Strategic Partnership Symposium

Strategic Partnerships to Strengthen International Competitiveness under the Corona Pandemic

Tuesday, March 15th, 2022
The University of Tokyo

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Strategic Partnerships Project Websites:
English: https://www.u-tokyo.ac.jp/en/academics/sp-uni.html
Japanese: https://www.u-tokyo.ac.jp/ja/intl-activities/exchange/sp-uni.html

English
Japanese
Strategic Partnership Symposium

Strategic Partnerships to Strengthen International Competitiveness under the Corona Pandemic

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戦略的パートナーシップシンポジウム
～コロナ禍における国際競争力強化に向けた 新たな戦略的パートナーシップ～

2022年3月15日(火)
17:00-20:00
オンライン形式 Zoomウェビナー

使用言語：英語もしくは日本語（日程の同時通訳あり）

プログラム

17:00 開会挨拶
林 香里 東京大学 理学・文学部、グローバルキャンパス推進本部長

17:05 国内ゲスト講演
岸本 睦江 文部科学省高等教育局技官（客務）、国際戦略プロジェクトチームリーダー

17:30 海外ゲスト講演
Prof. Dr. Christian Schwarzenegger Vice President Faculty Affairs and Scientific Information, University of Zurich

18:05 質疑応答

18:10 休憩

18:15 戦略的パートナーシップ 事例紹介

東京大学「戦略的パートナーシップにおけるコロナ禍の影響・学術連携」
渡邉 聡 東京大学 教授・学務課長、グローバルキャンパス推進本部長

京都大学「戦略的パートナーシップによる国際共同研究と教育連携の事例」
出野 泰之 京都大学 教授・学務課長、国際戦略本部長

大阪大学「社会的課題解決の観点を捉えたパートナーシッププログラムの設計」
大林 小iators大阪大学 洋務局 グローバル戦略国際化推進本部

愛媛大学（日英、インドネシア大学コンソーシアムによる）
武井 晋愛媛大学 洋務局 国際戦略国際化推進本部

早稲田大学「戦略的パートナーシップと海外拠点について」
弦間 正彦 早稲田大学 教授・国際担当事務

中央大学「グローバル戦略的パートナーシップ：フィリピンでの事例」
ポール・ホーネス 中央大学 日本国際交流センター

19:45 質疑応答

19:55 閉会挨拶
河野 喜之 京都大学 教授・学務課長、国際戦略本部長

参加登録
Strategic Partnership Symposium
—Strategic Partnerships to Strengthen International Competitiveness under the Corona Pandemic—

Tuesday, March 15, 2022
17:00-20:00 (JST)

Virtual Meeting
Language: English (Simultaneous translation into Japanese will be available)

The University of Tokyo proposed the Building a Network of ‘Strategic Partnerships’ to Strengthen International Competitiveness among Japanese Universities as a project for the Japan Forum for Internationalization of Universities and plan to widely disseminate information by sharing the challenges and good practices with other universities through the enhancement of horizontal cooperation. Through this project, the universities plan to enhance the recognition of Strategic Partnerships and the international presence of the universities of Japan.

This year’s symposium will provide an opportunity to think about the Strategic Partnerships under the corona pandemic from the reports on member universities’ Strategic Partnership projects.

Registration
Please register via the following link.

Pre-registration required

Membership University
The University of Tokyo, Tohoku University, Kyoto University, Osaka University, Kyushu University, Ehime University, Waseda University, Keio University, Soka University, Japan University of Economics

Organized by Division of Global Campus Initiatives, UTokyo

Strategic Partnership Showcase Examples

The University of Tokyo
“Advancing education and research collaborations under the corona pandemic through Strategic Partnerships”
Prof. Dr. WATANABE Satoshi, Special Advisor to the President, Deputy Director General of the Division for Global Campus Initiatives, The University of Tokyo

Kyoto University
“Promotion of international research and education collaborations through strategic partnerships”
Prof. Dr. KONO Yasuyuki, Vice-President for International Strategy, Kyoto University

Soka University
“Partnership with Global Knowledge Partners: an essential challenge”
Assoc. Prof. OBAYASHI Saori, Center for Global Initiatives, Osaka University

Waseda University
“Strategic Partnerships and Overseas Offices”
Assoc. Prof. Dr. PAUL HORNESS, World Language Center, Soka University

Ehime University
“Bi-directional Education and Research Program for Sustainability by the Consortium of Six Universities in Japan and Indonesia”
Assoc. Prof. Dr. KOBAYASHI Osamu, Asia Africa Center, Institute for International Relations, Ehime University
Assoc. Prof. Dr. SHIMAGAMI Motoko, Asia Africa Center, Institute for International Relations, Ehime University

Osaka University
“Co-creation with Global Knowledge Partners on societal challenges – A case of Osaka University”
Assoc. Prof. Dr. KOBAYASHI Osamu, Asia Africa Center, Institute for International Relations, Ehime University

Kyushu University
“Strategic Partnerships for English Language Education: A Case in the Philippines”
Assoc. Prof. Dr. Paul HORNESS, World Language Center, Soka University

Soka University
“Strategic Partnerships and Overseas Offices”
Assoc. Prof. Dr. GEMMA Masahiko, Vice President for International Affairs, Waseda University

Waseda University
“Strategic Partnerships for English Language Education: A Case in the Philippines”
Assoc. Prof. Dr. Paul HORNESS, World Language Center, Soka University

Closing Remarks
Prof. Dr. KONO Yasuyuki, Vice-President for International Strategy, Kyoto University
The Current of Internationalization of Universities in Japan

KISHIMOTO Orie
Leader of the Higher Education International Strategy Project Team, MEXT

MEXT Initiatives to Promote the Internationalization of Universities

2009-2013
Global 30

- 13 universities are selected to be “internalization hubs” in Japan
- Increasing inbound students (Goal: 300,000), More degree programs in English
- Establishing overseas offices

2011-

Inter-University Exchange Project

- Strengthening educational cooperation with strategically important countries/regions

2012-2016
Project for Promotion of Global Human Resource Development (Go Global Japan Project)

2014-2023
Top Global Universities

International Students Studying in Japan

Total number of students: 312,214
(As of May 1, 2019)

Government Policy - Accepting 300,000 international students by 2020

As of May 1 in each year

In accordance with the unification of student visas, the total number of international students including Japanese language institutes is also drawn since 2011.

Source: Japan Student Services Organization (JASSO)
Japanese Students Studying Abroad

Total number of students: 115,146

Source: Japan Student Services Organization (JASSO)

Top Global University Project (2014-2023)

Through carrying out comprehensive university reform and internationalization, this project aims to enhance the international compatibility and competitiveness of higher education in Japan, creating an environmental infrastructure to foster capable and talented graduates.

