1. Outline

【Name of project】
Japan Gateway: Kyoto University Top Global Program

【Future vision of the university planned in TGU project】
• Education reform from admission to graduate schools with a 10-year vision in tandem with internationalization to produce the next generation of world-leading researchers
• Boosting the proportion of international joint research/internationally co-authored publications through interaction with overseas partner institutions to rank among the world’s top 10 universities

【Summary of Project】
The project will establish international joint education programs called “Super Global Courses” at graduate schools covering research areas in which KU has significant international competitiveness, which will be implemented in partnership with universities that are world leaders in their respective fields. As well as initiating courses that are jointly operated with partner institutions and providing joint guidance and assessments of dissertations under “Super Global Courses” in the respective research areas, we will develop “joint double degree programs.” Through the synergetic effects of internationalization of graduate education arising out of these initiatives and from internationalization of various aspects of undergraduate education including admission reform, promotion of employment of non-Japanese faculty members, increasing inbound and outbound student mobility, and offering more courses in English, the project is aimed at further reinforcing the university’s strengths in research and education to produce the next generation of world-leading researchers.

A 10-year vision for educational reform: from admission through graduate schools and international programs, producing a new generation of world-leading researchers

International Faculty
- Appoint world-class researchers as Distinguished Visiting Professors
- Employ 100 international faculty members using government reform subsidies

Accepting International Students
- Offer MOOCs for global recruitment of motivated students
- Employ international education administrators (IEAs) to assist international students with enrollment and campus life

Admission Reform
- Develop and implement a “KU special admission” program to link secondary and university education
- Establishment of a center for secondary and university education linkage and admission

Undergraduate Language Education
- Development of English teaching materials by newly founded center (International Academic Research and Resource Center for Language Education: i-ARRC) in the Institute for Liberal Arts and Sciences
- Grasp of the English level by the TOEFL-ITP for 1st year undergraduates

International Exchange Programs
- Enhance overseas study and training opportunities through the John Mung Advanced Program
- Establish new overseas centers to promote collaboration with international partners and support student exchange programs

Graduate Education
- Enhance collaboration with international partners and develop new career paths globally through “MEXT Program for Leading Graduate Schools”

Organization Chart
Undergraduate Education
- Entered into partnership agreements with the world's leading universities for the introduction of international joint education and degree programs
- Forged a system to enable employment of world-class, non-Japanese faculty members with flexible status/compensation

[AY2014] Phase 1- Year 1: Partnership agreements and preparation for joint education programs
- Entered into partnership agreements with the world's leading universities for the introduction of international joint education and degree programs
- Forged a system to enable employment of world-class, non-Japanese faculty members with flexible status/compensation

[AY2015] Phase 1- Year 2: Involvement of more disciplines, introduction of jointly operated courses and employment of IEAs
- Launch jointly operated courses with a view toward facilitating the introduction of international joint education and degree programs with the world's leading universities
- Employ international education administrators who will investigate system issues for the purpose of launching the new programs. They also assist in the process for accepting students from international partners as well as helping KU students studying abroad

[AY2016] Phase 1- Year 3: Application for approval of establishment of international joint curriculum
- Build infrastructure with overseas partner institutions including infrastructure for distance guidance in research
- Introduce international joint education programs called "Super Global Programs" in which core curricula are offered jointly with international partners

[AY2017] Phase 1- Year 4: Starting up joint degree programs
- Start up international joint/course degree programs
- "Super Global Programs" will accept enrollment as sub-major subjects and enrollment as extension studies

[AY2018] Phase 2- Year 1: Review for further development based on the interim evaluation
- Check the status of infrastructure development for internationalization (employment of non-Japanese faculty members, development of lodging facilities, development of overseas bases, etc.)
- Check the progress of the development of quality-assured education systems and programs with international standing

[AY2019] Phase 2- Year 2: Increasing mobility and diversity
- Check the status of the strategic acceptance of high-quality international students and utilization of international bases
- Carry out checks on the development of talented young researchers and increase the ratio of internationally co-authored papers

[AY2020] Phase 2- Year 3: Raising Kyoto University's position in the World University Rankings
- Identify points for improvement and strengthen initiatives with the aim of being ranked among the top 10 in the World University Rankings

[AY2021] Phase 2- Year 4: Review for further development based on the 2nd interim evaluation
- Strengthen initiatives for the improvements required to ensure quality-assured education systems of high international standing

[AY2022] Phase 2- Year 5: Establish an organization for industry-government-academia open innovation education

[AY2023] Phase 2- Year 6: Activities for the continuation and development of the project

Featured initiatives (Internationalization, University reform, Education reform)

Undergraduate Education
- Development of English teaching materials by foundation of the International Academic Research and Resource Center for Language Education(i-ARRC) in the Institute for Liberal Arts and Sciences
- Grasp of the English level by the TOEFL-ITP for 1st year undergraduates
- Undergraduate International Course Program of Global Engineering, Faculty of Engineering (wholly in English)

Graduate Education
- "MEXT Program for Leading Graduate Schools," including the Graduate School of Advanced Integrated Studies in Human Survivability (five projects adopted as of AY2014)
- "Re-Inventing Japan Project," such as study abroad programs for Japanese students and strategic acceptance of foreign students (three projects adopted as of AY2014)

Accepting International Students
- Employing International Education Administrators (IEAs) to assist international students
- MOOCs (Massive Open Online Courses) to attract high-potential students from around the world
- "Kyoto University International Education Program (KUINEP)"

Recruiting international faculty members
- Recruiting world-class researchers as Distinguished Visiting Professors
- Systematic and strategic promotion of recruitment of international superior faculty members under the initiative to double the number of international faculty members (Employing 100 international faculty members through "subsidy for supporting national university reform")

International Strategy
- "2x by 2020": real internationalization supported by achievement of numerical targets (doubling indices of internationalization by 2020)
- Aspiring to place Kyoto University among the top 10 in world university rankings

Measures for the promotion of collaboration with foreign universities
- Employ International Education Administrators who will promote partnerships with overseas universities. They will also be in charge of assistance and planning for KU students studying abroad and the acceptance of international students
- Sending more students and researchers abroad under the John Mung Advanced Program
- Increasing the number of Kyoto University offices outside of Japan for interaction with partner institutions and support for in-bound and out-bound study abroad students
- Medium-long term work experience under "International Internship" programs, in partnership with overseas research institutions and corporations
2. FY2014 Progress

■ Common indicators and targets

I . Internatioanlization

(1) Flexible and attractive employment systems for non-Japanese faculty members
   We revised the internal rules and regulations including employment rules to increase faculty staff mobility and enable flexible employment of world-class, non-Japanese faculty members.

(2) Expansion of academic exchange and cooperation with the world’s leading universities
   【Memorandum of Understanding (MOU) for inter-university academic exchange】
   Massachusetts Institute of Technology (MIT) and McGill University
   【Basic agreement】
   Copenhagen Business School, Wageningen University and University of Glasgow

(3) Enhancement of attractive educational environment for global mindset
   by lectures in English
   Special lectures/lecture meetings and research guidance for graduate students provided by distinguished visiting professors and guest lecturers including Fields Medal awardees enabled students to learn about the world’s leading-edge research areas in a high-quality education and research environment. This gave them even greater motivation to ultimately play their part on the international stage.

(4) Expansion of faculty and student mobility to/from overseas partner institutions
   By sending faculty members and students to partner institutions, reciprocal interactions were enhanced and ties were reinforced with a view to facilitating the introduction of international joint education and degree programs.

