

NUPACE¹: When the Bubble Bursts

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Nagoya University Program for Academic Exchange (NUPACE)

A. Introduction

As regards the Nagoya University Programme for Academic Exchange (NUPACE), the years 2007 and 2008 can best be described as ones of disconcerting discoveries. Issues, some seemingly intractable, are revealing themselves in core components of the programme, not least in a decreased scholarship allocation from the government, in student choice vis-à-vis the academic curriculum on offer, in housing, and in the restructuring of personnel. At the same time, another uncomfortable truth sits heavily: NUPACE, in its attempt to rationalise programme administration, has become increasingly self-sufficient and, thus, isolated from the Schools that comprise the mainstream of Nagoya University. Ironically, despite an enviable reputation on the nation-wide and international stage, the waning impact made by this programme at the university-wide level is increasingly discernible and disturbing.

This report is divided into three parts. *Section B* deals with scholarship, in particular JASSO², policy developments/statistics for the fiscal year 2008~2009, and incorporates Nagoya University's short-term scholarship standing; *Section C* briefly outlines developments in NUPACE student composition and the academic programme over the last academic year, and

Section D attempts to analyse some of the problems raised above.

B. Short-term Student Exchange Scholarships: Shifting the paradigm from 'international contribution' to 'national strategy'

The academic years 2007 and 2008 have witnessed two noticeable developments with regard to short-term student exchange scholarships. First, in 2007, the establishment of the JENESYS Programme (Japan – East Asia Network of Exchange for Students and Youths), which importantly is under Ministry of Foreign Affairs <MOFA> (and not Ministry of Education <MEXT>) jurisdiction, was announced. JENESYS, the result of the East Asia Summit of January 2007, comprises a five-year project, worth approximately ¥35 billion, that aims to bring 6,000 students and youths to Japan per annum from Asia. Short-term student exchange scholarships constitute part of the package, with recipients benefiting from the same provisions as those offered by the Short-term Student Exchange Promotion Program (Inbound) scholarship. Administration of the programme has been entrusted to JASSO, and Nagoya University, which received one scholarship allocation in 2007, has applied for a further 15 for 2008. Thus far, recipients are being restricted to applicants from partner institutions in Korea (ROK).

¹ NUPACE is the acronym for the *Nagoya University Program for Academic Exchange*, Nagoya University's short-term student exchange programme for incoming students established in February 1996. Students enrolled in degree programmes at institutions with which Nagoya University has concluded academic exchange agreements are eligible to apply for the programme. Courses that constitute the NUPACE programme are principally taught in English; Japanese language proficiency is not a prerequisite, although students proficient in Japanese may enrol in regular university courses.

² JASSO (Japan Student Services Organisation <日本学生支援機構>) is a public corporation with a strong affiliation to the Ministry of Education (MEXT). The organisation administers, although no longer determines policy as pertains to short-term student exchange scholarships.

The importance of JENESYS lies not in the number of scholarships on offer, but in the fact that there are a growing number of government stakeholders in international student mobility and education. JASSO, without a doubt, and also MEXT, have lost their monopoly on short-term foreign student exchange policy. Such policy is now being viewed as having diplomatic and economic value, and MOFA as well as the Ministry of Economy, Trade and Industry <METI> are in on the act. Indeed, a flurry of Cabinet level initiatives in 2007³, all of which included significant provisions pertaining to increased foreign student admission, support the conclusion that targeting foreign students comprises a national strategy.

In line with the above trend, as of 2008, the *JASSO Short-term Student Exchange Promotion Program (Inbound)* has metamorphosed into the *Short-term Student Exchange Promotion Program (Inbound)*. This development consists of more than simple re-labelling; despite continued JASSO administration, it is now the Ministry of Education that pulls the policy strings. And indeed, as will be evident from the information below, a certain shift in scholarship allocation has already become discernible.

1. Short-term Student Exchange Promotion Program (Inbound) Scholarship Provisions and Categories: General Tendencies

Utilising graphs and tables, this section of the report aims to illustrate the major trends in the allocation of short-term student exchange scholarships and, by extension, go some way to elucidating the revised system itself.

Table 1 depicts short-term exchange scholarship

categories and provisions as allocated by the Ministry of Education <MEXT> (formerly JASSO, and prior to that, the AIEJ) since the establishment of the scholarship programme in 1995. As a consequence of ‘national policy’ implications of foreign student admission, as outlined above, the FY 2008 scholarship figure of 1,829, an increase of 6% over the previous year, came as no surprise. Neither did the enhanced budget allocation for short-term student exchange totalling ¥1.77 billion (up from ¥1.72 billion in FY 2007).

Since FY 2001 a variety of scholarship categories reflecting policy priorities have been incorporated into the framework of the Short-term Student Exchange Promotion Program (Inbound). Participating institutions would apply for and be allocated scholarships according to this set of classifications. In addition to ‘general’ (*ippan*) scholarships, a specified number of scholarships have customarily been reserved for 1) institutions having established programmes taught in English⁴, 2) UMAP member institutions⁵, 3) consortium member institutions, and 4) institutions incorporating internships into their programmes (refer to *Table 2, Pie Chart 1, and Graph 1*).

In FY 2006, JASSO scholarship classifications for consortiums and internship-oriented programmes were abolished, an indication that such projects had proven difficult to implement (internships), or had outlived their *raison d’être* (consortiums). However, as of 2008, with the transfer of short-term student exchange scholarship jurisdiction to MEXT, a scholarship category entitled ‘Other’ has been established, which gives priority allocation to short-term programmes with ‘special features’. Two examples of such ‘special features’ comprise 1) advanced programmes at

³ *Economic and Fiscal Reform 2007 (“Basic Policies”); Education Rebuilding Council, 2nd Report, 2007; Asian Gateway Initiative, 2007; Innovation 25, 2007.*

⁴ It was a Ministry of Education prod, urging the establishment at Japanese universities of programmes taught in English that initially resulted in the establishment of *Short-term Student Exchange Promotion Program (Inbound)* scholarships. The percentage of scholarships allocated to this particular category now comprises 29% of the total.

