Forming the University Network with Quality Assurance

1. Undergraduate Degree Program (Certificate) - JLCC
In addition to the University of Ljubljana and the Moscow City Teachers' Training University, Ca’ Foscari University of Venice joined the program in 2013. Tsukuba students established a partnership with students from partner universities and performed joint research for one year.

2. Masters Degree Program (Dual Degree) - TEACH
All three universities, the University of Tsukuba, Korea University, and the University of Bonn, started dual degree programs. The Univ. of Tsukuba and the Univ. of Bonn hosted the TEACH opening ceremony.

3. Doctoral Degree Program (Certificate) - CONPAS-CJS
A total of five students from four partner universities in Europe were accepted. Students followed lectures in the humanities and social sciences. Also, students from the University of Tsukuba were dispatched to Europe to further their own research in comparative studies of contemporary Japanese and European societies.

Contents of the Programs, Preparation for the Start of the Programs

Japanese Culture Exchange Program
Take part in a Network of Translators for the globalization of Testimonies of A-bomb Survivors (H26.1) Ljubljana Forum (H26.8)

Japan-Germany-Korea Academic Exchange Program
Preparatory seminars for TEACH (H25.7, H26.3, H26.7, H37.3)

Multilateral Joint Seminar via Video Conferencing
Venice Forum (H25.9), Paris Forum (H27.3)

Student-Mobility

1. Outbound
JLCC: Two students dispatched to the Univ. of Ljubljana, two students dispatched to the Moscow City Teachers’ Training Univ., and two students dispatched to Ca’ Foscari Univ. of Venice. TEACH: Six students dispatched to the Univ. of Bonn and Korea Univ. CONPAS-CJS: Five students dispatched to the Univ. of Ljubljana, the Univ. of Bonn, the Berlin Free Univ., and the Univ. of Franche-Comté.

2. Inbound
JLCC: Two students from the Univ. of Ljubljana, two students from the Moscow City Teachers’ Training Univ., and two students from Ca’ Foscari Univ. of Venice. TEACH: Six students from the Univ. of Bonn and Korea Univ. CONPAS-CJS: Five students from the Univ. of Ljubljana, the Univ. of Bonn, the Berlin Free Univ., and the Univ. of Franche-Comté.

Promotion of Student-Mobility Environment

1. Support for students dispatched from the University of Tsukuba
Prior information and guidance on the academic calendar and credit system of partner universities, situation of students studying abroad in cooperation with partner universities, and all other necessary support were provided to students dispatched from the University of Tsukuba.

2. Support for students from partner universities
Adjusted the support system in collaboration with the Global Commons and other educational organizations involved, supported Japanese learning and life environment, and provided career guidance in the Graduate School of Humanities and Social Sciences for partner university students.

Visualization of the Content of Education, Dissemination of the Outcomes

1. Extension program lecture
English Model United Nations in Tsukuba was opened to the public for the date of the meeting and promoted collaboration with the neighboring high school.

2. Update of website
Updated a webpage in both English and Japanese, reporting on the activities and exchange program conducted to date.
Re-Inventing Japan Project

Chiba University

CODE Program (Continents Design Education Program)

【Name of project】(Adopted year: FY2011, Type B-II)

【Aim of project, Ideals of Global Human Resource on the project】
1. Development of Human Resources for Creative industries responsible for the future of with Design Business Mind
2. Study Abroad Sandwich Program for Six Years (3.5 Undergraduate (early graduation) + 2.5 Master)
3. Study about Design Management in USA, Design Promotion in EU and Technology & Design in Training of Professional Human Resources Who Will be “Executives with the Design Business Mind” in the Design Department of the Company

【Summary of project】
This Program Aims to Nurture Global Designers who could Succeed Anywhere in the World with the Collaboration of Three Different Types of Design Education of USA, Europe and Japan

■ Forming the University Network with Quality Assurance

O 6 Quality Assurance for New Education Program
1. English Studio Work Classes Start from Sophomore
2. Practice Based Education PBL (Project Based Learning) Provide for Sophomore
3. Present Japanese-Design before and after Studying Abroad, Learn about Originality of Japanese-Design by JDP
4. Provide Presentation Based Classes and Strengthen Discussion Abilities in English
5. Continuous Research Held from Under Graduate to Master
6. Internship in and out of Japan at the end of Overseas Program with University Support

