



# Strategic Partnership Symposium

**Strategic Partnerships to Strengthen International Competitiveness  
under the Corona Pandemic**

Tuesday, March 15th, 2022  
The University of Tokyo

**Compiled and Published by :**

Division of Global Campus Initiatives, The University of Tokyo

**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

ー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ー

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(日英の同時通訳あり)

2021年度に「大学の国際化促進フォーラム」事業として採択された国際競争力強化に向けた「戦略的パートナーシップ」のネットワーク構築プロジェクトが開始しました。本プロジェクトは、幹事校の東京大学と9大学が連携協力して、各大学が実施している戦略的パートナーシッププロジェクトの課題やグッド・プラクティス等を共有し横展開をしていくことで、我が国の高等教育の国際通用性・競争力向上を図ります。

今年のシンポジウムでは、各大学でこれまで展開されてきた戦略的パートナーシッププロジェクトやコロナ禍での取組の事例等を報告し、コロナ禍における戦略的パートナーシップの在り方について考える契機とします。

参加登録

下記URLより参加登録手続きをお願いいたします。  
<https://form.qooken.jp/Q/auto/en/0315UTokyoSPS/reg/>



要事前登録

プロジェクト参加大学 東京大学、東北大学、京都大学、大阪大学、九州大学、愛媛大学、早稲田大学、慶應義塾大学、創価大学、日本経済大学

主催: 東京大学グローバルキャンパス推進本部 (intl-project.adm@gs.mail.u-tokyo.ac.jp)



# 戦略的パートナーシップシンポジウム

ー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ー

## Program

17:00 開会挨拶

林 香里 東京大学 理事・副学長、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 織江 文部科学省高等教育局主任視学官・国際戦略プロジェクトチームリーダー

17:35 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よるコロナ禍の教育・研究連携」**

渡邊 聡 東京大学 教授・総長特任補佐、グローバルキャンパス推進本部副本部長

**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推進」**

河野 泰之 京都大学 教授・副学長、国際戦略本部長

**大阪大学「社会的課題の解決を目指したパートナーシッププログラムの構築」**

大林 小織 大阪大学 准教授 グローバルイニシアティブ機構

**愛媛大学「日本・インドネシア6大学コンソーシアムによる  
双方向サステナビリティ教育研究プログラム」**

小林 修 愛媛大学 准教授 国際連携推進機構アジア・アフリカ交流センター

島上 宗子 愛媛大学 准教授 国際連携推進機構アジア・アフリカ交流センター

**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・国際担当理事

**創価大学「英語教育の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 創価大学 准教授 ワールドランゲージセンター

19:45 質疑応答

19:55 閉会挨拶

河野 泰之 京都大学 教授・副学長、国際戦略本部長

# 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.

<https://form.qoaker.jp/Q/auto/en/0315UTokyoSPS/reg/>



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 (intl-project.adm@gs.mail.u-tokyo.ac.jp)



# Strategic Partnership Symposium

—Strategic Partnerships to Strengthen International  
Competitiveness under the Corona Pandemic—

## Program

17:00 Opening Address

**Prof. Dr. HAYASHI Kaori** Executive Vice President,  
Director General of the Division for Global Campus Initiatives, The University of Tokyo

17:05 Guest Lecture 1

**Ms. KISHIMOTO Ori** Chief Inspector for Schools Leader  
International Strategy Team, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology

17:35 Guest Lecture 2

**Prof. Dr. Christian SCHWARZENEGGER** Vice President Faculty Affairs and Scientific Information, University of Zurich

18:05 Q&A Session

18:10 Break

18:15 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 collaboration through strategic partnerships"

**Prof. Dr. KONO Yasuyuki** Vice-President for International Strategy, Kyoto University

**Osaka University**  
"Co-creation with Global Knowledge Partners on societal challenges  
— A case of Osaka University"

**Assoc. Prof. OBAYASHI Saori** Center for Global Initiatives, Osaka 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

**Waseda University**  
"Strategic Partnerships and Overseas Offices"

**Prof. Dr. GEMMA Masahiko** Vice President for International Affairs, Waseda University

**Soka University**  
"Strategic Partnerships for English Language Education: A Case in the Philippines"

**Assoc. Prof. Dr. Paul HORNESS** World Language Center, Soka University

19:45 Q&A Session

19:55 Closing Remarks

**Prof. Dr. KONO Yasuyuki** Vice-President for International Strategy, Kyoto University

# The Current of Internationalization of Universities in Japan

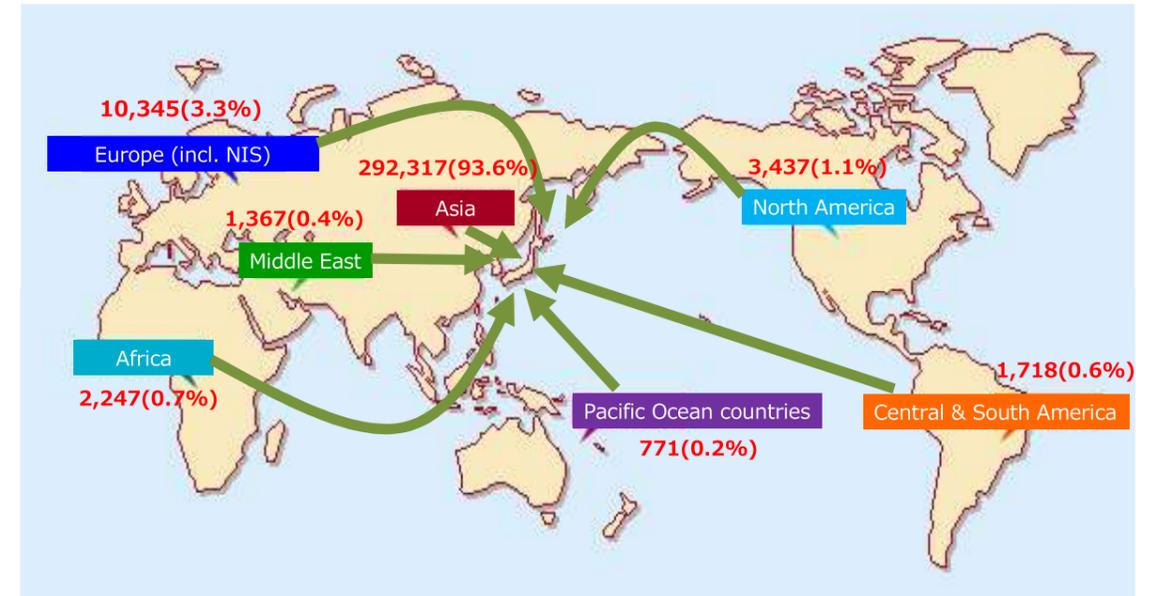
KISHIMOTO Orié  
Leader of the Higher Education International Strategy Project Team, MEXT



## International Students Studying in Japan

Total number of students : **312,214**

(As of May 1, 2019)



Source: Japan Student Services Organization (JASSO)

## MEXT Initiatives to Promote the Internationalization of Universities

大学の国際化支援

2009-2013

Global 30



国際化拠点整備事業（大学の国際化のためのネットワーク形成推進事業）（グローバル30）

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

2011-

Inter-University Exchange Project

大学の世界展開力強化事業

- ▶ Strengthening educational cooperation with strategically important countries / regions

2012-2016

経済社会の発展を牽引するグローバル人材育成支援

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

- ▶ Increasing outbound students

2014-2023

Top Global Universities



TOP GLOBAL UNIVERSITY JAPAN

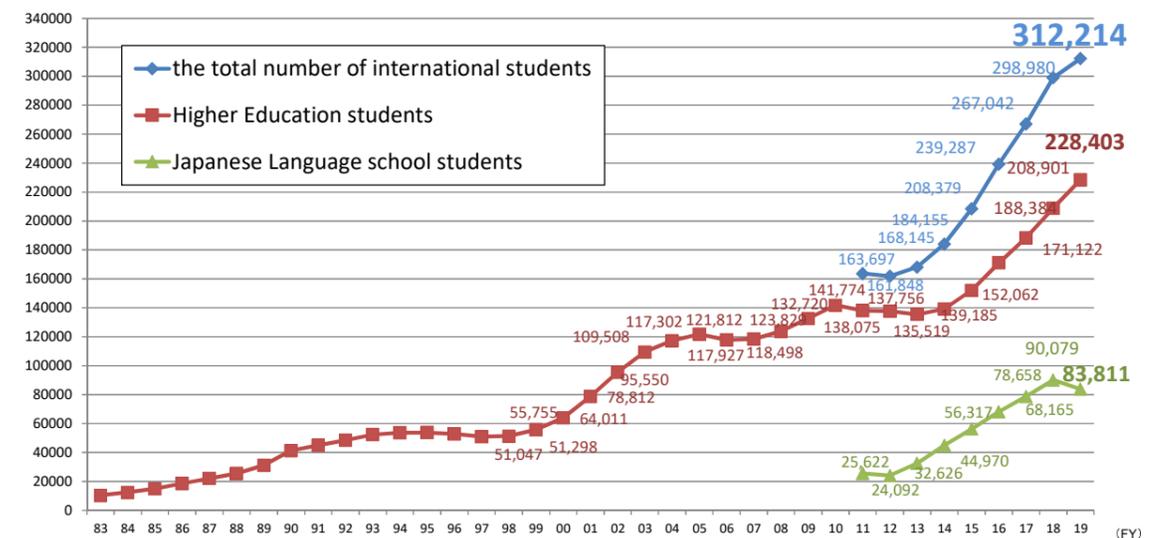
スーパーグローバル大学創成支援事業 (SGU)

- ▶ 37 universities are selected to accelerate university reform and internationalization
- ▶ Dissemination of good practices to enhance international reputation of Japanese higher education

## International Students Studying in Japan

### Government Policy - Accepting 300,000 international students by 2020

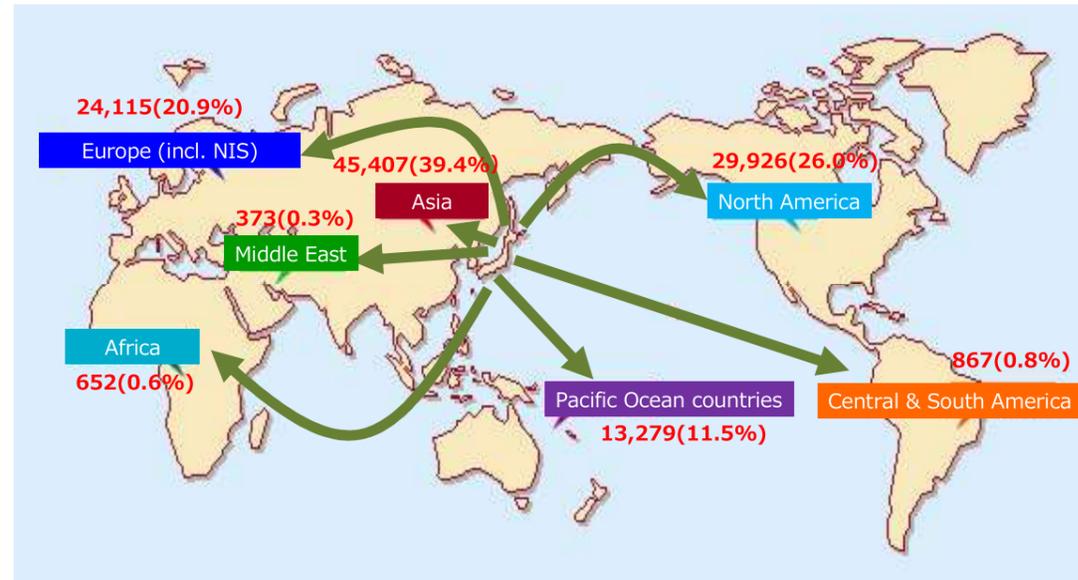
(Number of students)



## Japanese Students Studying Abroad

Total number of students : **115,146**

(FY2018)



Source: Japan Student Services Organization (JASSO)

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## Top Global University Project (2014-2023)

FY2022 Budget(draft) : 3.0billion yen

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.

