

鹿児島大学大学院 理工学研究科

グローバル人材育成支援室

平成29年度活動報告書

Global Development Office

Annual Report 2017

平成30年4月1日
鹿児島大学大学院 理工学研究科
グローバル人材育成支援室

はじめに

この報告書は、鹿児島大学大学院理工学研究科グローバル人材育成支援室（以下、支援室）が平成 29 年度に行った活動の報告である。

支援室は平成 26 年度に開設され、本年度は 4 年目に当たる。平成 29 年度は「大学院理工系イノベーションプログラム海外研修」（以下、GOES プログラム）として、9 名の大学院生を米国に派遣した。派遣先はカリフォルニア州サンディエゴおよびサンノゼに加え、ニューヨークで実施した。いずれも、室長経験者である 2 名の副室長、支援室の 2 名の特任助教に加え、大学の事務職員、さらには本間理工学研究科長の支援を得ることができ、着実な成果をあげることができた。旅行手配や現地支援に関する鹿児島大学消費生活協同組合との提携や鹿児島大学グローバルセンターとの連携も、GOES プログラムを実施する上で欠かせない成功要因である。

GOES プログラムでは約 10 週間の海外研修を行っているが、それに要する経費は支援室構成員による廉価に実施できる方法の開拓に加え、日本学生支援機構(JASSO)海外留学支援制度および鹿児島大学学生海外研修支援事業、鹿児島大学「進取の精神」支援基金学生海外派遣事業への申請が採択された。これらの経済的支援により、大学院生の負担が軽減されていることは GOES プログラム実施の上で、非常に重要である。

小さなトラブルは発生したが、その都度、支援室構成員や現地支援者の臨機応変な協力・支援により重大事になる心配もなく実施できた。帰国後は TOEIC の成績のほか、参加学生感想文集に掲載されている報告、報告会などを通じて、各学生の英語力向上、現地企業および研究室研修による世界的視野の認識、日常生活を通じた外国人との相互理解や異文化経験などを得たことがよくわかり、GOES プログラムが成功しているとの確信を強めることができた。この報告書により、GOES プログラムがさらに発展し、グローバルな視野を持った理工系人材育成に寄与することを期待する。

これまでに GOES プログラムにご賛同、ご協力、ご支援をいただいた鹿児島大学理工学研究科各位と米国での学生指導に直接携わって頂いた大学や企業等の皆様にお礼申し上げますと共に、今後も GOES プログラムへのご助言ご支援を賜りますようお願い申し上げます。

平成 30 年 3 月

Global Development Office Members:

理工学研究科グローバル人材育成支援室

室長 教授 半田利弘



室長
半田 利弘 教授
物理・宇宙専攻
趣味：SF、鉄道



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小山 佳一 教授
物理・宇宙専攻
趣味：UFO キャッチャ



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木方 十根 教授
建築学専攻
趣味：料理



室員
Bo Causer 特任助教
教育専門（英語）
趣味：デザイン



室員
藤崎 文乃 特任助教
学生係専門
趣味：旅行

GDO ミッション: 鹿児島大学工学研究科の学生と教員をグローバル人材になるため支援。

方法:

1. 海外研修の計画を発展する
2. 海外研修支援
 - 工学研究科の海外研修支援 (準備など)
 - 個人的な海外研修の相談 (ビザ、生活など)
 - 教員と学生係に留学生サポートの支援
3. ランゲージサポート
 - 英語学習サポート、イングリッシュワークショップなど
 - 理工系英語論文の校閲・発表支援
 - 工学研究科内の英語事務通信支援
 - 工学研究科内の国際交流支援

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業務

平成29年度グローバル人材育成支援室活動カレンダー

平成29年度グローバル人材育成支援室活動カレンダー

	4月	5月	6月	7月	8月	9月	10月	11月	12月	1月	2月	3月
1												
2		Eng. Workshop		SD GOES初発			NY GOES終了	Eng. Workshop GOES英語発表会			GOES募集専攻別説明会	
3												
4												
5		GOES事前準備会							GOES募集説明会 Eng. Workshop			
6			GOES事前準備会 Eng. Workshop									
7				NY GOES初発								
8								Eng. Workshop			GOES募集面接	
9												
10		GOES事前準備会 Eng. Workshop								募集ブース (工) Eng. Workshop		
11												
12		GOES事前準備会						GOES事後TOEIC 海外インターンシップ説明会 Eng. Workshop				
13			GOES事前準備会 Eng. Workshop									
14				北米サポート開国								
15												
16										募集ブース (工) 募集ブース (理) Eng. Workshop		
17		GOES事前準備会 Eng. Workshop										
18								GOES事後指導会 Eng. Workshop			パースLUWA調査	
19		GOES事前準備会										
20		P-SEG説明会							GOES募集面接			
21		P-SEG説明会										
22			GOES事前準備会 Eng. Workshop									
23								GOESセッションプログラム Eng. Workshop				
24												
25												
26		GOES事前準備会										
27		Eng. Workshop										
28			GOES事前準備会 Eng. Workshop									
29												
30												
31		GOES事前準備会						Eng. Workshop				
海外研修サポート												海外研修 フォロー
海外研修事前準備												募集・次年間の海外研修プログラム準備

土曜日	
日曜日	
祝日	

Student Support Trip	
Research Trip	
San Diego GOES	
New York GOES	

SD = San Diego
NY = New York

理工学研究科グローバル人材育成支援室 活動経過

4月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2017】事前準備開始 (授業説明、研修費・準備日程等説明、就業体験研修説明・英文履歴書作成、GOES2016 冬季参加学生による成果発表) ・P-SEG【科学技術北米研修】説明会実施 ・グローバル月例会議実施 ・English Prep Work Shop 開始
5月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2017】事前準備 (TOEIC IP テスト実施、在福岡アメリカ領事館での学生ビザ面接、就業体験研修説明・準備) ・グローバル月例会議実施 ・English Prep Work Shop 継続
6月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2017】事前準備 (地域貢献活動・事前学習実施、サツマ酸素工業見学、GOES2016 参加学生からの渡航準備説明等、GOES2017 壮行会開催、出発前オリエンテーション実施) ・【理工系国際コミュニケーション海外研修・GOES2016・冬季】地域貢献活動事後活動実施 ・グローバル月例会議実施 ・English Prep Work Shop 継続
7月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2017・カリフォルニア】開始(現地でのオリエンテーション実施) ・【理工系国際コミュニケーション海外研修・GOES2017・ニューヨーク】開始(現地でのオリエンテーション実施) ・グローバル月例会議実施
8月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2017・カリフォルニア】継続 ・【理工系国際コミュニケーション海外研修・GOES2017・ニューヨーク】継続 ・グローバル月例会議実施 ・2018年度海外留学支援制度・JASSO(協定派遣)プログラム案検討開始
9月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2017・カリフォルニア】終了 ・【理工系国際コミュニケーション海外研修・GOES2017・ニューヨーク】継続 ・グローバル月例会議実施 ・2018年度海外留学支援制度・JASSO(協定派遣)プログラム申請

業務

10月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2017・ニューヨーク】終了 ・【理工系国際コミュニケーション海外研修・GOES2017】事後指導 (授業、課題等提出、英語プレゼンテーション説明) ・グローバル月例会議実施 ・English Prep Work Shop 開始
11月	<ul style="list-style-type: none"> ・【理工系国際コミュニケーション海外研修・GOES2017】事後指導 (英語プレゼンテーション実施、TOEIC IP テスト実施) ・第2回グローバル人材シンポジウム開催 ・本学海外研修支援事業プログラム申請 (大学院生対象プログラム、P-SEG プログラム) ・グローバル月例会議実施 ・English Prep Work Shop 継続
12月	<ul style="list-style-type: none"> ・第1回GOES2018説明会開催・募集 (参加学生面接実施) ・海外インターンシップ説明会開催 ・グローバル月例会議実施 ・English Prep Work Shop 継続
1月	<ul style="list-style-type: none"> ・GOES2018専攻別説明会開催・募集 (参加学生面接実施) ・GOES2018募集ブース設置、周知活動実施 ・オーストラリア、パース現地調査開始 ・グローバル月例会議実施 ・English Prep Work Shop 継続
2月	<ul style="list-style-type: none"> ・GOES2018専攻別説明会開催・募集 (参加学生面接実施) ・オーストラリア、パース現地調査実施 ・English Prep Work Shop 継続
3月	<ul style="list-style-type: none"> ・GOES2018事前準備会開催 ・グローバル月例会議実施

グローバル人材育成支援室会議

おおむね、週1回ペースで開いている会議。室長および室員2名の計3名で直近の活動報告と直後の活動計画の確認を行った。平成29年度は3月13日までに38回行った。

グローバル人材育成支援室合同会議

おおむね、月1回ペースで開いている会議。正副室長3名、室員2名に加え、理工学研究科長がオブザーバーとして出席している。支援室会議の活動計画の確認と修正を行う。平成29年度は3月13日までに13回実施。主な議題は以下の通り。

- 第1回 4/6 H28年度残務処理。カリフォルニア研修準備状況。H29年度新規計画の検討。
- 第2回 5/19 人数の都合でP-SEGは実施せず。H29年度GOES実施予定確認。新研修先の検討。鹿児島県工業倶楽部発表会でのGOES2016冬季参加学生発表を決定。
- 第3回 6/15 H28年度冬季学生発表状況。GOES2017の実行内容の確認。本年度予算の確認。
- 第4回 6/29 GOES2017準備状況確認。GOES2016教務善後策を教務委員会と検討。
- 第5回 7/20 GOES2017引率報告。GOES2017研修進捗報告。GOSE2017冬の実施の可能性検討。成果発表の扱い。
- 第6回 7/27 GOES2017冬実施は断念。シラバス変更の検討。
- 第7回 8/25 事業計画および予算修正。新規研修先の検討。研修内容の議論。
- 第8回 8/30 シラバス改訂案の検討。研修内容2パターン並列の検討。
- 第9回 9/27 JASSO申請書検討。グローバル人材シンポ内容の検討。シラバス改訂案の決定。新規海外としてトンプリー大学（タイ）の検討。
- 第10回 10/25 グローバル人材シンポ内容の決定。GOES2018のスケジュール検討[新規渡航先の検討を含む]。報告書作製開始。
- 第11回 12/7 グローバル人材シンポ実施報告。GOES2017学生成績。GOES2018事業申請の検討とGOES2018への案内の計画。新規研修先検討のための渡航検討。
- 第12回 1/12 GOES2018の募集および内容修正。西オーストラリア現地調査の立案。H29年度学生成績報告。P-SEG2018募集原稿確定。感想文集の作製。
- 第13回 2/28 西オーストラリア現地調査報告と来年度の実施計画原案提示。GOES2018参加希望者現状報告。

業務

海外研修費用、および GOES 参加学生対象用支援金

2017 年度本海外研修を実施にあたり、実際の研修費用と参加学生を対象とした支援金は次のとおりになる。

1. 海外研修費用 【研修費総額は支援金と学生負担額で賄っている】

① 研修地域：サンディエゴ

- ・研修経費総額：1,091,270 円
- ・支援金総額： 512,240 円
- ・学生負担額： 579,030 円

研修経費総額には以下の経費を含む：サンディエゴ州立大学附属語学学校（ALI）規定の入学手続き費、授業料、ホームステイ費（2 食付・6 週間）、就業研修期間の宿舍費（6 週間）、渡航ビザ（学生）、旅費、海外旅行傷害保険料、その他事務経費