(5) Promotion of university-wide internationalization by employment of IEA
   To propel the university-wide drive towards internationalization, we established a new "International Education Administration Office" within the Organization for the Promotion of International Relations. In order to more effective and professional in our approach, we laid out a framework for employing International Education Administrators who will perform such tasks as assistance and planning for KU students studying abroad and the acceptance of international students. IEAs have been employed since April 2015 (one senior IEA and two IEAs took up their positions from April 1, 2015).

(6) MOOCs (Massive Open Online Courses) service
   We prepared course information and syllabuses for offering MOOCs in the 2015 academic year via edX, which Kyoto University has joined as a charter member. The MOOCs service related to this program will enable us to attract highly motivated students of great potential from around the world by publicizing the content of KU's Super Global Programs and other programs both inside and outside Japan.

II . University reform

(1) Introduction of an annual salary system
   For the introduction of the annual salary system, after a decision was made on the age and job categories to be covered (at a Deans and Directors Meeting in November 2014), rules and regulations on salary systems, evaluation systems, retirement pay, etc. were established or revised (a decision by the Board of Executive Directors in February 2015), and 101 staff members whose status changed from civil servant to national university corporation staff in 2004 were transitioned into the annual salary system that started on March 1, 2015 as the first group at Kyoto University to work under the new system. We plan to increase the number of staff covered by the system in the future, starting mainly with non-Japanese faculty members, the group we are now strategically targeting in our recruiting.

   Regarding the cross appointment system, the “Kyoto University Regulations Regarding Implementation of Cross-Appointment of Faculty Members” came into force on March 1, 2015.

(2) Establishment of Office for the Promotion of Institutional Research
   Having built its Data Warehouse (DWH) in 2013, Kyoto University has worked to improve its infrastructure for IR functions. To further enhance and strengthen its IR functions, the Office for the Promotion of Institutional Research was established in April 2015 within the Planning and Information Management Department.

III . Education reform

- Institute for Liberal Arts and Sciences
   To measure the basic English ability of students, we required all first year students to take TOEFL-ITP, the results of which were examined by the Council for Liberal Arts and Sciences and Committee for Planning and Evaluation. The results were then utilized in discussions on plans for English courses and courses conducted in English in and after AY2016.

   Furthermore, to further cultivate an international mindset, it has been decided to employ, on a provisional and short-term basis, faculty staff who have positions at overseas universities starting from 2015. These staff will give intensive lectures in English for time periods outside regular semesters (August to September and February to March). As a result of our efforts to increase courses in English, in the 2014 academic year, a total of 101 courses conducted in English including 21 KUINEP courses and 10 liberal arts and general education courses by the Institute for Liberal Arts and Sciences were available for students accepted under the KUINEP (Kyoto University International Education Program), dramatically expanding the range of choices open to these students (in 2013, a total of 36 such courses were available including 26 KUINEP courses and 10 liberal arts and general education courses by the Institute for Liberal Arts and Sciences). The number of courses in foreign languages (primarily English) offered by faculties and graduate schools also dramatically increased to a total of 677 (641 in English) in the 2014 academic year (from 564 courses in 2013, 531 of which were in English).
Initiatives for the enhancement of international reputation

O Organizing international symposiums and workshops
By organizing international symposiums and workshops, we promoted our endeavors under this project to partner institutions and accelerated reciprocal exchanges. These activities have created a track record that will improve our international reputation.

- 2014 Kyoto University & National Taiwan University workshop on business analysis
- The first international workshop on "Micro/Flow Chemistry & Engineering" (four faculty members and four postdoctoral fellows were invited from partner institutions)
- International workshop on agricultural policy research (a faculty member from the University of Arkansas was invited to attend)
- "University of Glasgow/Kyoto University Joint Student Workshop" held at the University of Glasgow
- The Kyoto University International Symposium cosponsored by the University of California, San Diego, for research collaboration and researcher interaction
- "The Third Kyoto Course and Symposium on Bioinformatics for Next Generation Sequencing with Applications in Human Genetics"
- "SGU Mathematics Kickoff Meeting" (six faculty members from partner institutions were invited)
- Joint Workshop on East Asian Studies organized by the National Institute for Advanced Humanistic Studies at Fudan University and Graduate School of Letters, Kyoto University (two postdoctoral fellows were invited from Heidelberg University)
- Seminar for graduate students on how to give presentations in English (a faculty member was invited from the University of Stavanger, Norway)
- International workshop on family farming (three faculty members and five postdoctoral fellows were invited from Agropolis International)
- "Kickoff Meeting for Kyoto-ASEAN Forum 2015" for the expansion of research and education activities in the ASEAN region (the plenary session to be held in the 2016 academic year)
- "Wageningen/Kyoto Joint Student Workshop" held at Wageningen University
- 2015 Business Analysis and Accounting Workshop held at National Taiwan University

Results for the promotion of collaboration with foreign universities

[Distinguished Visiting Professor](8)
- Columbia University(1) (Jul.)
- University of Michigan(1) (Sep.~ Dec.)
- Vanderbilt University(1) (Oct.~ Nov.)
- University of Zurich(1) (Feb.~ Mar.)
- Texas A&M University(1), McGill University(3) (Mar.~)

[Visiting lecturers, etc. (lectures, research presentations etc.)](42)
Massachusetts Institute of Technology(6), Washington State University(1), University of Oregon(1), University of Exeter(1), University of Graz(1), Yale-NUS College(1), Tsinghua University(1), University of Wageningen(1), Copenhagen Business School(2), Yale-NUS College(1), Erasmus University Rotterdam(1), Harvard University(1), Columbia University(1), University of Oxford(1), McGill University(2), University of Hamburg(1), Friedrich-Alexander University Erlangen-Nürnberg(1), Hungarian Academy of Sciences(1), University of Pavia(1), max planck institute for physics(1), University of Bonn(1), University-of-Mainz(1), University of Goettingen(1), Institute of Pasteur(1), University of Pittsburgh(1), University of the Pacific(1), University of Glasgow(1), University of Wageningen(2), French National Institute for Agricultural Research(1), Agricultural Research for Development(2), Swiss Federal Institute of Technology in Zurich(1), University of Freiburg(1), University of Greifswald(1)

[Dispatch of faculty members (investigation of academic calendars and education systems, joint teaching, discussion on interdepartmental agreement on student exchange, etc.)](28)
Massachusetts Institute of Technology(2), Development Academy of the Philippines(1), Stockholm School of Economics(1), University of Lethbridge(1), University of Glasgow(3), Thammasat University(3), Rutgers University(1), Imperial College London(1), University of Heidelberg, Strasbourg University(1), University of Wageningen(6), National Taiwan University(2), Agropolis International(2), The University of Sheffield(1), University of Paris-Sud(1), Kazakh National Agricultural University(1), Tsinghua University(1)

[Invitation (discussion on exchange agreements for program start etc.)](24)
Strasbourg University(2), NUS(2), Chulalongkorn University(2), Vietnam Academy of Social Sciences(1), Seoul National University(1), University of Stavanger(1), Strasbourg University(1), University of Heidelberg(1), Technical University Munich(1), University of Bonn(1), University of Utah(1), Louisiana State University(1), Nanjing University(1), University of Heidelberg, Strasbourg University(1), University of the Pacific(1), Renmin University of China(2), Stony Brook University(1), Olin College of Engineering(3)

[Dispatch of graduate students (paid for by the university)](13)
University of Bonn, University of Amsterdam, Imperial College London, Brown University, University of British Columbia, NUS(7), Massachusetts Institute of Technology(6)
3. FY2015 Progress