### 【Expected efforts by selected universities】

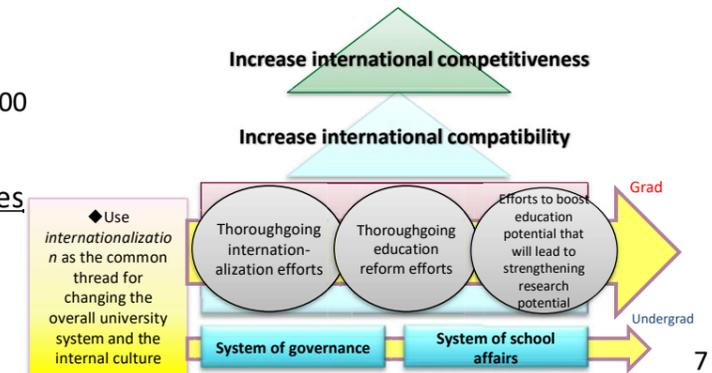
- build and accelerate partnerships with world-leading universities
- reform personnel and administrative systems
- strengthen systems to cultivate the ability of students to deal with globalization

### ● Top Type: 13 universities

- Universities aiming to rank in the top 100 in the world

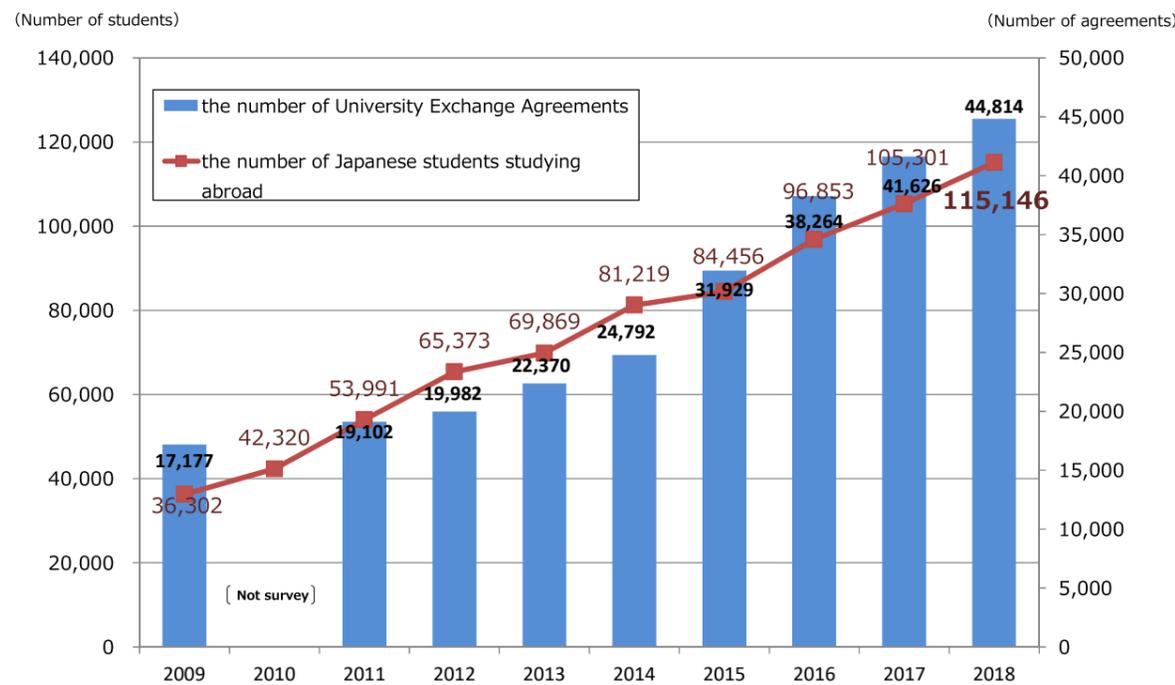
### ● Global Traction Type: 24 universities

- Universities that attempt to make pioneering trial runs based on their performance thus far and that will lead the push of society toward globalization



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## Japanese Students Studying Abroad (Number of Exchange Agreements and Japanese Students Studying Abroad)



Source: Japan Student Services Organization (JASSO), MEXT

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THE's analysis is that the SGU Project has a spillover effect on schools other than the selected schools



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**.

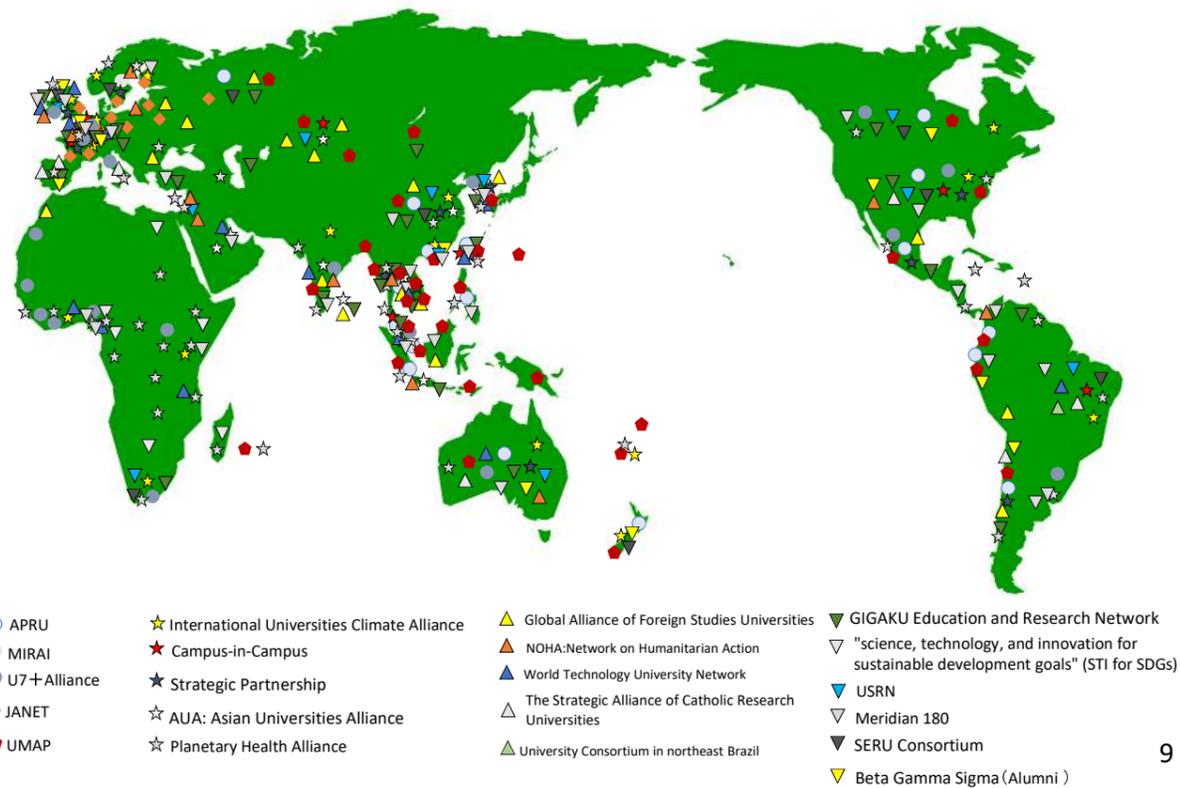
THE explains that this may be the effect of the Ministry of Education, Culture, Sports, Science and Technology's "Top Global University Project". The "international diversity" score for each university selected and receiving financial support through this project is **12 points or more for Type A (Top 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>

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## Construction / expansion of international exchange / research network by SGU University (outcome example)



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## Inter-University Exchange Project (since 2011)

FY2022 Budget (draft) : 1.1 billion yen

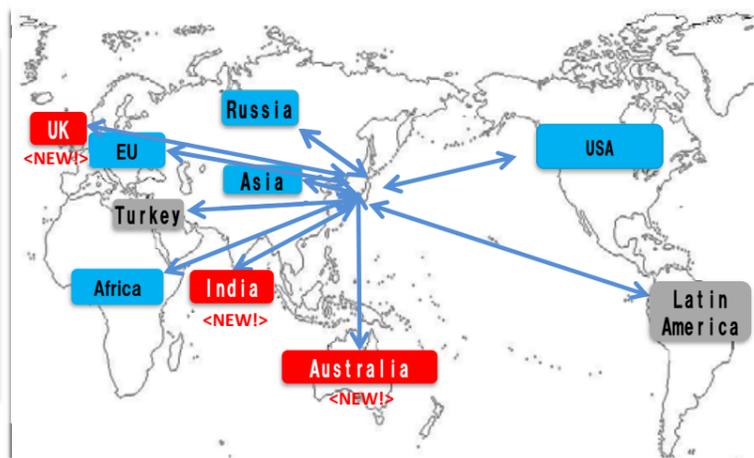
MEXT supports universities that are developing/conducting international student exchange programs with partner universities in a designated foreign countries. It is expected to increase the number of student exchange through these quality-assured programs.

### 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

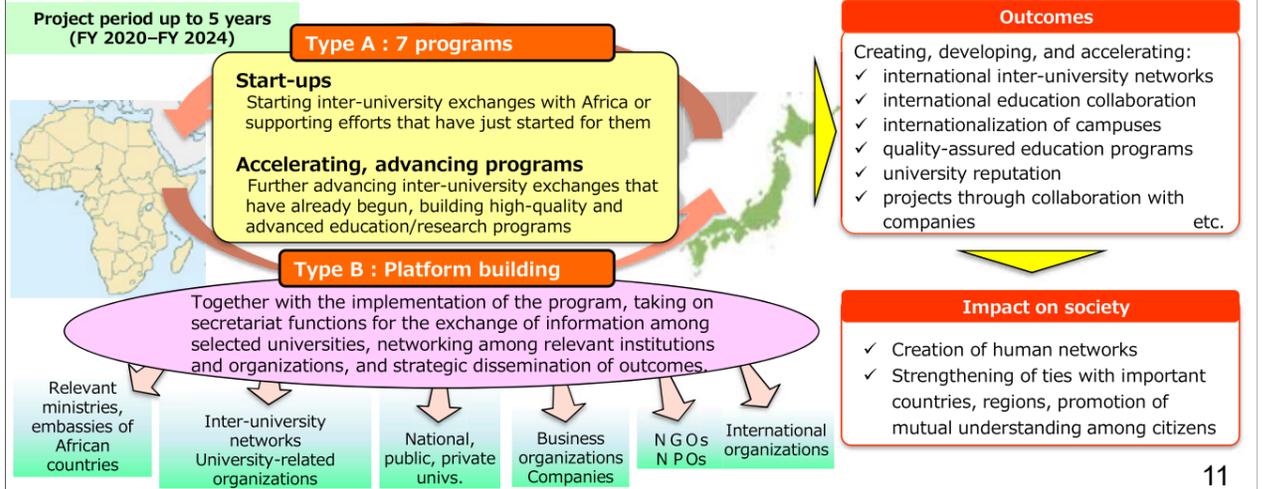
— Support for the Creation of Collaborative Programs with Universities in Africa —

FY 2022 budget (draft) : 115 million yen

- 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.



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

FY2022 Budget (within SGU budget)

Budget (Draft) 150 million yen

### Background

- Over the last 12 years, Japan has seamlessly implemented policies to internationalize higher education through the Global 30, GGJ, and SGU projects. As the SGU ends its 7th year, universities adopting the program have advanced various measures to strengthen their global response and international compatibility.
- Meanwhile, the use of online education and exchanges have rapidly progressed due to the COVID-19 pandemic restricting movements between countries.
- With three years remaining under the project, Japan aims to further strengthen the international compatibility and competitiveness of higher education under the new normal by developing environments that strengthen the expansion of the various efforts by universities taking leadership to internationalize.

- ◆ Creating a "Forum on the Internationalization of Universities" under the leadership of universities adopting TGU policies, and other schools developing, adopting or hoping to implement similar measures in the new normal context

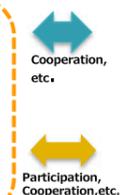
### Overview

- 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, or universities and organs that hope to adopt global expansion capabilities. The forum in collaboration with relevant MEXT organs, will implement, share, develop, and provide research and information on measures taken by universities to internationalize.
- Centered on the 19 projects implemented by 18 universities, interested universities may participate in these projects based on their own internationalization strategy. In addition, promoting organic collaborations between the projects will develop new good practices and help promote strong and diverse internationalization of higher education across Japan.
- The forum will be redefined to become an autonomous management organization after completion of the SGU Project (2024~).

An online international educational platform broadcast from Japan by a team of all-Japan members, linking a diverse range of projects including the JV-Campus, recruitment, curricula, career education, and others

### Board

Place to share, accumulate, discuss and disseminate real information and issues



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# Japan Forum for Internationalization of Universities

**Japan Virtual Campus**  
University of Tsukuba

**Assessment**  
Hiroshima University  
Development and dissemination of objective evaluation test of the effect of the international exchange program

**Strategic planning**  
The University of Tokyo  
Building a "strategic partnership" network to strengthen international competitiveness

**RECRUITMENT OF INTERNATIONAL STUDENTS**

**Tokyo Medical and Dental University**  
Creating a master's program that is comparable worldwide / Issues and ingenuity for management

**Osaka University**  
Recruiting international students of diverse cultures and languages / Conducting a virtual university tour

**DEVELOPMENT OF EDUCATIONAL PROGRAMS**

- Development of new study abroad and exchanges centered on online education
  - Hosei University**  
Student international exchange platform construction project through inter-university collaboration
  - Meiji University**  
Building a global synergy model for overseas bases/online/actual study abroad
- Development of global project based learning
  - Shibaura Institute of Technology**  
Cooperation and deployment of global PBL for innovation creation (method, sharing and joint implementation)
  - Chiba University**  
Promotion of PBL teamwork-based international collaborative learning programs based on design thinking
- Promotion of joint degree program
  - Ritsumeikan University**  
Improving the quality of degree programs and promoting high school-university collaboration through international collaboration in bachelor's programs
  - Nagoya University**  
Promotion of joint degree programs that contribute to the internationalization of university education in Japan

**CAREER DEVELOPMENT**

**Kanazawa University**  
International student career development and regional retention promotion project to promote regional internationalization and revitalization

●Improvement of English speaking ability  
**Kyoto Institute of Technology**  
Deployment of CBT English speaking test implementation program to measure the operational ability of "English as a lingua franca"

●Development of COIL (Collaborative Online International Learning)  
**Kansai University**  
Japan Multilateral COIL/Virtual Exchange Project (J-MCP)

**The University of the Ryukyus**  
Sustainable global innovation human resources development project utilizing COIL

●Development of new Japanese language education  
**Tokyo University of Foreign Studies**  
Collaborative project of University overseas bases and offices through the provision of online Japanese language education

**Toyo University(2)**  
Development of advanced Japanese skill human resources in through business Japanese online courses