② 研修地域：サンディエゴ・サンノゼ

- ・研修経費総額：1,292,270 円
- ・支援金総額： 512,240 円
- ・学生負担額： 780,030 円

研修総費用には以下の経費を含む：サンディエゴ州立大学附属語学学校（ALI）規定の入学手続き費、授業料、ホームステイ費（2 食付・6 週間）、就業体験研修先紹介費用、就業体験研修期間の宿舍費（6 週間）、渡航ビザ（学生）、旅費、海外旅行傷害保険料、その他事務経費

③ 研修地域：ニューヨーク

- ・研修経費総額： 825,717 円
- ・支援金総額： 527,847 円
- ・学生負担額： 297,870 円

研修総費用には以下の経費を含む：州立ニューヨーク・シティ大学附属語学学校規定の入学手続き費、授業料、全研修期間の宿舍費（12 週間）、渡航ビザ（交流訪問者ビザ）、旅費、海外旅行傷害保険料、その他事務経費

2. 支援金内訳

本研修について受領した支援金は2つあり、それぞれ、以下の金額であった。

①鹿児島大学学生海外研修支援事業（タイプB）

- ・ 授業科目名：理工系国際コミュニケーション海外研修
- ・ 採択支援学生数：25名
- ・ 受給人数：博士前期課程1年生9名
- ・ 一人当たり受給金額：(研修地域：サンディエゴ) 272,240円
(研修地域：ニューヨーク) 227,847円

②海外留学支援制度（協定派遣）学生交流推進タイプ（B）短期研修・研究型

- ・ プログラム名：大学院理工系イノベーション海外研修プログラム（カリフォルニア研修・GOES CA）
- ・ 奨学金支給割当人数：21名
- ・ 受給人数：博士前期課程1年生9名
- ・ 支給月数：3ヶ月
- ・ 一人当たり受給月額（研修地域：サンディエゴ）：80,000円
(研修地域：ニューヨーク)：100,000円

平成29年度グローバル人材育成支援室予算執行状況

区分	予算額	執行額	差額	
総額	3,000,000	3,000,000	-	
	内訳			備考
運営費)	741,320	295,885	445,435	消耗品等
事業費)	2,120,680	2,415,131	-294,451	プログラム実施経費、プログラム開発経費等
設備費)	138,000	288,984	-150,984	棟共通経費、パソコン等一式

業務

平成 28 年度 GOES 海外研修参加学生 大学院終了後の進路状況

【2016 年度 GOES 海外研修参加学生】大学院終了後の進路状況		
専攻名	研修地域	大学院終了後進路
建築学	サンディエゴ	株式会社 大林組
海洋土木工学	サンディエゴ	株式会社 オリエンタルコンサルタンツ
地球環境科学	サンディエゴ	NEC ソリューションイノベーター 株式会社
機械工学	サンディエゴ・サンノゼ	大分キャノン株式会社
機械工学	サンディエゴ・サンノゼ	日産車体株式会社
化学生命・化学工学	サンディエゴ・サンノゼ	東レエンジニアリング株式会社
海洋土木工学	サンディエゴ・サンノゼ	株式会社建設技術研究所
海洋土木工学	サンディエゴ・サンノゼ	JX 金属株式会社
生命化学	サンディエゴ・サンノゼ	株式会社リニカル
生命化学	サンディエゴ・サンノゼ	池田糖化工業株式会社
生命化学	サンディエゴ・サンノゼ	鹿児島大学医歯学総合研究科
機械工学	ニューヨーク	NOK 株式会社
機械工学	ニューヨーク	株式会社 ATOUN
機械工学	サンノゼ	トヨタ自動車九州株式会社
機械工学	サンノゼ	ヤンマーホールディングス株式会社

平成 30 年度の事業計画

平成 29 年度の実績と準備を元に、グローバル人材育成支援室は、来年度、以下の事業を行う予定である。

1. 平成 30 年度 GOES ほか
 - (ア) 4 月から 6 月にかけて、「大学院理工系イノベーション海外研修 (GOES)」に参加する大学院生に対して事前準備会を行う。
 - (イ) 6 月から 8 月にかけて、「進取の精神グローバル人材育成プログラム (P-SEG)」の 1 つとして、GOES と一部合同で実施する企画への参加学生を対象とした事前準備会を行う。
 - (ウ) 6 月下旬から 9 月上旬にサンディエゴ、7 月上旬から 9 月中旬にニューヨーク、7 月中旬から 9 月下旬にパースを目的地とした GOES を実施する。
2. 英語ワークショップ
理工学研究科の大学院生を対象とした英語の勉強会を行う。
3. グローバル人材シンポジウム
10 月に「グローバル人材シンポジウム」を開催。
4. 平成 31 年度 GOES 説明会
10 月以降、4 回にわたり、GOES の内容や授業科目「理工系国際コミュニケーション海外研修」についての説明を行う。平成 29 年度と同様に、研究科共通や進学予定者対象、あるいは専攻別など異なるやり方で実施する。加えて、1 月に募集ブースを理工学研究科内の適地に開設し、説明と勧誘を行う。

プログラム開発

1. Program Development Framework
2. Program Standardization
3. Asia-Pacific Preliminary Planning
4. UWA Program Development
5. San Diego GOES Program Update
6. New York GOES Lab Program Update
7. Regional Development Activity
8. Recruitment

1. Program Development Framework

In order to facilitate the development of new programs, under new leadership, the following framework (p. x) was developed, and included a list of roles. This is not prescriptive, but rather is a reflection of the process that has been occurring throughout the history of the Global Development Office.

2. Program Standardization

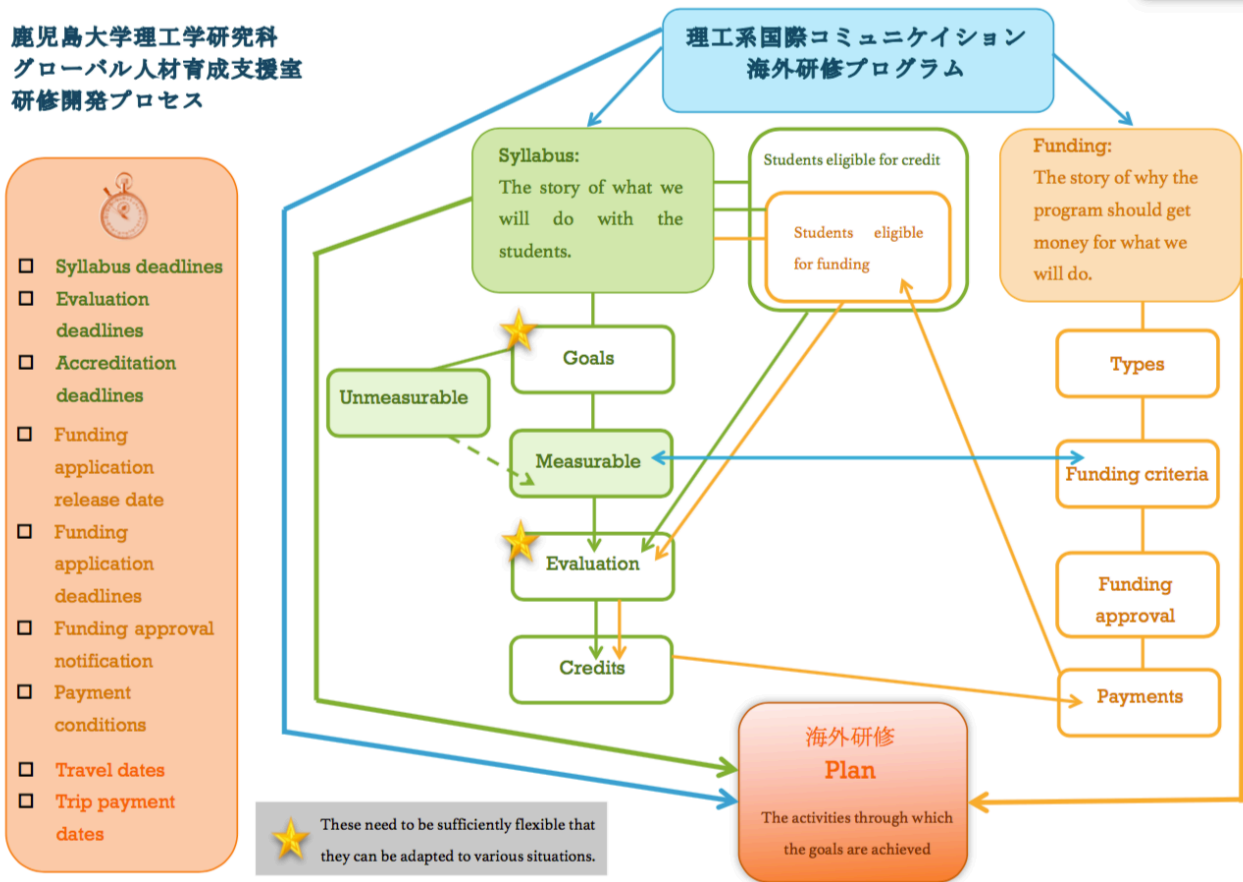
In order to ensure that new programs would meet the requirements of the syllabus, it was necessary to standardize features of the programs. P. x shows three patterns: a) Global Standard: this is a traditional 6-month or 1-year research or industry internship; b) Adaptation for GOES (GS?): a 3-month program with the dual aims of language study and research; and c) GOES Beta: a minimum 10 week program combining language study, summer school in science/engineering, and/or volunteer/community engagement. These patterns resulted in the development of the new syllabus (see p. x). In order to differentiate between types b) and c), they were respectively named GOES Lab 海外研修 and GOES 海外研修.

3. Asia-Pacific Preliminary Planning

It was decided to develop a new program for the Asia-Pacific region, based on MOU status with partner schools. First, information was gathered from the websites of each potential program partner in the Asia-Pacific region. This data was listed on a comprehensive table alongside data for USA programs past and present. In this way, it was easy to compare potential programs with existing programs. (See p. x for data table). Based on their track records, it was found King Monkut's University of Technology Thonbury, Thailand; Diponegoro University, Indonesia; and the University of Western Australia, looked promising. Initially, there was talk of having students study English at UWA CELT before moving to Thailand or Indonesia for a science/engineering program. Therefore, information about Perth and UWA was gathered regarding transportation, accommodation, and language study. (See p. x)

1a. Program Development Framework

鹿児島大学工学研究科
グローバル人材育成支援室
研修開発プロセス



ROLES	理工系国際コミュニケーション海外研修	Syllabus	Funding	海外研修 Plan
研究科長	Request program	Approve syllabus (end)	Help with funding plan	Approve 海外研修 Plan (end)
室長	Accept request, pass to staff	Lead creation of syllabus Oversee its implementation	Create funding plan Oversee application process	Request 海外研修 Plan Oversee its design & implementation
福室長	Understand request	Contribute to creation of syllabus goals & evaluation plan	Contribute ideas to funding application based on the syllabus*	Give feedback on feasibility of 海外研修 Plan
藤崎さん	Understand request	Understand the ways in which the syllabus contributes to funding applications, 海外研修 Plan.	Gather paperwork for funding plan, fill out applications based on 室長・福室長 decisions. Give feedback on feasibility of ideas for application based on university policies & rules. Coordinate payments with 大学院係.	Give feedback on 海外研修 Plan based on university & funding policies & rules. Organize ticketing and payment. Communicate information about ticketing and payment, university rules & policy to students. Assist with organizing overseas programs, accommodation; communicate details to students.
ボウ	Understand request	Give feedback on feasibility of syllabus goals & evaluation plan. Implement syllabus.	Give feedback on feasibility of ideas for funding application in terms of implementation (syllabus, 海外研修 Plan.)	Coordinate design of 海外研修 Plan: Make sure plan meets demands of syllabus & funding application, contact overseas partners to negotiate terms of program & payment, find accommodation, find partners where necessary. Prepare students for overseas experience through language & culture lessons.