■ Common indicators and targets

I. Internationalization

(1) Expansion of academic exchange and cooperation with the world’s leading universities
Interdepartmental exchange agreements entered into in AY 2015 (*concerning the six areas of the Super Global Courses)
- Grad. School of Economics-University of Wageningen (Netherland), July, 2015  Student Exchange Agreement
- Grad. School of Economics-Katholieke Universiteit Leuven (Belgium), March 2016, Academic Exchange Agreement and Student Exchange Agreement
- Grad. School of Letters-Heidelberg University (Germany), December 2015, Letter of Intent on Establishing a Joint Degree Program
- Grad. School of Agriculture-University of Göttingen (Germany), April 2016, Student Exchange Agreement
- Grad. School of Engineering-Massachusetts Institute of Technology (USA), February 2016, Student Exchange Agreement
- Grad. School of Global Environmental Studies—University of Lorraine (France), July 2015, Academic Exchange Agreement and Student Exchange Agreement
- School of Public Health-National Taiwan University (Taiwan), December 2015, Letter of Agreement for double degree program
- School of Public Health-Mahidol University (Thailand), December 2015, Letter of Agreement for double degree program

(2) Strengthening and improving IR functions
In April 2015, we established the Office for the Promotion of Institutional Research within the Planning and Information Management Department. In addition to that, we established the Office for the Educational IR under the Executive Vice-President for Education in April 2016, in order to centrally collect and manage educational affairs information to support the development of admission strategies, decision making for improving education, quality assurance of education, etc.

(3) Expansion of faculty and student mobility to/from overseas partner institutions
By sending faculty members and students to partner institutions, reciprocal interactions were enhanced and ties were reinforced with a view to facilitating the introduction of international joint education and degree programs.

(4) Introducing a GPA system
We introduced a GPA (grade point average) system for undergraduate students studying under a curriculum applicable to entrants in April 2016 or later, with the aim of promoting students’ independent study and facilitating guidance for students’ study.

(5) Strengthening the university-wide organization for promoting internationalization by employing international education administrators (IEAs)
We newly employed three international education administrators. As for inbound mobility, we accepted fifty doctoral program students from inside and outside Japan, primarily from the six HeKKSaGOn universities (Heidelberg University, the University of Göttingen, and the Karlsruhe Institute of Technology from Germany as well as Osaka University, Tohoku University, and Kyoto University), who were provided with lectures and off-campus programs for understanding the culture of Japan and Kyoto. In terms of outbound programs, we administered communication skill training programs abroad, grouped by students’ language fluency, in partnership with the University of New South Wales from Australia and the University of Auckland from New Zealand, in which a total of sixty undergraduate and master's program students from Kyoto University participated. In addition, we analyzed students’ scholarship applications and assisted students preparing application forms, which doubled the success rate in AY 2015 from the previous year. During the second phase of the ASEAN Foundation, we negotiated with AUN member institutions regarding inbound and outbound student programs and acquired external funds.

(6) Offering MOOCs (Massive Open Online Courses)
We created four MOOCs in fields within the scope of Super Global Courses and offered them via edX. These courses attracted many learners, helping us to publicize this program worldwide. Moreover, the process provided a stimulus for our graduate students involved in offering these courses as staff members (such as TAs), giving them opportunities to interact with overseas students by not only asking and answering questions but also participating in discussions among learners.

II. University reform

(1) Introduction of an annual salary system
As of March 2015, an annual salary system was applied to 101 staff members. Following that, the scope of the annual salary system was expanded in the period from April to July 2015, which shifted another 189 staff members into the annual salary system within AY 2015.

(2) Strengthening and improving IR functions
In April 2015, we established the Office for the Promotion of Institutional Research within the Planning and Information Management Department. In addition to that, we established the Office for the Educational IR under the Executive Vice-President for Education in April 2016, in order to centrally collect and manage educational affairs information to support the development of admission strategies, decision making for improving education, quality assurance of education, etc.

III. Education reform

(1) Introduction of KU Special Admission Programs
To attract students with great potential, we introduced the “KU special admission” programs, starting with the admission of entrants in April 2016, to screen applicants based on the comprehensive evaluation of their learning abilities developed in the years leading up to high school and abilities essential for receiving undergraduate education at respective faculties as well as their ambitions. In the first year of this admission system, 81 out of 616 applicants were admitted under the “KU special admission” programs.
University's own indicators and targets

(1) Internationally co-authored papers by students
We continued to encourage and support students going abroad or presenting papers at international conferences (646 papers in AY 2015). In future, we intend to increase the number of internationally co-authored papers through the introduction of joint curricula and joint degree programs.

(2) Number of students dispatched overseas under the John Mung Program
With the extra support given to students under the "John Mung Program" which provides motivated students of great potential with the opportunity to study abroad, the number of students studying abroad has been steadily increasing. (138 in AY 2015)

Initiatives for the enhancement of international reputation

- Organizing international symposiums and workshops
By organizing international symposiums and workshops, we promoted our endeavors under this project to partner institutions and accelerated reciprocal exchanges. These activities have created a track record that will improve our international reputation.

Symposiums sponsored by Kyoto University as a whole institution
- Kyoto-Bordeaux Symposium 2015 (May 2015)
- Bristol-Heidelberg-Kyoto joint symposium (November 2015)
- UCL-Kyoto Grand Challenges Symposium 2015 (December 2015)
- UC San Diego-Kyoto University Joint Symposium (March 2016)

Symposiums, workshops, etc. held by departments offering the Super Global Courses

- [Social Sciences and Humanities] Kyoto Graduate Seminar (September 2015)
- International Workshop “Theoretical Framework for Comparative Analysis on Family Farming” (March 2016)

- [Human Biosciences] 1st Joint Symposium of International Partners (October 2015)

- [Chemistry and Chemical Engineering] Joint Workshop with U.S. and German Institutions (December 2015)

- [Mathematics] KTGU Mathematics Workshop for Young Researchers (February 2016)
- KTGU-IMU Mathematics Colloquia & Seminars (March 2016)

- [Environmental Studies] International Symposium and International Workshop (December 2015)
- JGP-GSGES International Spring School at Kyoto 2016 (February-March 2016)


Results for the promotion of collaboration with foreign universities

- [Social Sciences and Humanities] In December 2015, the Graduate School of Letters entered into a basic agreement with Heidelberg University (Germany), aiming to establish a joint degree (JD) program within AY 2017. Preceding that, a credit transfer system was introduced starting in October 2015. The school offers more than ten courses in Asian and Transcultural Studies for the JD program.

- [Human Biosciences] We organize a training course and symposium every year based on research collaboration between Kyoto University, McGill University (Canada), and Imperial College London (UK). Aside from that, we are designing systems toward introducing a joint degree program with McGill University (Canada). Other activities include international research collaboration with the University of Bordeaux (France) and the establishment of a collaborative research unit in January 2016 with the Pasteur Institute (France).

- [Chemistry and Chemical Engineering] We invited world-class researchers from such institutions as the Massachusetts Institute of Technology (MIT) in the US, who provided students with lectures, seminars, and research guidance, while sending Kyoto University students to laboratories at these researchers' home institutions for research internship programs. In AY 2015, we entered into an agreement concerning student exchange with MIT, where two of our students participated in a long-term research internship program.

- [Mathematics] Partnership activities undertaken thus far include employing or inviting researchers from Columbia University, the University of Michigan, Vanderbilt University, the University of Utah, and UCLA (USA), the University of Zurich (Switzerland), Imperial College London (UK), the University of Bonn and Johannes Gutenberg University Mainz (Germany), as well as commissioning researchers from these institutions to act as vice supervisors for our graduate students. In AY 2015, three of our graduate students earned degrees under the guidance of researchers from UCLA, the University of Bonn, and Rutgers University, respectively, who served as their vice supervisors. Certificates were issued to those students.