●Co-educational development  
**Tohoku University**  
Acceleration of internal internationalization of university education and global expansion through international co-education network

**Toyo University (1)**  
Online collaborative education in the Asia-Pacific region; UMAP-based SDGs online collaborative learning and virtual United Nations

## Toyo University's case

# UMAP mutual course scheme <Consortium 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.

**Achievements**

Autumn semester 2020: 76 subjects offered by 18 universities in 8 countries  
Spring semester 2021: 26 subjects offered by 6 universities in 4 countries



**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

## Kansai University's case

# Japan-Multilateral COIL/VE Project (J-MCP)

Crossing Institutional Boundaries through COIL/Virtual Exchange for University Lecturers and Students in Japan and Abroad

Participating universities on a non-consolidated basis such as in USA Overseas Higher Educational Institutions (HEIs) (independent)  
\*Available to participate from time to time

**Who are the students?**  
Students from partnering institutions can register and participate

**Who is the instructor?**  
Selected lecturers from participating member universities will serve as Main Facilitators (MF) of COIL/VE

**Who provides the curriculum?**  
IIGE (Kansai University) provides COIL/VE course syllabi and core resources  
Training for MF candidates as Virtual Exchange Main Facilitators > Certification issued

Potential Partners (consortia)  
At the time of application  
UMAP | Latin America Ntwk | I-BAVI Ntwk | Aurora (Under negotiation) + IIGE Global Ntwk

Interactive Learning Techniques Reduce Drop Rate

Directly linked to ImmerseU (CMS)

**Example J-MCP Module Course Information**

[ SDGs and Business ]  
With the cooperation of University of Hawaii at Hilo | Hawaii Innovation Center  
URL: <https://www.hilo.edu/locations/hawaii-innovation-center/>  
— Specific Example of Module Course Information 1) "Innovation for Sustainable Business"  
— Specific Example of Module Course Information 2) "Introduction to SDGs"

[ Diversity and Inclusion ]  
With the cooperation of Core Collaborations, LLC | Crossing Borders Education  
URL: <https://corecollaborative.com/> / <https://crossingborders.education/>  
— Specific Example of Module Course Information 1) "Inclusive Leadership Skills"  
— Specific Example of Module Course Information 2) "Cross Cultural Management"

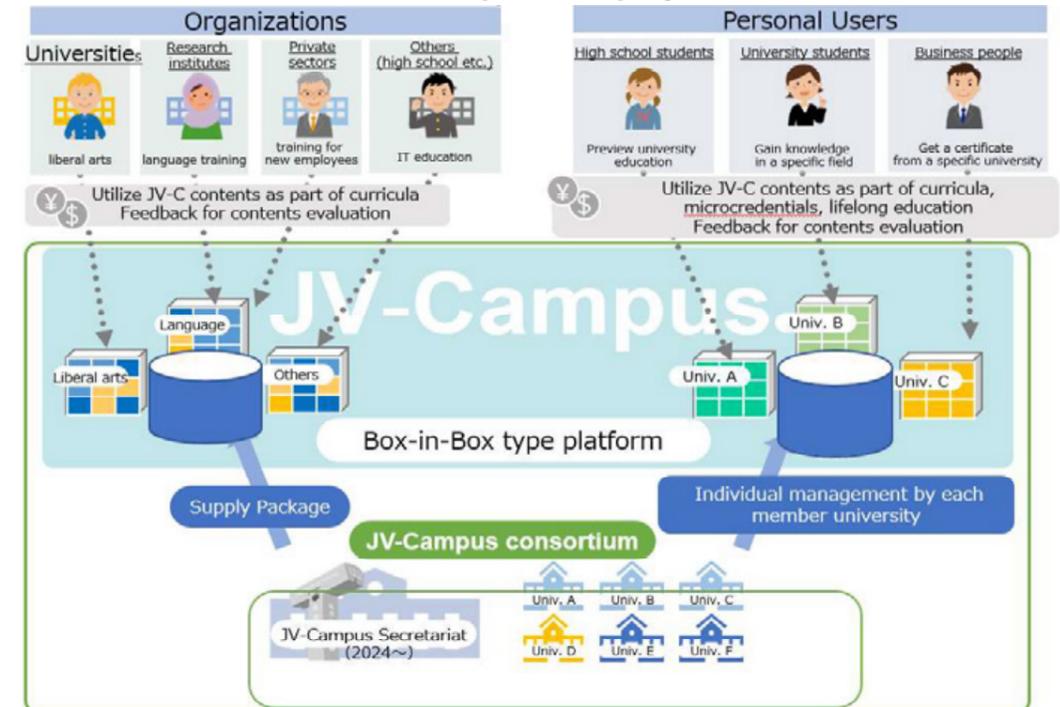
[ 21st Century Skills ]  
With the cooperation of IIGE (Kansai University)  
URL: <https://crossingborders.education/>  
— Specific Example of Module Course Information 1) "Presentation Skills"  
— Specific Example of Module Course Information 2) "Debates and Discussion Skills Development"  
— Specific Example of Module Course Information 3) "Critical Thinking"

## Top Global Universities

# MEXT's New Initiative —Japan Virtual Campus—

オンライン国際教育プラットフォーム事業 (JV-Campus)

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



## JV-Campus "Special Box to Support International Students" (to start from January 31, 2022)

### 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	<b>Introducing Japanese culture, lifestyle and Japanese universities</b>
Classes, OCW	<b>Free open classes including OpenCourseWare(OCW)</b> , 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 <b>communication with overseas students</b> , including international chat programs and online face-to-face programs by universities
Message from Japanese students	<b>Messages (videos, messages) from students</b> studying in Japan (includes both students with Japanese nationalities and foreign nationalities)



(Poster AD: Tsukuba U. example)

※JV-Campus: 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.

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## Rebuilding the Global Strategy for Higher Education

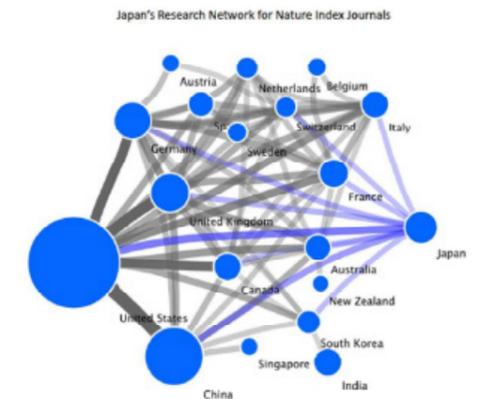
- ◆ Restructuring the Global Strategy for Higher Education for a "New Everyday Life" - Provisional Conclusion by the End of 2021
- ◆ Direction
  - Realization of **high-quality international liquidity**, taking into account international exchange through remote and online education
  - From focusing on the "number of international students" to **improving the "quality of acceptance"**
    - (Specific examples)
    - Improving the degree of establishment in Japanese society
    - Strengthening the network of international students who are Japanophiles or familiar with Japan

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## 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



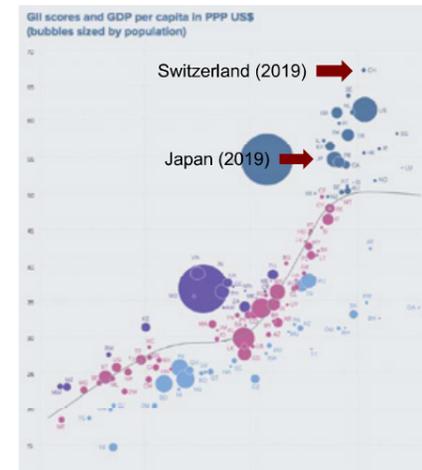
### Table of Contents

1. Why is internationalisation important?
2. Driving internationalisation 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?



## Research and innovation lead to economy prosperity



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

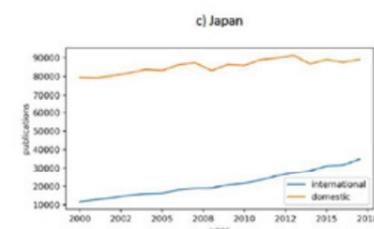
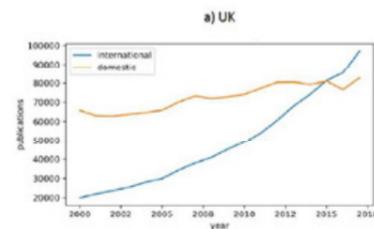
© Source: Cornell University, INSEAD, and the World Intellectual Property Organization. Global Innovation Index scores and GDP per capita in Purchasing Power Parity in \$ (bubbles sized by population), 2019.

How to build Strategic Partnerships, Prof. Dr. Christian Schwarzenegger

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## 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



Source: Daniel W Hook, Juergen Wastl, Simon J Porter: Japanese Collaboration in the Global Research Landscape, Nature Index, November 2018

How to build Strategic Partnerships, Prof. Dr. Christian Schwarzenegger

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## 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. (Hook et al. 2018)

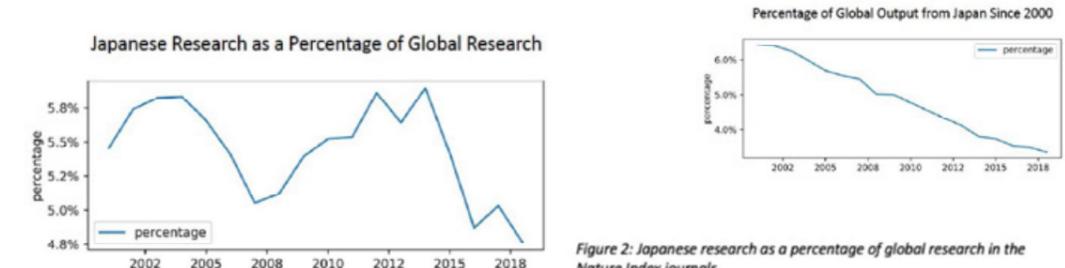


Figure 2: Japanese research as a percentage of global research in the Nature Index journals.

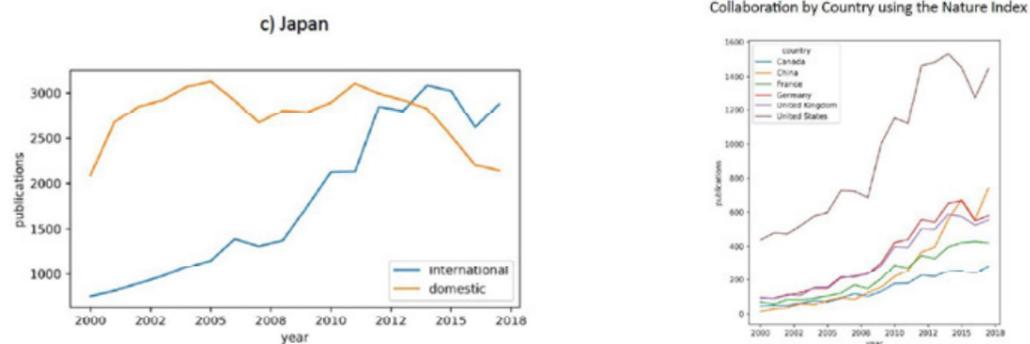
Source: Daniel W Hook, Juergen Wastl, Simon J Porter: Japanese Collaboration in the Global Research Landscape, Nature Index, November 2018

How to build Strategic Partnerships, Prof. Dr. Christian Schwarzenegger

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## Domestic vs. international publication levels in natural science

Overall, the structure of the diversity of Japan's international mix remains strong (Figure 4) both at the level of all its output and its output in the Nature Index journals. (Hook et al. 2018)



Source: Daniel W Hook, Juergen Wasil, Simon J Porter: Japanese Collaboration in the Global Research Landscape, Nature Index, November 2018

## Stages of Internationalisation

1. Individual international research cooperation (bottom-up, driven by researchers)
2. Traditional cooperation (student exchange, minor research cooperation)
3. Double Degree Programs, Joint Summer Schools, guest professor program
4. Strategic Partnership
5. University networks (e.g. League of European Research Universities, Universitas 21)
6. Multilateral deep collaboration, towards inter-university campuses (e.g. Una Europa)

## 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 («Willkommenskultur»)
  - 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 («champions» 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.)