2a. Program Standardization

Global Standard Program		GOES beta	
Lab internship/Company internship (J1 Visa in the US)		Language School + a	
Goal:	International collaborations for the advancement of science/engineering.	Goal:	To give students a '2 nd chance' to improve their English communication skill and international understanding
Language Requirement:	In general universities require TOEFL/IELTS for course entry: equivalent of 700+ TOEIC; Companies generally require TOEIC 650+ for overseas work placement.	Language Requirement:	TOEIC scores under 550
Timeframe:	6 months ~ 1 year	Timeframe:	10 weeks?
Funding:	Various	Funding:	?
Participants:	usually doctoral/post-doctoral students	Participants:	Masters' students
GDO has previously supported Standard Program students in applying for Tobitate, finding & communicating with overseas partners		Language School	
		Visa	US: F1, Aus. Tourist, Can. eTA, UK: not needed, Philippines: 9A
		Timeframe	6-10 weeks
		+ a	
Goal:	Lab internship/Company internship (J1 Visa in the US) To improve International Communication with the aim of participating in international collaboration for the advancement of science/engineering.	Short-term summer school	2-4 weeks, English instruction, some connection to science/engineering, any level, easy for student groups
Language Requirement:	in the ballpark of TOEIC 650-700*	Volunteer	Charitable organization (difficult with low language skills), individual
Timeframe:	3 months	COC-type course	May be difficult with low language skills, individual/max. 3?
Funding:	Tobitate, Euraxess for Europe, etc.	Self-study	Students visit various target* places on their own, interact with people there, prepare a presentation about this activity on return. Could be guided through collaborative diary with GDO staff.**
Participants:	Masters' students	* Target science/engineering places? How to determine if they qualify? Decide in advance? **Similar to what students already do; there would be a greater emphasis on formalizing the knowledge gained in out-of-class activities, as well as on using their language skills: visit zoo & read all the signs & report vs just visit zoo, etc.	

■対象入学年度		■対象専攻名	
2018		共通科目	
■科目名			
理工系国際コミュニケーション海外研修 Science and Technology training in foreign countries with intensive communication			
■前後期	■実施期	■区分	■単位数
通年	1年次前後期・2年次前後期	選択科目	4
■担当教員			
半田利弘, 小山佳一, 木方十根			
■代表者教員連絡先等			
半田利弘 理学部1号館3階303 099-285-8967 handa@ci.kagoshina-u.ac.jp 小山佳一 理学部1号棟2階201 099-285-8070 koyana@ci.kagoshina-u.ac.jp 木方十根 工学部建築学科棟4階 099-285-8307 kikat@ae.kagoshina-u.ac.jp			
■講義の概要(目的と内容)			
国際化への対応は今後の日本社会にとって一段と重要であり、特に、理工系の科学者・技術者は、就職先の規模や所在地によらずグローバルな視点・意識を持つことが極めて重要である。これらは、地域創生に貢献する人材育成の観点からも重要な要素である。その際に、事実上の国際標準語である英語について、読解や聞き取り能力に加え、発表や説明などの自己表現が行えることは、その前提となる基本的な能力といえる。これらを養成するために、この授業では、自己表現に重点を置いた語学研修と、実地研修として企業や大学での体験や社会貢献活動などを組み合わせた長期の海外留学を実施する。			
■受講学生が達成すべき目標			
この授業では、以下の能力を修得することを目標とする。1) 日常生活における英語によるコミュニケーションが不自由なく行える、2) 英語を主なコミュニケーション手段として大学の研究室または会社での日常的な活動が支障なく行える、3) 異文化を理解し、受け入れる態度を身につける。			
■成績の評価基準			
研修終了後に以下の条件を満足すること。1) TOEIC IPテスト等の点数が履修前より高くなっていること、2) 海外での研修や体験について英語で書いたレポートを提出し、英語によるプレゼンテーションと質疑応答を行うこと。成績は、帰国後のTOEIC IPテスト等の点数、課題のレポートとプレゼンテーション、質疑応答の内容により総合的に評価する。			
■受講要件			
原則として、理工学研究科で実施する「大学院理工系イノベーション海外研修」ないし、それに相当する以上の内容を持つ授業担当教員が事前に認めた海外留学の参加者に限る。また、この科目の履修取り下げは、参加中止などを除き、原則として認めない。科目登録に際しては、事前に理工学研究科グローバル人材育成支援室(099-285-3060、099-285-8140)の指導を受けること。			
■授業計画			
長期休業期間とその前後の授業日程を利用して、2ヶ月以上の海外留学等を含み、以下のことを行う。 1. 事前指導(例えば、大学の研究室や会社での就労体験の課題、地域課題等の検討) 2. 日常英語の計画的な学習 3. 大学の研究室での研修や会社等における就労体験、または、大学での英語による専門的な学習、ないし、英語によるボランティア活動 4. 海外滞在中の課題についての英語のレポート作成と英語でのプレゼンテーション 5. TOEIC IPテスト等の受験			
■授業時間外学習			
留学期間中は日常生活においても、極力、英語を含む外国語での会話を行うこと。			
■参考書・教科書			
教科書は特に指定しない。参考書は随時配付する。			
■オフィスアワー・その他			
その他不明な点は、事前に理工学研究科グローバル人材育成支援室に問い合わせること。教員に会うときは、事前にメール等でアポイントメントをとること。			
■修得しておくべき科目・必要な予備知識			
海外で生活するのに必要な最低限の英語によるコミュニケーション能力を持っていることが望ましい。			

3a. Asia-Pacific Preliminary Planning

NEW: ASIA-PACIFIC									
Course Type	Country	Institution	Description	Target Students	Timing	Cost	Visa	Coordination Needs	Stay
Short-Term Exchange Course	Thailand	King Mongkut's University of Technology Thonburi	Customizable courses available	Custom:理工系OK	2~4週間、年中	varies	教育ビザ	Develop custom program	Homestay
	Indonesia	Diponegoro University	University-run Ecology & Development	Any university student (UG) (土木、環境、生物、建築)	2週間、8月22日~31日	\$100 US	B211A	Registration, travel	Dorm stay
Short-Term/Long Term Lab Exchange	Australia	U of Western Australia	Assorted Lifelong Learning courses	anyone (recommend 550+ TOEIC)	年中	varies	観光ビザ	Full service	not included
	Australia	University of Technology, Sydney	6ヶ月~1年間 Exchange	700+ TOEIC	学年中	MOU	教育ビザ	Full service	unknown
	Australia	U of Western Australia	6ヶ月~1年間 Exchange	700+ TOEIC	学年中	MOU	教育ビザ	Full service	unknown
	Thailand	Maejo University	6ヶ月~1年間 Exchange	エネルギー・農学・水産学・関係工学; 建築	学年中	MOU	教育ビザ	Full service	unknown
	Thailand	Kasetsart University	6ヶ月~1年間 Exchange	エネルギー・農学・水産学・関係工学; 建築	学年中	MOU	教育ビザ	Full service	unknown
English Schools	Taiwan	Cheng Kuang University	6ヶ月~1年間 Exchange	理工系	学年中	MOU	教育ビザ	Full service	unknown
	Philippines	Various	1 on 1 + small group lessons	all ages/backgrounds (adult)	年中	~\$500/wk	9A	Registration, travel	Dorm stay
	Australia	U of Western Australia CELT	General English group	all ages/backgrounds (adult)	5週間 6月12日~7月14日	\$1000+ AU(T++E)	観光ビザ	Full service	not included
	World-wide	Kaplan	General English group	all ages/backgrounds (adult)	Any time	varies	various	Full service	Homestay
Other	Guam	University of Guam ELI	Customizable English Adventure	Any university student (lang/culture studies)	Summer, 1-6週間	varies	B2	Develop custom program, Registration, travel	unknown
	Korea	Kangwan University	Korean Lang/Culture	Any university student (UG)	10週間	1.17m W	D4-7(?)	Full service	unknown
	China	Chongqing University	Chinese Lang & Culture	Any university student (UG)	custom	varies	X2	Develop custom program	unknown
	China	Northeastern University	Post Graduate summer	unknown	unknown	unknown	unknown	unknown	unknown
PREVIOUS: USA									
Course Type	State	Institution	Description	Target Students	Timing	Cost	Visa	Coordination Needs	Stay
Short-Term Exchange Course	California	SDSU Engineering Dept.	Brain-Machine Interface	Engineering students (UG)	Summer	\$1,500	B2	10+ students	Vantaggio
	California	SJSU Engineering Dept.	Summer in Silicon Valley	Engineering students (UG)	7月9日~7月29日	\$4,000	B2	Registration, travel	Dorm
Lab Exchange	New York	CUNY/CCNY Grove Engineering	Energy Institute research	Graduate/Post-Graduate Engineering	学年中	MOU	J1	Full service	Kolping
	N. Dakota	NDSU	Lab internship	Graduate/Post-Graduate Engineering	学年中	MOU	J1	Full service	not included
English Schools	New York	CUNY/CCNY ELI	General English group	all ages/backgrounds (adult)	5週間、年中	\$1,025	N/A	Full service	not included
	New York	Kaplan	General English group	all ages/backgrounds (adult)	Any time	varies	F1	Full service	Homestay
	California	SDSU ALI	General English group	all ages/backgrounds (adult)	6週間5月・7月・8月	\$2,370	F1	Registration, travel	Homestay
Other	California	SJSU International Gateways	Academic English group	mainly for SJSU admission	9週間11月・3月・6月	\$3,590	F1	Full service	Dorm
	California	RH Fleet Science Museum	Volunteer	Science students	Summer	N/A	J1	Full service	Vantaggio
	California	RNT Architects/KPFF	Volunteer	Architecture students	Summer	N/A	B1	Full service	Vantaggio
	California	AZUSA	Japanese Corporate training	Any student	4週間+Any time	\$1,000	J1	Registration, travel	Homestay
VISA Details									
タイ: 教育ビザ	90 days	留学、スタディツアーや視察、プロジェクトやセミナーへの参加、会議や研修会への参加、インターンシップ(教育機関のプログラム)以外(無償)/教育機関のプログラム(有償/無償) 滞留期間、60日間以内で現地で必要							
インドネシア: 一次訪問ビザ	90 days	派遣先大学での語学研修や研究交流等は、社会・文化活動にあたるものには、一般的にシビルビザは30日間の滞在になるため現地に於ける移民局での滞在延長手続きが必要							
オーストラリア: 観光ビザ	90 days	3ヶ月以内の語学留学等の就学は観光ビザ(イータス)を申請 : 学生ビザは3ヶ月以上の修学予定者が対象							
フィリピン: 短期渡航者向け	90 days	短期間の語学コース、他のコースを受講のため訪れたときに取得; 入国後、フィリピン入国管理局発行の就学許可を要し、国内での就学手続きを要する。滞在期間は、60日間以内で現地で必要							
韓国: 一般研修ビザ・短期	90 days	①高等専修学校卒業以上の者で大学の語学学院、高等教育機関および外国教育機関(専門大学以上)の語学で語学研修をしようとする者(90日以上滞在可能) ②90日以下の語学研修生が取得や一般的研修							
中国: 留学	90 days	中国で留学する者(180日以下)							