⁵ The acronym for *University Mobility in Asia and the Pacific*. UMAP aspires to promote student mobility in the region, an essential component of which comprises the transfer of credits between participating institutions (UCTS).

Table 1. AIEJ/JASSO/MEXT Short-term Student Exchange Promotion Program Scholarship Provisions for Incoming Students: April 1995–March 2009

Year	Scholarships	Category		Provisions		
1995~96	1,000	No Categorisation		1. ¥100,000 monthly stipend (6~12 months) 2. Economy class round-trip air ticket 3. ¥50,000 settling-in allowance		
1996~97	1,750	*P&F 1,100	*S-t 650	P&F 1, 2 & 3 as for 1995~1996	S-t 1. ¥80,000 monthly stipend, 2 & 3 as for 1995~1996	
1997~98	1,900	P&F 1,120	S-t 780			
1998~99	1,500	No Categorisation		1. ¥80,000 monthly stipend (6~12 months) 2. Economy class round-trip air ticket 3. ¥25,000 settling-in allowance		
1999~00	1,803			1, 2 & 3 as for 1998~1999		
2000~01	1,732	Short-term; Intensive Short-term; Bridging Scholar.		Short-term; 1, 2 & 3 as for 1998~1999	Intensive Short-term; ¥80,000 monthly stipend (3~5 months)	Bridging Scholar; ¥40,000 monthly stipend (3~12 months)
2001~02	1,761	General (<i>ippan</i>); English-language prog.; UMAP; Consortium; Internship.		1, 2 & 3 as for 1998~1999		
2002~03	1,618			1. ¥80,000 monthly stipend (3~12 months) 2 & 3 as for 1998~1999		
2003~04	1,950					
2004~05	2,000					
2005~06	1,800					
2006~07	1,600	General (<i>ippan</i>); English-language prog.; UMAP;		1. ¥80,000 monthly stipend (3~12 months) 2. ¥150,000 one-time 'study abroad preparation allowance'		
2007~08	1,723	General (<i>ippan</i>); English-language prog.; UMAP.		1. ¥80,000 monthly stipend (3~12 months) 2. ¥150,000 one-time 'study abroad preparation allowance'		
2008~09	1,829	General (<i>ippan</i>); English-language prog.; Credit transfer category; Other.		1. ¥80,000 monthly stipend (3~12 months) 2. ¥150,000 one-time 'study abroad preparation allowance'		

*P&F = Peace & Friendship Scholarship *S-t = Short-term Scholarship

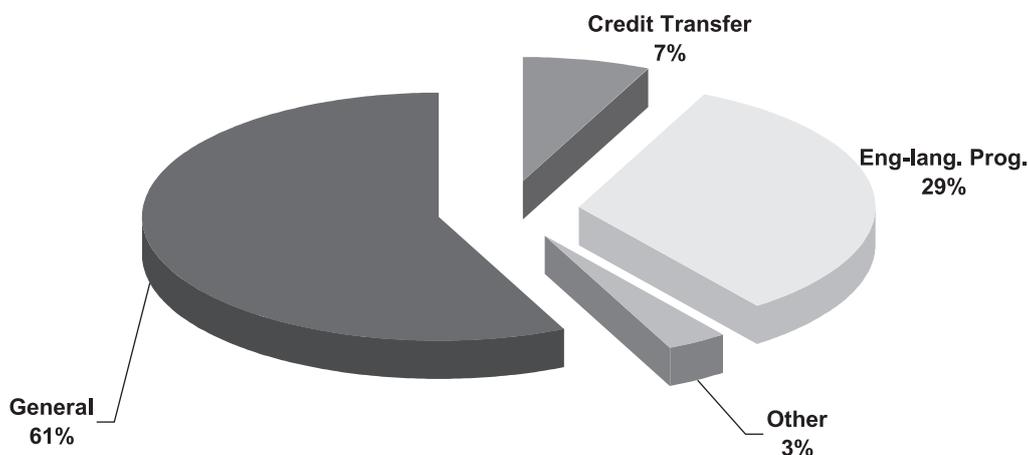
Table 2. Short-term Student Exchange Promotion Program (Inbound) Scholarship Classification – Overall Total (1): April 2008–March 2009

Total No. of Scholarships	Category:				Total No./Special Scholarships
	General	Eng-Language Programme	Credit Transfer ⁶	Other	
1,829	1,040 (1,157)	602 (503)	126 (63)	61 (0)	789 (566)

