

**Masahiko HARA:**

Thank you Obi sensei, and ladies and gentlemen good afternoon. My name is Hara from Tokyo Institute of Technology. Actually I'm the faculty member in material science, but now been working for the international collaboration office for the last four or five years. I'm mainly focusing on the CAMPUS Asia program, and quite recently we started the new program under the government called Top Global University Project here. But in Japanese we say Super Global University, so abbreviation in Japanese is SGU, but actually in English they say, this isn't mixed way, you know. The Top Global University Project really sometimes complicated.

So, for the last four or five years, I've prepared some programs, the summer school, the summer program, and the CAMPUS Asia program under the government. And today, I'd just like to briefly explain our activities and the present status of our internationalization at the Tokyo Tech, but this morning, I realized that the double degree program scheme in Keio is much more advanced now, when compared with our situation in Tokyo Tech. But I hope I will explain just briefly overview our activities and or what we are doing for -- especially under the research university.

I brought some slides showing the summer program and quality assurance, credit transfer scheme among the three universities in China, Korea, and Japan, and also we are preparing the next double degree program and the next joint degree program with KAIST and Tsinghua, the top research universities in Korea and China. And if I have time, I hope I can explain a little bit about our, the new program called the Top Global University Project. Of course, Keio was approved, and now about 13 programs from the Japanese universities were approved under the government, for coming 10 years.

At the end of my talk I just briefly overview our activities, or extension of our activities Okay, this slide shows the say -- we say, participating universities under the program called Reinventing Japan Project under the MEXT. So, then I'm in charge of CAMPUS Asia here, that means here three governments agreed to participate in this CAMPUS Asia program. TKT is for the Tsinghua, KAIST, and the Tokyo Tech. And so, among the three governments, they agreed to proceed a whole -- to promote the student mobility among these three countries. And this year is the last, the final year for this program, and hopefully we can extend more, but also we just started the Top Global University Project.

And the Tokyo Tech, actually we -- our proposals were approved. One is Type A, the CAMPUS Asia program, another one is the Tokyo Tech International Research Opportunities Program collaborating with some universities from US, and Europe, and also some other research universities in Asia. Yes, because historically speaking, the Tokyo Tech started the -- I think let us skip this slide. ASPIRE League in 2009, with Tsinghua, KAIST, and Hong Kong University of Science and Tech, and Nanyang Technological University from Singapore.

So, these five research universities, we established the new scheme called Asian Science and Technology Pioneering Institutes of Research and Education to promote student exchange and also international collaborations. And then, in 2010, yes 2010, or '11, Japanese government, they firstly made a big announcement for the CAMPUS Asia among the three countries, China, Korea, and Japan, so that we made a proposal with the KAIST, and the Tsinghua, Korea, and China, and Japan to promote the CAMPUS Asia program. But also of course, we set the another scheme, the collaboration scheme, international collaboration with the universities from US and Europe, and these two universities from Asian countries.

And just to mention briefly, last year we started the new program Top Global University Project, so we'd like to promote more for the international collaboration under the name of Top Global University Project following our activities Reinventing Japan project, CAMPUS Asia program and TiROP here. Okay, so firstly, I just would like to briefly explain the promotion of a summer program in Tokyo Tech.

Three years ago, we started the summer program, and before that we didn't have any summer programs for the we say, intensive lecture series for the visiting students. So, here you see a calendar of the summer program starting from mid of June through two months, or three months, through the end of August, we have the intensive lecture series including summer school, the four week intensive lecture courses for the visiting students. And of course, before or after the summer school or during the summer school, we have several events for the visiting students.

And almost every year, we usually have about 30 or 35 students from abroad, from those participating universities which are listed on the last slide. And this is a picture showing the summer school students of last year. And then, we promoted -- they took the lecture series and academic tours, especially for the credit transfer with quality assurance for example.

And basically, we made contact to those participating universities to make a kind of letter of intent or MOU to have at least one or two students from each university, then resulting about 30 to 35 students a year we accept. And also, the same amount or the same number of the students we send from Tokyo Tech to those universities. Okay.

So, here you see the program, four week program. In the morning, we have language courses, Japanese language courses called Survival Japanese. So, we say, we explain how to survive in Japan using Japanese, how to get the tickets, or go to supermarkets, or somewhere. In the afternoon, we have some lecture series based on the state of the art, we say, the research conducted in Tokyo Tech. And there are several academic tours. So, in the morning they take the language courses, in the afternoon they have some course on science and engineering including some project based learning program.