University of Western Australia



Flights:

福岡 – Perth: Singapore Airlines
15 hrs 1 stop in Singapore
~10 万円*

鹿児島 – Perth: JAL/Qantas
17 – 28 hrs; 2 stops
鹿児島 to 羽田 to Singapore to Perth
~10 万円*

* There are more flights with other carriers, but more expensive/more stops/dodgy

Center for English Language Teaching:

Courses: General English / English for Academic Purposes

Accommodation:

Short-term:

On-Campus*	Room	Cost	Conditions	Cost: 1 人/1 月
Townhouse 4 軒	(6 人 3 室)	\$120/night	5 泊~3 ヶ月	\$600
Apartment Units 2 戸	(2 人 1 室)	\$100/night	5 泊~3 ヶ月	\$1500
Apartment Units 4 戸	(4 人 2 室)	\$110/night	5 泊~3 ヶ月	\$825
Dorm Units Standard 6 戸	(1 人 1 室)	\$80/night	1 泊~3 ヶ月	\$2400
Dorm Units Premium 2 戸	(1 人 1 室)	\$90/night	1 泊~3 ヶ月	\$2700
Dorm Apartment 1 戸	(2 人 1 戸)	1 人\$110/night 2 人\$160/night	1 泊~3 ヶ月	\$3300 \$2400
*25% Deposit 7 days after booking; Full payment due 3 days before check-in				
Off-Campus				
St. George's Dorm Unit	(1 人 1 室)	\$80/night	Shared bath	\$2400
Trinity Hampden Hotel	(1 人 1 室)	\$100/night	En Suite	\$3000
St. Catherine's Apt.	(1 人 1 室)	\$169/night	En Suite	\$5070

5 weeks, 1 module: 6/12 – 7/14
10 weeks, 2 modules: 6/12 – 8/18
15 weeks, 3 modules: 6/12 – 9/29
Mon – Thu: 4 classes, Fri: 2 classes 8:30 – 12:45 or 1:00 – 5:15 according to level
80% attendance required

Cost: Enrollment fee - \$220 Tuition - \$1875/term (\$625/module?)

Health Insurance (Mandatory):

5 weeks - \$165 - \$220
10 weeks - \$220 - \$275
15 weeks - \$330 - \$376

Visa:

Study full-time or part-time for up to 12 weeks on a visitor visa.

プログラム開発

4. UWA Program Development

In parallel to the above activity, Dr. Ken'nichi Yoneda of the Faculty of Law was preparing the ground for an MOU between Kagoshima University and the University of Western Australia. With this knowledge, it was decided to focus efforts on UWA and to put aside plans for programs in Thailand and Indonesia, for development at a later date.

In order to establish a program at UWA, an investigative trip was planned. Dr. Yoneda was consulted in order to clarify the position and role of GDO in helping to move his MOU project ahead. Due to the Sister City relationship between Kagoshima and Perth, Kagoshima City Hall was also consulted. In addition, Mr. Toru Minami, one of the key members in establishing the original relationship between Perth and Kagoshima, was consulted. It was discovered that the planned trip would coincide with the annual Junior High School exchange between the cities, and this had an impact on the aim of the trip. (See trip report below.)

平成 29 年度第 1 回理工学研究科による GOES プログラム開発のための現地調査

渡航期間：2018 年 2 月 18 日（日）～ 2018 年 2 月 23 日（金）（2 月 18 日と 2 月 23 日は移動日）

- 調査地域：オーストラリア 西オーストラリア州 パース
- 調査メンバー

グローバル人材育成支援室

室長（物理・宇宙専攻 教授）半田 利弘

副室長（物理・宇宙専攻 教授）小山 佳一

室員 ボウ・コーザー（特任助教）、藤崎 文乃（特任助教）

調査目的：本研究科にある授業科目『理工系国際コミュニケーション海外研修』において、新しく研修先を開拓し大学院理工系イノベーション海外研修プログラム開発の可能性を探る。（平成 30 年度実施を検討中）

本学と大学間交流がある西オーストラリア大学や電波天文学の分野において研究交流のある ICRAR（International Centre for Radio Astronomy Research）など他関係機関を訪問する。また、鹿児島市と姉妹都市であるパース市役所を訪問し、同市長の表敬訪問や同市における地域貢献活動に関する情報収集等も行う。

1 西オーストラリア大学 (University of Western Australia)

・調査日：2月19日（月）



(1) 西オーストラリア大学関係者との懇談

対応者

Kent Anderson 【Deputy Vice –Chancellor, (Community & Engagement)】

Brendan Waddell 【Deputy Dean, Faculty of Science】

Gia Parish 【Associate Dean Research, Faculty of Engineering, Computing and Math】

Romit Dasgupta 【Discipline Chair for Asian Studies, School of Social Sciences】

Tamas Zegrean 【Manager University Partnerships, Office of the Pro Vice-Chancellor】

内容

当方から鹿児島大学および理工学研究科、大学院理工系イノベーション海外研修 GOES プログラムを紹介。先方からは、西オーストラリア大学の状況、キャンパスツアーによる学生生活環境が紹介された。

(2) 理学部 (Faculty of Science) との打合せ

対応者

Martha Ludwig 【Associate Dean, International (School of Molecular Sciences)】

Annabel Turner 【International Development Manager, Faculty of Science】

Callum Cowell 【Director, UWA Centre for English Language Teaching】

内容

GOES プログラムとして Microbiology のラボ技術修得の授業への参加の可能性が提案された。

(3) ICRAR (International Centre for Radio Astronomy Research) との打合せ

対応者

Lister Staveley-Smith 【ICARA/UWA, Science Director】

Renu Sharma GAICD FLWA 【Associate Director】

Andreas Wicenec 【Director, Data Intensive Astronomy】

Maria Rioja 【Research Fellow】

Kenji Bekki

プログラム開発

内容

ICRAR 組織の説明があった。GOES プログラム参加学生を ICRAR へ派遣した場合には、どのような研修を行うことができるかをディスカッションした。事前に想定していた協議の天文学のほか、電波天文学で用いられている画像処理技術や望遠鏡建設に必要な電気電子技術など工学系の研修も行える可能性があることがわかった。

(4) 西オーストラリア大学附属語学学校 (UWA Centre for English Language Teaching : CELT) との打合せ

対応者

Callum Cowell 【Director】

Olivier Charpenay 【Associate Director, International Business Development】

Matthew Kettell 【Manager, Study Tours】

内容

同語学学校キャンパス見学。GOES プログラムのための語学研修の可能性、同校での学生アクティビティ、渡航中の居住の便、渡航ビザに関する情報を得た。

2 パース市役所 (City of Perth)

・調査日：2月20日(火)

(1) パース市長表敬訪問

対応者

Lisa Michelle Scaffidi 【Lord Mayor】

前田 和洋 【Picture Yourself in Perth 引率者,鹿児島市市民局危機管理部危機管理課危機管理係】



内容

鹿児島市役所がパース市役所と行っている交流事業：Picture Yourself in Perth のセレモニーに出席した。ここでは、鹿児島市中高生 5 名が派遣されており、パース市長と交流の機会があった。

(2) パース市役所職員との打合せ

対応者

Steven McDougall 【Economic Development Principal】

Rosmund Ashling 【International Engagement Officer】

内容

パース市で行われているボランティア活動の取り組みやボランティア活動を通じた地域コミュニティとの関わり方について情報を収集した。現在、パース市ではボランティア活動はあまり活発に行われていないが、今後パース市としては、積極的にボランティア活動に取り組んでいこうとしている意欲があることが分かった。

3 在パース日本国領事館（総領事表敬訪問）

・調査日：2月21日（水）

対応者

平山 達夫【総領事】

松尾 篤史【副領事】

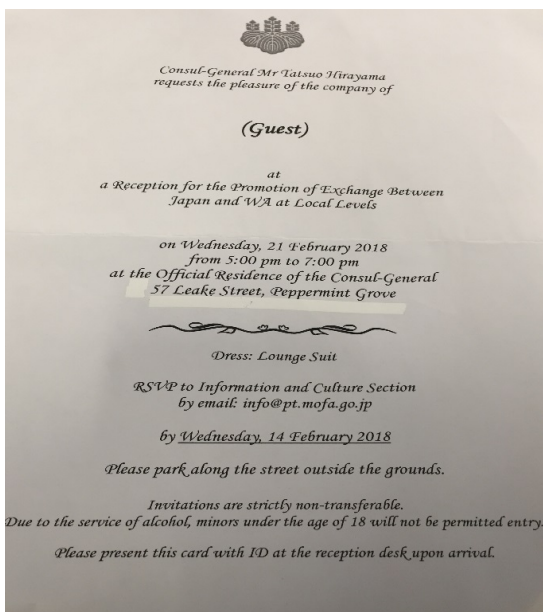


内容

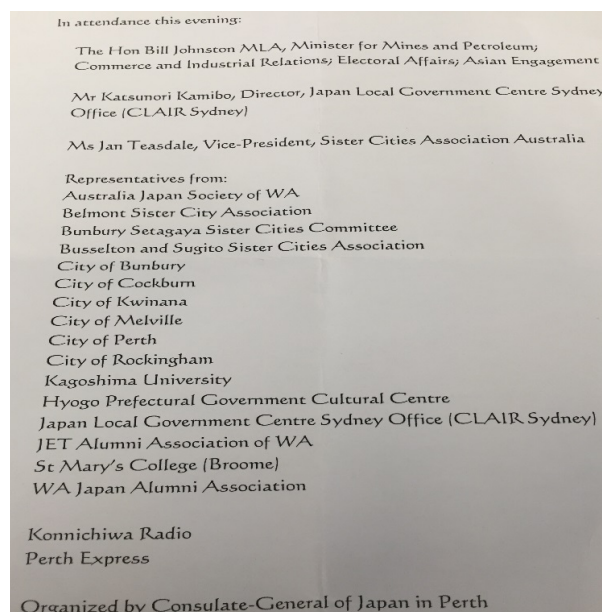
本研究科で行っている大学院理工系イノベーション海外研修 GOES プログラム概要の紹介。パースでの海外研修実施時における日本領事館としての緊急時等の対応や現地の治安関係の情報提供、日本の高校や大学等のパースにおける海外研修実績状況の説明。西豪州日本会事務局の紹介。また、同日、日本国領事公邸で開催された“Reception for the Promotion of Exchange Between Japan and WA at Local Levels”に招待された。