■ Contents of the Programs, Preparation for the Start of the Programs

Workshop & Studio Work Reports

O International Program and Collaboration Studio Works
Start International Program in Sep. and Held Final Presentation in Dec.
Basic, Special Theme and Competition Program are implemented

O Organized International Workshop 13 Times (2013): 6 Workshops in Japan (6 Universities) and 7 Workshops Abroad (7 Universities)
International Program WS for Service Design to Revitalize Local Region (Part of Cooperation Curriculum), Proposal for Satoyama Tourism, Wearable Device in the Future, Product and Service Design for New Sound Experience, Evolution of Writing by Hand in the Future, Comfort for Healthcare and Wellbeing, Community Restructuring -Think and Learn from Tohoku, New Models of Social Housing, etc.

O Preparation Program for Study Abroad Students English Communication Class, Design Studio Work and etc.
Eight Studio Works in English: Package Design, Restaurant Service Design and etc. Seven English Communication Skills Classes

■ Student-Mobility

O Outbound
FY 2013 Pilot Program sent Four Senior Students Study Abroad, Going to Master Program during Their Studies in the Foreign Countries, Seven Master Students and One PhD Student.
Five Sophomore, 17 Junior, Six Senior and 14 Master Students Were Sent to the Overseas Workshops as Study Abroad Trial.

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<thead>
<tr>
<th></th>
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<th>2015</th>
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Note : FY2011-2013 results, FY2014 -2015 planned

O Inbound
FY 2013 Pilot Program Accepted 16 Students
Forty-one Students Attended Workshops in Chiba
Students Were from United States, United Kingdom, Germany, France, Italy and Finland

■ Promotion of Student-Mobility Environment

One Stop Management System for Outbound and Inbound
Amanuensis (Specialist of Study Abroad) and ISD (International Support Desk) Cooperate and Share Their Task
Service for General Study, Japanese, Japanese Culture and Japanese Life = ISD (International Support Desk)
Professional Education, Research Study, Internship and Job Hunting = Amanuensis
One Stop Management System for Travel and Accommodation for Program Students Comprehensive Cooperation for Risk Management with OSSMA
Expansion of overseas university cooperation: in 2013 four schools were added (USA, Italy, Germany, Portugal), in 2014 one school was added (Finland)

■ Visualization of the Content of Education, Dissemination of the Outcomes

O Promoting and Advertizing Study Abroad Program by Visualizing the Results of Outcome
Explain Curriculum Structure for Students and Partner Institutions in Bilingual Brochure
Create International Workshop Reports, Create Home Page related to the Program and Database of All Curriculum
Create Mobile Home Page for Smart Phone
http://www.design-cu.jp/code_web/
Re-Inventing Japan Project  Hiroshima University

Forming the University Network with Quality Assurance

Exchange Scheme using the Inter-University Consortium, INU
By using the framework of INU, an international consortium across Europe, U.S., Asia, and Oceania, which Hiroshima University is a founding member and has a close relationship with common philosophy on “peace” and related problems, all the university is committed to carry out the cooperation in education.

The University Exchange through Top Management
INU has successfully achieved the university exchanges for several years by various programmes implementation, under the leadership of top management of each university. Assembly twice a year(DVC etc) has established a successful PDCA cycle. It is always a key how to harmonize the "partnership" and "ownership," but, the top management-led internationalization has successfully fused them and enabled our international exchange to develop further.

Contents of the Programs, Preparation for the Start of the Programs

Exchange Scheme according necessities of students
By combining multiple programmes Hiroshima University will achieve the quality suitable for the necessity and attributes of the students.
• Sending Hiroshima students to become global human resources
• Receiving overseas students and create global campus in Hiroshima
• Internationalization at Home.

New Programmes
Based on a new DDP agreement in Sustainable Environment, concluded with an Australian partner university in March, 2014, we will start exchanging participating students in 2014.

Student-Mobility

Outgoing Japanese Students
Hiroshima University will continue to send to various short-term and also medium and long-term programmes. We are planning to expand the courses for DDP in Environment area.

Incoming Students
Student Seminar on Peace is held in August every year, along with Master Summer Schools on Peace, Environment and Nursing.

Promotion of Student-Mobility Environment

Establishment of consultation services
To support studying abroad, advisors for students will work closely with students. Internship for foreign students are also planned together with local business.