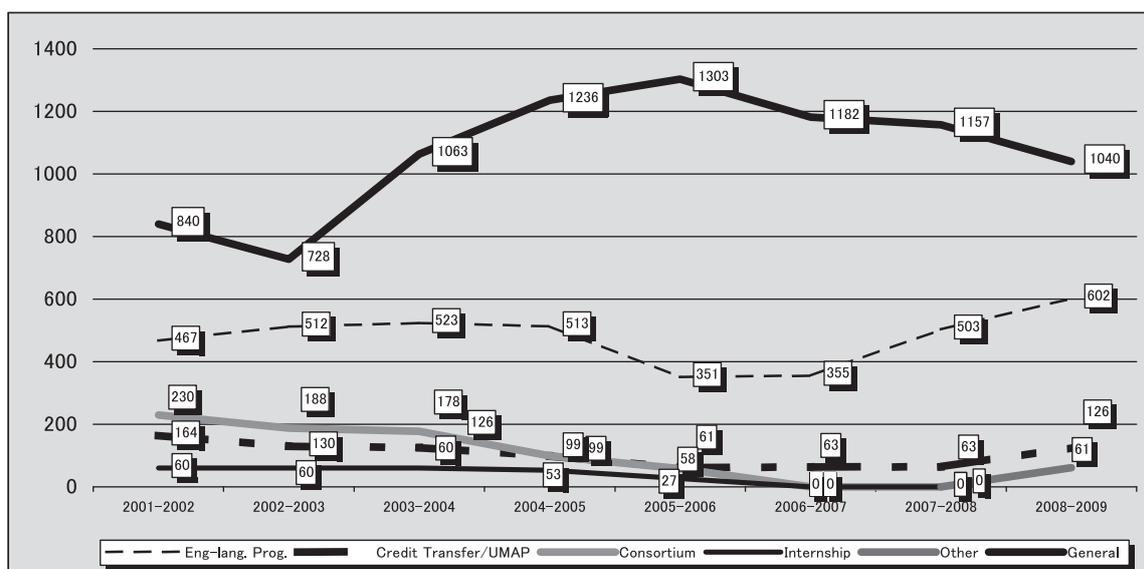
*() = Scholarship Allocations for 2007~2008

⁶ The 'credit transfer' scholarship category was formerly referred to as the UMAP category. It now not only encompasses UCTS (UMAP Credit Transfer Scheme) but also ECTS (European Credit Transfer Scheme). Scholarships can only be allocated to institutions where the utilisation of the above credit transfer schemes has been incorporated into student exchange agreements with partner institutions.

Pie Chart 1. Short-term Student Exchange Promotion Program (Inbound) Scholarship Classification – Overall Total (2). Scholarships According to Classification: April 2008–March 2009 (Total: 1,829 Scholarships)



Graph 1. Trends in Short-term Student Exchange Promotion Program (Inbound) Scholarship Allocation According to Scholarship Category. An Annual Comparison: April 2001–March 2009



the graduate level and 2) consortium exchanges; nevertheless, this category can be understood to be flexible and discretionary.

Graph 1 provides a comparison of the overall scholarship allocation according to classification since the FY 2001, when the categorisation of scholarships commenced. The figures are revealing in that they denote a fairly abrupt shift in MEXT policy towards

‘special category’ scholarships in line with the concept of targeting foreign students as part of a ‘national strategy’. Interestingly, these ‘special category’ scholarships have increased by 39% in the space of one year. In contrast, ‘general’ scholarships, which as the name suggests, are not project-oriented, and awardable to any exchange student from a partner institution, have witnessed a 10% decline.

Table 3. Scholarship Allocation – Top Recipient National University Corporations: April 2008–March 2009

Rank & Institution in 2008-2009*		Short-term Student Exchange Scholarships Awarded in 2008-2009*	No. of Exchange Students Admitted from Partner Institutions 2007-2008
1 (4)	Osaka U. (merged with Osaka U. of Foreign Studies)	72 (28+21) <↑47%>	163 (110+53)
2 (2)	Tsukuba U.	57 (41) <↑39%>	102
3 (5)	Tohoku U.	39 (26) <↑50%>	107
4 (6)	Kyushu University	37 (23) <↑61%>	68
5 (1)	Nagoya U.	36 (42) <↓14%>	91
6 (-)	Hiroshima U.	32 (18) <↑78%>	51
7 (3)	Tokyo U. of Foreign Studies	25 (31) <↓19%>	89
8 (6)	Yokohama National U.	24 (23) <↑4%>	70
8 (9)	Tokyo Inst. of Technology	24 (22) <↑9%>	73
8 (-)	University of Electro-Communications	24 (14) <↑71%>	27
8 (-)	Okayama U.	24 (14) <↑71%>	28
12 (9)	Tokyo Gakugei U.	21 (23) <↓9%>	100
13 (6)	Saga University	20 (23) <↓13%>	53
14 (12)	Hokkaido U.	20 (20)	60

*() = Rankings/Figures for 2007~2008

Table 3 presents the premiere division of Japanese universities in the Short-term Student Exchange Promotion Program (Inbound) scholarship league, i.e., those universities receiving twenty or more scholarships, where statistics have been provided. Please note that this year's figures only cover national university corporations, and that information for private universities is not currently available. Had the figures for such universities been forthcoming, Waseda University and Kansai Gaidai University would undoubtedly have been ranked in the top echelons of the table. Somewhat depressing, and readily deducible from the table is that in FY 2008, Nagoya University was knocked off its pedestal as pertains to scholarship allocation standing. Hitherto always ranked first or second amongst national university corporations, it is now placed fifth.

Needless to MEXT/JASSO methodology in allocating scholarships is as ambiguous as ever. The merger between Osaka University and Osaka University of Foreign Studies, as well as the creation at that university of new short-term student exchange concepts account, to some extent, for a spectacular boost to the top

rank. Nevertheless, considering that only fourteen 'Other' and no 'Credit Transfer' category scholarships were awarded to Osaka University, the author is still perplexed as to why that university received such a hefty allocation. That being said, Osaka University is not the star of this year's show. The universities of Hiroshima, Electro-Communications and Okayama all witnessed scholarship increases in excess of 70%, and this despite a comparatively meagre number of incoming exchange students in the previous year. Why? What is called for is an annual public report from MEXT that explicitly outlines its criteria for awarding short-term student exchange scholarships, as well as explaining the results of its allocation. More transparency and accountability please!

2. Nagoya University's Scholarship Quotas for 2008-2009: A Breakdown

Table 4 depicts the number of scholarships made available specifically to Nagoya University for FY 2008, divided into April and September admission periods.