レセプションでは、西オーストラリア州内の地域と日本との姉妹都市関係を結び、交流をされている方や関係者の方々が出席していた。パース市をはじめとする西オーストラリア州内の地域において、日本にある各地域と積極的に国際交流を行う志気が高いと感じた。

【レセプション詳細】



【出席者一覧】



プログラム開発

4 九州電力パース事務所

(Kyushu Electric Australia Pty Ltd, Kyushu Electric Wheatstone Pty Ltd)

・調査日：2月21日（水）

対応者
中野 賢一【Director】
渡辺 章太郎【General Manager】

内容

パースにおける事業の概要説明。同事務所では、福岡にある高校の修学旅行生やスーパーサイエンスハイスクール、スーパーグローバルハイスクールからの生徒や教員への事業説明や見学も受入れている。本研究科からの就業見学等の学生受け入れは本社九州電力の判断等によると思われる。同事務所が入っているビルには他日系企業（富士通オーストラリア、関西電力、三菱商事、三井住友銀行、東京ガス）もオフィスを構えている。

5 現地生活調査

・調査日：2月22日（木）

市内の状況、生活の便などを実地確認した。治安や日常生活に特に問題はなく、学生が便利に安全に暮らせると判断できた。

As a result of the trip, it was possible to produce the following tentative outline for further program development:

	Component	Content	Time	Housing
Existing program Participation confirmed	Language	University of Western Australia	5 weeks	Homestay Arranged by UWA CELT
	Study	Center for English Language Teaching	June 10/12~July 15	
Existing program Participation possible	Science study (bio/chem)	Participate in a UWA technical course that teaches all the fundamentals of lab practices for microbiology.	4-6 weeks, following CELT course	
	Science study (IT/ physics)	Contribute your math/programming skills at ICRAR, to help with data processing for astronomy research.	Undefined	
Not yet existing, Participation possible	Volunteering	There may be some possibility to job-shadow through City Hall (ie: civil engineering, urban planning, heritage & preservation etc.)	Yet to be discussed in detail	
	Business study	There may be some possibility to have a lecture from Japanese business people located in Perth (Kyuden, etc.)	1~2 times	

5. San Diego GOES Program Update

From 2015, each component of the GOES San Diego program required some adjustment. While the language study portion of the program remained the same, the engineering study and volunteer work experience changed:

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14
2015	Orientation	ALI 語学学校					Robotics	Volunteer						
2016	ALI 語学学校					Robotics	Volunteer							
2017	ALI 語学学校					Volunteer								
2018	ALI 語学学校						Robotics	Volunteer						

SDSU Engineering Robotics program:

<p>2015</p> <ul style="list-style-type: none"> 4 x 4 hours robotics lab (16 hours total) Held in the afternoon, after ALI classes \$1500 per student 	<p>Problems:</p> <ul style="list-style-type: none"> Lab lessons were cut short by TA's (3~3.5 hours) lab experience not applicable to students' field of study English level too hard for students to understand lessons well 	<p>Results:</p> <p>GDO staff gave critical feedback to Dr. Moon and he offered to refund some of the program fee, to be more involved in the program for the following year, and to provide some kind of language support in lab lessons.</p>
<p>Results:</p> <p>GDO decides to create a P-SEG program for undergraduate KU students, based on this iteration of Dr. Moon's program.</p>	<p>2016</p> <ul style="list-style-type: none"> Full 2-week program held prior to the start of ALI Robotics lab 4 x 4 hours 4 x English & culture lessons Peer exchange & language support Local field trips \$1500 per student 	<p>Problems:</p> <ul style="list-style-type: none"> Fun, but lab experience not applicable to students' field of study Takes time away from volunteering Peer support is from HS/1st year undergraduate students
<p>2017</p> <ul style="list-style-type: none"> 2 week Robotics program offered as P-SEG course for undergraduates 	<ul style="list-style-type: none"> Student numbers too low; program is canceled 	
<p>2018</p> <ul style="list-style-type: none"> 2 week Robotics program offered to both graduate students, and as P-SEG course for undergraduates in order to increase participant numbers 	<ul style="list-style-type: none"> SDSU agrees to run the program even with small numbers of participants KU agrees to staff parts of the program to reduce costs Scheduled to take place after exam week 	

プログラム開発

Volunteer

In 2015, the volunteer period was mainly supported by a placement agency, and the 7-week duration was good for both the students and the agency.

In 2016, in order to hold the full SDSU Engineering program, the volunteer time was reduced. This made finding placements harder for the agency, and students found they had only just gotten used to the daily routine, when they had to leave.

In 2017, the 6-week volunteer placement was suitable for the agency and the students, but the language school, which issued the F1 student visa, expressed reservations about the length and type of volunteering, especially if the SDSU Engineering program was not a component. Therefore, for 2018, it was decided to reduce the volunteer portion and combine it with “地域貢献活動” (a minor component of the 2017 program, where students compared an industry in Kagoshima with an industry in the USA), and the terms of the SDSU Engineering program were reviewed and the program reinstated.

6. New York GOES Lab Program Update

On Jan. 19, 2018 Dr. Masahiro Kawaji of City College New York, City University New York, Grove School of Engineering, visited Kagoshima University Graduate School of Science and Engineering. He met with the members of GDO to discuss the future of the New York GOES Lab program. It was decided to keep the program content the same. Dr. Kawaji also offered to introduce other faculty at CCNY if students with different study areas from those covered by the Energy Institute were interested in a short-term student internship at CCNY CUNY.

7. Regional Development Activity

地域貢献実施活動について

平成 28 年度より実施している本海外研修プログラムでは、グローバルな視点からローカルな課題解決に取り組むことができるグローバルな人材の育成を目指している。

ここでは地域貢献活動の一環として次のとおり実施した。

- 平成 28 年度冬季実施サンノゼ海外研修

参加の学生はサンノゼ・シリコンバレーで実施した海外研修の成果をもとに鹿児島県工業倶楽部 84 プラザ 6 月の例会において講演を実施。

- ・ 日時：2017 年 6 月 12 月曜日
- ・ 講演者：本研究科学生 2 名
- ・ 講演題目：① 「労働人口減少に対するシリコンバレーの動向」
② 「シリコンバレーの経済システム」
- ・ 出席者：鹿児島県工業倶楽部 84 プラザ所属企業の方

- 平成 29 年度実施海外研修

参加の学生は、事前調査として専門分野に関連し関心のある鹿児島県内企業を事前に選択し訪問や工場見学等を通じて、企業の事業内容などの情報収集を行った。本海外研修開始後、参加の学生は事前調査時に訪問した企業と現地にある企業との比較を行った。

参加の学生は、ここでの成果をグローバル人材シンポジウムでの発表や事前調査で訪問した企業への調査報告等を実施した。

参加学生・専攻	訪問企業一覧
機械工学、物理・宇宙	サツマ酸素工業株式会社
建築学	株式会社設備設計 鹿児島
建築学	東条設計株式会社
化学生命・化学工学	西薩クリーンサンセット事業共同組合
化学生命・化学工学	株式会社 オキス
生命化学	鹿児島市科学館

8. Recruitment

募集活動について

平成 29 年度は以下の 3 種類の募集活動を行った。

1. GOES Symposium + 交流会

平成 29 年第二回 GOES Symposium を 11 月 21 日に行いました。

午前：講演と海外研修 GOES 参加者報告会。参加学生は 10 名。

午後：交流会および海外研修ワークショップと平成 30 年度 GOES 海外研修説明会。参加学生は 14 名（平成 30 年度 GOES への参加希望者 5 名、過去の GOES 参加者 9 名）。

2. 説明会

募集のために、海外研修説明会を行いました。

- A) 11 月 21 日の GOES Symposium に続き実施。参加者は 14 名。
- B) 12 月 6 日に単独で実施。参加者は 9 名。
- C) 12 月 13 日に地域コトづくりセンターが主催する「研究インターンシップ報告・説明会&海外インターンシップ説明」の一部として実施。参加者 29 名。

プログラム開発

- D) 1月29日～2月2日専攻別説明会を実施。参加学生は40名。
(物理・宇宙専攻、電気電子工学専攻、化学生命・化学工学専攻、情報生体システム工学専攻、地球環境科学専攻)
- E) 4月2日の大学院入学オリエンテーションでも実施予定。

3. 募集ブース設置

1月11日、1月16日、1月17日の3日間、海外研修を説明するためのブースを設置し、海外研修パンフレットを展示すると共に、室員2名が時間帯を決めて担当し、学生や教員からの質問・相談などに応じた。第1日目と2日目は工学部共通棟1階の休憩スペースで、3日目は理学部1号館1階の玄関口ホールで行った。学部3、4年生、および院生にパンフレット合計130枚を配布した。

4. その他

- 平成29年度GOES参加学生感想文集を630冊印刷。平成30年度理工学研究科進学予定者に配布。
- 平成30年度春発出、鹿児島大学英語ニュースレター「KU Today」の記事を書きました。
テーマは「GOES 海外研修」です。

1. GOES Symposium + 交流会



シンポジウム案内

グローバル人材シンポジウム 11/21 (火)		
時間	案内	場所
8:30~8:50	受付	建築学科棟 01
8:50~9:00	挨拶、開会の辞	
9:00~9:30	星野 一昭 (かごしまCOCセンター 特任教授) 『英語は度胸と好奇心』	
9:30~10:00	新永 浩子 (理工学域理学系 物理・宇宙専攻 准教授) 『Be Global, Be Ambitious』	
10:00~11:00	GOES 参加者報告 4名	
11:00~11:10	休憩	
11:10~12:30	GOES 参加者報告 5名	
12:30~14:00	昼食・交流会	
14:00~15:30	GOES 参加者海外研修ワークショップ	
14:00 ~14:10	自己紹介	
	語学学校	
	ホームステイ	
	保険・銀行・携帯・など	
	ボランティア	
	時間の使い方	
15:15~15:30	Q/A	
15:30~16:00	GOES 2018 説明	
16:00~16:30	閉会の辞	
	片付ける	