- [Environmental Studies] We offer double degree programs with Gadjah Mada University and Kasetsart University. Discussions are going on toward establishing double degree programs with Mahidol University and Bogor Agricultural University.

- [Public Health] We offer double degree programs with Chulalongkorn University and the University of Malaya. Furthermore, in December 2015, we signed the Letter of Agreement toward the establishment of double degree programs with National Taiwan University (Taiwan) and Mahidol University (Thailand).
4. FY2016 Progress

Common indicators and targets

Internationalization

(1) Entering into joint degree agreements and expanding double degrees
The Graduate School of Letters and Heidelberg University agreed on the establishment of a joint Master’s degree program (international collaborative program), entered into a partnership agreement in January 2017, and lodged an application with the Ministry of Education, Culture, Sports, Science and Technology’s Council for University Chartering and School Juridical Person in March. This degree program is the first of its kind at Kyoto University. Agreements were also reached on double Master’s degree programs between the Graduate School of Global Environmental Studies and Mahidol University, between the Graduate School of Global Environmental Studies/Graduate School of Agriculture and Bogor Agricultural University, and between the Graduate School of Agriculture and Bandung Institute of Technology. Moreover, the Graduate School of Medicine (School of Public Health) agreed to enter into a double professional degree program agreement with National Taiwan University, and the Graduate School of Energy Science and University of Bordeaux entered into a double doctoral degree program agreement, the first of its kind at Kyoto University.

(2) Implementation of course numbering system
A proposal on numbering of courses at Kyoto University was approved by the Educational Systems Committee in July 2016, resulting in numbers being assigned to all courses from AY 2017.

(3) Study abroad support
With a view to aiding improvements in the study abroad environment for students, the International Education Administrator developed and began implementing an online survey designed to gather responses from students who have completed study abroad programs (including student exchange) and ascertain actual conditions in those programs. Moreover, in order to support internationalization within each division, surveys on educational systems in ASEAN member countries and student mobility in Europe were implemented, and the results shared with divisions via the International Education Administrator website.

(4) Dissemination of information in English
We published the inaugural issue of the new English-language publicity bulletin KYOTO U Research News, and also made the content thereof available online. Using science writers appointed to the university staff, we issued 36 press releases internationally over the course of the year. Most of these were included in press articles in a variety of outlets including the New York Times, The Guardian, and Xinhua News Agency, thereby enhancing Kyoto University’s media presence.

(5) Initiatives to raise language proficiency levels among undergraduate students
• We have been implementing TOEFL-ITP tests for newly-enrolled students twice a year (in April and December) for some time, but for those enrolled from AY 2016 onward, we have arranged for scores from the December test to contribute to students’ grades in the course English Writing-Listening B.
• We have made the Speaking Corner and Conversation Room in the new ILAS Building available for use by students for self-study, and are lending out devices for the self-study of foreign languages.
• Instructors in charge of English Writing-Listening courses are conducting activities such as workshops and TOEIC preparation courses.
• In the ILAS Building, we installed a CBT room where the TOEFL iBT can be offered on-campus, beginning in December 2016.

University reform

(1) Strengthening and improving IR functions
We established the Office for the Educational IR under the Executive Vice-President for Education in April 2016, in order to centrally collect and manage educational affairs information to support the development of admission strategies, decision making for improving education, quality assurance of education, etc.

(2) Appointment of distinguished visiting professors/associate professors/lecturers, etc.
In AY 2014, we established the new academic position of distinguished visiting professor to enable employment of researchers from leading universities internationally. The positions of distinguished visiting associate professor and distinguished visiting lecturer were also established from AY 2015. This system is steadily yielding results, with a total of 58 appointments made as of January 1, 2017.

Education reform

(1) Implementation of special admission programs
In the 2016 admissions season, we implemented special admission programs emphasizing senior high school-university articulation, making for improving education, quality assurance of education, etc.

(2) Early graduation/admission, 5-year integrated programs, etc.
Since AY 2016, the Faculty/Graduate School of Economics has been offering a five-year integrated program comprising a four-year undergraduate and one-year graduate curriculum. This program, which enables high-performing undergraduate students to pursue graduate-level education from an early stage, was introduced and shared with other divisions via the Educational Systems Committee.
Initiatives in Super Global Courses

(1) Internationally co-authored papers by students
We are pursuing initiatives to encourage and support students in outbound study abroad and presentations at international conferences (646 papers in AY 2015). The number of internationally co-authored papers will increase further into the future as we implement joint curricula and joint degree programs.

(2) Number of students dispatched overseas under the John Mung Program
We are strengthening student support through the John Mung Program, which provides talented, motivated students with opportunities to study abroad (53 students in AY 2016). We are also working to increase the number of outbound study abroad students through initiatives such as Omoro Challenge, an experiential outbound support system launched in 2016, under which students organize their own travel plans rather than participating in pre-made study abroad programs (31 participants in AY 2016).

Initiatives for the enhancement of international reputation

○ Initiatives in Super Global Courses
By offering courses taught by faculty members of our overseas partner universities in the six areas in which Super Global Courses are offered (Mathematics, Chemistry and Chemical Engineering, Human Biosciences, Social Sciences and Humanities, Environmental Studies, Public Health), we have provided numerous Kyoto University students with opportunities to learn from faculty members from top universities overseas, thereby boosting their motivation as learners and cultivating their interest in studying at universities overseas. We have also established the conditions for completion of the Super Global Courses in the fields of Mathematics, Chemistry and Chemical Engineering, and Public Health, and following on from the four completions (all in Mathematics) in AY 2015, nine students (7 in Mathematics and 2 in Public Health) completed their courses in AY 2016 after undergoing research and thesis supervision by overseas faculty members.

○ Dissemination of MOOCs (Massive Open Online Courses)
Adding to the four MOOCs offered in Super Global Course areas in AY 2015, two new MOOCs were created in AY 2016 and disseminated through edX. These MOOCs are attracting large numbers of students from all over the world. This enables wide-ranging publicity for our programs and, by furnishing an educational environment for learners worldwide, it is also expected to attract highly-motivated, talented students from across the world in future.

【Results for the promotion of collaboration with foreign universities (Type A only)] (AY 2016)

[Social Sciences and Humanities]
The Graduate School of Economics signed a letter of intent on educational and research partnership with Chulalongkorn University (Thailand) in July 2016, and commenced negotiations on the establishment of a double degree program. Negotiations toward a student exchange agreement and double degree program are also under way with the University of Glasgow (UK). The Graduate School of Letters entered into a joint degree program agreement with Heidelberg University (Germany) in January 2017, and concrete curricula and systems have been designed. The Graduate School of Agriculture signed a divisional-level student exchange agreement with the University of Göttingen (Germany) in April 2016.

[Human Biosciences]
In November 2016, we entered into an agreement on joint research with the Pasteur Institute (France). Moreover, in March 2017, we signed a letter of intent on the implementation of a joint degree program with McGill University (Canada), a matter which had been under negotiation since the previous academic year.

[Chemistry and Chemical Engineering]
We invited three professors to Kyoto University under the academic exchange agreement (MOU) signed with Massachusetts Institute of Technology (MIT) (USA) in AY 2014. A total of five students have also been sent for long-term studies at MIT in accordance with the student exchange agreement signed in AY 2015. Furthermore, thirteen MIT students were invited to Kyoto University for an international student workshop. These activities have enabled profound, broad-ranging advancement of exchange between our faculty and students and those of MIT.