Development of portfolio system
For students to study abroad a longer period of time, e-portfolio can be used by the academic advisor.

Visualization of the Content of Education, Dissemination of the Outcomes

New Home Page  http://home.hiroshima-u.ac.jp/sekainu/
Internationalization at Home
Through programmes implementation, student, faculty, staff, management are to realize the "internationalization". Hiroshima University students who do not experience any of study abroad would also benefit from Internationalization at Home.

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<td>2015</td>
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Notes: FY2011-2013 results, FY2014 -2015 planned (number) : included in the total number, not supported by MEXT fund.
Re-Inventing Japan Project

Keio University

【Name of project】(Adopted year: FY2011, Type B-II)
Development of Japan-EU Collaborative Program for Nurturing Global Engineers

【Aim of project, Ideals of Global Human Resource on the project】
We offer various educational programs to students by participating in international collaborative ventures in higher education in the field of science and technology and aim to train talented engineers who can transcend language and culture and play an active role internationally.

【Summary of project】
By cooperating with higher education institutions of science and technology within the EU, we train engineers who can form solutions to problems common throughout the world with a global vision. We aim to create an environment that fosters global sensitivity through the development of double degree master’s programs, international collaborative ventures through the collaborative mentorship of Ph.D. students, and introductory programs and preparatory courses for undergraduate students.

■ Forming University Networks of Quality Assurance

Development of Double Degree Master’s Programs
Keio has exceeded its target in expanding the number of exchange students with partner universities; through mutual exchange of faculty members with universities within the T.I.M.E. (Top Industrial Managers for Europe) consortium; and extensive dialogue concerning applicant interviews, development of the curriculum, and strengthening the framework for international student admissions. In October 2013 at the annual T.I.M.E. Association General Assembly, Keio was elected to become a member of the association’s Advisory Committee.

Development of International Collaborative Projects Through Ph.D. Student and Scholarly Exchange
Keio conducts student and faculty member exchanges with world renowned universities. The experience gained from the exchange of teaching and supervising Ph.D. students has triggered active discussions on the development and progression of double degree Ph.D. programs at Keio, and prepared the groundwork for future collaborative research mentorship.

■ Contents of the Programs, Preparation for the Start of the Programs

Offering Introductory Programs and Preparatory Courses for Undergraduate Students
In preparation for double degree Master’s programs, Keio sent 146 undergraduate students abroad to attend short-term training programs. Keio also offered study abroad opportunities to 1st and 2nd year undergraduate students as part of the Global Leadership Seminar to give students a global perspective from an early stage.

Summer Program to Introduce Study Abroad in Japan to Partner University Students
Keio held a Japanese language summer school for double degree exchange students entering Keio University. The program not only offered Japanese language classes, but also calligraphy and other extracurricular activities as well as homestays as part of an introduction to Japanese culture.

■ Student-Mobility

Outbound Students from Keio
Keio sent students abroad for its double degree master’s programs, as part of the collaborative mentorship of Ph.D. students, and spring and summer overseas training for undergraduate students as a part of the “Undergraduate Education System Towards Training Global Human Resources,” in addition to internships and summer schools.

Inbound International Students from Partner Universities
Keio conducted double degree programs, summer schools, Ph.D. candidate intake, and other research and training programs.

■ Promotion of Student-Mobility Environment

Facilitating Study Abroad for Japanese Students
Keio provides students with a range of opportunities to gather information before their study abroad, including disclosing monthly reports from students who have studied abroad in the previous academic year, and holding a series of guidance sessions. These sessions cover topics such as study programs offered at the host university, preparatory language study, and administrative procedures involved in going overseas. Students are also able to pursue independent language study using E-learning tools with the support of qualified staff, who follow the students’ progress and provide advice.

Facilitating Study at Keio for International Students
Keio implemented the world standard academic calendar which starts in September. In addition, it hired specialized academic advisors so that international students without Japanese proficiency can enjoy a rewarding student life through English-language courses. In terms of living, Keio provides international student dormitories within walking distance of the campus and a tutoring system to assist students in their studies.