- **Top Type**: 13 universities
  - Universities aiming to rank in the top 100 in the world

- **Global Traction Type**: 24 universities
  - Universities that attempt to make pioneering trial runs based on their performance thus far and that will lead the push of society toward globalization

According to THE’s analysis of the ranking data, since 2016 when the current indicators were introduced, in seven rankings, the score for the "international diversity" field for Japanese universities, which uses the indicators of “ratio of international to domestic students”, “ratio of international to domestic staff” and “international joint research”, has risen significantly.

THE explains that this may be the effect of the Ministry of Education, Culture, Sports, Science and Technology’s "Top Global University Project". The "international diversity" score for each university selected and receiving financial support through this project is 12 points or more for Type A (Top Type: 13 universities) and 14 points or more for type B (Global Traction Type: 24 universities). The fact that the scores for schools not selected for this project have also increased by an average of 5 points indicates the view that the project has had a ripple effect.

THE commented, “It is clear that Japan continues to have some of the world’s leading research universities, and as the results of the Top Global University Project show, if there is investment under a clear strategy, Japanese universities should be able to continue securing top-level rankings in the coming years.”

Source: Japanese edition of THE Global University Rankings (September 2, 2022)
https://japanuniversityrankings.jp/topics/00202/index.html
MEXT supports universities that are developing/conducting international student exchange programs with partner universities in a designated foreign countries. It is expected to increase the number of student exchange through these quality-assured programs.

**Examples**

- Development of model university exchange programs
- Creation of common quality assurance frameworks that transcend differences in higher education systems
- Mutual recognition of credits, common grade management
- Visualization of learning results and educational contents

**Expected Results**

1. Increase in numbers of exchange students between Japanese and overseas partner universities.
2. Strengthening of mutual understanding and cooperation through the development and implementation of educational programs with overseas partner universities.
3. Reinforcement of government commitments made through high-level diplomacy, etc.

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**Inter-University Exchange Project**

**Background**

- With its abundant natural resources and growing populations, Africa is expected to achieve dynamic growth and become a great market in the future.
- For Africa to achieve high-quality growth, the fostering of human resources that can solve various social issues is vital.
- The needs for inter-university exchanges between Japan and Africa are high, and already collaboration and exchange agreements between universities are advancing. In order to accelerate these moves, it will be important to strategically promote these inter-university and student exchanges with quality assurance.

**Overview of project**

This project aims to develop human resources who will contribute to the creation of academic networks in Africa and sustainable growth by supporting inter-university exchanges that combine the development and implementation of education and research programs with the assurance of quality and the dispatch and exchange of students through tie-ups between universities in Japan and Africa.

**Project period up to 5 years (FY 2020-FY 2024)**

**Type A: 7 programs**

- **Start-ups**
  - Starting inter-university exchanges with Africa or supporting efforts that have just started for them

- **Accelerating, advancing programs**
  - Further advancing inter-university exchanges that have already begun, building high-quality and advanced education/research programs

**Type B: Platform building**

Together with the implementation of the program, taking on complement functions for the exchange of information among selected universities, networking among relevant institutions and organizations, and strategic dissemination of outcomes

**Outcomes**

- Creating, developing, and accelerating:
  - International inter-university networks
  - International education collaboration
  - Internationalization of campuses
  - Quality-assured education programs
  - University reputation
  - Projects through collaboration with companies

**Impact on society**

- Creation of human networks
- Strengthening of ties with important countries, regions, promotion of mutual understanding among citizens

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**Forum on Advancing the Internationalization of Universities in the New Normal**

**Background**

- Over the last 12 years, Japan has extensively implemented policies to internationalise higher education through the Global 30, G22, and SGU projects. As the SGU seeks to strengthen universities and academic exchanges, there has been a need to develop measures to strengthen international partnerships.

- Over the past two years, the use of online education and exchanges has rapidly progressed due to the COVID-19 pandemic and prolonged movements between countries.

- With three years remaining under the project, Japan aims to further advance the international competitiveness and competitiveness of higher education under the new normal by developing an online platform that strengthens the exchange at the various aspects of internationalization.

**Overview**

- The forum will be an independent place for Japanese universities advancing measures to internationalize. Led by universities adopting SGU policies, the forum will also include schools that have adopted policies or universities that have interest in these agendas. The SGU project will develop new good practices and help promote strong and diverse internationalization of higher education across Japan.

- The forum will be redeveloped to become an autonomous management organization after completion of the SGU project (2024).
Japan Forum for Internationalization of Universities

**Japan Virtual Campus**
University of Tsukuba

**Assessment**
Hiroshima University

**Strategic Planning**
The University of Tokyo

**RECRUITMENT OF INTERNATIONAL STUDENTS**
Tokyo Medical and Dental University
Osaka University

**DEVELOPMENT OF EDUCATIONAL PROGRAMS**
Hosei University
Meiji University
Shibaura Institute of Technology

**CAREER DEVELOPMENT**
Kanazawa University

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UMAP mutual course scheme < Consortia type >

University Mobility in Asia and the Pacific Exchange Online

Benefits:
- "Mutual non-collection" of tuition fees. Accepting universities can also set restrictions on the number of students and English proficiency for registration.
- Introducing the concept of UCTS (UMAP Credit Transfer Scheme). Setting of credit guidelines so that students will not be at a disadvantage.
- Students are able to choose from a greater number of options or participate in collaborative group work with overseas students.
- Many universities mainly offer online lessons, which do not cost a lot and do not place a large financial burden on the students.
- The 2021 autumn semester will focus on mutual courses related to the SDGs.

Eligible countries / territories
Australia / Bangladesh / Brunei / Cambodia / Canada / Chile / People’s Republic of China / Ecuador / Fiji / Guam / Hong Kong / India / Indonesia / Japan / Kazakhstan / Republic of Korea / Kyrgyz / Laos / Macao / Malaysia / Mexico / Mongolia / Myanmar / New Zealand / Papua New Guinea / Peru / Philippines / Reunion Island / Russia / Samoa / Singapore / Taiwan / Thailand / Timor-Leste / USA / Vietnam

Established in 1991. More than 640 higher education institutions from 22 countries and regions

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Top Global Universities

MEXT’s New Initiative
— Japan Virtual Campus —

A new international online education platform project (supported by the Top Global University Project)

Organizations

**Personal Users**

- High school students
- University students
- Government employees
- Foreign language schools
- Business people
- General public

- Get a certificate from a specific university.

-- Utilize JV-C contents as part of curriculum.
-- Microcertificates. (Feeling education Feedback for contents evaluation)

**Box-in-Box type platform**

**Japan Virtual Campus**

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Toyo University’s case

Kansai University’s case

Japan-Multilateral COIL/VE Project (J-MCP)
Creating Institutional Boundaries Through COIL/Virtual Exchange for University Lecturers and Students in Japan and Abroad

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Japan Innovation Center

Strategic Partnership Symposium
**Objective**

Develop a platform that provides free online education to secure learning opportunities for foreign exchange students overseas denied entry into Japan and are waiting overseas due to the COVID-19 pandemic.