プログラム開発

2. 地域コトづくりセンターで、海外インターンシップ説明会

The Global Experience
海外インターンシップ挑戦したい人に加ってほしいこと

海外インターンシップの為に、何が必要ですか？

- 研究・技術のスキル
- 個人的な目標 (勉強・仕事・家族・など)
- コスト

英語能力 TOEIC 650 だわ。

研究・技術のスキル
個人的な目標 (勉強・仕事・家族・など)
コスト
英語能力 TOEIC 650

海外インターンシップはライフプランにどこ入れれば良いのか？

英語能力
研究・技術のスキル
個人的な目標
コスト

3ヶ月で理工系国際コミュニケーション海外研修授業

1. GOES海外研修 Study Abroad Program

2. GOESラボ海外研修 Lab Study Abroad Program

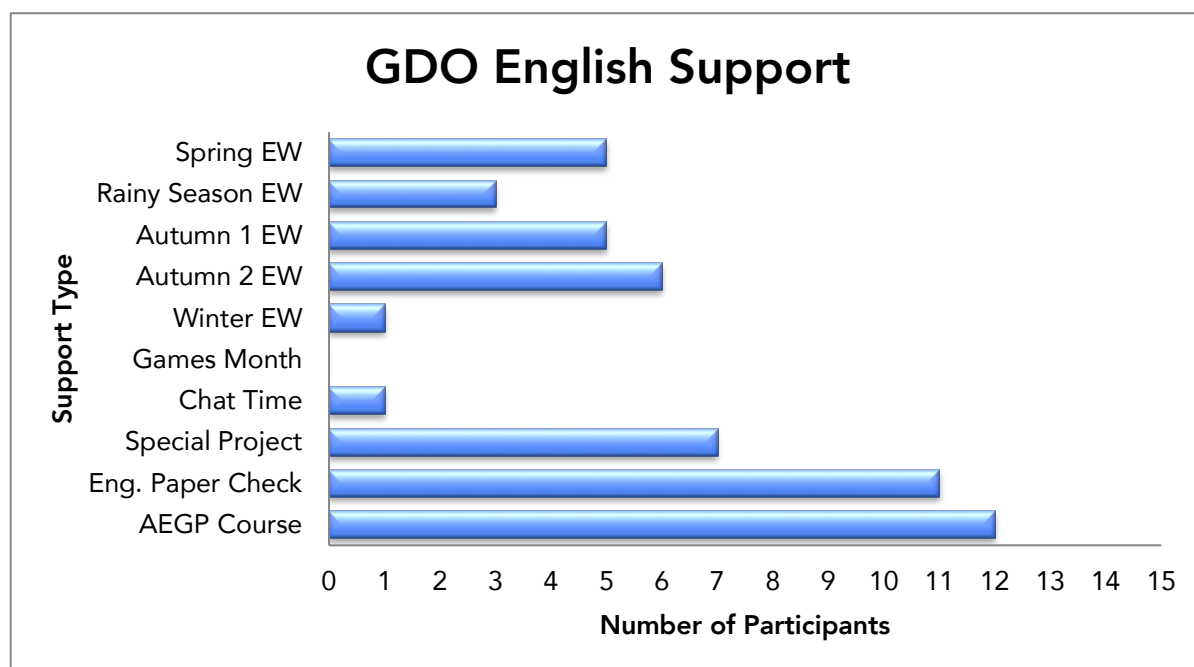
海外研修・インターンシップに興味があれば、グローバル人材育成支援室へ相談して下さい！

3. 海外研修ブース&パンフレット



From April 2017, Global Development Office offered the following English language education support:

1. English Workshop, Games Month & Chat Time
2. Special English Projects
3. English Academic Paper Check
4. Courses (Academic English for Global Science and Engineering Professionals)
5. English Lounge
6. GOES Study Abroad Support
7. Analysis of TOEIC scores for 2017 GOES Participants



1. English Workshop & Chat Time:

This year, five sessions of English Workshop were held: Spring English Workshop; Rainy Season English Workshop; Autumn English Workshop 1 & 2; Winter English Workshop. Each session ran for four weeks, meeting once a week for an hour. The Spring and Autumn Workshops were divided into Beginner and Advanced Levels. In previous years the beginner level class had been popular, but this year only the advanced level had sign-ups, therefore the beginner level sessions did not run. The two Autumn sessions were the most popular, with 6 members. Spring had 5, Rainy season had 3, and Winter had 4. In previous years, workshops held at the beginning of the semester were the most popular, and this held true in 2017. Attendance declined as end-of-semester assignment deadlines neared. Due to scheduling conflicts with the GOES program, no summer sessions were held, but a September Games session was planned, for students to have an opportunity to use English in a relaxed setting during vacation time, but there was no interest. Chat time was scheduled, but mostly occurred outside of scheduled times, as the main participant scheduled his own sessions.

英語教育

The sessions were advertised with posters for each department, and posted on department bulletin boards. They were also listed on the GDO website. Mails were not sent out, because the process for sending them out was onerous, and as students receive between 5-10 promotional e-mails/day from various on-campus organizations, it was decided not to add to the burden.

2. Special English Projects:

Special Projects are individual requests for assistance with English which fall outside the other categories.

A. In 2017 three graduate students who were attending international conferences came to GDO to practice for their presentations. Assistance included checking their scripts and slides for errors, providing a recording of their presentation for them to shadow, and listening to their presentations and giving advice on pronunciation, intonation, gestures, eye contact, and stance.

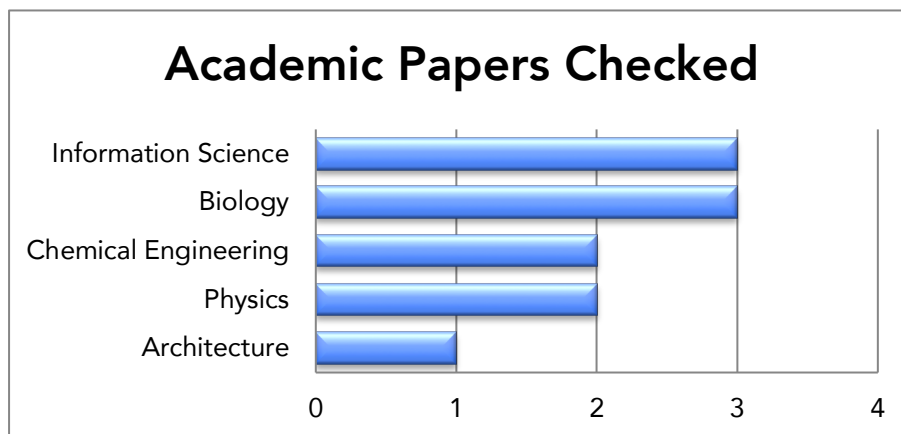
B. Two students aiming to spend a year studying abroad came for help with TOEFL/IELTS study, and a study plan was created. The student studying for TOEFL also participated in English workshop, but was unable to continue with the supported sections of the study plan. It is unknown whether the rest of the study plan was followed. The student studying for IELTS is continuing to follow through with their independent study, and visiting for help.

C. An English Word Bank of common terms used in writing syllabi was created at the request of the Dean of the Graduate School, to facilitate the creation of English syllabi within the Graduate School.

D. On several occasions various faculty and administrative staff requested minor assistance checking the content of various documents which needed to be issued in English. Some of these documents were of a confidential nature and therefore none of them will be discussed.

3. English Academic Paper Check

Six professors requested checks on 8 papers, and two students requested checks on two papers. A check typically involved reading and correcting the grammatical errors in the paper, and then meeting with the authors to make sure that the grammatical changes did not interfere with the intended meaning. Several students also came to have abstracts or short written pieces of work checked.



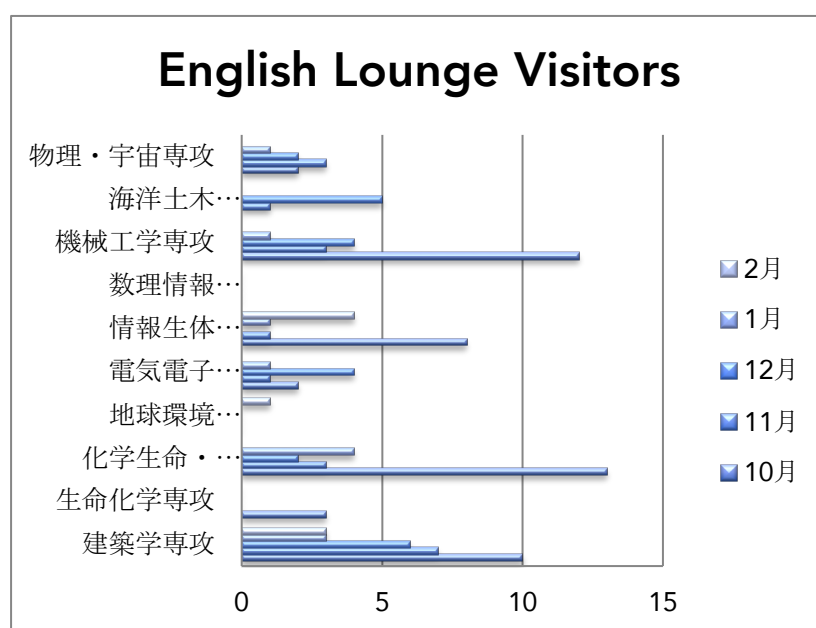
4. Courses

In addition to supporting the academic component of the GOES programs (理工系国際コミュニケーション海外研修科目), from 2017 the Graduate English course “Academic English for Global Science and Engineering Professionals” was designed and taught through GDO. 12 students enrolled in and completed the course. The course theme was “What is Innovation?” and this theme was investigated through the lens of Bloom’s Taxonomy. Students learned to identify the six orders of critical thinking common to the scientific method, through a project that examined the development of a technological innovation, as chosen by the students.

One course of B4 English for Engineers, Mechanical Engineering, was also supported by GDO.

5. English Lounge

The English Lounge found its permanent home in the Architecture building in October, 2017. In its new location on the first floor, in a new building, it is now easier to access than previously, and since October GDO has been keeping track of visitors, by department. Visitors include all students and staff seeking English language support, or study abroad advice.



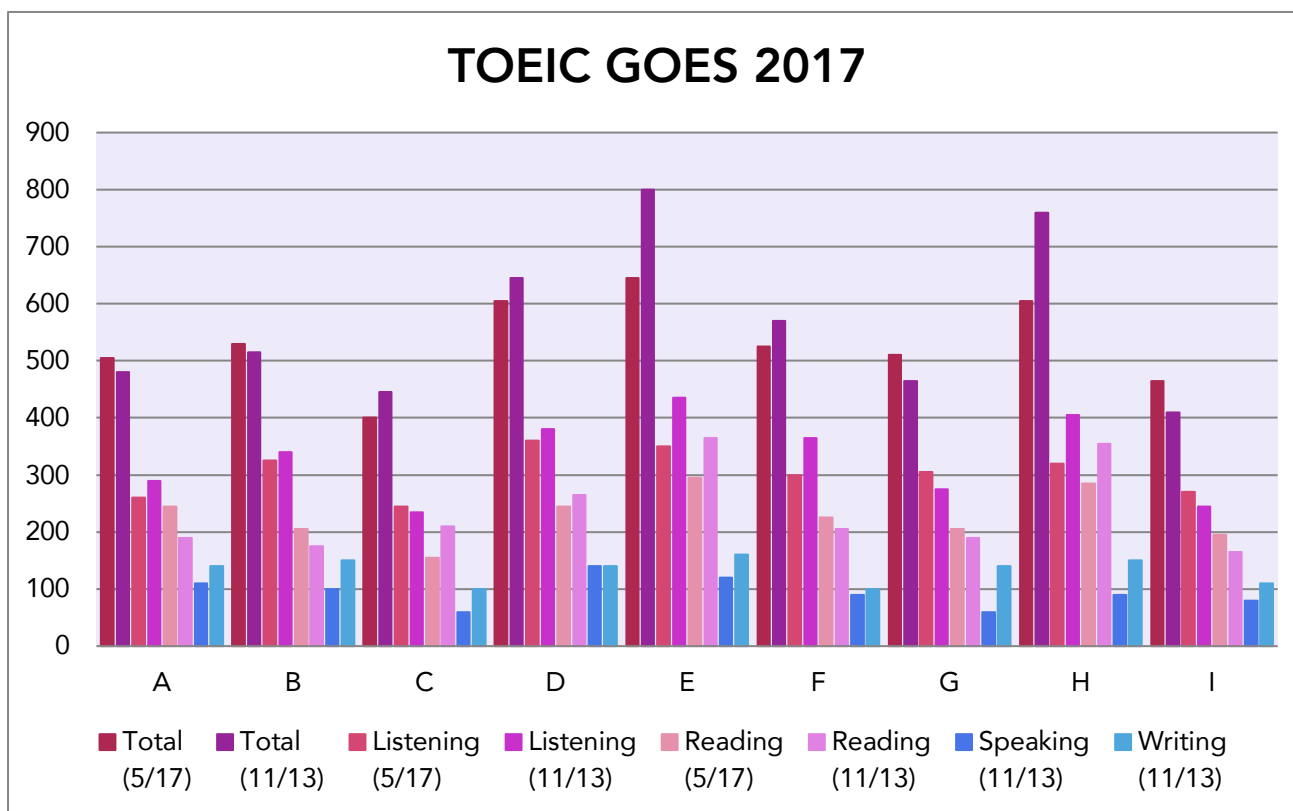
6. GOES Study Abroad Support

6/9 GOES 2017 participants enrolled in the “Academic English for Global Science and Engineering Professionals” course, which was held in Q1 before departure. Students also set individual self-study goals, and met weekly for preparation lessons, part of which were held in English and/or included specific lessons on vocabulary and phrases they would need in daily life in America. They were required to keep an online diary, although due to technical difficulties, this time most students did not submit the diary until they returned. Students were also given assistance in preparing their post-trip presentations. The diary and presentations contributed to the evaluation of the students’ progress in English ability. TOEIC testes were also administered prior to and following the GOES program. The analysis of the results can be seen below.