[Mathematics]
We entered into a divisional-level academic exchange agreement with the University of Utah (USA), and we are also in the final stages of negotiating the same kind of agreement with HSE (National Research University Higher School of Economics) in Russia. Moreover, we are preparing to sign an agreement for the Global Math Network, a partnership designed to promote education and research by graduate students in five universities known for their outstanding research and education in the field of mathematics: University of Bonn (Germany), École Normale Supérieure (France), New York University Courant Institute of Mathematical Sciences (USA), Peking University (China), and Kyoto University.

[Environmental Studies]
We entered into new double Master’s degree program agreements with Mahidol University (Thailand) and Bogor Agricultural University (Indonesia). New divisional-level academic and student exchange agreements were also signed with Universitas Indonesia and Bandung Institute of Technology in Indonesia, and the University of Modena and the University of Naples in Italy. We also hosted the International Spring School on Environmental Studies 2017, providing numerous students invited from our overseas partner institutions with a diverse range of research outputs in environmental studies through activities such as special lectures, research lab seminars, analytical guidance, and field training.

[Public Health]
Under the double degree programs currently pursued with Chulalongkorn University (Thailand) and University of Malaya (Malaysia), we accepted two students from Chulalongkorn and one from Malaya in AY 2016. We also agreed with National Taiwan University College of Public Health (Taiwan) to enter into a double degree program agreement. Moreover, we are currently negotiating with London School of Hygiene & Tropical Medicine (UK) with a view to establishment of a joint degree program.
5. FY2017 Progress

Common indicators and targets

Internationalization

(1) Establishment of joint degree programs and enactment of university regulations in preparation for expansion of double degrees

Governmental approval was granted for establishment of the Kyoto University and Heidelberg University Joint Degree Master of Arts Program in Transcultural Studies to be operated jointly by the Graduate School of Letters and Heidelberg University. The program was formally established in October 2017, and the first cohort of students is set to enroll in April 2018. Establishment of the Graduate School of Medicine’s joint degree program with McGill University was also approved and the new program—titled the Kyoto-McGill International Collaborative Program in Genomic Medicine—is scheduled to open in April 2018.

Double degree programs have previously required, in principle, submission of separate dissertations to each university awarding a degree. By enacting new regulations on the implementation of collaborative degree programs with universities outside Japan, we have made it possible to award two degrees on the basis of a single dissertation. Clarifying this “double degree (single-dissertation)” model paves the way for a future increase in double degree programs that leverage our strengths as a research university.

(2) Kyoto iUP

In order to expand our intake of talented and highly motivated international students at the undergraduate level, we started recruiting applicants for the Kyoto University International Undergraduate Program (Kyoto iUP). This program does not require any Japanese language proficiency at the time of enrollment. Students receive ongoing, intensive Japanese language training after enrollment alongside liberal arts and sciences courses taught in English, before moving on to take specialized courses in Japanese. The aim of the program is to prepare international students for careers in globally-active Japanese companies.

(3) Dissemination of information in languages other than Japanese

We issued 103 press releases in English in AY 2017, around double the number of the previous year. These were posted on the university website and through the EurekAlert! international science news distribution site, enabling information on Kyoto University to be disseminated to a global audience. Moreover, we hosted a press tour to showcase our research facilities to journalists from overseas outlets to have articles posted in overseas media, and worked in other ways on multi-directional information dissemination through influential media channels outside Japan.

(4) Participation in international inter-university networks

We planned and implemented student exchange activities utilizing the University Social Responsibility Network (USRN), of which the Hong Kong Polytechnic University is one of the leading members. These activities include heading a joint summer program with fellow USRN members the Hong Kong Polytechnic University (Hong Kong), Peking University (China), and Ewha Women’s University (South Korea). The inaugural program was run at Kyoto University. Moreover, we are participating in presidents’ meetings, symposiums, and other activities as part of other international inter-university networks, including AEARU, AUN, ASEAN+3 UNet, HeKKSaGOn, RENKEI, and USJI.

University reform

(1) Establishment of an International Collaboration Platform

We established the International Collaboration Platform under the International Strategy Office in order to eliminate vertical partitions in the university organization; create horizontal connections between divisions responsible for international affairs and those involved in planning, public relations, IR promotion, and academic research support; and share the university’s vision and information effectively, as well as to enable mutual provision of constructive feedback.

(2) Appointment of distinguished visiting professors, associate professors/lecturers, etc.

In AY 2014, we established the new academic position of distinguished visiting professor to enable employment of international researchers from leading universities. The positions of distinguished visiting associate professor and distinguished visiting lecturer were also established starting in AY 2015. This system is steadily yielding results, with a total of eighty-three appointments made as of March 31, 2018.

Education reform

(1) General and Cross-Departmental Education for Graduate Students

We have been operating a Kyoto University Transdisciplinary Graduate Program in order to equip graduate students with wide-ranging perspectives and research capabilities with the aim of creating new fields of research (broad vision and creativity). This year we reviewed the design of the program together with interdisciplinary education courses, and developed them into a new category of Interdisciplinary Graduate Courses, which will be offered as part of graduate school general and cross-school education. Some of the courses in this category will be provided by divisions operating Super Global Courses. This arrangement will make Super Global Courses accessible to students from other graduate schools.
Initiatives for the enhancement of international reputation

1. Initiatives in Super Global Courses
   - By offering courses taught by faculty members of our overseas partner universities in the six areas in which Super Global Courses are offered (Mathematics, Chemistry and Chemical Engineering, Human Biosciences, Social Sciences and Humanities, Environmental Studies, and Public Health), we have provided numerous Kyoto University students with opportunities to learn from faculty members of top overseas universities, thereby boosting their motivation as learners and cultivating their interest in studying at overseas universities. Fourteen students (five in Mathematics, three in Chemistry and Chemical Engineering, five in Public Health, and one in Social Sciences and Humanities) completed their courses in AY 2017 after having their research and thesis supervised by overseas faculty members.

2. Dissemination of MOOCs (Massive Open Online Courses)
   - Two new MOOCs were created and disseminated through edX, adding to the four offered in Super Global Course areas in AY 2015 and the two new additions in AY 2016. These MOOCs are attracting large numbers of students from all over the world and receiving a great response from them. MOOCs not only provide opportunities for people worldwide to experience Kyoto University's high standards of education and research, but are also expected to play a role in publicity of the university, helping us to attract highly-motivated, talented students from across the world in the future.

Results for the promotion of collaboration with foreign universities (Type A only) (AY 2017)

1. University-wide
   - Our network of overseas partners continued to grow steadily in AY 2017, with new inter-university academic cooperation and exchange agreements signed with eleven universities and student exchange agreements with nine universities.

2. Social Sciences and Humanities
   - The Kyoto University and Heidelberg University Joint Degree Master of Arts Program in Transcultural Studies, a joint degree to be offered by the Graduate School of Letters in partnership with Heidelberg University, received governmental approval and was formally established in October 2017. The Graduate School of Economics is currently in the final phase of negotiations toward the creation of a double degree program with the University of Glasgow (UK). The Graduate School of Agriculture has been laying the foundations for a higher level of international collaborative education, working with its partner, the University of Göttingen, on projects such as intensive courses taught by faculty members invited from Göttingen (offered in July) and joint workshops (December).

3. Human Biosciences
   - Governmental approval for a new joint degree program with McGill University was granted in November 2017, finalizing the establishment of the program, which will be known as the Kyoto-McGill International Collaborative Program in Genomic Medicine.

4. Chemistry and Chemical Engineering
   - Five Kyoto University students were sent to study at Massachusetts Institute of Technology (USA) and other international partner universities.