**Contents provided**

Provide contents (WEB link sites) created by Japanese universities through the Japan Virtual Campus (JV-Campus) URL: https://www.jv-campus.org/

| Getting to know Japan and Japanese universities | Introducing Japanese culture, lifestyle and Japanese universities |
| Classes, OCW | Free open classes including OpenCourseWare (OCW), credits and classes issuing completion certificates by universities where exchange students in waiting can attend (Japanese educational contents also scheduled to be provided) |
| Communication program | Direct communication with overseas students, including international chat programs and online face-to-face programs by universities |
| Message from Japanese students | Messages (videos, messages) from students studying in Japan (includes both students with Japanese nationalities and foreign nationalities) |

**JV-Campus** is an online international educational platform broadcast from Japan by a team of all-Japan members, that globally disseminates various contents, created under the Super Global University support project's advance in creating a forum to promote the internationalization of universities.

**How to Build Strategic Partnerships between Universities**

**Strategic Partnership Symposium**

March 15, 2022

Prof. Dr. Christian Schwarzenegger, University of Zurich

Vice-President Faculty Affairs and Scientific Information

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1. Why is internationalization important?
2. Driving internationalization at the University level
3. Example Strategic Partnership of Kyoto University and the University of Zurich
4. European University Alliances
1. Why is internationalisation important?

Why internationalisation is important for our research economies?

- Universities are in a global competition for talents (students, researchers, professors)
- Diversity in personal background brings fresh ideas, spreads new research techniques and enhances learning from each other
- Research is vital for innovation and economic development
- Global challenges need global cooperation and global answers
- Result: Developed research economies have seen a transition from most of their publication output being domestic to international

Global Innovation Index 2019 and GDP per capita in purchasing power parity (on the x-axis)

High-quality natural science research from Japan

Even though Japan’s overall contribution in volume has declined in percentage terms, their contribution to the best research, as defined by the journals included in the Nature Index, remains more stable (Figure 2). This is surely the mark of a more developed research economy that has had sustained investment over the long-term. (Hoek et al. 2016)


2. Driving internationalisation at the University level

You need a visible launch of our internationalisation!

1. Until 2014 the University of Zurich was a sleeping beauty
2. 2014–2020 Internationalisation Strategy (1 Mio. $ per year)
   a. Increase number of international students, PhD, Postdocs and faculties (eWissenschaftskultur)
   b. Increase visibility abroad (swissnex, engage in science diplomacy)
   c. International at home (bilingual website, course programs, increasing number of courses taught in English)
   d. Strategic partnership and international University networks
   e. Increase international mobility (students, researchers)
   f. Connect to faculties (eChampions of internationalisation)
   g. Global engagement
3. UZH Global Strategy 2030 and membership in Una Europa (approx. 2.5 Mio. $ per year)
Internal and external challenges

1. Language barriers – German as official language
2. Tradition vs. transformation – German, French, Italian tradition in course programs and research culture (Humanities, Law and partially Social Sciences)
3. Higher costs for building up a bilingual University
4. How to strike a balance between locally connected and internationally minded?
5. High costs of living – Difficult housing market in Zurich
6. Funding of international cooperation and exchange, dependence on national funding agencies
7. Setting and agreeing on priorities (e.g., activities, partners, priority regions etc.)

Strategic Partnerships – Benefits

- Long-term investment, benefits visible after a few years:
  - Increase in the attractiveness of the university as an international science location and international profile building (visibility)
  - Strengthening of joint research – increase of joint publications and research impact (e.g. Kyoto or University of Queensland)
  - Acquisition of additional third-party funding
  - Strong partner as a door-opener to important regions (e.g., International Geneva, EU)
  - Joint lobbying and science diplomacy (e.g., Kyoto: national funding agencies; UQ: ease of big data exchange)
  - Joint promotion of young scientists (building of networks)
  - Increase of student and staff mobility
  - Cooperation in teaching (e.g., joint programmes) has proven more difficult at many institutions

UZH’s approach to Strategic Partnerships: 2017–2021

- Select partners in important regions: Australia, Berlin, Geneva and Kyoto, currently aiming at enlargement in the UK
- Investing funding for joint activities and mobility between institutions
- Measures: Regular governance meetings, joint seed funding, joint conference/symposia, Promotion of junior scholars’ collaboration, teaching projects, staff exchange, visiting professors/guests, research lab in residence
- Investment of time for strategic partnerships: Leadership, partnership management, communication
- Focus on all levels of collaboration: governance, teaching & learning, research
- Critical review and challenges we encountered along the way:
  - Engagement from faculty (top-down vs. bottom-up)
  - Alignment of interests
  - Alignment of investment
High potential for research partnership between Switzerland and Japan

1. Similar University system (with strong public involvement)
2. Pre-existing bottom-up research collaborations at a good level (Switzerland among the 10 most important research partners of Japan)
3. Overtake in many research areas (life sciences, technology, medicine, mobility, and healthy aging)
4. Research-intensive companies in both countries
5. High priority on sustainability and innovation
6. Stable political system and longstanding friendship between Switzerland and Japan

Selection criteria

Bottom-up (Faculties and Institutes)
- Years of successful cooperation in individual departments and faculties lead to a strategic partnership at faculty or university level.
- Example UZH:
  - University of Queensland: Overlapping subject areas, e.g., interdisciplinary approaches

Top-down (University board and Faculties)
- Synergies and positive effects are recognized at management level and result in a strategic partnership.
- Various focal points and objectives, e.g., for UZH
  - Berlin as a location with the most bottom-up co-operations and an innovative research landscape
  - Geneva as a hub for science diplomacy and exchange with international organizations
  - Institutional: University lobbying at national and European level

3. Example Strategic Partnership of Kyoto University and the University of Zurich
History of University of Zurich and Kyoto University

Joint Symposia and Workshops
- 2013 + 2016 Swiss-Kyoto Symposium
- 2018 + 2021 Joint Follow-up Workshops in Evolutionary Biology
- 2019 Joint Workshop in Medicine
- 2020 + 2021 Virtual Workshop “Law and AI”

Joint Seminars and Programs
- Since 2019 Lab-in-Residence Program between UZH REM and KU CRA
- 2019 Joint Seminar in Civil Law

Official Framework and Governance Meetings
- 2013 UZH and KU enter into an MoU and a Student Exchange Agreement
- 2017 - 2019 Meetings and visits between UZH and KU members of the Executive Boards at different occasions
- 2020 UZH and KU enter into a Strategic Partnership

4. European University Alliances

Next steps
- Further promote academic exchange, particularly research exchange
- Increase opportunities to acquire external funding for international research collaboration
- Develop bilateral collaboration into multilateral collaboration
- Facilitate comprehensive international exchange, including educational collaboration and student and personnel exchange, continue to explore research lab in residence
- Increase volume of co-publications between KU and UZH