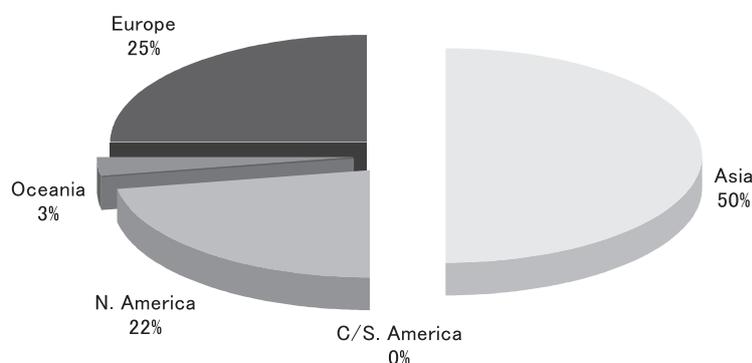
Table 4. Short-term Student Exchange Scholarship Quotas for FY April 2008–March 2009: Nagoya University

Scholarships Awarded		MEXT (JASSO)	MOFA (JENESYS)
Breakdown	Apr	12 (14)	1 (0)
	Sep	24 (28)	1 (1)
Total		36 (42)	2 (1)

() = Figures for 2007~2008

Pie Chart 2 illustrates Short-term Student Exchange Promotion Program (Inbound) Scholarship allocation as divided by region for FY 2008. NUPACE's formula for dividing scholarships amongst regions⁷ has been effective as of 2006.

Pie Chart 2. Short-term Student Exchange Promotion Program (Inbound) Scholarship Breakdown by Region: April 2008–March 2009 (Total: 36 Scholarships)



C. NUPACE: Incoming Exchange Student Composition

Moving onto exchange student admission to Nagoya University, this section of the report illustrates NUPACE student composition as it currently stands, commencing with the regional breakdown of students who actually came to Japan to participate in NUPACE in FY 2007 (*Pie Chart 3*).

A comparison with last year's figures demonstrates that the number of NUPACE participants rose by 6%,

from seventy to seventy-four. Compositionally, Asia's portion of the pie increased by 4%, and Oceania's by 5%. By contrast, Europe's portion of the pie dwindled significantly and unaccountably from 33% to 22%.

The regional composition of incoming students over NUPACE's twelve-year lifespan is depicted in *Graph 2*. Whilst the total annual intake of students during this period has increased commendably by 37%, the reader will note significant regional fluctuations. Growth in the student intake from Asia is expected to continue, although the author has become somewhat

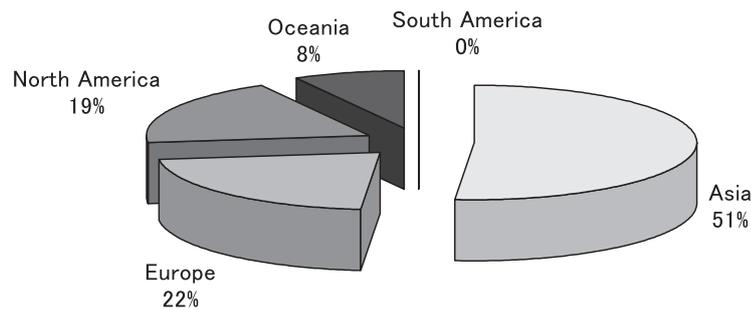
⁷ **NUPACE Formula for Calculating Regional Scholarship Allocations:**

1. The **number of scholarships**, as received over the past three years for the respective admission period, and divided according to region, is totalled and the average calculated. The percentage of scholarships allocated to each region is thus deduced.
2. The **number of valid applications**, as received for the respective admission period, and divided according to region (Asia, Europe, North America, Oceania), is totalled. The percentage of valid applications from each region is thus deduced.
3. The results of '1' and '2' are added together and divided by two, with the consequent ratio between Asia, Europe, North America, and Oceania determining regional scholarship allocations for the upcoming academic year.

apprehensive about student mobility trends in Europe. In a move aimed at establishing and strengthening ties with Oceania, another region of concern, a NUPACE delegation was despatched to Australia in October 2005 conducting visits to the Australian National University,

the University of Adelaide, the University of South Australia, Flinders University, and Monash University. Whilst the consequences of this visit have made a considerable impact on exchange student statistics for the academic year 2007~2008, figures for 2008~2009

Pie Chart 3. NUPACE Students by Region of Home Institution: April 2007~March 2008 (Total: 74 Students)



Graph 2. Students by Region of Home Institution: February 1996~March 2008 (Total: 670 Students)

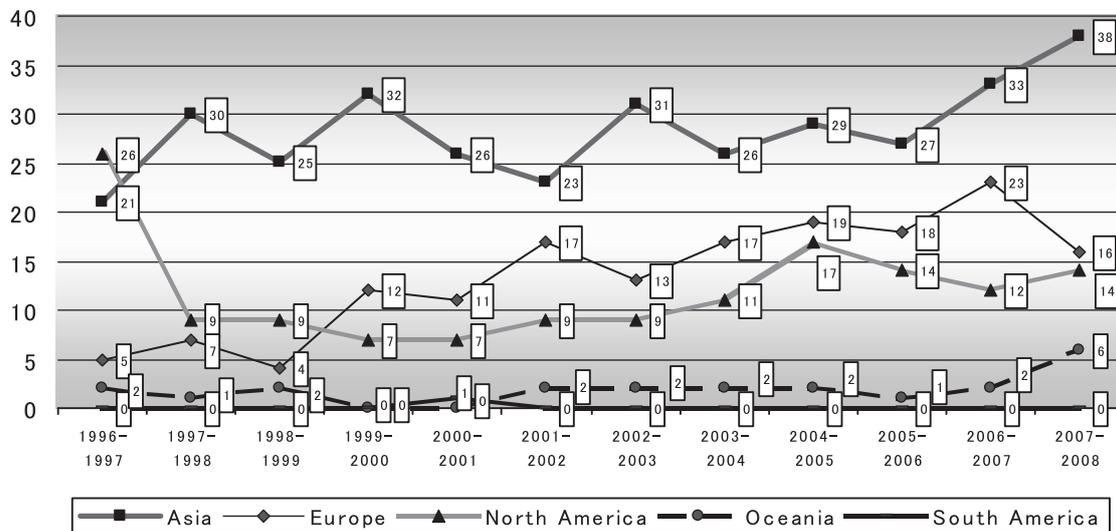


Table 5. NUPACE Students by Source of Funding: April 2007~March 2008 (Total: 74 Students)