■ Visualizing of the Content of Education, Dissemination of the Outcomes

Strengthening Ties with Other Universities and Mutual Exchange
In March 2014, the first Keio University & Ecoles Centrales – Supelec Double Degree Program Networking with Corporations Kick-Off Meeting was held with the objective to offer career support for double degree students to take on active roles in global society. Faculty members from T.I.M.E. partner universities, the French Embassy, Keio faculty and staff members, and current and former double degree students were present in this networking event.

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<td>2015</td>
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Note : FY2011-2013 results, FY2014 -2015 planned
**Forming the University Network with Quality Assurance**

- **Joint Management Committee (JMC) & Joint Academic Committee (JAC)**
  The JMC, comprised of presidents and/or vice presidents of the four universities to oversee intercollegiate matters, and the JAC comprised of faculty and staff administering academic matters, met in Canada in November to evaluate the 2013 educational programs and discuss matters concerning the 2014 programs.

- **CCC Global Joint Program Seminar**
  A public seminar entitled “International Strategy and Cross-Cultural College in Japanese and Canadian Universities” was hosted by KGU in February. An accomplishment report by students who participated in CCC and a panel discussion cochaired by Canadian Universities and Embassy were carried out.

- **Advisory Board Meeting at KGU**
  A meeting of the Advisory Board (AB) of external experts was held at KGU in February. CCC reported on the results of the 2013 program, and took suggestions proposed by the AB about plans for the next fiscal year to assure the academic quality of the CCC.

**Contents of the Programs, Preparation for the Start of the Programs**

- **Global Internship**
  - **Joint study of students from Japan and Canada**
    The Asian Studies Summer School (ASSS) and three core programs - Joint Seminar (JS) in Japan & Canada, Global Career Seminar (GCS) in Japan and Global Internship (GI) in Japan - were held in July-August. In February, we also held the 2nd GCS in Japan and a new program, the “Cross-Cultural Workshop (CCW)” in Canada, which provided KGU students who wished to join in the following year’s CCC core program with an opportunity to practice group research with students from Canadian universities.
  - **Expanding CCC core programs in Canada**
    There are plans to hold a GI in August and a GCS in February for the first time in Canada in the 2014 academic year. We’ve already coordinated with companies that will accept students for the GI or that will offer lectures to students for the GCS. Preparations are proceeding as planned.

**Student-Mobility**

- **Outbound**
  A total of 6 KGU students were sent to Mount Allison for the JS, and 19 to Queen’s for the CCW. In addition, 44 KGU students who participated in the CCC continued onwards to study abroad on Int'l Student Exchange, and Short and Medium-Term Overseas Foreign Language Study, etc.

- **Inbound**
  A total of 62 students from Canada came to Japan for the ASSS, JS, GI and two GCS. The number of participants from each university is as follows:
  - Mount Allison : 11
  - Queen’s : 17
  - Toronto : 34

**Promotion of Student-Mobility Environment**

- **Program promotion for KGU students**
  As part of the university-wide efforts, in October KGU held a Study Abroad Fair for KGU students to stimulate their interest in studying abroad. In cooperation with KGU students who have studied abroad, int'l students studying in KGU and external institution such as the Canadian Embassy, KGU offered a variety of information about studying abroad. As part of the efforts by CCC, an “English Café” was started, in which students talk only in English once a week in cooperation with exchange students, each week setting an appropriate theme not only to improve their English skill, but also to raise their global awareness. In addition, CCC organized a social gathering for program participants, creating a peer support system in which they can share information about CCC and stimulate their motivation on one another. Also, CCC introduced interviews and a portfolio monitoring process for participants of this program. Two coordinators support and encourage students to complete the CCC and to study abroad, by checking their academic performance and giving them advice for each semester.

- **Assistance to participants from Canadian universities**
  CCC held an orientation for this program in Canada in November, offering detailed information directly to Canadian students, with stories given by those who have participated in the CCC. Also, a KGU staff member at Toronto liaison office located at U of T gives information directly to Canadian students by coordinating communications and administration with Canadian partners.

**Visualization of the Content of Education, Dissemination of the Outcomes**

- **CCC Website, program promotional literature and seminar**
  CCC publishes the contents and results of education through the public seminar and by posting scenes from classes in the CCC on its website and on facebook. Currently, we are shooting interviews of students who have participated in CCC program in order to visualize their learning outcome.

- **Certificate of Completion**
  Students satisfying the requirements for the program (Total of 25 students from Canada and Japan) were awarded a certificate of completion in the 2013 academic year.