Merging networks and strategic partnerships to multilateral deep collaboration – e.g. “European University”

- European Universities are transnational alliances that will become the universities of the future, promoting European values and identity, and revolutionising the quality and competitiveness of European higher education, (…)
- The alliances
  - include partners from all types of higher education institution and cover a broad geographic scope across Europe
  - are based upon a co-envisioned long-term strategy focused on sustainability, excellence and European values
  - offer student-centred curricula jointly delivered across inter-university campuses, where diverse student bodies can build their own programmes and experience mobility at all levels of study
  - adopt a challenge-based approach according to which students, academics and external partners can cooperate in inter-disciplinary teams to tackle the biggest issues facing Europe today

Source: http://educatio.university.edu/sites/default/files/ueastrategyv20160919.pdf
European Union – European University Initiative (EUI)

- Building joint “super universities” (and joint campuses), that share infrastructure, personnel, main research areas, lectures and classes etc.
  - 41 European Universities Alliances were selected under the first two calls for proposals in 2019 and 2020, involving 279 higher education institutions. A maximum of 60 EUIs is planned.
  - Will reshape the European Higher Education Area

For Japan this means:
- European Universities will reach out globally in the next 4 years. Strategic Partnerships with European Universities are important for Japanese Universities to take part in the these developments.
**Project Progress**

- Phase 1: Aim to establish strategic partnership and identify & connect projects of different & diverse departments. 65 projects with 26 overseas universities.
- Phase 2: Convert existing projects to interdisciplinary and university-wide exchanges. Aim to establish sustainable relationships with strategic partnership universities. 9+7 overseas universities.
- Phase 3: Maintain sustainable university-wide relationships with strategic partnership universities.

**Strategic Partnership Universities**

- **Partnership Universities**
  - ETHZ
  - ANU
  - Tsinghua
  - UC Berkeley
  - Cambridge
  - PKU
  - SNU
  - Princeton
  - Group of Stockholm

**Criteria Used to Prioritize Projects (examples)**

- **Compatibility**
  - Institution-to-institution cooperation
  - Similar/complementary fields of excellence
  - Mutual benefit and shared resources
  - Active research collaborations and student exchanges

- **Sustainable Structure within the University**
  - Involving many faculty, staff, and students (institution-wide)
  - Interdisciplinary
  - Faculty-led

- **Potential for Growth**
  - Expansive vision/plan
  - Industry/government relation

**Major Achievements**

- Increase in student/faculty/staff mobility and the number of departments involved
- Joint Research Fund (Princeton, Tsinghua)
  - Bring almost the same amount of funds and form Joint Committees consisting of members of both universities
  - Evaluate and decide which projects to adopt jointly
- Interdisciplinary Workshops
  (SNU) a yearly symposium setting interdisciplinary theme such as “COVID-19, Public Policy and Corporate Law”
- Joint research/education program
  (Group of Stockholm) Global Leadership Program Sustainable Future” joined by students from various departments; Faculty development workshops
  (ETHZ) Student program through training and exchanges in international joint research
Major Achievements

- Joint research/education program (continued)
  - PKU: A joint research and education program with PKU called “East Asian Academy for New Liberal Arts (EAA)” funded in part by Daikin (external fund)
- Collaboration with Industry and Government
  - Hydrogen Strategies – A Conversation with invited government officials and industry. Joint Lectures with the help of faculty from other universities, NPOs, local governments.
  - Vietnam National University: Organized an educational program on analytical chemistry and equipped an analytical laboratory with the help of Japan Analytical Instruments Manufacturers’ Association (JAIMA); Teaching assistant training program which invited VNU’s doctoral students and sent UTokyo’s students.

Under the Corona Pandemic: Online Symposia etc.

Many symposia/workshops with partner univs. have been held online.

- Group of Stockholm (Sep 2021)
- Princeton University (“Princeton-UTokyo Day”, March 2021)
- UC Berkeley (March 2022)
- Technical University of Munich (TUM) (2021)
- National Taiwan University (Dec 2021)
- Group of Chile and Mexico (2nd International Colloquium of Mexican and Japanese Studies “Distance, Interconnectedness and Sharing”, Feb 2021)
- The University of Chicago (A trilateral Japanese research workshop for graduate students with Tohoku University, 2020)

Dialogue Series with Partner Universities

- Co-hosted with Tokyo college
  - To discuss about “Perspectives on Society After COVID-19” with strategic partnership universities and open to the public
- Dialogue
  - UTokyo Compass: a statement of the guiding principles of UTokyo
  - President FUJII (April 2021-) values dialogues

Recordings available on: Tokyo College YouTube Channel
https://www.youtube.com/c/TokyoCollege/featured
New Online Educational Program (1) Tsinghua

Student Exchange Event between Tsinghua

- Online student exchange organized by students from both universities
- Discussed common topics toward mutual understanding of both cultures and languages
- 60 students participated from each university (120 total), divided into 15 groups by languages used in the group discussion (Japanese, Chinese, English)
- Topic Examples
  - Situation of Cashless payment
  - Limitation on Educational Industry
  - Extracurricular Activities
  - Japanese Culture in Chinese society

Students’ responses

Application for participation at UTokyo
- 1st event (March 2021): more than 120 applications in a few days
- 2nd event (Oct. 2021): more than 220 applications.

Comments given by participating students in the questionnaire

“By discussing with Tsinghua students, I got to know the situations which is not known by textbooks or internet and able to meet the language partner.”

“It was good to talk about the topics from everyday life to social problems through Zoom during difficult situation”

“It was such a valuable opportunity to interact with international friends when we cannot study abroad.”

New Online Educational Program (2) KTH

Joint Online Exercise-KTH

In collaboration with the Royal Institute of Technology (KTH) in Sweden, an online exercise using the final exam questions of fluid mechanics was carried out. About 10 students from KTH formed a joint team with students from the University of Tokyo and conducted online exercises.

Mechanical Engineering Seminar II

Collaboration in foundation course in undergraduate curriculum

Joint modules for core undergraduate lectures

➢ To foster the mindset and ability of undergraduates to connect the content of the core lectures to real-world problems and applications.
➢ By targeting core undergraduate courses (e.g., fluid mechanics) with little difference in content around the world and making them into accompanying modules, the two programs can be run together on an equal basis without changing each other’s programs.
➢ Give undergraduate students the experience of working with students from other countries (Early Exposure).
➢ Young faculty members can be involved in the management of the program. The basic idea is to improve educational effectiveness without increasing the load on the faculty.

Four sessions (November-December)

Start with questions from the final exam Example: Stability of two fluids with different viscosities

Poster presentation on a theme of the students’ own design
Examples: wave clouds and Jupiter’s red spots.
Analysis of Kelvin–Helmholtz instability
**New Online Educational Program (3) ANU**

- Virtual and live streamed joint lectures between ANU and UTokyo, which were formerly conducted by visiting ANU
- Joint lectures titled “Understanding Geological Hazards” including live streamed workshops from the Tohoku area
- Both ANU and UTokyo students formed groups and learned about natural disaster science from earthquake, tsunami and volcanos to related studies such as impact to economics, technologies including AI, ethical and philosophical aspects.