Region	April 2007 Admission			September 2007 Admission			Regional Sub-Total	
	JASSO	JENESYS	Self-financed	JASSO	JENESYS	Self-financed	JASSO/JENESYS	Self-financed
Asia	7 (6)	0	8 (5)	15 (16)	1	7 (6)	22 +1 (22)	15 (11)
Europe	3 (3)	-	2 (4)	7 (9)	-	4 (7)	10 (12)	6 (11)
N. America	2 (2)	-	3 (2)	5 (6)	-	4 (2)	7 (8)	7 (4)
Oceania	2 (1)	0	3 (1)	0 (0)	0	1 (0)	2 (1)	4 (1)
Total	14 (12)	0	16 (12)	27 (31)	1	16 (15)	41+1 (43)	32 (27)

() = Figures for 2006~2007; total: 70 students

are, unfortunately, predicted to reveal a decline in numbers.

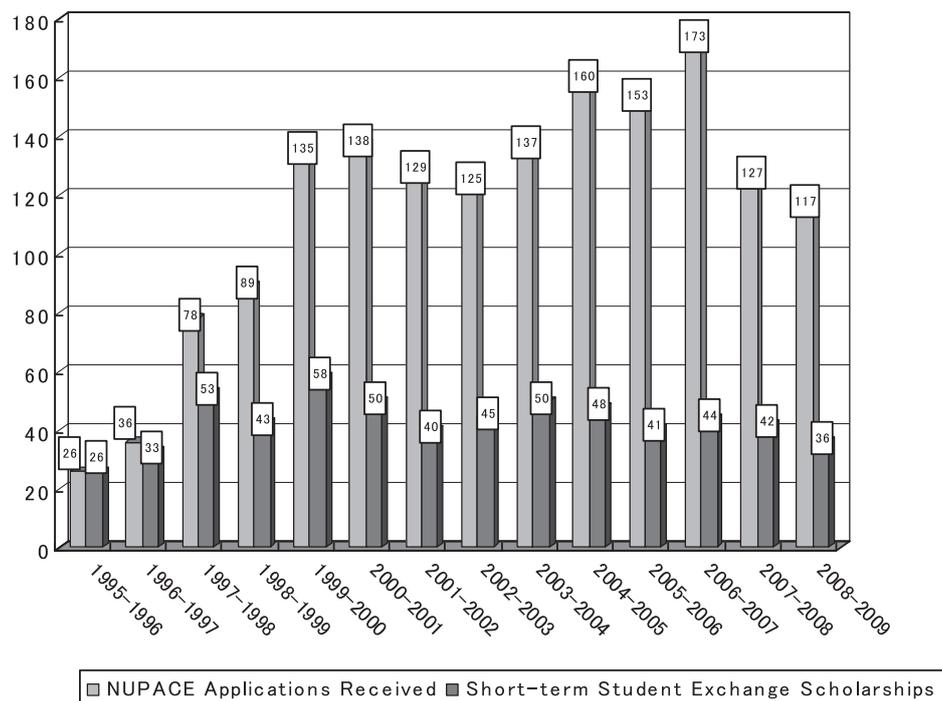
Table 5 summarises data on the ratio of JASSO⁸ and JENESYS scholarship-funded students (i.e., NUPACE students supported directly or indirectly by the Japanese Government) in relation to independently-financed⁹ students for academic year 2007~2008:

In FY 2007, 57% of the 74 exchange students admitted to NUPACE benefited from either JASSO or JENESYS funding, a figure comprising yet another decrease from the already plummeting 61% of NUPACE students enjoying such support in the year 2006~2007.

Readers should, however, note that participants in the programme are increasing relative to a stagnant or declining scholarship pool at Nagoya University. And, fortunately, the majority of candidates for the programme indicate at the time of application that they are prepared to finance their stay in Japan independently. Significantly, in FY 2007, half of all NUPACE students enrolled at institutions in North America, and two-thirds of those enrolled at Australian institutions, participated in the programme as self-financed students¹⁰. These figures support the reputation and quality of the NUPACE programme.

That being said, one noticeable phenomenon,

Graph 3. Proportion of NUPACE Applications per Short-term Student Exchange Promotion Program (Inbound) Scholarship Place: February 1996~March 2009



*Data for 'NUPACE Applications Received' does not include applications which were withdrawn voluntarily prior to the convening of the respective screening committee.

⁸ As of FY 2008, MEXT controlled 'Short-term Student Exchange Promotion Program (Inbound)' scholarships.

⁹ Not all independently-financed students are entirely self-supported. A certain number receive some form of financial assistance from their home institutions or other organisations, although NUPACE is not currently aware of the extent of this assistance.