One of the typical examples of summer school is inviting -- we invite some professors from KAIST, and Tsinghua, and also other universities among, say in the Asian countries. And for example, this -- the class called the advanced technology in emerging fields, we invite Jung Kim from KAIST, and Professor Xing from Tsinghua having their lectures, intensive lectures along with the lectures by the Tokyo Tech professors.

So, this is in July. And then, we go together to the KAIST in August. So, we have same lecture series in August, in KAIST, especially for -- and also, we set the same name of the lectures in KAIST also. So, that makes much more easier the credit transfer, and also we have a lecture series in KAIST for the students from Tsinghua, KAIST, and Tokyo Tech also. So, this type of exchange scheme among the three universities made a much easier credit transfer for the promotion of obviously double degree program.

And I will explain more about double degree scheme, but in fact you might know much more than I have, my experience, but this is the kind of period of stay of KAIST student -- for example, KAIST student coming to Tokyo Tech spending two or four quarters, and back to the KAIST to finish the Master's thesis, and Tokyo Tech students, they're coming to KAIST spending two semesters, winter-summer-winter, and coming back to Tokyo Tech to finish the Tokyo Tech thesis, but they will get the two, we say double degrees from KAIST and Tokyo Tech.

One thing, I just would like to mention is the condition of the summer program is very important, especially for the implementation of a double degree, because we have to adjust total numbers of the credits for their graduation and also the staying period for their research, for their also activities in each universities. And also, the small difference in starting date, and the starting months, and then the final difference would make a big difficulties to adjust the -- or the conditions for the double degree, but this is one example which every time we prepare for the implementation of double degree with other university. This is the case of KAIST.

We have already set the similar condition with Tsinghua. And then now Tsinghua and KAIST, they're preparing the similar one. So now, we have tri-directional conditions for the double degree programs under the CAMPUS Asia. Then another we say, characteristics in this summer program is, we are providing the cutting edge scientific and technology research in lecture series, in this lecture series, like environment energy, nanotech, disaster, and like energy batteries, and then mechanical engineering for example.

But in this lecture series especially we set the special lecture by the Professor Ikegami and Pakkun, probably Japanese knows them very well. They're very famous on TV and the magazines, especially for the economics and also the management in international relations. So, we have a very big discussion lecture spending half a day in the afternoon, inviting many students from also US, Europe, and the Asian countries.

And this year, we opened this special lecture called Sharing Asia connecting through the Potentials and Problems: Environmental Issues, meetings with these participating institutes. And then, we have there three CAMPUS Asia programs under the -- say, for the research universities of science and tech. So, you say, through Polycom TV conference system they participated in this lecture series through the network. And also, we invited some students from those universities in Tokyo Tech to promote more student exchange.

And of course, we made academic tour to Sony, Japanese companies, and RIKEN. Sony, RIKEN, and also some research institutes in Tsukuba, and also every year we pick up some special academic tour. So, this last year we visited the highway junction construction site collaborating with Taisei, the company for example.

And then, they say, several experiences in construction sites from viewpoint of material

science, architectures, and civil engineering and so on. We visit this type of experimental station to have experiences for the earthquake, some fire like the Fighting Training of something. Another important lecture for the credit transfer and double degree is now called STEM collaboration, the science, technology, engineering, math collaboration, and they have a project based learning here spending four weeks.

And at the end of the STEM lecture, we invite the high school students, Japanese high school students. And then, the visiting students and Japanese students should explain the other program to the high school students in English. So, you know, the high school students, of course, they can understand some English, but very difficult to communicate together. And -- so, but I think this will be one of the exciting programs, because every time we have questionnaires, and their answers were very positive for this type of collaboration scheme with the STEM program.

And last year, we started a collaboration with Japan Society of Professional Engineers, that's JSPE, and inviting some lecturers from those companies for example. Okay. So, for the quality assurance and credit transfer, especially say aiming at the double degree, we say, credit transfer, quality assurance, we set -- every time we set the -- especially for example, with KAIST, and Tsinghua, and Tokyo Tech made a joint committee, and joint implementation guidelines to communicate more smoothly.