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**Wrap-up**

- **Strategic partnerships at UTokyo have strengthened the relationship between the partner universities and UTokyo**
  - Expanded the number of fields in which collaborations take place between the universities
  - Facilitated interdisciplinary activities
  - Enhanced the mobility of faculty, administrative staff and students.
  - Received more support/collaborations from industry, governments etc.

- **The corona pandemic has affected the exchange activities much, but also provided new opportunities**
  - Existing relation can be kept via online symposia, workshops etc.
  - New education program can be created utilizing online.

- **Next stage**: stimulate research and education further through collaboration with the partner universities via smart combination of online and in-person activities

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**Thank you very much for your attention!**
Promotion of international research and education collaboration through strategic partnerships

Yasuyuki Kono
Vice-President for International Strategy, Professor
Kyoto University

What are Kyoto University’s strategic partnerships?
The prerequisites for a strategic partnership are:
- Mutual trust and agreement at the presidential and executive level
- Active and sustained research exchanges already in place in several fields and departments
- The prospective partner is an excellent, world-class university

Contents

• What is a strategic partnership of Kyoto University?
• How does Kyoto University operate its strategic partnerships?
• What notable activities are conducted through strategic partnerships?
Process to conclude strategic partnerships

Activities Before SP
Since 2000: Kyoto University Int’l Symposium

2014
1st Int’l Symposium & Conclusion of MOU
2015
2nd Int’l Symposium & Conclusion of SEA
2017
3rd Int’l Symposium

1993
MOU
1997
SEA
1998–2017
Researcher Exchange Program
2018
Joint Workshop

2013
1st Int’l Symposium & Conclusion of MOU
2014
SEA
2016
2nd Int’l Symposium
2019
Joint Workshop

2016
Research Matching Workshop
2017
1st Int’l Symposium & Conclusion of MOU+SEA
2018
2nd Int’l Symposium

2014
Agreement for Cooperative Faculty Exchange Program
2019

Purpose and Expected Outcomes

Purpose
- Develop world-leading advanced research
- Promote sustainable and focused interdisciplinary collaboration
- Enhance international competitiveness

Expected Outcomes
- Develop bilateral collaboration into multilateral collaboration
- Facilitate comprehensive international exchange, including student mobility
- Increase opportunities to acquire external funding

Contents

- What is a strategic partnership of Kyoto University?
- How does Kyoto University operate its strategic partnerships?
- What notable activities are conducted through strategic partnerships?
3-year Cycle of Strategic Partnerships

Year 1
- Presidents’ Meeting
- Collaborative activities (Joint Funding)
- Submit reports

Year 2
- Presidents’ Meeting
- Collaborative activities (Joint Funding)
- Submit reports

Year 3
- Presidents’ Meeting
- Collaborative activities (Joint Funding)
- Submit reports

FINAL ASSESSMENT
- Self Appraisal
- CONCLUDE STRATEGIC PARTNERSHIP AGREEMENT

Contents

- What is a strategic partnership of Kyoto University?
- How does Kyoto University operate its strategic partnerships?
- What notable activities are conducted through strategic partnerships?

Example of Joint Funding Programs (with Universität Hamburg, funding awarded in FY 2021)

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Main Research Area</th>
<th>Graduate School/Institute</th>
<th>Institute/Department UHH</th>
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</thead>
<tbody>
<tr>
<td>Joining Forces in Modelling and Assessment of Coastal Hazard Intensification Due to Climate Change</td>
<td>Computational and experimental fluid mechanics, Hydraulics, Physical Oceanography</td>
<td>Disaster Prevention Research Institute, (Graduate School of Engineering / Department of Civil and Earth Resources Engineering)</td>
<td>Department of Mathematics, -Center for Earth System Research and Sustainability -Cluster of Excellence ‘Climate, Climatic Change, and Society’</td>
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<tr>
<td>Cellular mechanisms of learning and memory</td>
<td>Neuroscience</td>
<td>Graduate School of Medicine, Department of Pharmacology</td>
<td>Institute for Synaptic Physiology, Center for Molecular Neurobioloy Hamburg (ZMNH), UKE, Universität Hamburg</td>
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<tr>
<td>The quantum nature of magnetic skyrmions</td>
<td>Physics, theoretical physics, magnetism, quantum technologies</td>
<td>Graduate School of Science/Department of Physics/Condensed Matter Theory Group</td>
<td>Institute of Pathology, Urology, Medical Center Hamburg-Eppendorf</td>
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<tr>
<td>Elucidation of clinicopathological and molecular features of “tuft cell-like” breast cancer</td>
<td>Pathology, Oncology</td>
<td>Department of Diagnostic Pathology, Kyoto University Hospital</td>
<td>Institute of Pathology, University Medical Center Hamburg-Eppendorf</td>
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<tr>
<td>Sanurituvanaram, the description of the description of the seasons, in the eighth canto of the Kapparihityadavya, and in its commentary</td>
<td>Indology</td>
<td>Graduate School of Letters</td>
<td>Abteilung für Kultur und Geschichte Indiens und Tibet</td>
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<tr>
<td>Tissue aerosolization using picosecond infrared laser (PIRL) towards its application to clinical usage and food hygiene</td>
<td>Clinical Biochemistry, Proteomics, Biomedical Mass spectrometry</td>
<td>Department of Urology, Graduate School of Medicine</td>
<td>University Medical Center Hamburg-Eppendorf (UKE)</td>
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Joint Funding Program

Kyoto University

Kyoto University

Kyoto University

Kyoto University

Kyoto University

Kyoto University
**Trilateral Collaboration for Development in Africa**

**Strength in research on West Africa**

- Universities in Africa
- Inter-university Exchange Project

**Energy Sciences**

- Interdisciplinary Research Collaboration
  - Health in Africa
  - Energy in Africa

**Sustainable Development in Africa**

---

**Governance Innovation toward “Society 5.0”**

**GLOBAL CHALLENGES!**

- Current legal system
- Development of ICT
  - Singularity

**Advanced Technology in Law**

ONLINE WORKSHOP: Dec 4, 2020

**AI and the Law**

ONLINE WORKSHOP: Oct 7, 2021

**Network of ECRs**

**Transparency and Fairness of Digital Platforms**

---

**Linking Libraries for Research Data Management (RDM)**

- Presidents
- University Library
- Joint Research
- URAs
- Researchers
- Staff
- Development

**Promotion and Advancement of RDM**

---

**Education Collaboration:**

**toward multi-layered and sustainable relationship**

1. **Short-term Program**
   - Fee waiver slots on both sides
   - Short-term programs in existing research exchange fields

   **Expected Outcomes**
   - Motivated to enroll in medium- to long-term programs
   - Help foster the next generation of researchers

2. **Student Exchange Program**
   - Tuition fee waiver based SEA
   - More motivated to enroll in more substantial exchange programs

   **Expected Outcomes**
   - Increased student exchange
   - Increase in the number of exchange student slots

3. **Double Degree Program**
   - Deepen researcher/faculty exchange, build trust, and establish joint degrees
   - Opportunities for students to deepen their research in their areas of interest

   **Expected Outcomes**
   - Fostering the next generation of researchers
   - Contributes to sustainable research exchange

---

**Strategic Partnership Symposium**

KYOTO UNIVERSITY
Concluding Remarks

• Strategic partnerships can promote multidimensional collaborations throughout the university, including joint research with prominent researchers, exchange activities by outstanding students, organizational collaboration, etc.