¹⁰ The vast majority of NUPACE students are enrolled at institutions with which Nagoya University, or a School of Nagoya University has concluded a tuition-waiver agreement. Hence, independently-financed students do not, in principle, pay tuition fees to this university. They are responsible for bearing the cost of maintenance only.

highlighted in *Graph 3*, is the decrease in the overall number of applications to NUPACE. Until FY 2006, NUPACE generally received an increasing number of applications in relation to a decreasing pool of scholarships. However, since FY 2007, the number of annual applications has plummeted by 32%, from 173 to 117. This year, roughly one NUPACE applicant in three has the potential to benefit from a Short-term Student Exchange Promotion Program (Inbound) Scholarship award, a comparatively high proportion. Hazarding a guess at the reasons for this dearth of applications, one may conclude that, 1) inter-university relations at the staff level have improved, and more consistent communication has resulted in partner universities becoming aware of NUPACE's numerical limitations, particularly as these pertain to student housing; and, 2) partner universities are becoming more actively involved, on their side, in the selection of exchange candidates. A more organised and controlled exchange of students is being implemented.

D. Concluding Observations:

The above statistics will serve to demonstrate the direction that NUPACE and its scholarship patrons are taking. When viewed in terms of student numbers (especially the ratio of students willing to participate on a self-financed basis) and curriculum development, the programme seems to be operating successfully. Nevertheless, as mentioned at the outset, the author feels uneasy with regard to the future direction of the programme for a number of reasons:

1. Decreased Scholarship Allocation

Section B reveals that Nagoya University suffered a 14% drop in 'Short-term Student Exchange Program (Inbound)' scholarships in FY 2008. Whilst this decrease is not grave enough to warrant alarm, MEXT has possibly drawn the conclusion that NUPACE is becoming inert in terms of conceptual development. Will NUPACE be able to strengthen its links with MEXT and/or devise any novel projects in future to earn extra scholarship largesse? Alternatively, as most students

are prepared to participate in the programme on a self-financed basis, does NUPACE really need to engage MEXT? Whatever the case, NUPACE can reasonably be accused of lacking a plan, and it may well be beneficial for the programme to set itself more concrete short-, medium-, and long-term goals as concerns future development.

2. Student Housing Units:

Pivotal to the continued enlargement of the programme is, not only a ready supply of self-supporting exchange students, but also sufficient university housing units to accommodate them. It is ironic that, as more students are finally deciding to participate in NUPACE in an independently-financed capacity, a university accommodation quota of sixty rooms prevents their admission. Realistically, short-term exchange students cannot be expected to rent private accommodation. Large initial outlays do not make financial sense for students who reside in Japan for only one or two semesters and, indeed, contracts for such short stays are difficult to come by.

Nagoya University's International Student Exchange Division has been both supportive and flexible with regard to this issue, and has managed, through a variety of means, to secure extra accommodation for up to eight additional students at any admission period. Nevertheless, accommodation provision for excess students is made on an *ad hoc* basis, and NUPACE has no guarantee at the time of screening that housing will actually be secured. This uncertainty has resulted in NUPACE's curtailing of student intake to a maximum of one student per institution in April, and two students per institution in September; numerical restrictions which have caused dismay in some quarters. For the sake of both well-qualified students and relations with partner institutions, it is imperative for Nagoya University to resolve the problem of a housing shortage as soon as possible.

3. Curriculum Dilemmas:

Turning to the educational front, NUPACE's academic

curriculum, principally taught in English, has undeniably improved both in content and scope over the last decade (see *Appendix 4*). Conspicuously, graduate schools and programmes at this university, in particular those specialising in law, international development, and environmental studies, have opened their doors to NUPACE students, much to the benefit of the academic programme on offer. Moreover, attempts have been made to shore up credibility with our partner institutions through the establishment of a five-level grading system (A*/A/B/C/F), as opposed to the top-heavy four-level formula (A/B/C/F) that is favoured by Japanese national university corporations. Consequently, and importantly, the programme has become viable from the viewpoint of credit transfer.

However, recently, an unexpected increase in students with strong Japanese language credentials has given rise to unanticipated problems. These students consider enhanced Japanese language acquisition to be their priority whilst in Japan, and are not especially enthusiastic about sitting in on classes instructed in English. Simultaneously, careful not to over-burden themselves with demanding coursework, some of these students are opting to take an array of inter-departmental general education classes, including subjects such as physical exercise and foreign languages. The undesired consequence of such course selection is, 1) a loss of incentive for faculty members to devise classes in English (NUPACE's 60~70 students are increasingly thinly spread out over the English-language curriculum on offer); and, 2) alienation, on the part of students, from their Schools of affiliation. Students concentrating solely on Japanese language and general education electives have neither the opportunity nor inducement to regularly visit their Schools or academic advisors. This trend impacts NUPACE adversely, in that the programme and its participants are increasingly viewed as isolated units.

4. Human Resources:

The lack of manpower to co-ordinate a programme on this scale is another pressing issue. Whilst the number of students participating in NUPACE is not particularly overwhelming, job content, entailing the entire package of admissions, international liaison, publicity, administration, co-ordination of the academic curriculum, teaching, and advising/counselling, most certainly is. In spite of this obvious over-extension, in 2007, the University executive, in a general retrenchment drive, saw fit to scale down on NUPACE faculty numbers. The status of one of its three faculty positions became 'designated' (特任), with little in the way of employment security. In 2008, another faculty member, already concurrently serving as Director of Academic Consortium 21, was further appointed as Presidential Advisor for International Affairs, and is presently attempting to juggle four hats simultaneously. In short, NUPACE is unreasonably stretched.