And also, we set one form to make the study and research plan, and record, and it should be signed by both professors from the hosting and sending universities, and certificate of participation in academic record, of course, we will set a score for the credit transfer, and then, also under the joint advisory team.

So, this will be a very important -- also for the students, and also to promote the international collaborations among the professors, among those three countries. And we are now extending our activities to the Asian countries. So, I think joint supervisory team, and advisors of participating universities should have a kind of responsibility to provide the necessary guidance to the students. And also, of course we have a partnership forum and advisory board every year.

So, Obi sensei is now a chair person for this advisory board for the CAMPUS Asia program in Tokyo Tech. Okay. So, implemented guidelines, I'm not going into details, but we picked up

there very important issues for the collaborations, quality assurance, and credit transfer, and also the double degree program, and especially picking up some items to make sure the differences and similarities among those universities to set, to implement the double degrees, or coming joint degrees.

So, then -- so those say, will be available on the website from Tokyo Tech. And another important issue for us, for Japanese universities, quite recently the Japanese government, they say, Central Council of Education, they made a big announcement, like Guidelines for Building International Joint Diploma Program including double degree and joint degree.

So, there are many, many criteria to promote the joint degree and double degree in very, very say, details and precise the contents they prepared under the government. And in also aiming at double degree and joint degree, I just brought the -- sorry, this slide is in Japanese, but there are many, many items, we have to confirm to propose, you know, very Japanese, very Japanese, because before that we prepared a lot, but once we get this list and we have many, many items we have to clear, make it clearer.

For example, of course, the starting dates, start of academic year, and different condition of the exam, their semesters, and for example here, these are the slides from the implemented guidelines which I prepared with the professors from Tsinghua, and the KAIST, and staff from universities, how many semesters and terms, and calculation of the credits. So, small difference like 15 hours for 1 credit, the 14 hours plus two exams 1 credit in the terms, makes a big difference for example.

Sometimes, the KAIST students got some lectures, and got score, and bring those -- go back to the KAIST, and sometimes the professors say, they didn't agree, because of the one hour difference, for example. So, those are the things we have to -- of course, you have many experiences for those things. And also, how many credit recognition when the students obtained academic credit, in foreign countries, for example, how many credits you can transfer from Tokyo Tech, KAIST, to the Tsinghua.

So, as I mentioned briefly, we prepare this type of a scheme. This is just, you know, turned down here. These are the total number of the credits to graduate from the Tokyo Tech, and these are credits from KAIST for example. Then, the Tokyo Tech students, of course, they will have a chance to take these -- the lecture series or some credits, but also it is there,

and then they have some lectures. But also another small difference is, every time one lecture, we will get two credits in Japan for half semester, in the semester, but three credits are the one unit in Korea.

So, makes some troubles, but these days we set the -- we try to adjust those things, those differences. And now, we're in the very final process of -- to get the signature by the presidents and deans for the double degrees. And also, this is the kind of same term. And then, from next year, next academic year, the Tokyo Tech will introduce the quarter system.

So, first, second, third courses, and with summer programs for example. Then, I'm now in charge of summer program and the implementation of lecture series in second quarter to invite mainly non-Japanese students from abroad for example, and also the students from Australia. We have to set some English lectures also in winter season for their summer holiday for example. Okay, before finishing my talk, I just would like to briefly explain what Top Global University Project -- you know, in Top Global University Project we will do in Tokyo Tech, say Tokyo Tech quality we would like to establish, and also provide the chances for the visiting students to get the Tokyo Tech quality.

So, following the previous experiences in CAMPUS Asia, or some TiROP programs, we have already started say, contacting the universities again to restart or redevelop the international collaboration network. So, from Europe, US, and Asian countries for example. So, this is rather older slide. So, we are now more say, the universities which we have already made a contact, or we will contact soon.

And especially for the summer school, we now have two other programs. One is the course oriented one. They're taking the lecture series for four week. As I mentioned briefly, we have already implemented the CAMPUS Asia program, but also we -- we will start a new program called research oriented program for 10 weeks, or a six week program, and visiting the academic laboratories like research institutes for undergraduate or graduate, so like, REU or REG for example.

And then, next year we have intensive lecture series for four weeks for course oriented program, and we put the environmental energy program, and international engineering design program, and also the communication program for example. But basically, our university, the research university, so focusing on more science and engineering. And then

also, this is the research project, and here we have a list of some of the cost and charges, but basically for participating universities under this scheme, we will set the tuition waiver.