5. Mathematics
   - In August 2017, we signed an agreement for the Global Math Network, a partnership designed to promote education and research by graduate students in five universities known for their outstanding research and education in the field of mathematics: University of Bonn (Germany), École Normale Supérieure (France), New York University (USA), Peking University (China), and Kyoto University.

6. Environmental Studies
   - We launched a double degree program with Mahidol University, with which we had signed a new partnership agreement in AY 2016. We are currently in negotiations with the University of Lille (France) regarding the broad framework for a joint degree program.

7. Public Health
   - We launched a double degree program with National Taiwan University, with which we had signed a new partnership agreement in AY 2016. We are also extending our collaborative relationships through activities such as hosting a joint symposium in partnership with seven overseas institutions.
6. FY2018 Progress

Common indicators and targets

Internationalization

(1) Establishment and operation of joint/double degree programs

Regarding the joint/double degree programs, students comprising the first student cohort have enrolled into the Kyoto University and Heidelberg University Joint Degree Master of the Arts Program in Transcultural Studies and the Kyoto-McGill International Collaborative School in Genomic Medicine, which have been in a preparatory stage until now.

Agreements on five new double programs have been signed; a cotutelle program by the Graduate School of Science and École Normale Supérieure de Lyon (ENS Lyon) of this type is to be launched by Kyoto University. This constitutes an advancement in the double degree system at Kyoto University while simultaneously providing students with a more diverse selection.

(2) Kyoto iUP

The Kyoto University International Undergraduate Program (Kyoto iUP) was launched in FY2017; in FY2018, students began enrolling into the preparatory courses.

After students enroll, the program continuously provides them with thorough Japanese language training to foster talented foreign students, who will lead globally active Japanese corporations and society; at the same time, Kyoto University will continue to aggressively recruit superior, highly-motivated foreign students from around the world.

(3) Dissemination of information in English

By distributing English press releases overseas and holding press tours for foreign media representatives, we disseminated a large quantity of information that we have actively developed overseas. We have also received an increasing number of requests from leading overseas media organizations, such as the New York Times, England’s BBC, and Mind Field (American YouTube channel) to collect information about the research achievements and researchers at Kyoto University. Their subsequent reports have been broadcast on lengthy special news programs.

By effectively showcasing the achievements of Kyoto University overseas, we have enhanced our university’s international presence and conducted publicity activities, which have accordingly attracted superior students from foreign countries.

(4) Building support for study abroad

Led by the International Education Administrator, we participated in overseas educational fairs, conducted interviews, and gathered information at universities positioned to enter into inter-university student exchange agreements with Kyoto University; we then shared the information that we obtained with the relevant departments and investigated future courses of action.

We signed new inter-university student exchange agreements with 13 universities in FY2018 while simultaneously beginning negotiations with 22 additional institutions. We conducted a total of 4 short-term programs directed at English-speaking countries with the following institutions: Oxford University (England), University of California, Davis (USA), McGill University (Canada), and the University of New South Wales (Australia). This enabled us to meet the requirements to study abroad in English-speaking countries. We will continue to negotiate with universities in more regions in the future.

University reform

(1) Strengthening administrative systems

The management of this project is led by the Super Global Course Project Implementation Management Consultative Committee, a university-wide organization established as a management system that revised its regulations in FY2018; at that point, it changed the position of President to that of Chairperson, thereby strengthening the project’s governance system.

Further, this consultative committee’s members comprise the International Strategy Office, which handles centralized planning and policy proposals related to international strategy, the Institute for Liberal Arts and Sciences, which is in charge of general education, and the leaders of major postgraduate courses, who conduct the project through a university-wide implementation system.

(2) Launching the internationalization promotion system

The Kyoto University Basic Concept for Internationalization - Bridging the World through Excellence – was enacted and announced to undertake initiatives from the medium to long-term perspective to further promote internationalization centered on the International Strategy Office.

(3) Appointment of distinguished visiting professors, associate professors/lecturers, etc.

In AY 2014, we established the new academic position of distinguished visiting professor to enable employment of international researchers from leading universities. The positions of distinguished visiting associate professor and distinguished visiting lecturer were also established starting in AY 2015. This system is steadily yielding results, with a total of ninety eight appointments made as of March 31, 2019.

Education reform

(1) Promoting General and Cross-Departmental Education for Graduate Students

We have been operating the Kyoto University Transdisciplinary Graduate Program to equip graduate students with wide-ranging perspectives and research capabilities, broad vision, and creativity, which will enable them to create new fields of research. This year we reviewed the design of the program together with interdisciplinary education courses and reclassified them into a new category of interdisciplinary graduate courses.

Some subjects included in the Super Global course of study will be open to students from other graduate schools as part of the group of interdisciplinary graduate courses that have been added to this new category, thereby spreading initiatives from this project throughout all sectors of the university.
University’s own indicators and targets

(1) **Number of students dispatched overseas under the John Mung Program**
In AY 2018, one hundred and eighty-eight students were dispatched under the John Mung Program, which provides talented, motivated students with opportunities to study abroad. We are also working to increase the number of outbound study abroad students through initiatives such as Omoro Challenge, an experiential outbound support system under which students organize their own travel plans rather than participating in pre-made study abroad programs. Through these initiatives, another thirty-two students were supported to study abroad.

(2) **Internationally co-authored papers by students**
We conduct initiatives to encourage and support students presenting papers at international conferences (six hundred and fifty-one in 2018). In the future, we intend to increase the number of internationally co-authored papers through the introduction of joint curricular and degree programs.

**Initiatives for the enhancement of international reputation**

- **Initiatives in Super Global Courses**
  By offering courses taught by faculty members of our overseas partner universities in the six areas in which Super Global Courses are offered (Mathematics, Chemistry and Chemical Engineering, Human Biosciences, Social Sciences and Humanities, Environmental Studies, and Public Health), we have provided numerous Kyoto University students with opportunities to learn from faculty members of top overseas universities, thereby boosting their motivation as learners and cultivating their interest in studying at overseas universities. Twenty one students (nine in Mathematics, two in Chemistry and Chemical Engineering, three in Public Health, and seven in Social Sciences and Humanities) completed their courses in AY 2017 after having their research and thesis supervised by overseas faculty members.

  The Super Global Courses are now yielding results that attest to their high educational quality. For example, students completing the courses have given invited papers at international conferences and co-authored papers with members of the lab at their overseas host universities, which have been published in Science and other leading international journals.

- **Dissemination of MOOCs (Massive Open Online Courses)**
  Eight MOOCs that had been developed by last year continued to be disseminated in the fields of mathematics, human biosciences, chemistry, and the social sciences and humanities. In the discipline of chemistry, oral examinations were given to students interning abroad using the Skype platform.

  The MOOCs that were disseminated were read by many people around the world, and garnered a significant response. They not only provided people around the world with an opportunity to access the advanced research and education provided by Kyoto University, but they are also certain to attract highly-motivated talented students from around the world in the future.

**Results for the promotion of collaboration with foreign universities (Type A only) (AY 2018)**

**Social Sciences and Humanities**
The joint degree program, Kyoto University and Heidelberg University Joint Degree Master of Arts Program in Transcultural Studies, enrolled its first cohort of students in Japan in April 2018, including students transferring from Heidelberg University. In October, these students began study at Heidelberg University. Another double degree program (Doctoral course) has been established with the University of Glasgow, and student selection has begun. Negotiations are in progress with Chulalongkorn University and Wageningen University & Research concerning the establishment of joint student guidance programs.