## Higher Impact – Higher Visibility

### Collaboration with the University of Zurich

Year range: 2015 to 2021

Export Shortcuts

Overview Current co-authors Potential co-authors

	Kyoto University	Co-authored	University of Zurich
	PR 229	PR 179	PR 237
	co-authors with the University of Zurich	co-authors with Kyoto University	co-authors with the University of Zurich
	1.30	16.44	2.02
	Field-Weighted Citation Impact	Field-Weighted Citation Impact	Field-Weighted Citation Impact
Authors	24,239	–	21,552
Scholarly Output	53,439	–	48,510
Views count (from Scopus)	1,222,089	56,877	1,190,720
Field-Weighted Views Impact	1.35	19.90	1.54
Citation Count	600,253	25,273	770,331

Source: PURE extract 2021

## Strategic Partnerships – Benefits

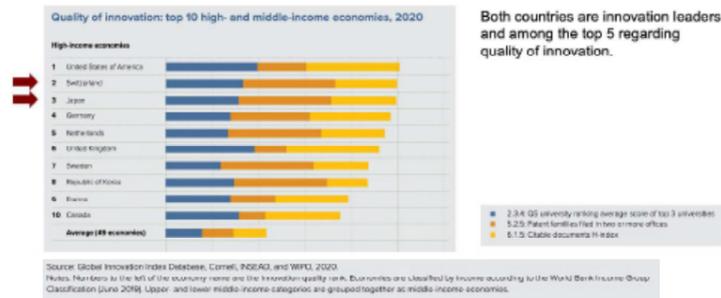
- Long-term investment, benefits visible after a few years:
  - Increase in the attractiveness of the university as an international science location and international profile building (visibility)
  - Strengthening of joint research – increase of joint publications and research impact (e.g. Kyoto or 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. Overlap in many research areas (life sciences, technology, medicine, mobility and healthy ageing)
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

## High potential for research partnership between Switzerland and Japan

- **Partnership activities**
  - Strategic Partnership with Kyoto University
  - Strong links to Tokyo University, National Institute of Informatics and National Institute for Environmental Studies
- **Research focus areas**
  - Art History
  - Data Science and Machine Learning
  - Forensic Phonetics and Acoustics
  - Global History
  - International Law
  - Japanese Studies
  - Medicine (Brain, Cancer, Heart, Kidney, Regenerative Medicine, incl. Lab in Residence, Platforms and Data Analyses)
  - Plant Science
  - Space Hub and Remote Sensing

- **Political links**
  - Regular contact with Japanese Ambassador to CH / CH Embassy in Japan
  - Annual participation in STS Forum
  - National (research) agencies, e.g. JST, AMED, JSPS, JAXA



Joint Workshop in Medicine, University of Zurich and Kyoto University, Nov 27-29, 2019

## 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 IREM and KU CiRA

**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: <https://education.ec.europa.eu/education-levels/higher-education/european-universities>

### 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 development.



## Advancing education and research collaborations under the corona pandemic through Strategic Partnerships

### OUTLINE

- 1) Strategic partnership at UTokyo
- 2) Major achievements
- 3) Activities under the pandemic

Prof. Satoshi WATANABE  
 Deputy Director

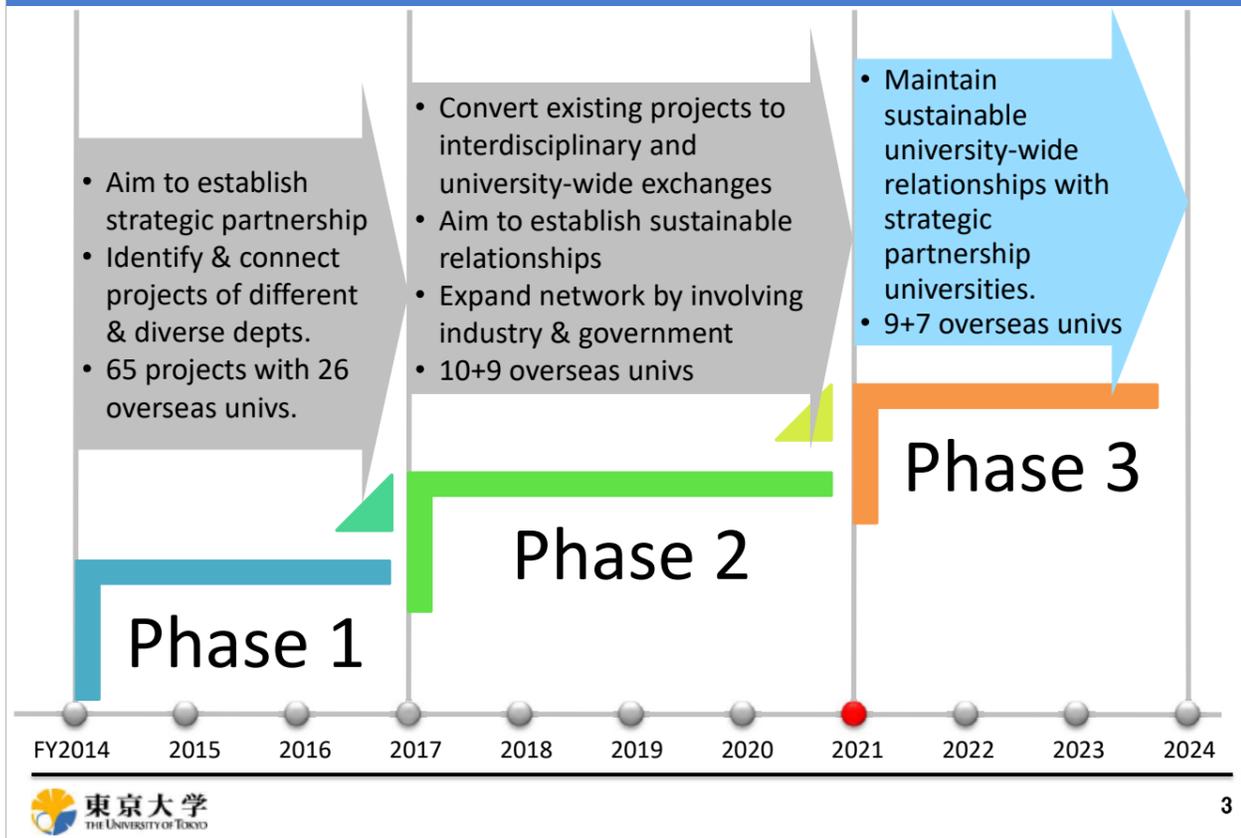
Division for Global Campus Initiatives  
 The University of Tokyo

### Top Global University Project by MEXT, Japan - UTokyo

#### Constructing a Global Campus Model at UTokyo



## Project Progress



## Criteria Used to Prioritize Projects (examples)

“Strategic Partnerships are **expansive, mutually beneficial, and special relationships** with a limited number of overseas universities **that go beyond the usual academic exchange agreements** by taking advantage of the strengths of UTokyo and each strategic partner university.”

<b>Compatibility</b>	<ul style="list-style-type: none"> <li>✓ Institution-to-institution cooperation</li> <li>✓ Similar/complementary fields of excellence</li> <li>✓ Mutual benefit and shared resources</li> <li>✓ Active research collaborations and student exchanges</li> </ul>
<b>Sustainable Structure within the University</b>	<ul style="list-style-type: none"> <li>✓ Involving many faculty, staff, and students (institution-wide)</li> <li>✓ Interdisciplinary</li> <li>✓ Faculty-led</li> </ul>
<b>Potential for Growth</b>	<ul style="list-style-type: none"> <li>✓ Expansive vision/plan</li> <li>✓ Industry/government relation</li> </ul>

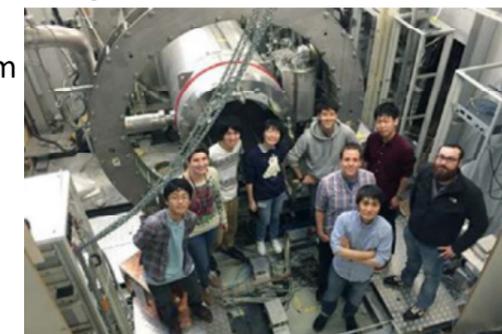
## Strategic Partnership Universities

### Partnership Universities



## 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”  
 “Energy in the 21st Century: Laws, Policies and Technologies”
- **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

(Australian National University) Workshop “Japan and Australia’s National 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



## Dialogue Series with Partner Universities

### ➤ Co-hosted with Tokyo college

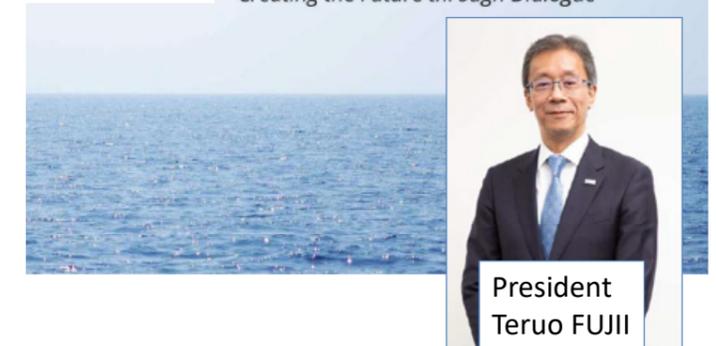
- To discuss about “Perspectives on Society After COVID-19” with strategic partnership universities and open to the public



### ➤ Dialogue

- UTokyo Compass: a statement of the guiding principles of UTokyo  
- President FUJII (April 2021-) values dialogues

UTokyo COMPASS  
*Into a Sea of Diversity:  
Creating the Future through Dialogue*



President Teruo FUJII

## 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) and so on.



## Dialogue Series with Partner Universities

- ◆ Princeton University  
University Management, Gender Inequality, Research, International Affairs, Population Health Economy
- ◆ Australian National University  
University partnerships, Indigenous peoples and post-pandemic society, Environmental changes and challenges
- ◆ Peking University  
“Economy and Society in the Post -COVID-19 World”
- ◆ University of Cambridge  
COVID-19 Related Research and Challenge, Sustainable Cities, Developing International Partnerships



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



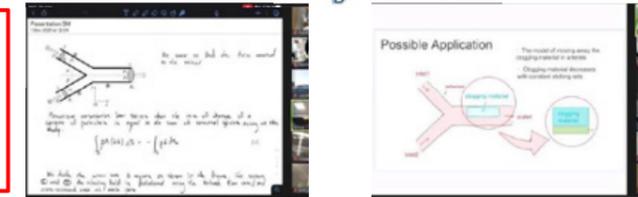
## New Online Educational Program (2) KTH

### 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.



Collaboration in foundation course in undergraduate curriculum



## New Online Educational Program (1) Tsinghua

### Students' responses

Application for participation at UTokyo

- ✓ 1<sup>st</sup> event (March 2021): more than 120 applications in a few days
- ✓ 2<sup>nd</sup> event (Oct. 2021): more than 220 applications.

Comments given by participating students in the questionnaire

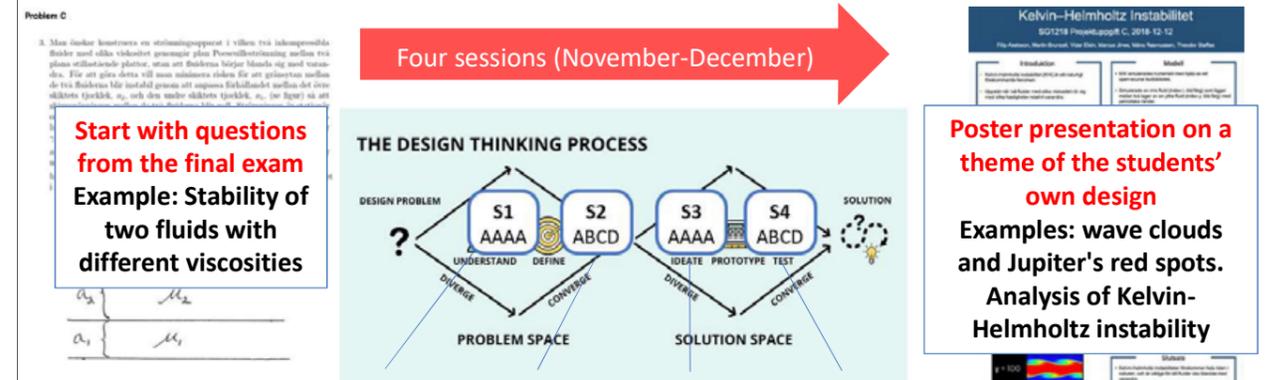
"By discussing with Tsinghua students, I got to know the situations which is not known by textbooks or internet and able to meet the language partner."

"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."

## 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**.



## 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.



## Thank you very much for your attention!



## 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

Tuesday, March 15, 2022

Strategic Partnerships to Strengthen International Competitiveness during the Coronavirus Pandemic

2022年3月15日(火)

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-

# Promotion of international research and education collaboration through strategic partnerships

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推進

**Yasuyuki Kono**

Vice-President for International Strategy, Professor

Kyoto University

京都大学



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## 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



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## 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?



