development in the Department of Urban Management		2011, April	M	-	-	-	-	-	-	2	0	2	2	0	2	8	0	8
Special Course in Agricultural Science For the Global Future of Life, Food and the Environment	Graduate School of Agriculture	2010, April	M	3	0	3	8	0	8	15	0	15	21	0	21	22	0	22
		2010, April	D	4	0	4	15	0	15	19	0	19	22	0	22	26	0	26
International Energy Science Course	Graduate School of Energy Science	2010, October	M	-	-	-	4	0	4	6	0	6	9	0	9	8	0	8
		2012, April	D	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
International Course in Social Informatics	Graduate School of Informatics	2010, October	M	-	-	-	2	0	2	9	2	7	10	2	8	15	3	12
		2010, October	D	-	-	-	0	0	0	2	0	2	3	0	3	4	0	4
International Course in Intelligence Science and Technology		2010, October	M	-	-	-	2	0	2	13	2	11	14	2	12	30	7	23
International Course in Communications and Computer Engineering		2010, October	D	-	-	-	0	0	0	4	0	4	4	0	4	6	0	6
		2010, October	M	-	-	-	1	0	1	7	4	3	10	4	6	13	4	9
2010, October		D	-	-	-	0	0	0	1	0	1	1	0	1	2	0	2	
Global frontier in life science	Graduate School of Medicine	2011, April	M	-	-	-	-	-	-	1	0	1	1	0	1	4	0	4
	Graduate School of Biostudies	2011, October	M	-	-	-	-	-	-	-	-	-	3	0	3	5	0	5
	Graduate School of Biostudies, Graduate School of Medicine, Graduate School of Pharmaceutical Sciences	2011, April	D	-	-	-	-	-	-	25	0	25	30	0	30	47	0	47
International Environmental Management Program	Graduate School of Global Environmental Studies	2011, April	M	-	-	-	-	-	-	11	0	11	11	0	11	14	0	14
		2010, October	D	-	-	-	4	0	4	8	0	8	8	0	8	11	0	11
International course for Primatology and Wildlife Research	Graduate School of Science(Primate Research Institute)	2011, April	M	-	-	-	-	-	-	3	0	3	4	0	4	4	0	4
		2011, April	D	-	-	-	-	-	-	0	0	0	1	0	1	1	0	1
International Project Management Course	Graduate School of Management	2011, April	P	-	-	-	-	-	-	7	0	7	7	0	7	18	1	17



2. Current Endeavors

② Approaches to Provide Quality Education and Implement Further Improvements

Approaches to Provide Quality Education and Implement Further Improvements

■ FD Activities

- To provide quality programs, Kyoto University will invite faculty in charge of globalization at universities around the world. The university is also gathering information and investigating effective methods to enroll international students and operate programs for students from various countries.
- The university is compiling a video archive of English courses, which is available to students through devices such as the iPod.
- Holding demonstration classes by instructors from abroad.
- Gathering feedback from students who participate in programs given by international instructors.

■ Organize Curricula

- In addition to curricula that closely resembles regular non-English curricula, Kyoto University is providing new programs to cultivate international mindsets in specialized fields.
- In courses, students can progress through basic, specialized, practical, and developmental levels step-by-step, acquiring advanced skills.

■ Ensuring Quality Education and Implementing Further Improvements

- The system enables English courses to be taught not only by newly employed international instructors, but also experienced faculty in charge of regular (Japanese) curricula who can teach in English.
- Provide feedback to instructors based on a student survey conducted every semester.

Enhancing Facilities for International Students

- Support for international students (study, daily life, financial support, seeking employment, etc.)
 - For the convenience of applicants who take entrance examinations abroad, a credit card payment system has been introduced for examination fees.
 - Provision of a scholarship of 282,000 yen (the cost of the enrollment fee) for students enrolling in English-taught G30 courses.
 - Tuition exempted for students who enroll in in G30 courses as privately financed international students (Undergraduate students: first and second years; Graduate students: first year). Undergraduate and graduate students with excellent academic records are also eligible to apply for tuition exemption for their first year.
 - Misasagi International House purchased from JASSO for use as international student accommodation.
 - Factory tours and career seminars with local universities held to assist with career development.
- Opportunities to Learn Japanese Language and Culture
 - The International Center provides over ninety Japanese classes per week. Classes range from elementary to advanced levels, as well as business Japanese.



▲ Misasagi International House



▲ Factory tour international students



2. Current Endeavors

④ Globalizing the University and Forming Networks

Overseas Office for Shared Utilization by Universities: 1

■ Provision of information about studying in Japan for Vietnamese students.

- Organizing and participating in “study in Japan fairs” for Vietnamese students.
- Translate, edit, and publish books and other materials about studying in Japan, and operate a web page.

■ Support the recruitment of Vietnamese students by Japanese universities

- Support the recruitment of Vietnamese students by Japanese universities (hold interviews, etc.)
- Support PR activities by high schools and universities in Japan, including visits to Vietnamese high schools and universities.

▼ Education Fair



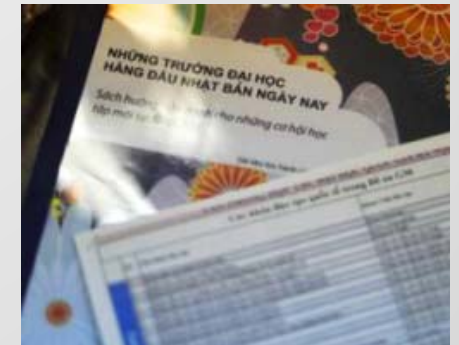
▼ Providing information about universities in Japan



▼ Consultation about studying in Japan



▼ Translate documents into Vietnamese



- The number of Vietnamese Students at Kyoto University

FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
35	36	33	48	48	47



2. Current Endeavors

④ Globalizing the University and Forming Networks

Overseas Office for Shared Utilization by Universities: 2

Efforts to enhance relationships with educational institutions in Vietnam.

