HU Vision/Strategy of Internationalization
for Students’ Career Development with a Personal View

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1. Outline of Internationalization

During the 24 years since internationalization on campus was recognized as being essential for the future of Hokkaido University, the number of international students enrolled has increased. Hokkaido University is resolved to enlarge the number of international students on campus to 2,000 within 5 to 6 years, and that figure means more than 10 percent of all students will be international students.

To make this a reality, the university is planning to provide course programs in English for both Japanese and international students, not only at the graduate level but also at the undergraduate level. At the same time, the university will enhance Japanese language and cultural programs, which are attractive for international students.

Hokkaido University has also increased student exchange agreements with international universities and colleges. It is possible for us to send nearly 400 domestic students abroad each year and to accept the same number of international students based on those agreements.

Recently, various new attempts have been introduced in the world’s leading universities, namely in Europe, to enhance international collaboration and students’ mobility, including credit transfer, double degree programs and the Erasmus Mundus program. Hokkaido University is preparing to join those programs and we will start our first two double degree programs this coming fall.

On the other hand, we already offer diverse international programs on campus. HUSTEP, a year-long program for Japanese culture and language study, is designed for international students and is delivered in English. The graduate schools, such as engineering and agriculture for instance, provide international courses in English and they have accepted many international students. However, the number of Japanese students who go abroad is somewhat smaller than that of the students accepted here and it is an urgent issue for us to increase that number for real internationalization.

2. What is the Educational Effect?

The Graduate School of Engineering has a career development center named CEED, the Center for Engineering Education Development. Among its various programs, the international internship program is one of the most successful programs. The center has carried out a questionnaire survey every year that asks the students to perform self evaluation before and after the internship.
In the case of international internships, the students are asked 13 questions to self-evaluate their abilities such as international understanding, decision making, planning, creativity, language proficiency and so on. Each student answers those questions using a 5-grade scale: very poor, poor, fair, good and excellent.

Based on this survey, most of the domestic students before the internship evaluated themselves as average or nothing special. However, after the internship, they evaluated themselves much better, answering the same questions. They are convinced of that they are more able, more aggressive and more positive than they thought they were before the internship. I believe this is a typical educational effect of the international experience.

3. What the students need

The engineering school carried out a different questionnaire survey of the students. The first question was about their interest in studying abroad. Would you like to study abroad?

Almost 50% of freshmen are interested in studying abroad. After proceeding to graduate school, the ratio goes up to about 60%. However, there is a problem. No positive change in their interest could be found during the 4 undergraduate years; in fact, it somewhat decreased. Since their interest never increased during their undergraduate days, this means that we have not provided them with appropriate programs to improve their attitudes towards internationalization.

As the next question, we asked them about their preferred purpose for going abroad. They need short-stay programs of less than 3 months to 1 year mainly for language proficiency. It can be said that they do not have a chance to improve their communication skills and do not have a successful experience communicating in a foreign language during the 4 years of undergraduate study.

4. What we have to provide with a personal view

We offer various chances for internationalization to the students, including ESL training, student exchange programs, internships and a TOEFL exam on campus, as well as graduate education in English, for example. We already have a rather big curriculum. But only offering such choices or providing programs is not sufficient for improvement. It is important to show them the big picture of internationalized people with a 4-year or 6-year long program including a masters course. I think consecutive and consistent instruction through their 4 to 6 years is necessary.

Therefore, I categorized different goals of internationalization into 5 models designated A to E as an example. Students can choose a suitable model from among them based on their own goals. Model A, for a student who graduates after a 4-year education with a Bachelor’s degree, is the standard level, in other words the minimum requirement for internationalization. Model C is planned for a student who wants to proceed to graduate school for a Master’s degree in engineering, and is thought of as the standard level for a 6-year education. Model E, on the other hand, is the highest level for a student who wants to be an internationalized researcher.

Corresponding to these models, instruction guidelines are proposed to show students the outline of the international education programs offered. The first vertical column in the instruction guideline stands for years from freshman to graduation with a master’s degree. The academic terms, including summer and winter breaks, follow the column with international programs like basic ESL, a short stay program, internship, credit transfer, etc. In this table, a circle indicates a required subject. Triangles stand for electives and solid triangles indicate recommended courses.

According to this table, each student can understand what he has to do or what is recommended as well as the favorable timing during school days. In addition, it becomes possible for academic advisors to give appropriate instruction to their students in a timely manner.

5. Conclusion

Internationalization is obviously inevitable and the university has been preparing for it because international experience has an excellent impact on the students’ education. Actually, we already have diverse international programs. However, I do not think they work sufficiently well because of the lack of schematic instruction. What we have to do is to explain the importance of internationalization to the students and provide them with a roadmap.
towards internationalization. After integrating those programs systematically, the academic advisor should give consistent instructions in a timely manner based on the long-term plan.
They’d like to Study Abroad?
Grad. School of Engineering

Undergraduate: 48%
Graduate: 57%

Preferable Purpose of Stay
Grad. School of Engineering

Undergraduate

C1  Language  < 3 months
C2  Language  < 1 year
C3  Exchange

Graduate

C4  MC or DC
C5  IS at Industries
C6  IS at Universities

What we have to do?

Freshman
Sophomore
Junior
Senior
Master 1
Master 2
Doctor

Double Degree
ESL training
Credit Transfer
Internship
Student Exchange
Education in English
Models for Students (Proposal)

<table>
<thead>
<tr>
<th>Model</th>
<th>Years</th>
<th>Degree</th>
<th>Objectives and Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>B</td>
<td>Standard B. Level</td>
</tr>
<tr>
<td>B</td>
<td>4 +</td>
<td>B</td>
<td>Advanced B. Level, Possible for MC</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>M</td>
<td>Standard M. Level</td>
</tr>
<tr>
<td>D</td>
<td>6 +</td>
<td>M</td>
<td>Advanced M. Level, Possible for DC</td>
</tr>
<tr>
<td>E</td>
<td>&gt; 6</td>
<td>D</td>
<td>Internationalized Level</td>
</tr>
</tbody>
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Structural Mechanics & System Laboratory
Wrapping up

- Internationalization on Campus
- Excellent educational impact of international experience
- Various international programs
  - What is missing
  - What is necessary
- Outline of international Education and appropriate Long-term Instruction