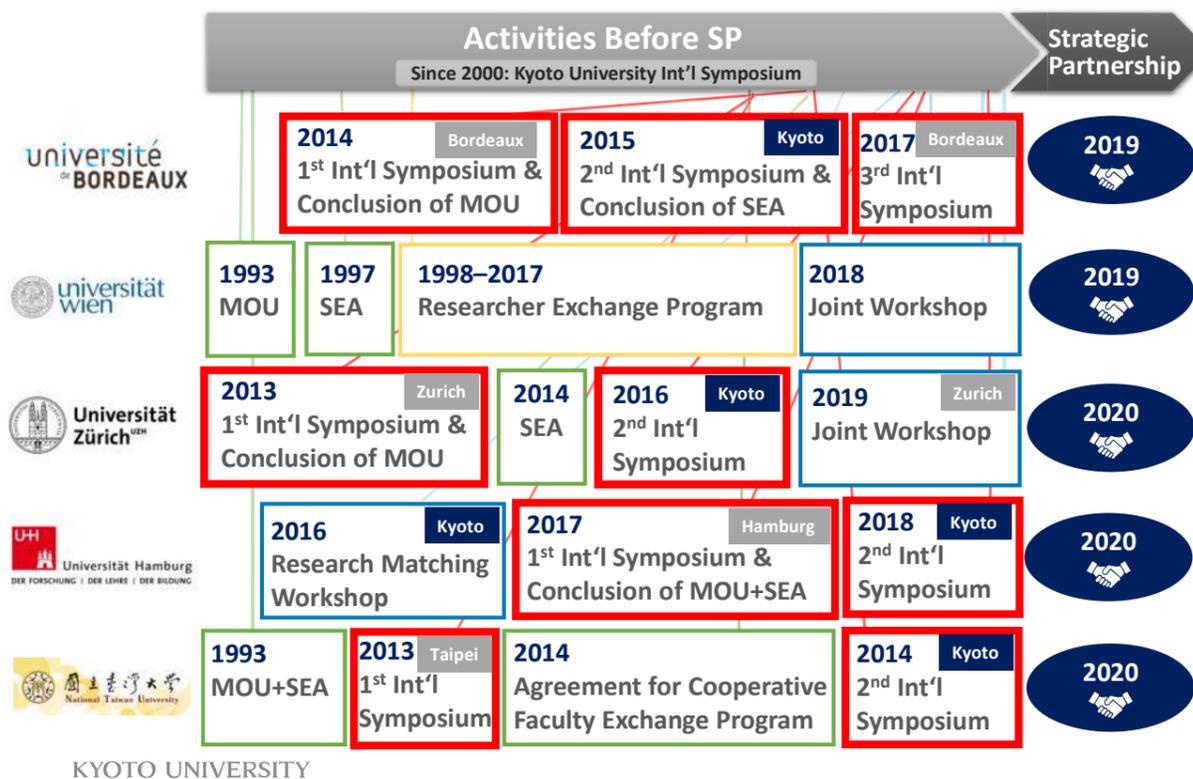
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## Current Strategic Partner Universities



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## Process to conclude strategic partnerships



## Contents

- What is a strategic partnership of Kyoto University?
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## Purpose and Expected Outcomes

### Purpose

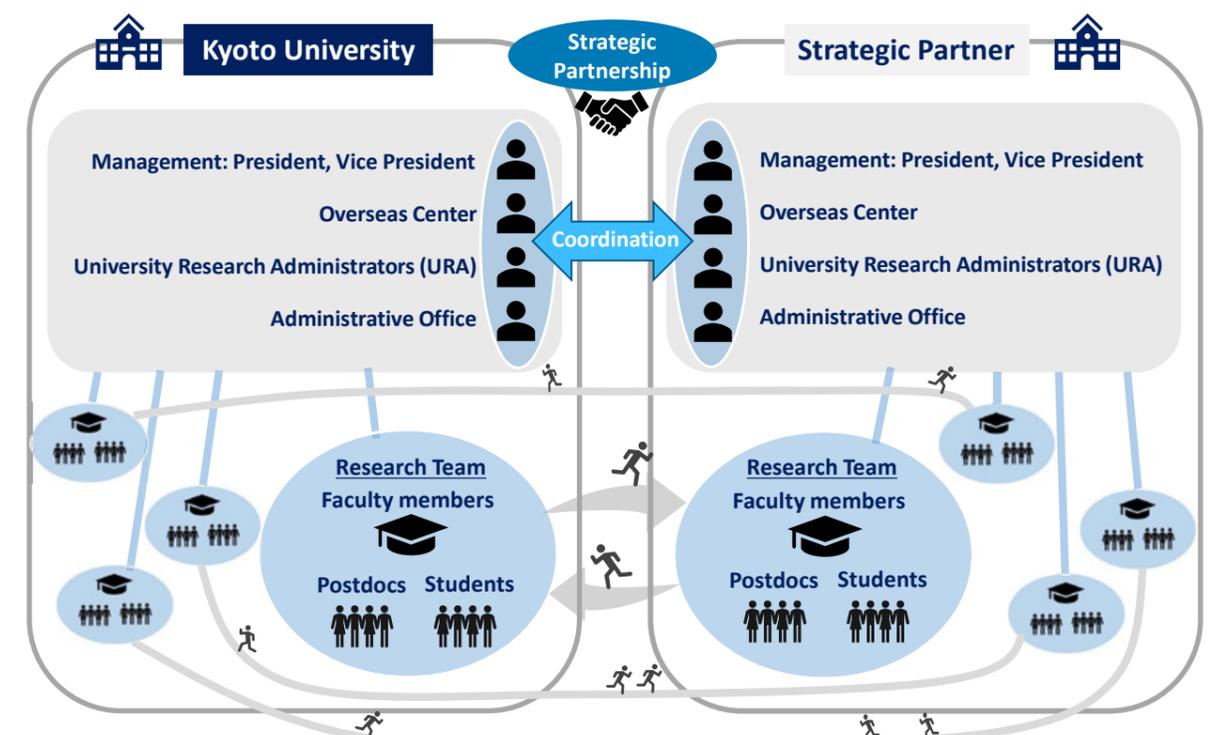
- Develop world-leading advanced research
- Promote sustainable and focused interdisciplinary collaboration
- Enhance international competitiveness

### Expected Outcomes

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

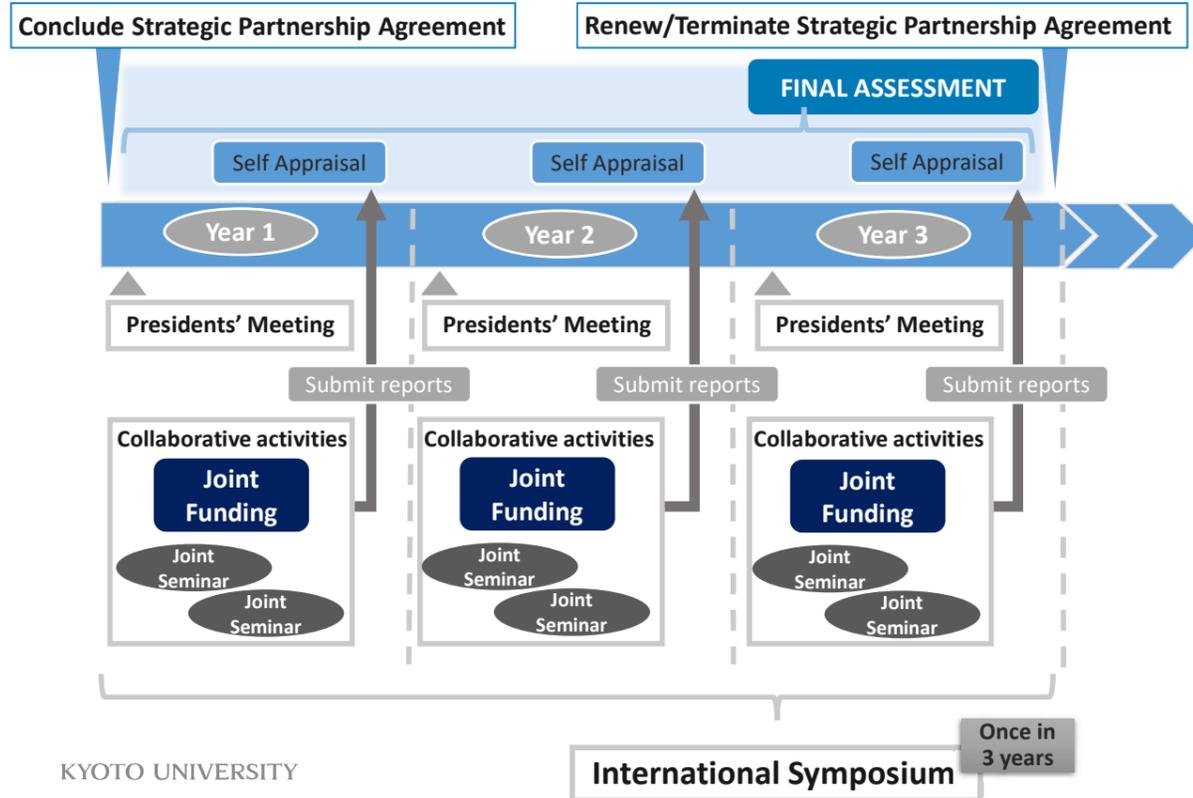
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## Operational Structure



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# 3-year Cycle of Strategic Partnerships



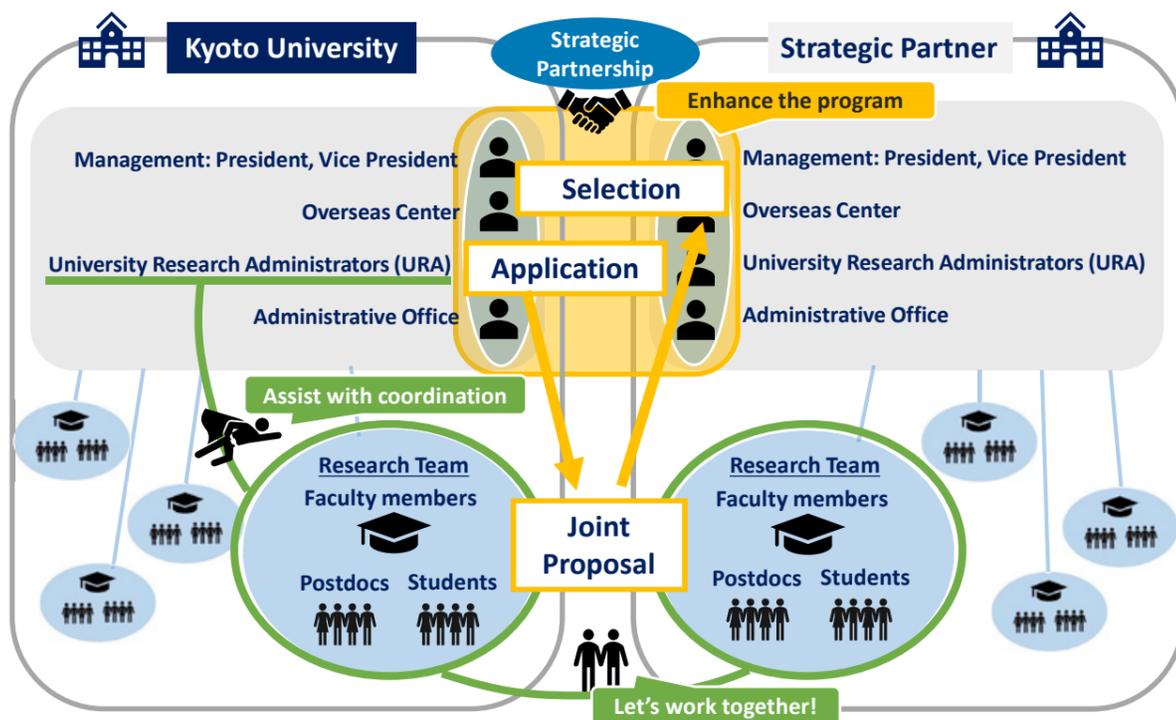
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# Example of Joint Funding Programs (with Universität Hamburg, funding awarded in FY 2021)

Project Title	Main Research Area	Graduate School/Institute KU	Institute/Department UHH
Joining Forces in Modelling and Assessment of Coastal Hazard Intensification Due to Climate Change	Computational and experimental fluid mechanics, Hydrodynamics, Physical Oceanography	Disaster Prevention Research Institute (Graduate School of Engineering / Department of Civil and Earth Resources Engineering)	-Department of Mathematics -Center for Earth System Research and Sustainability -Cluster of Excellence 'Climate, Climatic Change, and Society'
Cellular mechanisms of learning and memory	Neuroscience	Graduate School of Medicine, Department of Pharmacology	Institute for Synaptic Physiology, Zentrum für Molekulare Neurobiologie Hamburg (ZMNH), UKE, Universität Hamburg
The quantum nature of magnetic skyrmions	Physics, theoretical physics, magnetism, quantum technologies	Graduate School of Science/ Department of Physics/ Condensed Matter Theory Group	MIN/Fachbereich Physik/I. Institute for Theoretical Physics and The Hamburg Centre for Ultrafast Imaging UHH
Elucidation of clinicopathological and molecular features of "tuft cell-like" breast cancer	Pathology	Department of Diagnostic Pathology, Kyoto University Hospital	Institute of Pathology, University Medical Center Hamburg-Eppendorf
Sarvartuvarnamam, the description of the seasons, in the eighth canto of the Kapphiñābhyudaya, and in its commentaries	Indology	Graduate School of Letters	Abteilung für Kultur und Geschichte Indiens und Tibets
Tissue aerosolization using picosecond infrared laser (PIRL) towards its application to clinical usage and food hygiene	Clinical Biochemistry, Proteomics, Biomedical Mass spectrometry	Department of Urology, Graduate School of Medicine	University Medical Center Hamburg-Eppendorf (UKE)