• The combination of top-down and bottom-up approaches maintains the partnership’s sustainability.

• The role of the URA office and overseas centers is crucial in facilitating the collaboration and developing sustainable relationships with strategic partners.

Thank you very much

Outline

0. International Exchange at Osaka University in Brief

1. Overview of the Strategic Partnership Initiatives
   - Two Projects: Global Knowledge Partners and ASEAN Campuses
   - Common Objectives
   - Alignment with the University’s Vision

2. Establishment of Strategic Partnerships
   - “Strategic partnership” – A World Trend?
   - Preparation for Partnerships
   - Governance and Organization
   - Roadmap for Fostering a Partnership

3. Recent Collaborations

4. Summary
0. International Exchange at Osaka University in Brief

1. Overview of the Strategic Partnership Initiatives (Cont.)

Two Projects

Leveraging Osaka University’s existing overseas centers, we have been developing strategic partnerships for common objectives:

- ASEAN Campuses Project
- Global Knowledge Partners Project

Common Objectives

Alignment with the University’s Vision

OU (Osaka University) Vision 2021 established in 2016

with the hope of realizing an Open Community

Five Pillars of “Openness”
2. Establishment of Strategic Partnerships

“Strategic Partnership” – A World Trend?

Some surveys indicate:

- The EAIE Barometer (2015) [1]
  - Report on the results of the survey conducted in 2014 (n=2411 derived from 33 of 47 countries of The EHEA)
  - Growing activity in international strategic partnership over the last three years (as of 2014)
  - “Improving international strategic partnerships” is the top ranked (40 %) main challenge

- IIE & DAAD (2016) [2]
  - International survey in 2015 among those who are pursuing this initiative (n=91; North America 28, Latin America 9, Africa and Middle East 3, Asia 4, Australia 13, Europe 34)
  - Definition: “A strategic partnership is a formal alliance between two or more higher education institutions developed through an intentional process whereby the partners share resources and leverage complementary strengths to achieve defined common objectives…..“ (Banks and Kunder, 2016, p.11)

References:

2. Establishment of Strategic Partnerships (Cont.)

Preparation for Partnerships (2016 –)

What we did at the beginning in 2016:
- Review the existing partnerships:
  - Number of involved researchers and students
  - Range of academic disciplines
  - External research funding
  - Number of co-authored publications

- Analyse the potential of further collaboration:
  - Buy-in by key players
  - Other disciplines or research themes in addition to existing ones
  - Compatibility of academic profiles
  - Related policy of candidate institutions as well as their government
  - Internal and external funding opportunities

- Approval process

Governance and Organisation

Roadmap for Fostering a Partnership

A. University

B. University

Agreement and commitment by leadership

Faculty

Support: matchmaking/seed fund

Responsible staff and offices (internal cooperation)

Clear objectives and goals
(Mid- to long-term)

Strategic Partnership: Reinforce “Institutional collaboration”

Advanced Research and Human Development: Collaborative projects and exchange of students through research projects

Knowledge Production and Impact for Future Society

for developing existing and new areas of collaboration

for addressing global issues and developing global talent

Phase 1

Phase 2

Phase 3
3. Recent Collaborations

- Joint symposium with UC Davis and Kirin Holdings (November 2019)
- UCL-OU Joint Symposium (June 2019)
- Student Voices at OU Partner Summit (April 2021)
- Data Science workshop with University of Groningen (March 2019)
- MOU with UBC (October 2019)
- The 23rd OU-SJTU Academic Exchange Seminar (November 2021)
- Student Voices at OU Partner Summit (April 2021)

(from FY2017 to FY2020)

4. Summary

Possible Key Factors for Building a Strategic Partnership

1. Clear objectives and goals for the project
2. Commitment to actions at the leadership level
3. Governance and management of the project
4. Feasible activities based on buy-in by academics
5. Incentives and support for faculty as a trigger
6. Compatibility and equal partnership between the partner institutions

References:
Bi-directional Education and Research Program for Sustainability by the Consortium of Six Universities in Japan and Indonesia

Assoc. Prof. Kobayashi Osamu (Asia Africa Center, Institute for International Relations)
Assoc. Prof. Shimagami Motoko (Asia Africa Center, Institute for International Relations)

SUIJI = Six University Initiative Japan Indonesia

- SUIJI Consortium was organized by six universities from Japanese and Indonesian in March, 2011
- The Six universities are Ehime Univ., Kagawa Univ., Kochi Univ., Universitas Gadjah Mada (UGM), IPB Univ. (IPB), and Hasanuddin University (UNHAS)
- Objective: To contribute to the development of agriculture and conservation of biological resources in the tropics and to contribute to global environmental issues
- From 2012 to 2016, the "Six-University Collaborative Service Learning Program in Rural Areas in Japan and Indonesia" was adopted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) as a five-year program
- FY 2017-present, ongoing with each university's budget + JASSO scholarship + support from local government, etc.

Mid-Term Evaluation by MEXT

- Highly evaluated points
  - The system of SLP as multi-cultural understanding and exchange program.
  - The system of the program starting from undergraduate(SLP) to graduate(JDP)
  - The management system of the program by the SUIJI consortium to assure the quality of education among the 6 universities

Aims of our SUIJI Programs

Program Title
Six-University Coordinative Service Learning Program at the Rural Communities in Japan and Indonesia

Aim
Training ‘Servant Leaders’ with glocal mindset, who will contribute to the sustainability for our future society mainly by supporting rural communities which play an important role in primary industries.
Outline of SUIJI Programs

**Master’s/Doctoral SUIJI-JP**

**JP-Dc**
- **Host**
  - Joint Education
  - Home
- **Joint Program**
  - Comprehensive Agricultural Science
  - Seminar
- **Home**
  - Doctor Program at Home
- **Joint Education at Home**
  - Students spends a year for research in the areas of Tropical Agriculture at the member university abroad.

**JP-Ms**
- **Host**
  - Joint Education
  - Home
- **Joint Program**
  - Special Seminar
  - Field Research
  - Special Subjects
- **Home**
  - Master Program at Home
- **Joint Education at Home**
  - Students spend 6 months to a year for research in the areas of Tropical Agriculture at the member university abroad.