**Human Biosciences**
The Kyoto-McGill International Collaborative School in Genomic Medicine, a joint degree program that has been in the preparatory stage until now, enrolled its first cohort of students in April 2018, thereby enabling Kyoto University to begin providing education through a program that is highly integrated with a top-level foreign university. Any problems discovered during the actual implementation have been addressed by improving and strengthening the curricula in cooperation with McGill University.

**Chemistry and Chemical Engineering**
To complete the plans for joint degree or double degree programs, Kyoto University has accepted faculty from leading Western universities (for example, Hamburg University of Technology, Oxford University) as invited or specially appointed invited professors and Kyoto University has begun detailed discussions.

**Mathematics**
Kyoto University signed a joint-type, double degree program agreement with École Normale Supérieure de Lyon (ENS Lyon) in August 2018 and began accepting students in October.

**Environmental Studies**
Kyoto University has entered into a double degree program (Master’s Course) agreement with Tsinghua University. Double degree programs established in the past, including those with Mahidol University, Bogo Agricultural University, and Bandung Institute of Technology, have resulted in a smooth series of student exchanges.

**Public Health**
Students continue to be dispatched and accepted under previously established Double degree programs while discussions are simultaneously conducted to reach new agreements; discussion on the signing of an academic exchange agreement with the London School of Hygiene & Tropical Medicine has begun.
7. FY2019 Progress

Common indicators and targets

Internationalization

(1) Joint/ double degree programs provision

Regarding joint degree programs, the Graduate School of Economics conducted a series of discussions about establishment of international collaborative master’s programs with the University of Glasgow and the University of Barcelona. Through such discussions, the process of establishment advanced toward official application for approval.

According to the previous year’s agreement, the Graduate School of Global Environmental Studies started offering a double degree master’s program in collaboration with Tsinghua University, from the month of April.

(2) Kyoto iUP

Recruitment guidelines for the fourth cohort of the Kyoto University International Undergraduate Program (Kyoto iUP, central to the internationalization of the University’s undergraduate education) were released in July, with the maximum number of 15 students. Recruitment opened in November, generating 366 applications (from 40 countries/regions), showing an increase from the 228 applications (from 34 countries/regions) in the third cohort. The first-year degree students in the second cohort studied common and then specialist courses, to earn the requisite credits. The third cohort took preparatory Japanese language classes until September and then, from October, Japanese language and culture courses, along with preparatory courses in subjects with educational attainment gaps, mainly maths, physics, chemistry, and sociology. In March, they were successful in preparatory course exams and were accepted onto their chosen degree courses.

(3) Building support for study abroad

A comprehensive assistance system is in place for international students arriving as Kyoto iUP students, with relevant teaching staff offering study support and advisors or tutors providing guidance for campus life. Regarding financial support, money obtained from companies and relevant foundations as a result of a fundraising initiative by a Kyoto iUP international student support fund, set up as a Kyoto University purpose-specific fund, is utilized for providing scholarships for Kyoto iUP students. Furthermore, the Kyoto iUP International Student Support Consortium has been established, jointly with the private sector, to foster remarkable human assets to support Japanese society in the future, from within Japan and from overseas; in addition, membership of the Consortium also allows companies to contribute to society.

(4) Dissemination of information in English

A total of 252 research result press releases were distributed in Japanese, and 34 were in English; 28 articles appeared on the US scientific news website EurekAlert! Two editions (fall 2019 and spring 2020) of our English language PR journal, Kyoto U Research News, were published. Three episodes of our English language researcher profile video series, Kyoto U Research News Express, were produced and distributed. Three episodes of our new book-themed video series, KURN Bookshelves, primarily introducing the work of researchers in the humanities and social sciences, were also produced and distributed. As a result of such sustained international communication of research results, there was an increase in requests for coverage on the University’s research outcomes and researchers, from well-known overseas media, such as the BBC, Springer Nature (the publisher of Nature and other leading scientific journals) and US News & World Report.

University reform

(1) Strengthening administrative systems

The International Admissions Assistance Office (IAAO) was set up under the auspices of the International Strategy Office in April to direct strategic proactive publicity and promotion activities, with the aim of attracting the best international students, based on survey analysis of the educational situation, etc., in each relevant country. This strengthened the provision of University-wide strategic systems for recruitment of international students. Specifically, a survey was conducted, from the viewpoint of potential international graduate students, regarding the creation of an English language portal, where essential information could be easily accessed. Furthermore, the portal offered facility to search for information on researchers and specialisms, etc., that improved the search function of the existing database of educational and research activity ahead of its upgrade and enhanced the academic environment of the whole university. With an eye on the future, and to make the portal more user-friendly through regular access analysis, etc., the objective is to improve the international compatibility of the admissions process for the whole university.

Education reform

(1) Implementation of special admission programs

The first cohort of students under special admission procedures are approaching graduation, and the University has i) implemented a tracking study of their academic performance, since entry, etc.; ii) conducted surveys and analysis of data for each high school and region collected by each the Faculty and iii) undertaken statistical analysis from specialist viewpoints in the screening of new students. The surveys took the form of individual voluntary opinion-gathering interviews and questionnaires, covering the whole period from entry to graduation, and included questions about living conditions. The results of the analysis will be fed into ongoing improvements in the method of screening new students and contribute toward fostering the next-generation of remarkable human resources.
University’s own indicators and targets

(1) Number of students dispatched overseas under the John Mung Program
In AY 2019, one hundred and twenty-three students were dispatched under the John Mung Program, which provides talented, motivated students with opportunities to study abroad. We also enhanced the provision of short-term overseas study programs, such as the Omoro Challenge and, despite the suspension of some of the programs because of the impact of COVID-19, a total of 149 students were able to study overseas.

Initiatives for the enhancement of international reputation

O Initiatives in Super Global Courses
By offering courses taught by faculty members of our overseas partner universities in the six areas in which Super Global Courses are offered (Mathematics, Chemistry and Chemical Engineering, Human Biosciences, Social Sciences and Humanities, Environmental Studies, and Public Health), we have provided numerous Kyoto University students with opportunities to learn from faculty members of top overseas universities, thereby boosting their motivation as learners and cultivating their interest in studying at overseas universities. Twenty three students (one in Mathematics, three in Chemistry and Chemical Engineering, five in Public Health, and fourteen in Social Sciences and Humanities) completed their courses in AY 2019 after having their research and thesis supervised by overseas faculty members.

The Super Global Courses are now yielding results that attest to their high educational quality. For example, students completing the courses have given invited papers at international conferences and co-authored papers with members of the lab at their overseas host universities, which have been published in Science and other leading international journals.

O Dissemination of MOOCs (Massive Open Online Courses)
In Human Biosciences, existing MOOC courses remained available. In Chemistry and Chemical Engineering, existing courses remained available, and a new course was launched on January 30. In Social Sciences and Humanities, two courses relating to bioethics and one relating to animal ethics, produced in AY20116, remained available. Looking at other online provisions similar to MOOCs, progress was made with the systemic creation of OCW from English-language lectures in the School of Public Health. In Mathematics, over 30 special lectures and introductory lectures, etc., and four standard lectures were made available via OCW on YouTube.

【Results for the promotion of collaboration with foreign universities（Type A only）】(AY 2019)

【Social Sciences and Humanities】
The first cohort of students in the joint International Master's in Transcultural Studies, offered with Heidelberg University, presented their theses in July 2019 (Heidelberg) and January 2020 (Kyoto), and a total of six students were conferred with degrees, out of which, five were from Heidelberg University and one from Kyoto University. Furthermore, as the second cohort, in October, three students started at Kyoto University and five at Heidelberg University and became international students at each other's universities.