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# Joint Funding Program



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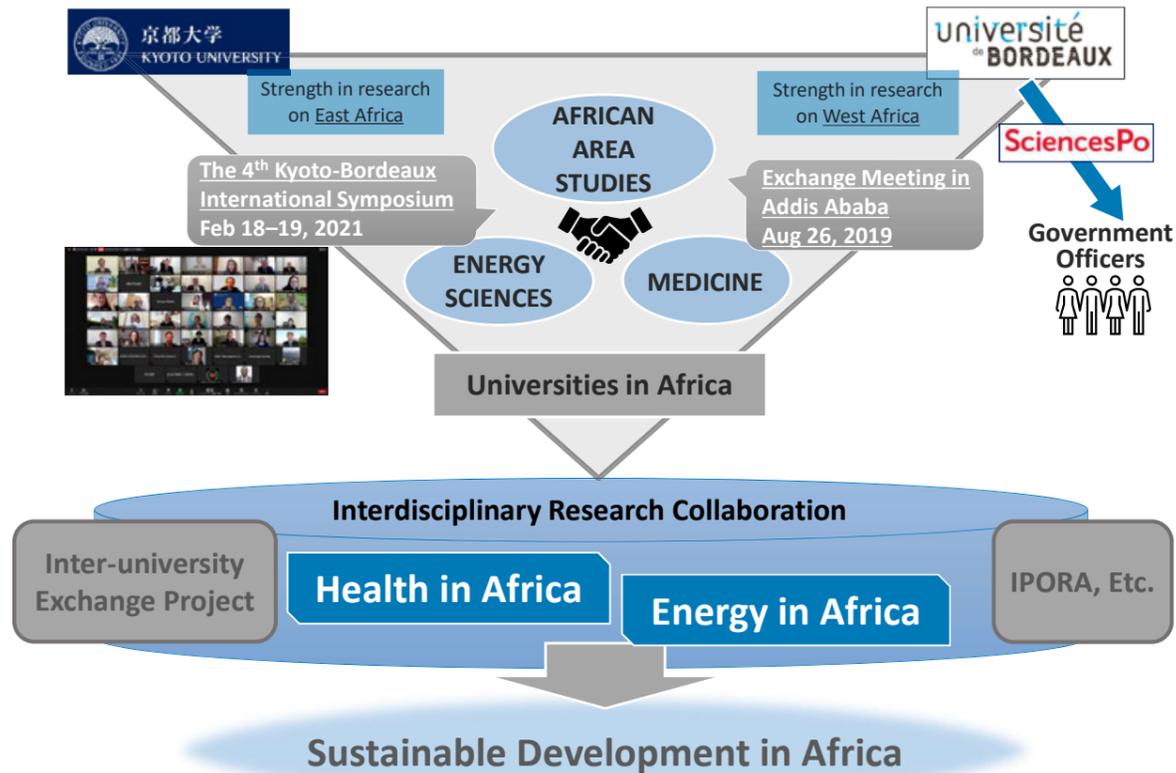
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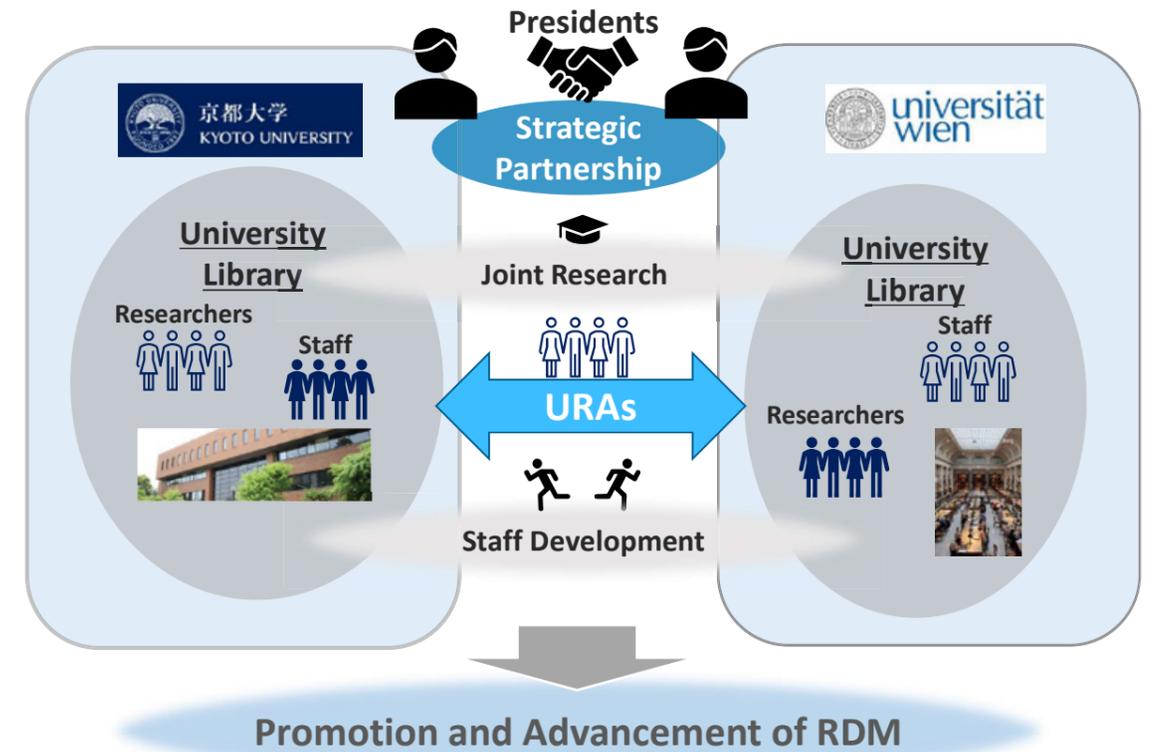
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## Trilateral Collaboration for Development in Africa



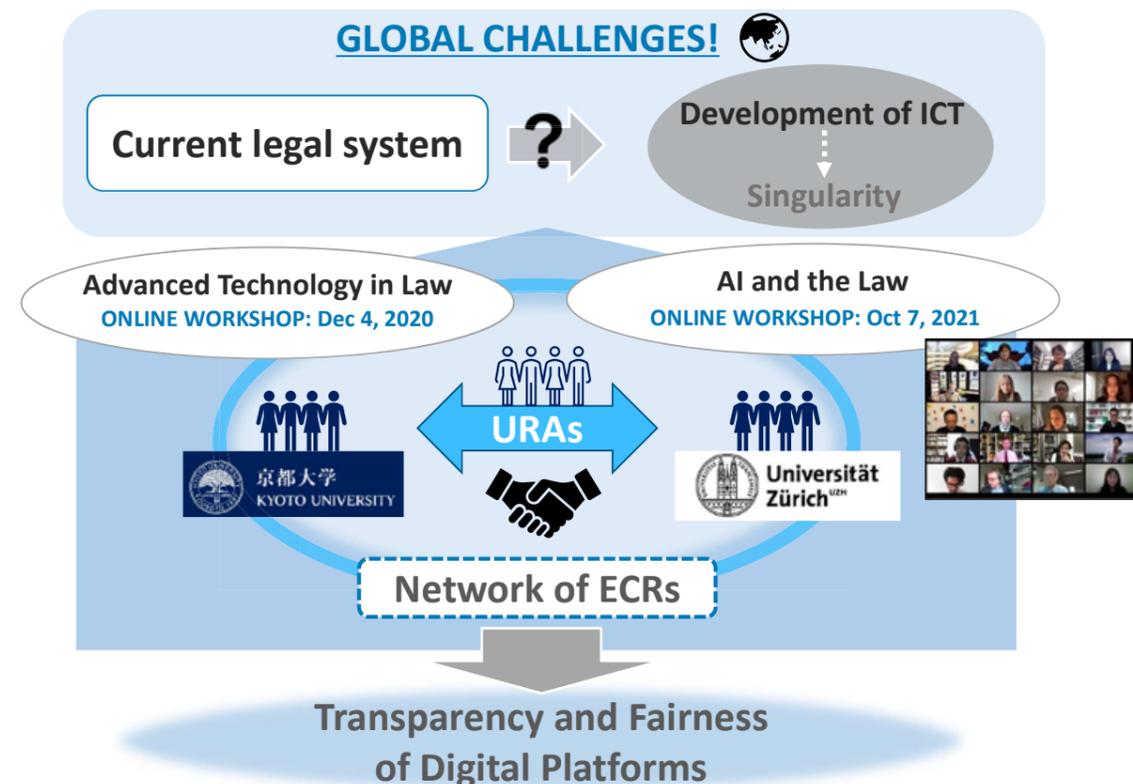
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## Linking Libraries for Research Data Management (RDM)



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## Governance Innovation toward "Society 5.0"



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## Education Collaboration: toward multi-layered and sustainable relationship

### 1. Short-term Program

Activities	Expected Outcomes
<ul style="list-style-type: none"> <li>Fee waiver slots on both sides</li> <li>Short-term programs in existing research exchange fields</li> </ul>	<ul style="list-style-type: none"> <li>Motivated to enroll in medium- to long-term programs</li> <li>Help foster the next generation of researchers</li> </ul>

### 2. Student Exchange Program

Activities	Expected Outcomes
<ul style="list-style-type: none"> <li>Tuition fee waiver based SEA</li> <li>More motivated to enroll in more substantial exchange programs</li> </ul>	<ul style="list-style-type: none"> <li>Increased student exchange</li> <li>Increase in the number of exchange student slots</li> </ul>

### 3. Double Degree Program

Activities	Expected Outcomes
<ul style="list-style-type: none"> <li>Deepen researcher/faculty exchange, build trust, and establish joint degrees</li> <li>Opportunities for students to deepen their research in their areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>Fostering the next generation of researchers</li> <li>Contributes to sustainable research exchange</li> </ul>

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## 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.

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KYOTO UNIVERSITY Strategic Partnerships <https://www.oc.kyoto-u.ac.jp/agreement/sp/>



## Co-creation with Global Knowledge Partners on societal challenges – A case of Osaka University

Strategic Partnership Symposium  
– Strategic Partnerships to Strengthen International  
Competitiveness under the Corona Pandemic –  
Tuesday, March 15, 2022  
(Virtual Meeting)

Saori Obayashi  
Center for Global Initiatives  
Osaka University

## 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

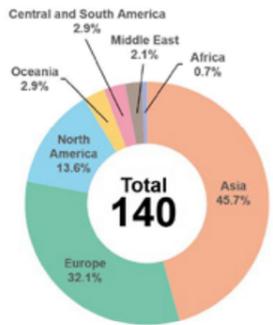
- "Strategic partnership" – A World Trend?
- Preparation for Partnerships
- Governance and Organization
- Roadmap for Fostering a Partnership

#### 3. Recent Collaborations

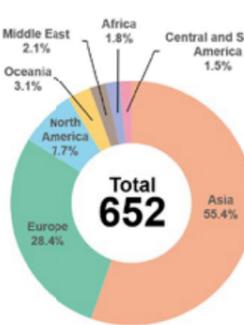
#### 4. Summary

# 0. International Exchange at Osaka University in Brief

**Inter-University Academic Exchange Agreements**  
(as of Jun 1, 2021)



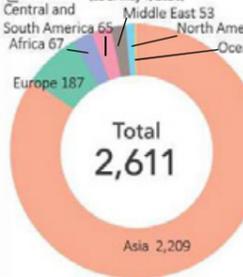
**Inter-Faculty Academic Exchange Agreements**  
(as of Jun 1, 2021)



**International Researchers (Inbound)**  
(April 1, 2019 - March 31, 2020)



**International Students (Inbound)**  
(as of May 1, 2020)



**Students Studying Abroad (Outbound)**  
(April 1, 2019 - March 31, 2020)



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

## Common Objectives

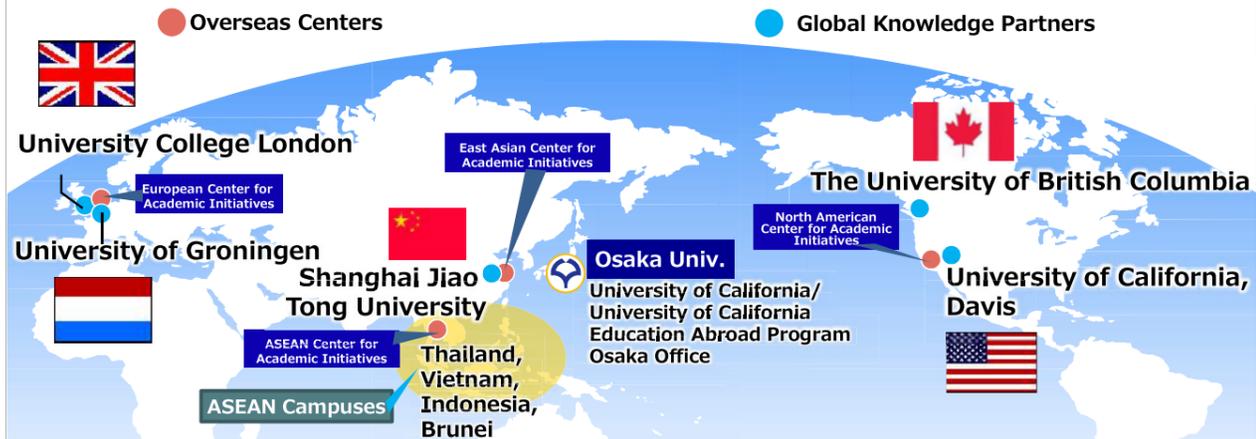


# 1. Overview of the Strategic Partnership Initiatives

## 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



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

## 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:

[1] Engel, L., Sandström, A. M., van der Aa, R., and Glass, A. (2015). *The EAIE Barometer: Internationalisation in Europe*. The European Association for International Education.

[2] Banks, C. and Kunder, M. (2016). Current Trends in Strategic International Partnerships. In Banks, C., Siebe-Herbig, B. and Norton, K. (Eds.). *Global Perspective on Strategic International Partnerships: A Guide to Building Sustainable Linkages*. Institute of International Education.