**Indonesian SUIJI-JP students in Japan**

Number of participants of SUIJI Program

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SUIJI Service-Learning Program (SUIJI-SLP)

Glocal-minded Servant Leaders are growing…
✓ Aggressive attitude to communicate with each other to find a solution
✓ Strong motivation to learn and to achieve their research to improve their knowledge and skills.

Advantage shared between the university and the community
✓ The mindset of the student/people shifted to outward oriented
✓ Encourage the people to challenge the problem by respecting diverse human values

Community  ➔ Service  ➔ University

KKN (Community Service Program) in Indonesia

SUIJI-SLP : Participants and sites

Sites (as of 2019)

Number of participants of SUIJI Program

SLP

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JP-Master

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Curriculum of SUIJI-SLP (@Ehime University)

General Education (Supplemental Section)

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Certification by SUIJI Consortium

Five capabilities of SUIJI Servant Leader

A. Jumping into a new environment
   - A-2: Can adjust to a new environment or situation.
   - A-3: Can understand and respect a different culture.
   - A-4: Can listen carefully and understand what people say.
   - A-5: Can manage your own health and actions in accordance with a new environment.

B. Exploring and Observing
   - B-1: Can express and question what surprises or bothers you.
   - B-2: Can distinguish between fact and opinion.
   - B-3: Can see/recognize various aspects of things (economic / cultural / environmental, present / past / future).
   - B-4: Can discover the local wisdom and how people adapted to their environment.
   - B-5: Can deeply explore an issue based on the facts.

C. Taking Action
   - C-1: Can explain an issue you have explored to others.
   - C-2: Can initiate action.
   - C-3: Can produce a feasible plan that will achieve the objective.
   - C-4: Can maintain enthusiasm and motivation until completion.
   - C-5: Can be flexible in making adjustments when required.

D. Working Together
   - D-1: Can recognize that people have both strong and weak points.
   - D-2: Can recognize your own abilities and talents and contribute when they are needed.
   - D-3: Can observe the situation of team members and respond to any issues.
   - D-4: Can explain your thinking to someone who does not agree.
   - D-5: Can discuss an issue with someone until both can come to an agreement/understanding.

E. Reflecting and Sharing
   - E-1: Can record actions and thoughts and analyze/organize them.
   - E-2: Can learn from both success and failure.
   - E-3: Can record and communicate to others in writing what you have learned.
   - E-4: Can adjust the means of communication according to the needs of the other person(s).
   - E-5: Can apply what you learned through Service Learning to your everyday life.

"Local x Local = Global"
10 years of SUIJI programs

**Program Budget**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total of Ehime, Kagawa, Kochi Univ.</th>
<th>MEXT grand (program expenses)</th>
<th>MEXT grand (personnel expenses)</th>
<th>University budgets</th>
<th>Fund from local gov. and others</th>
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<tr>
<td>2012</td>
<td>50,000</td>
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<td>65,000</td>
<td>-</td>
<td>55,000</td>
<td>55,000</td>
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</table>

Can SUIJI join in “Kampus Merdeka” program?

**Online Exchange in the age with COVID-19**

*SUUI X Change 2021*  Exploring our sustainable futures in the age with COVID-19

Zoom, breakout session, online whiteboard, Youtube, etc.

*SUUI Online Event 2022*  Beyond Borders: Revolution in international Xchange ---How far can we communicate online?---

breakout session in GAIA town (virbela)

**Strategic Partnership in Collaborative International Education**

**[Institutional aspect]**
- Strength and challenges of “consortium”
- Quality Assurance in Education
- Risk Management

**[Contents]**
- International Understanding during the program and even after the program ends SUIJI “Alumini”.
- Breaking down inward-looking orientation
- “Glocal (Local x Local = Global)” perspective and partnership

**Towards sustainable futures!**
Why do we need strategic partnerships?

- Today we have over 500 university-wide agreements with overseas institutions.
- Vision 150, our long-term strategic plan, lists development of strategic partnerships with leading universities overseas as a major goal.
- Strategic partnership functions as a framework for us to utilize our energy and resources more effectively and develop relationships with partners more strategically.

Case 1: University of Bonn

**History**

- 1960: University-wide agreement signed
  - More than 80 Bonn students have been at Waseda as exchange students. 62 Waseda students have been at Bonn.
- 1990-2016: Waseda European Center at University of Bonn
- 2017: University of Bonn Day at Waseda University
  - Strategic partnership agreement signed
  - Mainly aiming to enhance researchers/staff mobility
  - Exchange of office spaces for visiting faculty members

**Major activities in recent years**

1. Waseda Day at Bonn (2019)
   - 5 workshops were held by researchers from Bonn and Waseda. The issues on 1) philosophy, 2) understanding the history by the scholars from Japan and Korea, 3) advanced research for aging society, 4) robotics and AI and 5) historical reconciliation were discussed.

2. Appointment of "Bonn Ambassador" (Prof. Koichiro Agata)
   - Ambassador can nominate three doctoral students for research trips to U of Bonn (Travel and accommodation expenses are covered by U of Bonn). Prof. Agata received the Eugen and Ilse Seibold-Prize for his high academic achievements and contributions connecting Germany and Japan from DFG (German Research Foundation) in 2019.

3. Formation of a consortium among strategic partners (U of Bonn, U of St. Andrews, Emory U and Hebrew University of Jerusalem)
   - Future collaboration in 1) Research 2) Education 3) Leadership and Innovation
Case 2: Université libre de Bruxelles

- **History**
  - 1996: University-wide agreement signed
    - More than 17 Bonn students have been at Waseda as exchange students. 17 Waseda students have been at ULB.
  - 2010: Privileged partnership agreement signed
    - ULB designated ten universities as “Privileged Partnership Universities” committed to high level of scientific and pedagogic collaboration
  - 2016: Establishment of Waseda Brussels Office (WBO)
    - One administrative staff appointed by ULB is working for Waseda
    - Roles and functions: Raising Waseda’s profile in Europe, promoting International Joint Research, organizing academic events, developing networks and collecting first-hand information about projects in Europe.