英語教育

Analysis of TOEIC scores for 2017 GOES Participants

The following is a brief analysis of the results of the 2017 GOES students' TOEIC results. Factors thought to have had an impact on the results are also discussed. It is important to remember that test results can be impacted by a wide variety of confounding factors, including the background and self-beliefs of the learner, their physical, emotional and mental condition not only on the day of the test, but also in the period during which learning occurred. In the following cohort, 4/9 students had lower test results upon return (previously only one student/31 had the same drop in score, and that was a result of poor physical condition on the test day). Of the 4 students, two achieved higher listening scores than pre-departure, meaning that their loss occurred through reading, and two lost ground both for reading and listening. One of the students who achieved higher results actually dropped slightly for listening but improved significantly for reading. While reading was not a focus of this program, given that so many students achieved lower results on the reading test, it is possible that the November test was objectively more difficult than the May test. In previous cohorts, only 4 students lost points for reading, and in each case those students were not thought to be strong readers to begin with. Suggestions for strengthening reading skills will be discussed at the end of this report.



Discussion of Student Results

A-san's initial score of 505 was felt to be an accurate measurement, in relation to performance in B4 and M1 English classes: A-san's main weakness was a very poor grasp of grammar. Vocabulary was quite good, but attempts to translate sentence structure directly from Japanese, coupled with misunderstanding about how to do so, resulted in confusing and nonsensical sentences. A-san's listening and reading comprehension was acceptable, because they could understand the vocabulary and could often guess the meaning intended from contextual clues. However there was often a delay in comprehension of spoken English, when the grammatical construction was not understood. A-san's return score dropped by a total of 25 points, but while listening improved by 30 points, reading dropped by 55 points. On the day of the return test, A-san overslept and ran to the test room from home after being called by a classmate from the test room. They began the test, but were flustered, and it is felt that this had an impact on the results. Casual interaction in English demonstrated that A-san's listening had improved significantly while overseas, but the listening test score was lower than expected. The reading score was significantly lower than for the pre-departure test. On the other hand, the afternoon Speaking/Writing test had strong results, demonstrating that A-san's grammar had improved significantly. Evidence of grammar improvement was also borne out in the Wiki assignment. It is therefore thought that the main factor in the low reading score was possibly due to not having enough time to complete the reading. Subsequent discussion with A-san confirmed that reading speed was a problem during the test. The TOEIC test taken one month later showed a modest 30-point (+30 points for listening; no change in points for reading) improvement over the pre-departure score (not shown on graph).

B-san's initial score of 535 was felt to be slightly lower than performance in B4 and M1 English classes would indicate. B-san had strong vocabulary and grammar, but was overly reliant on translation, sometimes resulting in unnatural English. Classroom interactions indicated strong listening skills, satisfactory speaking and writing skills, but indicated that reading was weak. B-san's return score dropped by 15 points, although listening improved by 15 points, and reading dropped by 30. Overall it is thought that this result was affected by B-san's confidence that they had improved by virtue of their overseas experience. While the overseas experience had a demonstrable impact on B-san's confidence in their ability to communicate in English, and B-san no longer hesitated or worried about trying to think of the perfect translation, their actual grammar and vocabulary did not show any great shift either in the Wiki assignment, the presentation, or casual interactions. Once again, the drop in reading score is thought to have been affected by reading speed, and B-san also felt that this was the main problem during the test. The TOEIC test taken one month later showed a small 25-point (-20 points for listening but +75 points for reading) improvement over the pre-departure score (not shown on graph).

C-san's overall score improved by 45 points, although their listening score dropped by 10 points and their reading score improved by 55 points. C-san's performance in B4 and M1 English classes indicated that their main weakness was a lack of vocabulary. Sentence structure was less of a problem and reading was understood with the help of a dictionary. Through the Wiki assignment and presentation, it was evident that C-san's English vocabulary had improved significantly, and casual interaction showed a strong development in colloquial

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English. Since TOEIC does not test colloquial English, and since C-san had few opportunities at their volunteer placement to listen to workplace English, it's not especially surprising that the listening score dropped. The speaking/writing test results were weak. Overall, not just in English class, but in general, C-san is more comfortable learning from real-life practical hands-on experience, rather than simulations, so while they were able to pass the real-life test of living abroad and functioning in an English-speaking environment, it is felt that their TOEIC performance didn't capture their communicative ability accurately.

D-san showed a slight overall improvement. D-san had a strong knowledge of English prior to their overseas experience, and it is thought that the classes at ALI and the volunteering experience provided the opportunity to consolidate that knowledge rather than lead to a large improvement. D-san achieved high reading and writing scores.

E-san was one of two students who named specific concrete goals at the outset of the overseas study period. They also scored high on their placement test at ALI and were put in a higher-level class than the other Kagoshima University students, one which had fewer Japanese. E-san also made a strong effort to socialize with new people, so it's not surprising that they achieved a significant improvement in their TOEIC score. Prior to departure, E-san's English level was strong, but very schooled. The overseas experience allowed them to build upon this scholastic groundwork, and E-san did so to the best of their ability.

F-san made an overall improvement of 45 points, with a 65-point improvement in listening, and a 20-point drop in reading. F-san's speaking and writing scores were close, but lower than expected. F-san has commented that they take longer to process information than other students, although performance in M1 English class demonstrated that when they are able to take their time, F-san's results are good. However, this characteristic is penalized on tests, and it is not surprising that results were low in general. However, in this case, the large improvement in listening indicates that both F's vocabulary and grammar have improved, as they were more certain of what they heard.

G-san dropped by 45 points, losing 30 points for listening and 15 points for reading. G-san had a strong writing score, but a very weak speaking score. In casual interactions, G-san seems less certain of their English ability than before departure. Part of the reason for this may be due to the fact that G-san spent a lot of time with Japanese students at ALI, and mainly spoke with non-native speakers at the homestay and at the volunteer placement, where Spanish was used as often as English. This seems to have had the effect of creating some confusion for G-san about how to speak 'correctly', whereby they are unsure whether the phrases they used with their friends are correct. Since the variety of accents that G-san was exposed to are not similar to any of the accents used in the TOEIC test, this may explain the drop in listening score. As for reading, G-san also cited time as being a problem. G-san's strong writing score indicates that their concern about correct English is largely unfounded. The TOEIC test taken one month later showed a small 20-point (-15 points for listening but +35 points for reading) improvement over the pre-departure score (not shown on graph).

H-san improved by 155 points, with a 85 point improvement in listening and a 70 point improvement in reading. H-san also had a solid writing score, although their speaking was average. H-san spent very little time with Japanese while overseas, and needed to use English exclusively in language school, their lab, and their dorm. Significantly, their accommodation in a single-gender dorm created many opportunities to make friends, and the fact that H-san was the only Japanese staying in the dorm was thought to have a greater impact on their language skill than either the language school or lab experience, as evidenced by their Wiki entries. In addition, the location of H-san's study abroad period meant that they were surrounded by highly motivated people, and this contributed to an increase in their own motivation as well as opening their eyes to new possibilities.

I-san's score dropped by 55 points, with a 25-point drop in listening and a 30-point drop in reading. While I-san's English level had been low from the beginning, this result was not thought to be consistent with their actual ability based on casual interaction, performance in M1 English, their Wiki, and the post-return presentation. Consultation with I-san revealed that they had a major presentation in their lab after the test, and they were thus unable to concentrate well on the test. The TOEIC test taken one month later showed a 70-point (+85 points for listening but -15 points for reading) improvement over the pre-departure score (not shown on graph).

Discussion of Teaching English Reading

The aim of the GOES program is to improve communicative competence, which means that reading is not a focus of the program. Students participate in a reading class at the overseas language school, but this class is different from the general Japanese-taught reading class in Japan. In both approaches, large amounts of input are needed to develop reading fluency, but whereas the Japanese-taught approach relies on the memorization of grammar patterns, the native-taught approach requires that students internalize the function of grammatical structures.

Japanese-taught English reading classes tend to focus on grammatical analysis of the sentence, with considerable time and effort given to translating clauses into Japanese. This means that most 'successful' readers have found a way to memorize patterns and apply them in a similar way to machine translation. As with machine translation, the results can be mixed, sometimes leading to correct understanding, and sometimes leading to mistaken understanding, depending largely on the reader's translation skill and grammatical knowledge. The Japanese-taught approach does not require a grammatical hierarchy since any pattern can be memorized, regardless of its complexity. In practice, students who have memorized complex patterns may not be able to read and understand an unknown pattern, even if it is simple relative to the memorized patterns. Students who are capable of memorizing grammatical patterns are often capable of reading a specific type of writing at a very high level, but students who don't have strong memorization skills, or who have other processing difficulties with reading, struggle with lengthy or complex texts.

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In contrast, reading classes taught by native-speaking English teachers do not rely on grammatical analysis, nor do they focus on the clause level, except to note clause breaks where doing so helps with comprehension. The approach is to have students make meaning through contextual clues in the writing. This approach aims to develop the students' ability to negotiate the meaning of unknown structures based on previous experience negotiating meaning. Without an internalization of simple structures, it is almost impossible to make meaning from complex structures. While this type of lesson is catching on in Japanese classrooms, it has not yet reached a critical mass.

One problem that both approaches face is getting enough input to develop speed, which is critical in understanding texts of any length, as it's important to be able to read fast enough to remember the meaning at the beginning, by the time the end is reached. This means it's necessary to read writing which is 'easy'; that is to say, writing which uses grammar structures that the student has already memorized or internalized. This is highly individual, especially in the case of Japanese learners who have studied for many years, but who have not had much experience with output, which is necessary to consolidate and internalize learning. The study-abroad program helps by providing ample opportunity for output, and it would be natural that there would be some lag in reading comprehension as the consolidation is recent, and what has been consolidated is also highly individual. (For those who focus on daily conversation, the grammatical structures internalized will not necessarily be helpful in the context of a TOEIC reading passage.) In addition, since the reading classes at the language school use an unfamiliar approach, the students may struggle to adjust their perception of how to learn.