## 2. Establishment of Strategic Partnerships (Cont.)

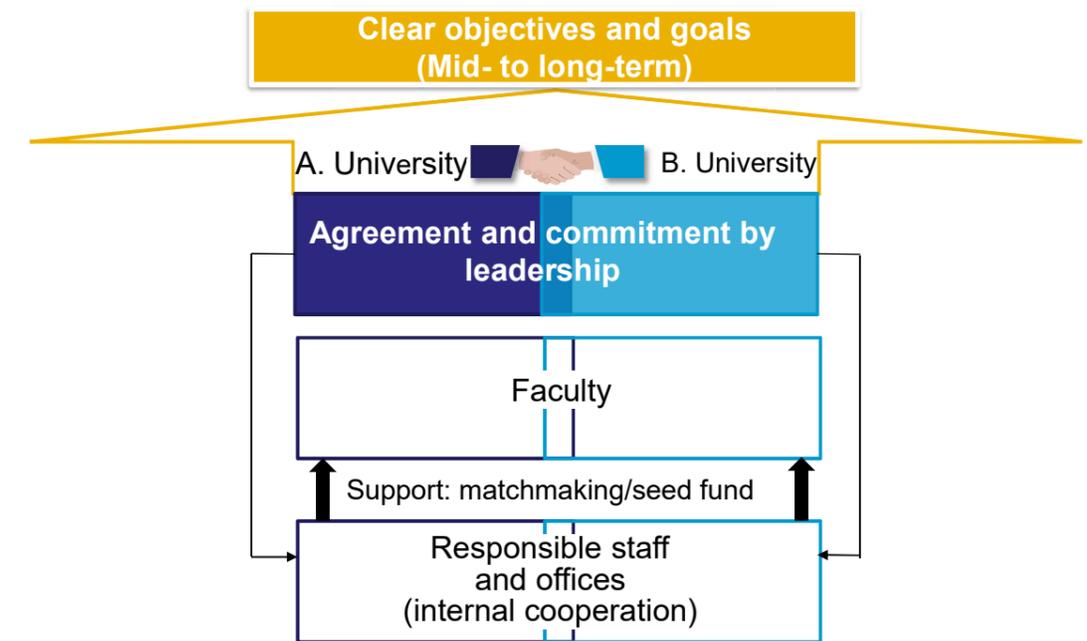
### Preparation for Partnerships (2016 –)

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**

## 2. Establishment of Strategic Partnerships (Cont.)

### Governance and Organisation



## 2. Establishment of Strategic Partnerships (Cont.)

### Roadmap for Fostering a Partnership



### 3. Recent Collaborations

Joint symposium with UC Davis and Kirin Holdings

OU Partner Summit (April 2021)

Student Voices at OU Partner Summit (April 2021)

MOU with UBC (October 2019)

The 1st UCL-OU Joint Symposium on Immunology (June 2019)

The 23rd OU-SJTU Academic Exchange Seminar (November 2021)

Data Science workshop with University of Groningen (March 2019)

40	8	441	63
Research projects	Joint laboratories	Admitted/dispatched researchers	Co-authored papers

(from FY2017 to FY2020)

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### Live Locally, Grow Globally

Thank you for your attention

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### 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:  
 Sandström, A. M. and Weimer, L. (2016). *The EAIE Barometer: International Strategic Partnerships*. The European Association for International Education.  
 Martin, B. Obayashi, S. and Sullivan, E. (2017). "Globalization Trends and Corresponding Strategies - Creating value through international partnerships-." The Asia Pacific Association for International Education 2017. Kaohsiung, Taiwan.  
 Mochizuki, M. and Obayashi, S. (2017). Kenkyū ni okeru senryakuteki partnership management to seisaku tonon kankei: ōshū no jirei to kōsatsu. *Proceedings of the 32nd Japan Society for Research Policy and Innovation Management*, 727-730.

## 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



MEXT (2012)  
"Re-Inventing Japan Project" Type I



Ranked "A"  
(2014)

- 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

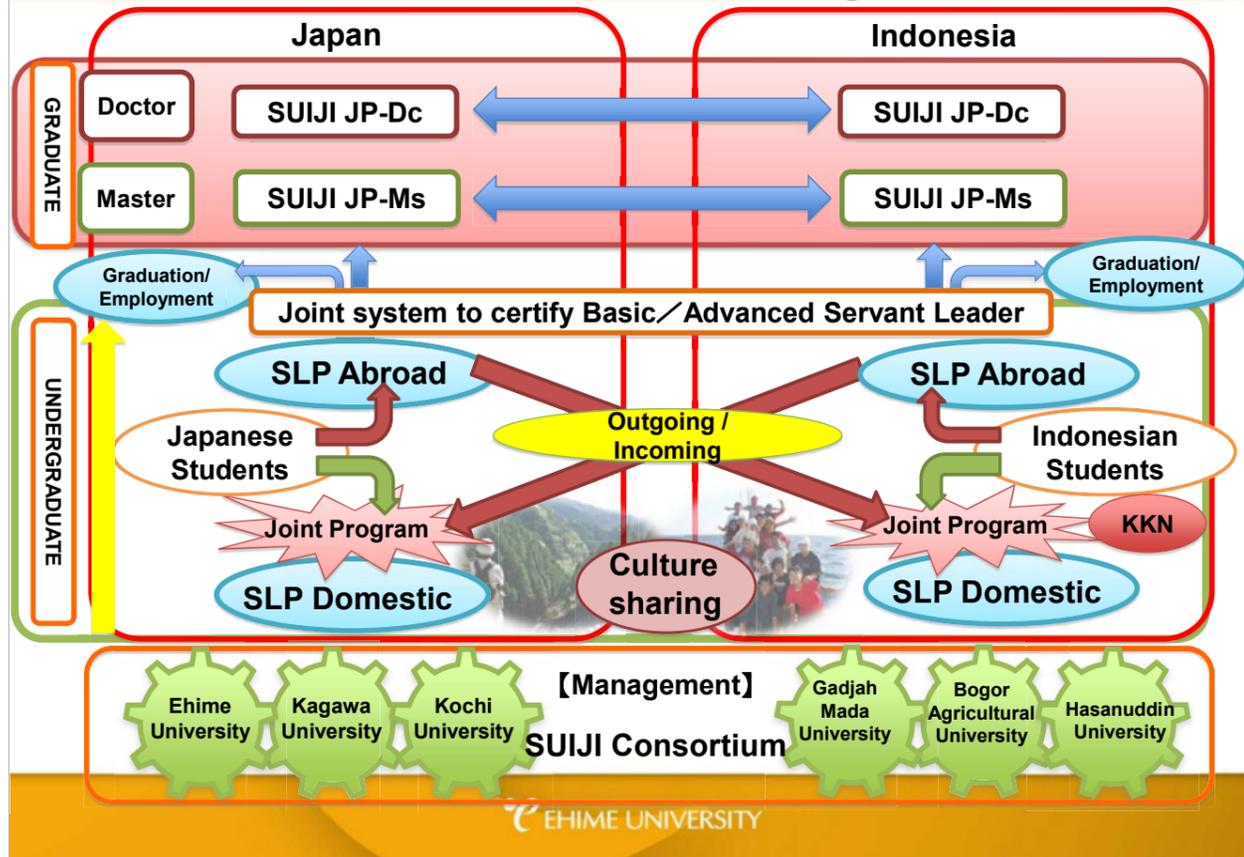
Program Title  
**Six-University Coordinative Service Learning Program at the Rural Communities in Japan and Indonesia**

### Aim

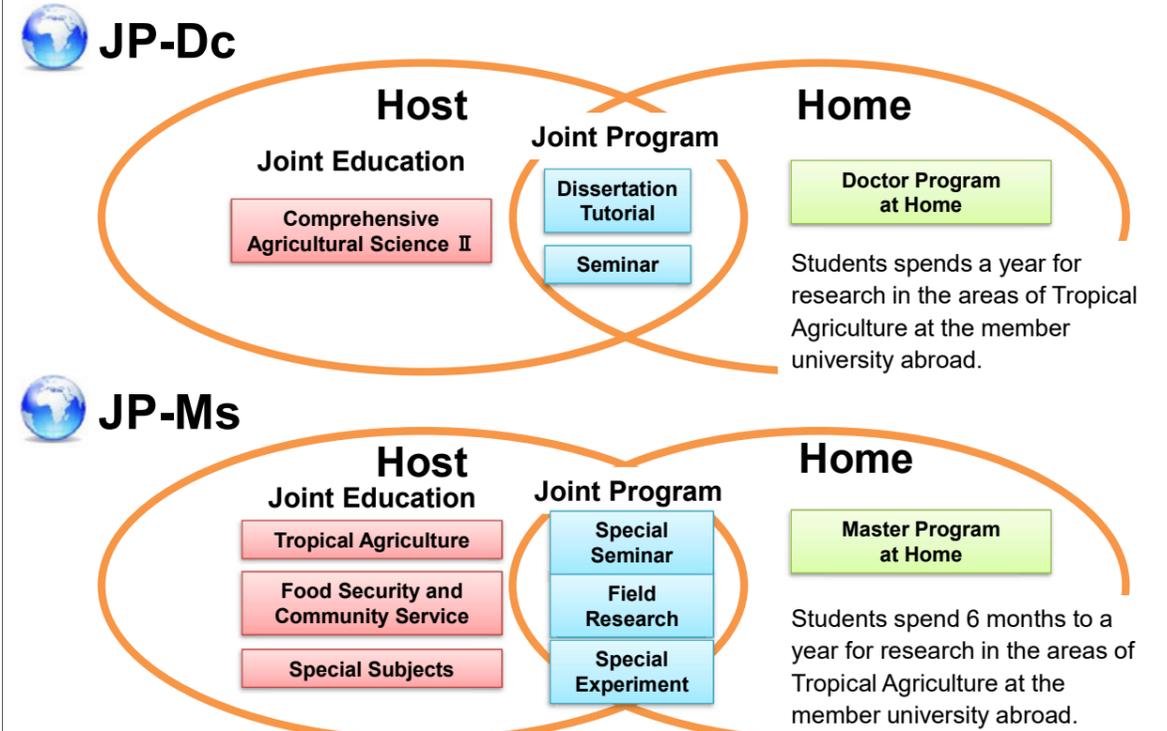
Training **'Servant Leaders' with glocal mindset, who will contribute to the sustainability for our future society mainly by supporting rural communities which play an important role in primary industries.**



# Outline of SUIJI Programs



# Master's/Doctoral SUIJI-JP



# Number of participants of SUIJI Program

SLP		2012	2013	2014	2015	2016	2017	2018	2019	Total
Acceptance	Plan	19	28	37	40	43	39	28	28	167
	Actual	14	33	39	40	39	38	45	40	288
Dispatch	Plan	25	45	59	67	80	40	28	28	372
	Actual	0	58	48	58	61	51	36	39	351

JP-Master		2012	2013	2014	2015	2016	2017	2018	2019	Total
Acceptance	Plan	9	9	12	12	14	9	6	9	80
	Actual	5	6	12	12	14	9	8	10	76
Dispatch	Plan	6	6	7	10	14	3	2	3	51
	Actual	2	8	5	3	3	1	0	1	23

JP-Doctor: Began in 2016		2012	2013	2014	2015	2016	2017	2018	2019	Total
Acceptance	Plan			6	9	12	3	3	3	36
	Actual					3	1	1	1	6
Dispatch	Plan			3	3	3	1	1	1	12
	Actual					0	0	0	0	0

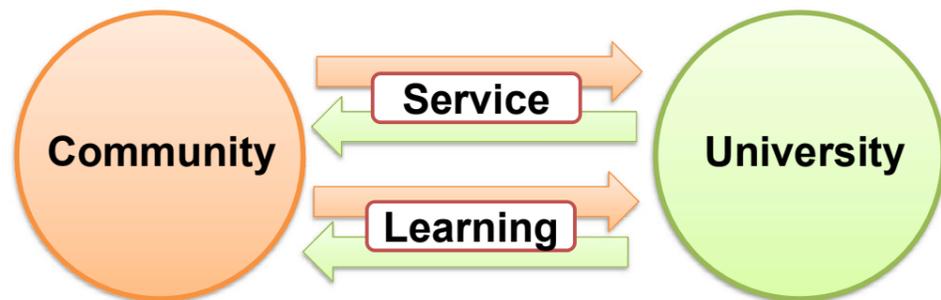
Re-Inventing Japan Project      Self funded + JASSO

# Indonesian SUIJI-JP students in Japan





## SUIJI Service-Learning Program (SUIJI-SLP)



KKN (Community Service Program) in Indonesia

### Glocal-minded Servant Leaders are growing...

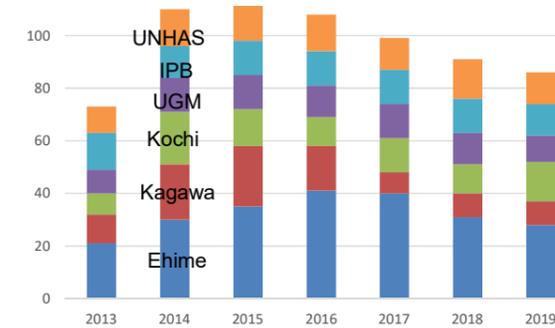
- ✓ Aggressive attitude to communicate with each other to find a solution
- ✓ Strong motivation to learn and to achieve their research to improve their knowledge and skills.