- **G30 Japan Educational Seminar**

Enhancement of cooperation with staff working in central and local administrative offices, high schools, and universities in Vietnam.

- **Visit education and training agencies in various regions in Vietnam**

Seek cooperation with activities to promote study in Japan.

- **VKCO Management Committee Meeting**

Hold a twice-yearly management committee meeting by teleconference between Vietnam National University, Hanoi and Kyoto University.



▲ G30 Japan Educational Seminar 2012



▲ Discussions with universities and vocational schools



▲ VKCO Management Committee teleconference

Internationalization of the Administrative System

- University documents and useful information for daily life have been translated into English for international students and faculty members. They have been organized into three volumes and distributed to all faculties.
- The translations have also been distributed to all G30 universities and 153 universities around the Kansai area.



Feedback and Improvement

- Measures to deal with issues highlighted in the interim assessment
 - To reach the enrollment figures specified in the interim assessment, courses were widely publicized. This resulted in annual increases in the number of students enrolled.
- Improvements made based on advice from non-university-affiliated experts
 - Non-university-affiliated experts on the advisory committee advised that cooperation with local high schools would facilitate the enrollment of domestic students into English-taught undergraduate courses. In accordance with this advice, Kyoto University will undertake PR activities in Japanese high schools during the latter half of this year.



Providing Information to Overseas Institutions and Industry and Building a Network

⑤ Internationalizing the University and Forming a Network

Industry

The Global 30 University-Business Joint Forum

The Council for the Promotion of Human Resources for Globalization Development

Roundtable meeting for Industry-Academia Partnership on Human Resources Development

Kansai Economic Federation

Kyoto International Student Council

Overseas Universities

B-K Collaboration Forum in Bristol University

University Administrators Workshop (UAW)

German-Japanese University Presidents' Conference

Japan - Vietnam University Presidents' Conference

Universities in Japan

International FD Symposium

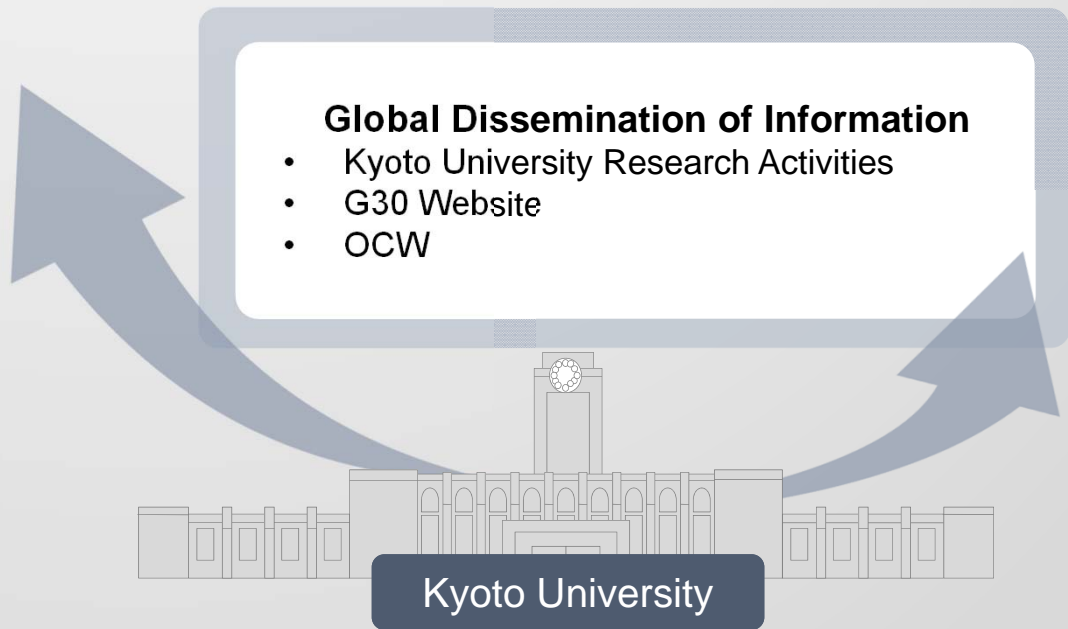
Workshops on risk management for international students

Open courses for the Consortium of Universities in Kyoto

Provide industry-academia collaboration courses through OCW

Global Dissemination of Information

- Kyoto University Research Activities
- G30 Website
- OCW





3. Budget Utilization

① Budget Changes and Utilization

Budget Changes and Utilization

- Employment costs of English course instructors, TA costs for English courses, and the costs study support for undergraduate students are allocated to the university's budget (paid for by the university). Separate provisions are made to cover tuition exemptions only for English course students.





4. Future Endeavors and Post-Project Forecast

- ① Matters for Investigation and Consideration:
- ② Post-Project Forecast (After 2014)

Matters for Investigation and Consideration:

- Employment terms and conditions for fixed-term faculty and staff, and obtaining the budget and human resources needed to continue courses.
- The continued operation and role played by overseas offices after the funding period.

Post-Project Forecast (After 2014)

■ Expansion of English courses

- There are no plans to establish courses; however, graduate and undergraduate English-taught classes will be expected to expand.

■ Promote the enrollment of international students

- The number of applicants is expected to increase due to an increasing number of summer school programs, as well as international PR activities.

■ Securing alternative financial resources after the funding period

- Securing the necessary budget and human resources is currently under discussion within the university.