- **Major Activities**
  1. **Double degree programs**
     - Cotutelle program
       - 2016: Graduate School of Asia-Pacific Studies (Implemented as part of GEMSTONES Program funded by Horizon 2020)
       - 2022: Graduate School of Political Science
       - Double degree program (MA level)
       - 2019: Graduate School of Asia-Pacific Studies
  2. **ULB Day @ Waseda (2019)**
    - Lecture by Rector of ULB
    - Workshop at Graduate School of Asia-Pacific Studies

Waseda Brussels Office (WBO)

- **Major Achievements**
  1. **Academic events**
     - Public Conference (1/year), workshops (4/year), EU-JAPAN Forum (1/year)
  2. **MOONSHOT Project** with Prof. Haruko Takeyama
     - Innovation Research Project by Cabinet Office
     - 1 billion yen for 5 years

<table>
<thead>
<tr>
<th>Year/Month</th>
<th>Support by Brussels Office</th>
</tr>
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<tbody>
<tr>
<td>2018/11</td>
<td>WBO managed a workshop featuring Prof. Takeyama with researchers from Eu universities</td>
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<tr>
<td>2020/1</td>
<td>WBO introduced institutions for investigation of advance agriculture</td>
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<tr>
<td>2020/2</td>
<td>WBO and Waseda URA visited EU Commission to explore the possibility of collaboration with Horizon Europe communication with Prof. Takeyama</td>
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<tr>
<td>2020/5</td>
<td>Prof. Takeyama applied to MOONSHOT</td>
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<tr>
<td>2020/9</td>
<td>The project was adopted by Cabinet Office</td>
</tr>
<tr>
<td>2022/Fall</td>
<td>Workshop at WBO (TBD)</td>
</tr>
</tbody>
</table>

- **Conclusion**
  - Strategic partnerships allow us to deepen relations with key partners and explore new opportunities for future collaboration.
  - Overseas offices are useful for holding academic or networking events and collecting first-hand information. Having overseas office at strategic partner allows us to deepen relationship with strategic partner much further and explore opportunities for big projects such as MOONSHOT.
Strategic Partnerships for English Language Education: A Case in the Philippines

Paul Horness
Associate Professor
World Language Center, Soka University
March 15, 2022

Soka University’s “Global Citizenship Education”

A university that fosters “global citizens” that can create value
In order to sincerely tackle the problems facing global and regional society and resolutely take on the challenge of realizing peace, we consider it our mission to foster “global citizens” who will create new value. It is these “global citizens” who will become “creative individuals” — that is, “individuals that can create healthy and sound values, and can give back to society” — as indicated by the founder Dr. Daisaku Ikeda when the university was founded.

Soka University Diploma policy

Fostering capable individuals who will become Global Citizens with the following characteristics:

1. Intellectual foundation: Broad knowledge and advanced expertise
2. Practical ability: Ability to apply knowledge to society and communication skills
3. Internationally: Ability to accept diversity and cooperate with others
4. Creativity: Ability to integrate and creative thinking

Initiatives to Increase Students’ Motivation

Language Improvement

- **World Language Center (WLC) : Enrich Language programs**
  - English conversation: Lounge to learn multiple languages, Writing Center, TOEFL-BT speaking training
  - Used by students more than 20,000
- **University Award System**
  - Awards are presented at the semester ceremony, graduation ceremony, university festival (Presentation of commemorative items)
  - Softbank Award (Equivalent to TOEFL-BT 80) / Da Vinci Award: Equivalent to TOEFL-BT 80

Programs for Promoting International Sensibilities

- **General Education Course: “International Understanding for study abroad” (3 credits)**
  - This course was established for the purpose of making a four-year study plan: taking into account study abroad.
- **General Education Course: “English for study abroad (ESB)”**
  - English for Career Development (ECD) (4 credits for each)
  - Aim: Improve English proficiency required for study abroad
- **Career support**
  - General Education Courses: “World Business Forum” (2 credits)
  - Provide education to be able to work in global companies

English Curriculum

- **Global Citizenship Program** (Cross-faculty Honors Program: GOP)
  - International faculty: English education and problem-solving training to about 30 students
  - First year: Services offered by all faculties
  - Second year: Services offered by all faculties

- **English Track (English Medium Program)**
  - On average, 50% of students are enrolled in English-medium courses
  - University of Economics (Started in Academic Year 2010)
  - International Program (International students: 50% of Ministry of Education, Culture, Sports, Science, and Technology)
  - To achieve “English-oriented Bachelor of Arts in Economics” (Started in Academic Year 2010)

- **Global Education Promotion Center (2012 onward)**
  - Inviting world-renowned people, holding symposiums, etc.
  - Lectures by Mr. Yasushi Akashi (Dec. 2013) and Mr. O. Arias (Mar. 2014)

- **School of International Peace Studies** (2018 onward)
  - Inviting world-renowned people, holding symposiums, etc.
  - Lectures by Mr. Yasushi Akashi (Dec. 2013) and Mr. O. Arias (Mar. 2014)

- **Go Global Japan Project (2012~)**
  - PBL and overseas field work
  - School of International Peace Studies (2018 onward)

- **Top Global University Project (2014~)**
  - Inviting world-renowned researchers, and holding international academic conferences

- **Global Core Center (2016 onward)**
  - PBL and overseas field work
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Partnership with the University of the East, Philippines

- The University of the East (UE) is one of the top institutions in the Philippines and adheres to the core values of Excellence, Integrity, Professionalism, Teamwork, Commitment, Transparency, Accountability and Social Responsibility.
- A Memorandum of Understanding was first signed between Soka University and UE in August 2011.
- More than 500 students from Soka University have studied at the University of the East.
- Currently there are Short-term English Training Program, annual student exchange, faculty exchange, TESOL practicum teaching, & Joint Symposia held once in two years.

Synergy between Programs

- Through the pillars of Global Learning, Mobility, and Administration, I’d like to highlight 3 programs between UE and SU. These programs demonstrate the different levels of organization (administrators, instructors, & students) working together.
  - Teacher Exchange
  - Teaching Practicum
  - Study Abroad

Teacher Exchange & Training

- UE teachers come to Soka University to teach in the World Language Center for a semester or year.
- Soka teachers conduct workshops at UE.
  - Allows for greater understanding of teaching context.
  - Connects to the other programs, e.g., study abroad.
MA TESOL Teaching Practicum

• Soka MA TESOL students have the option to complete their teaching practicum course at UE.
• Two-month Program.
• Excellent experiential/learning program for students.
• Allows for communication between staff on teacher-training techniques.

Observations of Study Abroad Program

Successful Points
• Good communication between universities: Presidents, administrators, professors, students
• Costs
• Pre-departure/Post-return Sessions
• Buddy system
• Community engagement outside of the classroom

Challenges
• 10 days so intense: no time to relax; quite structured; sickness
• Teaching styles
• Connecting SA to college life
• No negative comments per se

Program’s Initial Research Findings

• Most common student profile: 1st year, female, 1st time abroad
• Student reasons for studying abroad: Visit Philippines, Learn English, Experience
• Student reasons for selecting this program: Cost, length of time, convenience
• Student language development: speaking to UE students on campus & off campus was hard but fun (Buddy system).
• Filipino teachers want to know more specifics about the program (pre-departure activities or how to get Japanese students to speak more, e.g., teaching style)
• Filipino administrators were happy the program was not about standardized test scores. General openness because presidents were involved (a sense of equality).

Developed a survey specifically for short-term SA programs. Can be used for pre-departure and post-return sessions.