### Advantage shared between the university and the community

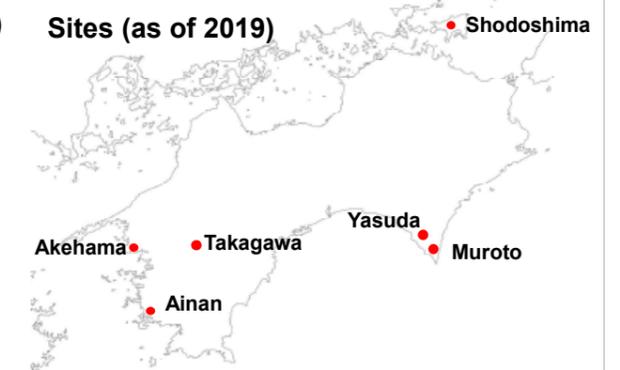
- ✓ The mindset of the student/people shifted to outward oriented
- ✓ Encourage the people to challenge the problem by respecting diverse human values

## SUIJI-SLP : Participants and sites

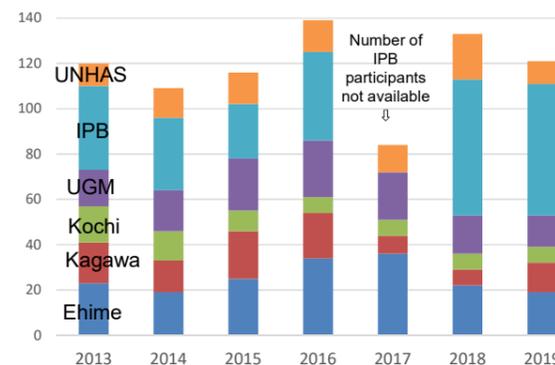
### SUIJI-SLP Domestic (3 weeks in summer)



### Sites (as of 2019)



### SUIJI-SLP Abroad (3 weeks in spring)



### 10-20 students & 1 teaching staff / site



## Number of participants of SUIJI Program

SLP		2012	2013	2014	2015	2016	2017	2018	2019	Total
Acceptance	Plan	19	28	37	40	43	39	28	28	167
	Actual	14	33	39	40	39	38	45	40	288
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	Actual					0	0	0	0	0

Re-Inventing Japan Project

Self funded + JASSO

## Curriculum of SUIJI-SLP (@Ehime University)

General Education (Supplemental Section)

2 credits	SDGs - Introduction to Glocal Futurability
4 credits	Basic Service-Learning Domestic
4 credits	Basic Service-Learning Abroad
4 credits	Advanced Service-Learning Domestic
4 credits	Advanced Service-Learning Abroad

Certification by SUIJI Consortium



EHIME UNIVERSITY

## Five capabilities of SUIJI Servant Leader

### 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.

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## Five capabilities of SUIJI Servant Leader

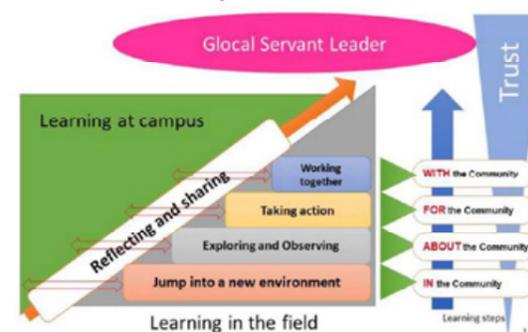
### A. Jumping into a new environment

- A-1: Can initiate and form relationships with people.
- 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.

### SUIJI-SLP 5 capabilities



## “Local x Local = Global”

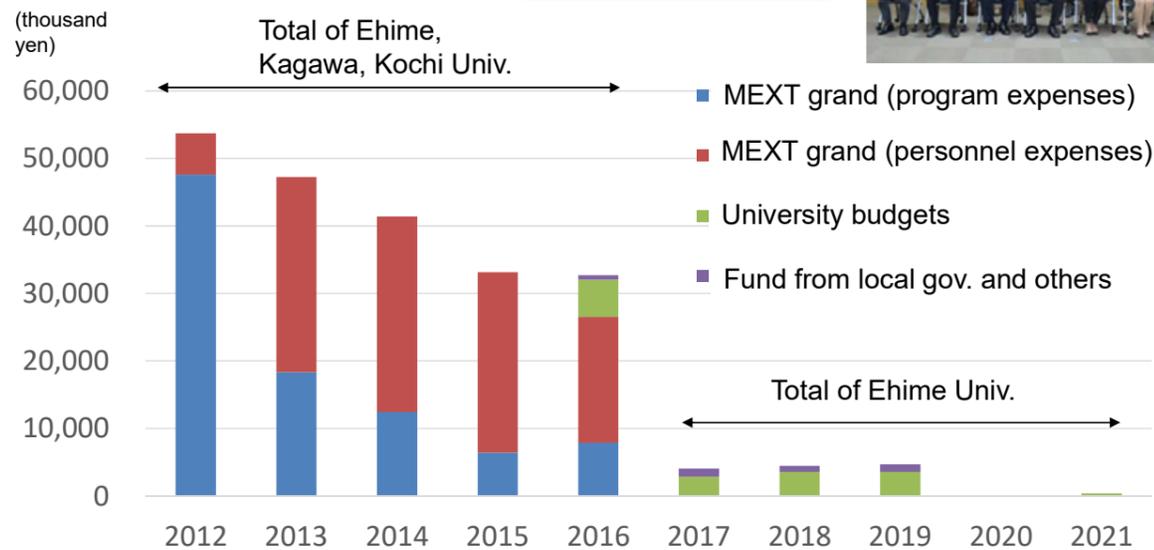


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# 10 years of SUIJI programs

## 【Program Budget】



# Strategic Partnership in Collaborative International Education

## [Institutional aspect]

- Strength and challenges of "consortium"
- Quality Assurance in Education
- Risk Management

## [Contents]

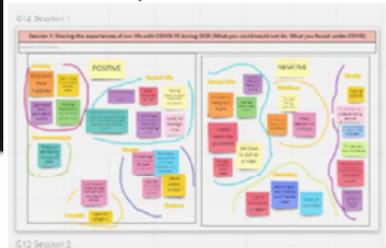
- International Understanding during the program and even after the program ends SUIJI "Alumini".
- Breaking down inward-looking orientation
- "Glocal (Local x Local = Global)" perspective and partnership

# Online Exchange in the age with COVID-19

## [SUIJI X Change 2021] Exploring our sustainable futures in the age with COVID-19

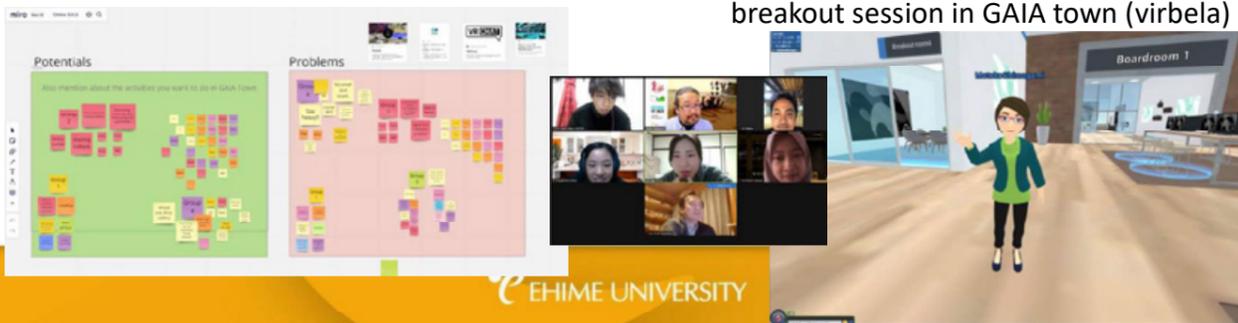


Zoom, breakout session, online whiteboard, Youtube, etc.



## [SUIJI Online Event 2022] Beyond Borders: Revolution in international Xchange ---How far can we communicate online?---

breakout session in GAIA town (virbela)



# Towards sustainable futures!



# Strategic Partnerships and Overseas Offices

Masahiko Gemma  
Vice President for International Affairs  
Waseda University  
March 15, 2022

## 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 @ Waseda University* Strategic partnership agreement signed**
  - Mainly aiming to enhance researchers/staff mobility
  - Exchange of office spaces for visiting faculty members

## 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

### ➤ 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

## 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

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

## Case 2: Université libre de Bruxelles

### ➤ Major Activities

#### 1. Double degree programs

- Cotutelle program
  - 2016: Graduate School of Asia-Pacific Studies (Implemented as part of GEM-STONES 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

## Conclusion

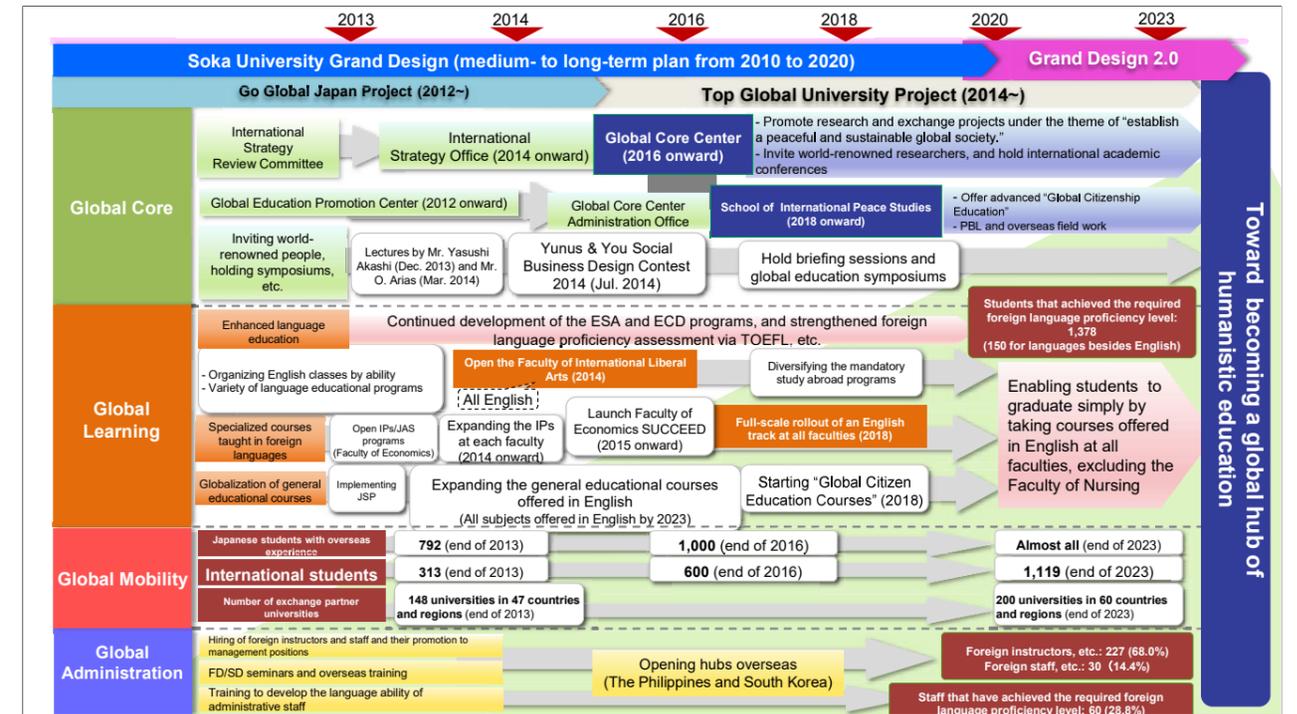
- Strategic partnerships allow us to deepen relations with key partners and explore new opportunities for future collaboration.
- Overseas offices are useful for holding academic or networking events and collecting first-hand information. Having overseas office at strategic partner allows us to deepen 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"

### Soka University Grand Design 2021-2030

Vision for Soka University

"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 Internationality: 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-iBT speaking training
  - Used by students more than 30,000 times every year
- **University Award System:**
  - Awards are presented at the entrance ceremony, graduation ceremony, university festival (Presentation of commemorative items)
  - Schlimann Award (Equivalent to TOEFL-iBT 80) / Da Vinci Award (Equivalent to TOEFL-iBT 100)

### Programs for Promoting International Sensibilities

- **General Education Course: "International understanding for study abroad" (2 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 (ESA)" "English for Career Development (ECD)" (4 credits for each)**
  - Acquire English proficiency required for study abroad (ESA)
  - Cultivate business skills that are internationally accepted (ECD)
- **Career support**
  - General Education Course: "World Business Forum" (2 credits)
  - Provide education to be able to work in global companies

### English Curriculum

- **Global Citizenship Program (Cross-faculty Honors Program: GCP)**
  - International faculty provides English education and problem solving training to about 30 students (from each grade) selected from all faculties
- **English Track (English Medium Programs)**
  - Faculty of International Liberal Arts (Started in Academic Year 2014)
  - Faculty of Economics (Started in Academic Year 2016)
  - International Program (IP) (Learning specialized subjects in English) was selected as 2007 GP of Ministry of Education, Culture, Sports, Science and Technology.
  - Developed new English Track in the Faculty of Law, Economics, & Literature (Started in Academic Year 2018)
  - Graduate Schools
  - In addition to TESOL, Science and Engineering, the following graduate courses were established
    - International Business Studies Program (Started in Academic Year 2016)
    - School of International Peace Studies (Started in Academic Year 2018)

### Arrange Study Abroad Environment and Provide Study Abroad Experiences

- Overseas trainings linked to faculty curriculum
- Various international exchange programs (overseas internships, volunteer programs, opportunity to learn multiple languages)
- Scholarship for exchange students, subsidies for language tests

## 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 Symposiums held once in two years.



Friendship day and the opening of University of the East – Soka University International Program Office (2018)



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## 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

Discover your potential

SOKA University



MOU signing and conferral of an Honorary Doctorate degree on Dr. Lucio C. Tan at Soka University in 2017



UE-SU Friendship Clock inaugurated on September 28, 2021



Language Education Program at UE



UE Delegation visiting Soka University



Soka University delegation visiting UE

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## 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.



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## 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.

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## 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



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## 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.

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SOKA University