One strategy which has proven effective, is that of Graded Readers. Initially offered by Oxford University Press, but now available through most publishers, Graded Readers are books which are written using linguistic understanding of lexical and grammatical hierarchies, so that each level of book becomes increasingly complex. By progressing through each level, students internalize the structures while reading for pleasure. However, despite their effectiveness, Graded Readers are not particularly popular in Japan, and part of this may be due to the unfamiliar pedagogical approach. Generally, we read using various strategies and for various reasons in our native language, whereas our experience reading in a second language comes mainly from classroom experience where the focus is on answering questions about the text. Thus, we don't have pleasurable memories of reading in the second language, and tend to view it as a chore. Reading graded readers can be pleasurable, if there is no test or assignment attached to it. Yet without this extrinsic motivator, students are unlikely to read due to their negative impression. English teachers at high schools or universities and colleges who have set minimum limits for number of graded readers read, but without any comprehension tests attached, have reported good results, although much of this is anecdotal as it's difficult to stage a large-scale empirical study to establish proof. Based on personal experience with graded readers, in addition to anecdotal evidence from other teachers, and in light of published studies about their effectiveness, in 2015 GDO purchased several sets of graded readers: story books, factual books, and books based on Pixar movies. To date, students who are introduced to the readers get excited because they can read them easily, but are not motivated to come and read the books of their own volition. Some kind of contest or other extrinsic motivator seems to be necessary. GDO would be happy to develop this kind of activity if there is a demand for it, as well as working with professors in developing motivational English reading lessons for their classes.

2017 年度グローバル人材育成支援室の活動から思うこと

特任助教 藤崎 文乃

2015 年に大学院理工系イノベーション海外研修 G O E S プログラムを開始し、今年度を含む 3 年間で本研究科 40 名の学生達をアメリカ・カリフォルニア、ニューヨーク、ノースダコタへ派遣することができました。本プログラムの実施に際して、毎年、全てが順調に進むことはありません。今年度も幾つかの困難がありましたが、学生達全員が無事に帰国できたことに安堵しております。

2014 年、支援室がまだ準備室であった時、何もないゼロの状態からカリフォルニアでの現地調査が始まり、試行錯誤を重ねてプログラム開発をしておりました。当時は将来を見据える余裕もなく、現在の本プログラムの有り様や 40 通りの海外研修が行われることは想像もしていませんでした。それから 3 年が経った今年度、海外研修を希望する学生の選択の機会、新しい研修先（国）のさら開拓を開始しました。2018 年 2 月、大学院理工系イノベーション海外研修プログラム開発の展開の可能性を探るため、オーストラリア・パースでの現地調査も実施しております。

毎年、海外研修期間中において共通して感じることは、参加学生は現地でどのような状況も充実した時間に変え、自身の経験として積み上げていることです。支援室では、参加学生の安否確認のために、参加学生には毎週末に 1 週間の感想を短いコメント形式で提出することを課しております。そのコメントを見ると、言葉や文化の壁に戸惑い、圧倒されつつも、自身でそれらと折り合いをつけ現地で必死に生活をしている彼らの強さが伝わりました。毎週ごとの参加学生の意識変化や課題解決に取り組む姿勢には頼もしさがありました。

今後も、より多くの学生に本プログラムや海外での活動に関心を持ってもらうための活動を進めます。しかし、学生目線で考えると日本学生支援機構（JASSO）や本学海外研修支援事業の支援があるとは言え、学生自身の希望や費用の確保、保証人や指導教員の同意など参加の決断に至るには、多くのハードルがあることも事実です。

支援室は、本プログラム実施における研修費用の軽減や海外での危機管理などの課題に、試行錯誤をしながらもなんとか解決してきました。今後も 1 人でも多くの学生が海外で有意義な活動できる機会を提供できるように努めて参りたいと思います。

そして、一緒に本プログラムに携わるボウ先生、研究科長をはじめとする本支援室長、副室長、指導教員、関係事務職員、現地受け入れ大学教員や鹿児島大学友好大使らのご協力があり、本プログラムを継続し毎年実施できました。ご協力、ご支援をいただいた皆様に心より御礼を申し上げます。

室員感想文集

GDO 2014-2018: Looking Back

Bo Causer, March 9, 2018

As the GDO completes its third cycle of study abroad programs, and prepares to launch its fourth, it is a good time to take stock and reflect on what has contributed to our success stories, and to our stories of challenge. Although there have been ups and downs, and tempers have sometimes been frayed, on the whole there has been a strong sense of teamwork and cooperation. Despite our differences and peculiarities, we have grown to care deeply for each other. And through it all, I believe we have all become better people.

1. The Room for Supporting the Nurturing of Global Human Resources

This is the literal translation of **グローバル人材育成支援室**, and in English it sounds quite dystopian. The main problem is that 'supporting' and 'nurturing' are warm, caring actions, yet referring to a person as a 'human resource', like they are some kind of disposable object to be used, is cold and uncaring. We settled on using "Global Development Office" in English, as it was neutral, and vague enough to encompass whichever kind of globally-related activity we might need to carry out. In truth, our small actions have had larger consequences, and in the end "Global Development Office" may be more accurate than "The Room for Supporting the Nurturing of Global Human Resources".

2. What is Global Jinzai?

The definition of global jinzai is often quite personal, relating to individual experiences, however, I have always interpreted it to mean someone who has the skills to interact with people in many places, from many cultures. It requires open-mindedness, acceptance of differences, and the willingness to make an effort to find common ground. Viewed this way, communication skills are more important than language skills, accepting and learning from mistakes is more important than being cautious and avoiding them, and supporting growth is more important than providing patterns to follow.

3. Communication vs Language

Globally, engineers, and to a lesser extent, scientists, are stereotyped as having poor communication skills, despite having good language skills. This stereotype may apply in some cases, but as with all stereotypes, it's not particularly helpful. As students move through the school system, those that excel in STEM (Science, Technology, Engineering, Mathematics) subjects come to view their other skills as inferior, through false comparison. By the time they reach university, these self-images are fairly set, so when they find themselves needing to interact with the world at large as they near graduation, having spent years specializing, they are understandably unsure of themselves. Some have developed their communication skills through extracurricular activities such as clubs or part-time jobs, but the feeling that they are 'not good enough' often remains.

Therefore, the main hurdle to overcome is the students' self-image: simply put, they need to have experiences that help them believe in themselves. In this sense, the GOES study-abroad experience builds their confidence in various ways. First, the language school increases their basic language skills, but more than that, the behaviouralist and transactional approach to language education taken overseas, focuses on task achievement over accuracy, and helps students believe in their own ability to use the English language. (This is in stark contrast to the mainly constructivist approach to language learning common in Japan, where language is viewed as an isolated entity which can be mastered through the addition of more units of knowledge.) The students also gain confidence as they negotiate daily interactions at their homestay, in the community, and between new friends. This is reinforced in the next phase of their study abroad, where they enter the lab or start job-shadowing, having to take on new challenges and perhaps complete unfamiliar tasks. Each success demonstrates to the student that their communication skills, and moreover that they themselves, are not inferior at all.

4. Learning From Mistakes

It would be remiss to think that only students benefit from the activity of GDO. In fact, by facing the challenges in building international relationships, GDO staff and faculty benefit and become more 'global' in their thinking, and that puts us in a better position to serve our students. When I started, a senior faculty member told me to throw away all my preconceptions, and that I was starting from zero. This was useful advice, since much of what we needed to do had not been attempted before. Since 2014, we've managed to create a moderately successful overseas program, but along the way no end of mistakes were made. It's been stressful, and we've all shed tears or spent nights laying awake, trying to unravel a misunderstanding or find a way around a roadblock. Perhaps the most important lesson I have learned came from our first dean, Dr. Kondo, who taught me that success is not some gleaming abstract prize in the future. Success is the ability to recover when we wipe out, crash into the sideboards, land flat on our face in the mud. We've had many crashes, but each time we figured out how to recover, and that is the secret to our success. It's also a message we try to share with our students before they depart. To borrow the motto of our first GOES cohort: Don't Be Shy, Don't Be Afraid.

5. Supporting Growth

The replication of successful patterns is highly useful in fields like engineering, where the responses of physical materials are fairly fixed and predictable. However, results involving humans can rarely be replicated since humans are not replicable. Even genetic clones cannot occupy the same space at the same time, and will have different experiences which will shape them differently. What inspires someone on Monday may depress them on Tuesday. When developing educational programs, we need to keep in mind that it's not merely a case of replicating successful patterns. Each program needs to be negotiated on its own terms, each study abroad cohort will need different kinds of support, and each day will bring its own problems and pleasure. Even when we're using previous programs as templates, we need to be sensitive to the ways in which the template will need to be changed. This requires frequent and open communication between staff, faculty, and students.

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Many of the mistakes and miscommunications that have occurred have been a result of lack of information. In some cases, nobody has had access to some key piece of information. Then mistakes are inevitable, but it is fairly easy to unite for the recovery once the information is known. In other cases, there has been a gap between what the faculty know and what the staff know. While the faculty have been incredibly supportive, and have done their utmost to communicate important information, the fact remains that staff are not allowed to participate in faculty meetings. As a result, it is difficult to form a clear picture of the fundamental direction of the Graduate School, and small but necessary pieces of information are sometimes not passed on. It also limits the staff's participation in the decision-making process. Since the staff are ones carrying out the daily operations of the GDO, they are the ones who are in the best position to make decisions. GDO faculty play a fundamental role, but have other priorities and responsibilities. They hold the bulk of the responsibility to make decisions, but are not always in the best position to judge the best course of action. With effort, faculty and staff can cooperate to make good decisions, but much effort could be saved if staff were able to access the same information as faculty, through participation in faculty meetings.

Finally, it's important to keep in mind that developing overseas programs is part of curriculum development. It is a teaching position, and without regular contact with a wide cross section of students, it's nearly impossible to assess their needs and capabilities. It is therefore necessary that the program coordinator also be teaching as a member of faculty. Voluntary participation programs such as English Workshop only attract students who are already interested in English or study abroad. The number of participants is consistently low, and as a result, it's not possible to develop a sense of what might appeal to a broader range of students. Teaching would allow the program coordinator to develop stronger relationships with the students, and this would lead to better programs. It's necessary for the university to find a way to re-define this position so that the person holding it can have full access to the many resources they need to support the international growth of the students and school.

After 2018, the future of GDO seems to be uncertain. Despite recent geopolitical events that have made study abroad seem a little less appealing, causing a drop in participant numbers, the need for skilled global professionals who can communicate with others and bridge cultures is more important than ever. As old alliances destabilize, new alliances need to be made, through business, between governments, and across society. Scientists and engineers in particular, need to have the capability to communicate their expertise in ways that contribute to a brighter future. This requires commitment, not just from staff, not just from faculty, but from the institution as a whole.

Don't Be Shy, Don't Be Afraid.