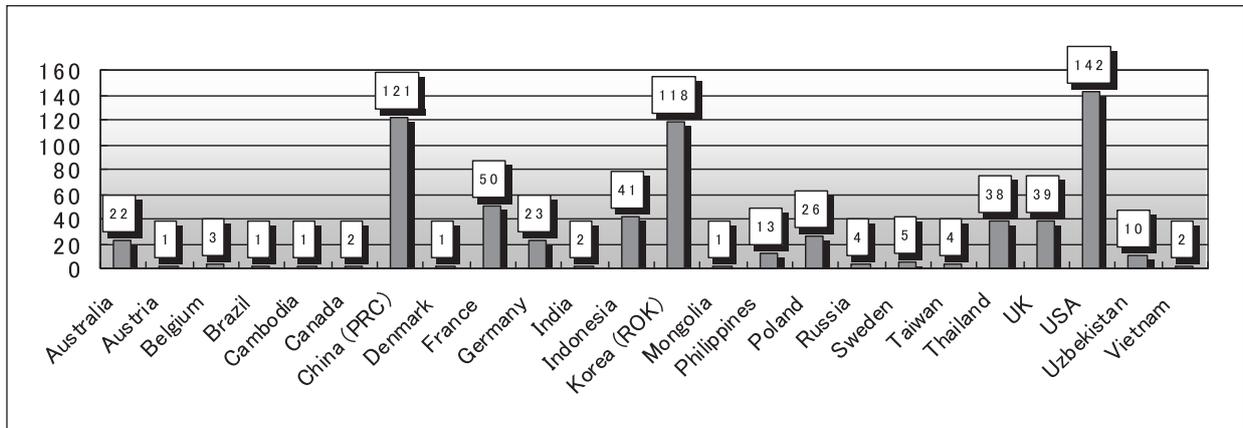
The issues touched upon above have converged in the span of two years, resulting in a lingering sense of malaise. Interestingly, in 2007, the Education Centre for International Students underwent an external peer review exercise. Certain comments pertaining to NUPACE lent substance to the general feeling that all is not well. Notwithstanding the scale and successes of the programme, one of the reviewers criticised the lack of visible development during the last five years. The over-extension of faculty members has, he pointed out, led to the inability to revise and reconstruct the programme at a time when the paradigms of international student mobility are rapidly shifting. And indeed, the decrease in scholarship allocation for FY 2008 should be seen as a direct reflection of the fact that NUPACE was unable to read Government strategies of the time. A grim message indeed!¹¹

¹¹ Feedback to this article should be addressed to the author at k46189a@cc.nagoya-u.ac.jp.

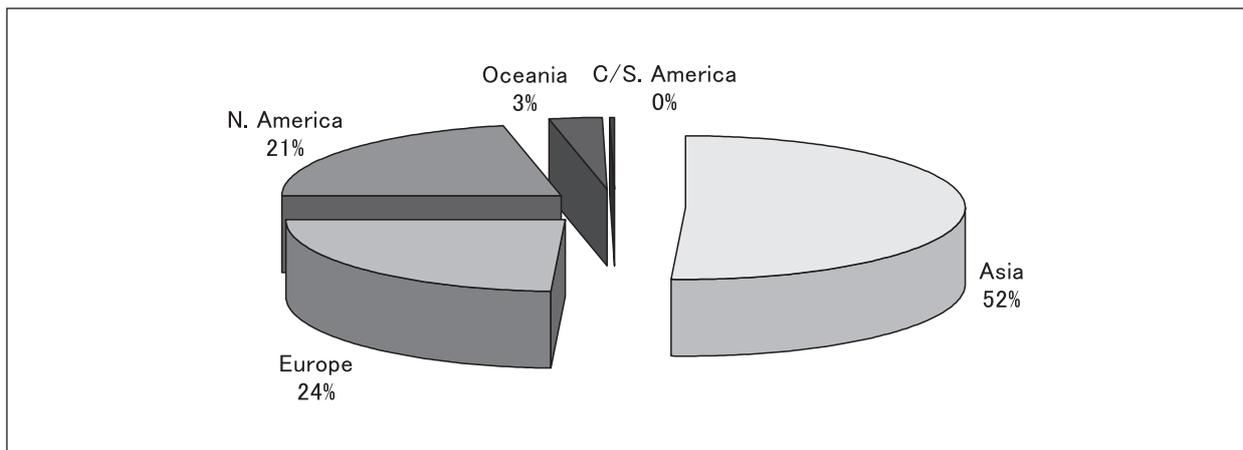
Appendix 1. Institutions Sending Students to NUPACE: February 1996~March 2008