So, not so many students, but here you see starting from 15, but in five years, we will set more, like 100 or 200 students, but still we are discussing or struggling against the headquarter in Tokyo Tech, how we can overcome the problems of tuition waiver with these universities. And we started the MOOCs, Tokyo Tech X under the edX, and of course, firstly we considered to set the iTunes university first, but now we started a new MOOC with edX, and of course, we're considering to set more for those SPOCs, for the studies under the Tokyo Tech X.

And one important change in -- for the government, organization, and this Top Global Project is, we will set one big organization directly under the president and organize the -- of course, reach the advisory council of education and research. And we have already invited around 20 professors and researchers for International Advisory Council from research institutes and universities to participate in this Global University Project. And here you see, there are several items, which we have to prepare. And of course, from -- now we are preparing the education reform to make the new scheme under the quarter system structure.

And also, another important issue is that we will set here unique dispatch unit dispatch system. We will bring -- we will send one faculty member to the other university and research institutes for a year or two years, and also forming the research hub. So, this is a kind of special independent research zone, or hub, to promote say, precise, more active world-class research, and also we will set the exchange program especially for the doctor degree students.

And during the doctor degree program, and after getting doctor degree, so we will send some young, smart or nice students, or say doctors to -- sending to the collaborating, participating universities, the research institutes. Okay. Yes, of course career up seminars, and another important issue is education of administrative staff. The international office might be okay, but their English presentation, of course we have to consider, to prepare English presentation, but also attitude seminar, how to say hello and shake hands for example.



So, we're now making not only for the students, but the administrative staff. So, this is -- probably you have already experienced for that kind of things. Okay. I think it's better to stop here, and hope -- yes, that's okay. So, we have already made a new website called CAMPUS Asia Research Review, and inviting many professors from the participating universities in Asian countries and -- not only Tokyo Tech, but we say, campusasia.jp inviting many professors in Asian countries.

So, I really hope that our say, previous activates from the last four, or five years would make their big or quantum leap to the next stage for the internationalization under the Top Global University Project. Okay, thank you very much, thank you.

**Male Speaker 1:**

I'm very much interested into the last presentation education for administrative staff. Who are supporting this presentation -- who are the lecturers?

**Masahiko HARA:**

So, we invite lecturers, of course outsourcing, then ask of course, Japanese teacher, whether they have longer experiences in foreign countries for example. And also the -- and especially for the attitude, we usually ask those lecturers before the lecture series, we discuss more. And then, firstly we just walk around to see the attitude, Japanese attitude, and how we implement. So, basically we will ask -- invite the lecturers from outside.

**Male Speaker 1:**

Thank you.

**Male Speaker 2:**

Thank you very much for your nice presentation. In your presentation, you've mentioned Japanese high school students are taught by the University students.--University students are going to teach from the high school students. These are -- students are Japanese students, teaching also Japanese students, does it work?

**Masahiko HARA:**

Oh okay, that's another good question. Because we have a Super Global University Project, like in English probably. Also, the Super Global High School Program for the high school under the government, and our Tokyo Tech High School, their proposal was approved and

also, but of course, there are many difficulties. But we're firstly spending half a year for the preparation of such kind of seminar class for the high school student. Firstly, we visited high school, and we contact to the English teacher, and also the Super Global High School teacher, and preselect those students, or if some students are interested in, like to join and spending a preparation for several months also.

So, preparation is also important. But we say that students understand English one by one. But also at the same time, the teaching students from US, Europe, or Asian countries, also they have some difficulties, but because -- for example, one thing is, even if they speak English very well, for example, Japanese girls high school students, they laugh, you know, every time if they don't understand very well, laugh.

So, that experience makes a big experience for the teaching students of why are they laughing, why are they smiling? Because they have some problems here to understand English for example. So, those are the things, but we're spending three weeks, we explain to the teaching student from abroad, what kind of things happening in the lectures, and also to the high school students, and the high school teacher is also willing to share the same contents and difficulties.

**Male Speaker 2:**

You're expecting to more English communication? In that case, my suggestion is, in Tokyo area, more than 20 international high schools are here. If we invite such high school students, then you can incorporate your university students, maybe more fruitful. We're doing same thing --that's my suggestion.