Region	Country	Institution	Agreement with	No. Admitted	
Asia 341 Students; 52% of Total	Cambodia	Royal University of Phnom Penh	*Law	1	
		China (PRC)	*Languages & Cultures	9	
	China (PRC)	Beijing 2nd Foreign Language Institute	*Engineering	15	
		Beijing University of Technology	*Engineering	7	
		Central South University of Technology	*Law	7	
		China University of Political Science and Law	*Education	7	
		East China Normal University	*Law	2	
		East China University of Politics & Law	*U	11	
		Fudan University	*U	1	
		Harbin Institute of Technology	*U	5	
		Huazhong University of Science & Technology	*U	11	
		Jilin University	*U	9	
		Nanjing University	*Engineering	7	
		Northeastern University	U	5	
		Peking University	*U	2	
		Shanghai Jiaotong University	*U	3	
		Tongji University	U/*GSID	8	
		Tsinghua University	*U	1	
		University of Science and Technology of China	*U	1	
		Xi'an Jiatong University	*U	10	
		Zhejiang University	U	2	
		India	University of Poona	*U	5
	Indonesia	Bandung Institute of Technology	*U	24	
		Gadjah Mada University	*Letters	5	
	Korea (ROK)	Padjadjaran University	*U	7	
		Surabaya University	*Economics	15	
	Korea (ROK)	Chungnam National University	*U	11	
		Ewha Women's University	*U	47	
		Gyeongsang National University	*U	4	
		Hanyang University	*Engineering	2	
		Korea Maritime University	*U	20	
		Korea University	*U	17	
		Mokpo National University	*U	1	
National University of Mongolia		*GSID	13		
Philippines		University of the Philippines, Los Banos	*U	2	
Taiwan		National Chenchi University	*U	2	
Taiwan	National Taiwan University	*U	27		
	Thailand	Chulalongkorn University	*U	11	
Thailand	Kasetsart University	*U	2		
	Vietnam	Hanoi University of Technology	*Information Science	1	
Europe 162 Students; 24% of Total	Austria	Johannes Kepler University of Linz	*Law	3	
	Belgium	Institut Supérieur de Traducteurs et Interprètes, Brussels	U	1	
	Denmark	University of Copenhagen	*U	7	
		France	École Nationale des Ponts et Chaussées (ENPC)	*U/*Letters	16
	France	Universities of Grenoble	*U	11	
		University of Lyon III	*U	1	
		University of Paris-Denis Diderot (Paris VII)	*Letters	1	
		University of Paris-Sorbonne (Paris IV)	*U	14	
		Universities of Strasbourg	*U	2	
		Germany	Technical University of Braunschweig	*U	8
		Technical University of Chemnitz	*U	5	
		Technical University of Munich	*U	8	
		University of Freiburg	*Engineering	15	
		Poland	Warsaw University of Technology	*Medicine	11
	Poland	University of Gdansk	*Engineering	2	
		Russia	Moscow State Institute of Engineering Physics	*Information Science	1
	Russia	Moscow State University	*Agricultural Sciences	1	
		Russian Academy of Science, Siberian Division	*Law	5	
	Sweden	Lund University	*U	3	
	UK	University of Bristol	*Science	9	
		University of Manchester	*U	16	
	UK	University of Sheffield	*U	11	
		University of Warwick	*U	8	
Uzbekistan	Tashkent State Institute of Law	*Law	2		
	University of World Economy and Diplomacy	*U	2		
N. America 144 Students; 21% of Total	Canada	Toronto University	Medicine	3	
	USA	Harvard University	*Medicine	1	
		Johns Hopkins University	*U	61	
		North Carolina State University	*U	14	
		New York University	*U	11	
		St. Olaf College	*U	3	
		Southern Illinois University at Carbondale	Education	1	
		University of California, Los Angeles	*U	16	
		University of Cincinnati	*U	9	
		University of Illinois (Urbana-Champaign)	*U	2	
		University of Kentucky	*Engineering	16	
		University of Michigan	*Medicine	5	
University of Pennsylvania	*GSID	5			
Oceania 22 Students; 3% of Total	Australia	Macquarie University	*U	2	
	Monash University	*U	3		
	University of Adelaide	*U	2		
	University of South Australia	*U	10		
	University of Sydney	*U	1		
S. America 1 Student	Brazil	University of Brasilia	*U	1	
5 Regions	24 Countries	84 Institutions	(* denotes tuition waiver)	670 Students	

Appendix 2. NUPACE Students by Country of Home Institution: February 1996~March 2008 (Total: 670 Students)



Appendix 3. NUPACE Students by Region of Home Institution: February 1996~March 2008 (Total: 670 Students)



Appendix 4. NUPACE Academic Programme 2008~2009: An Overview

Japanese Language Programme

Standard Course (1~5 credits):	Elementary Japanese I ~ Advanced Japanese (7 levels)
Intensive Course (2~10 credits):	Elementary Japanese I ~ Intermediate Japanese II (6 levels)

Introductory Courses Taught in Japanese

2 credits each	Global Society I, II (A/S) <J> Introduction to Japanese Language & Culture I, II <J> (S) Introduction to Japanese Linguistics I, II <J> (A/S) Introduction to Japanese Society & Culture I, II <J> (A/S) Introduction to Linguistics I, II <J> (A/S)
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Japan Area & Intercultural Studies

2 credits each	Communication and Human Relations in Cross-Cultural Contexts (S) Contemporary Japanese Society (S) Intercultural Communication (A) Introduction to Japanese History (A) Introduction to Japanese Politics (S) Japanese Education & Multiculturalism (A) Science & Technology in Japan (A)
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Courses in the Student's Major

2 credits each, with the exception of Advanced Studies in Japanese Language & Culture

Education Ctr. for Int'l Students	Adv. Studies in Japanese Language & Culture I, II <J> (1-yr. course; A~) Immigration in Japan: A Socio-legal Perspective (S)
Agricultural Sciences	Introduction to Bioagricultural Sciences (A)
Economics	Development Economics (S)
Education	Education in Japan (S)
Engineering	Civil Engineering & Policies for Developing Countries I <G> (A) Introduction to Applied Physics, Materials & Energy Engineering (S) Introduction to Chemical & Biological Industries (S) Introduction to Civil Engineering & Architecture (A) Introduction to Production Engineering (S) Overview of Adv. Elec., Electronic & Information Engineering (A)
Environmental Studies	English Communication in Environmental Issues (A) Environmental Transport Phenomena (S) Planning & Design Studio for Historical Environment <G> (A) Politics, Culture & Diplomacy <G> (A) Seminar on Precipitation Climatology A (A) Studio Workshop of Architecture Design <G> (A) Sustainability and Environmental Studies (A)
International Development	Gender and Development (A) International Co-operation Law (S) Introduction to International Development (S) Japan's Development Experience (A) Participatory Rural Industry Promotion (A)
Languages & Cultures	America: A "Multicultural" Hoax? (A) The Geography of Religion (S)
Law	Politics & Law in Japan (A) Selected Graduate School of Law courses (A/S)
Letters	Iconicity in Language & Literature (A/S) Overall Architecture of English (A/S)
Mathematics	Methods in Applied Mathematics (A)
Medicine	Health Service Systems, Administration & Relevant Seminars (A/S)
Others	Guided Independent Study (GIS) Regular courses available to all degree-seeking students <J>

*<J> = Taught in Japanese <G> = Graduate Course (A) = Autumn Semester (S) = Spring Semester