【Human Biosciences】
In April, one student at Kyoto University embarked on the Kyoto-McGill International Collaborative Program in Genomic Medicine, representing the second cohort. Two first-cohort students, who embarked on the program in the previous year, travelled to Canada to begin research at McGill University. Meanwhile, one second-cohort student enrolled in the program at McGill University. Two first-cohort students, who started the program in the previous year, travelled to Japan to begin research at Kyoto University. Full-fledged operation of the joint degree program facilitated various initiatives, such as enhancing the system for sending students overseas, putting proper systems in place to accept international students, and increasing the number of lectures delivered in English so that international students could learn jointly with their Japanese counterparts. Such systems have also allowed for developing alumni with a strong international mindset and global currency.

【Chemistry and Chemical Engineering】
Discussions have been held with Hamburg University of Technology with a view to establish joint and double degree programs, and a memorandum of understanding relating to student exchange has been agreed as the first step in collaboration. Consequently, preparations are being made for creation of the joint courses, and an international standard education curriculum has come closer to realization.

【Mathematics】
A double degree program offered in collaboration with the École Normale Supérieure de Lyon in France, by using a cotutelle model, is now in its second year, after agreement in 2018, and a model for international joint degree instruction has been established. Investigation continues into the further potential for new programs with other universities.

【Environmental Studies】
In March 2020, a laboratory agreement was concluded with Lille 1 University of Science and Technology. That agreement facilitated the implementation of high level international joint research, and the outcome of research projects in the area of atmospheric environmental chemistry are eagerly anticipated. In addition, an onsite laboratory was established in April at the Mahidol University which is offering a double degree program that allows for the commencement of research and education involving collaboration among international students and researchers, closer to the location of environmental problems.

【Public Health】
The agreements on a double degree program with Mahidol University are complete, and preparations have been made to accept and dispatch students. There have been discussions with the University of Malaya and Chulalongkorn University about the process of agreement renewal; the agreement with Chulalongkorn University was renewed in January 2020. Ongoing discussions with the University of Malaya have reached the stage of final adjustments.
8. FY2020 Progress

8.1 Common indicators and targets

Internationalization

(1) Joint/ double degree programs provision

Regarding joint degree programs, the Graduate School of Economics will continue deliberations with Glasgow University and Barcelona University, while working towards the establishment of a joint collaborative major (master’s course) in September 2021. We began accepting applications from students, as well as recruiting and screening them from November.

Regarding double degree programs, the Graduate School of Agriculture had planned to work with Wageningen University and the Montpellier SupAgro to progress towards the establishment of a double degree program. However, due to restrictions on international movement arising from the spread of the novel coronavirus we have been unable to make sufficient progress during this fiscal year. Reflecting on this, we will accelerate discussions with both institutions next year by being more proactive in leveraging the internet.

(2) Kyoto iUP

The internationalization of undergraduate education is being promoted primarily through the “Kyoto University International Undergraduate Program (Kyoto iUP).” In July, the application guidelines for the 5th generation of iUP students were released. The number of places will be increased by 5 to a maximum of 20 potential students.

We started receiving applications in November, receiving 482 in total (from 44 countries/territories) —100 more than the previous time. The 2nd and 3rd generation of iUP students have successfully completed both semesters in their first and second years of the undergraduate program, obtaining the prescribed number of credits. The 4th generation of iUP students will be taking preparatory Japanese language courses until September at a local Japanese language institution. From October, at the Institute for Liberal Arts and Sciences, students will engage in preparatory education centered around the Japanese language and culture as well as mathematics, physics, chemistry and society.

(3) Building support for study abroad

For international students enrolled as Kyoto iUP students, because of the impact of the spread of the novel coronavirus, it was necessary to cater to those students who had already come to Japan as well as those who were unable to do so. Therefore, we implemented a hybrid model combining both face-to-face and online classes. Since those students who have not yet come to Japan will continue to make plans to do so, we are focused on ensuring that students remain relaxed by supporting them in online preparatory classes while they are in quarantine. After this period is over, we will support them in moving into our dormitory for international students. In March, all students will have passed the examination confirming completion of the preparatory education test and will be deemed to be eligible for the undergraduate course of their choice.

(4) Dissemination of information in English

We continuously and actively disseminated information regarding the results of our research and events on English social networking services (Facebook, Twitter, Instagram). The results revealed that our followers increased on all platforms (Facebook: 20,313; Twitter: 10,286; Instagram: 10,286). These figures are correct as of February 18, 2021, and represent approximate increases of 20%, 44% and 36% respectively compared to the end of the previous fiscal year. Through this, in addition to communicating the appeal of the university to a wide range of people overseas in real time, it has also been possible to grasp what society needs from research results through follower comments. This will deepen interactive and real-time exchange between the university and the international community through the publicizing of research.

University reform

(1) Strengthening administrative systems

In April 2020, Sachiko Kuno was appointed as Kyoto University’s executive vice-president for international liaison and international alumni affairs. In this position, she oversees funding and international relations, leveraging her extensive international experience, which includes several years spent working for companies in the US and serving on the Board of Trustees of the Johns Hopkins University. Going forward, we will continue to appoint professionals with a wealth of international experience to posts within the university, including appointing non-Japanese faculty members. Further, we will continue to improve our system for promoting internationalization.

Education reform

(1) Implementation of special admission programs

Since the 2016 entrance exam we have emphasized the connections between high school and university through special admission programs that is conducted in all 10 faculties and 22 departments to attract diverse students. This has resulted in excellent strides being made in recent years in contributing to a diverse student body with applications and successful enrolees emerging from high schools that do no have a history of students continuing to university. More women have applied than would be the case when a general examination is used, and there are a comparatively high number of applicants from the Kanto area. As part of the fiscal 2021 entrance examinations, separately from an examination centered around measuring abilities in mathematics in the Faculty of Science, an examination will be held centered on measuring abilities in biology, among other initiatives. Through the adoption of this multifaceted selection method, an increase in the number of recruited personnel to 165 people has occurred—a growth of approximately 1.5 times the original figure (of 108 enrolees in the 2016 fiscal year).
University’s own indicators and targets

(1) Improving our Position in The Times Higher Education World University Rankings
In the 2021 World University Rankings we were placed 54th, improving our position by 11 places compared to the previous year. The measures used as indicators (international nature, income from industry) are all laid out in the Vision for Designated National Universities. The objectives adopted as part of this project are producing increasingly impressive results and are contributing to an improvement in our world university ranking.

Initiatives for the enhancement of international reputation

〇 Initiatives in Super Global Courses
By offering courses taught by faculty and chemical members of our overseas partner universities in the six areas in which Super Global Courses are offered (Mathematics, Chemistry and Chemical Engineering, Human Biosciences, Social Sciences and Humanities, Environmental Studies, and Public Health), we have provided numerous Kyoto University students with opportunities to learn from faculty members of top overseas universities, thereby boosting their motivation as learners and cultivating their interest in studying at overseas universities. Thirty four students (seven in Mathematics, four in Chemistry and Chemical Engineering, five in Public Health, and eighteen in Social Sciences and Humanities) completed their courses in AY 2020 after having their research and thesis supervised by overseas faculty members.

The Super Global Courses are now yielding results that attest to their high educational quality. For example, students completing the courses have given invited papers at international conferences and co-authored papers with members of the lab at their overseas host universities, which have been published in Science and other leading international journals.

〇 Dissemination of MOOCs (Massive Open Online Courses)
In Human Biosciences, we began a class named “Introduction to Statistical Methods for Gene Mapping.” This year, the numbers registered to our MOOC classes grew by 1,100 compared to last year (2,527), reaching 3,650 people. There were 123 registrations from a wide range of countries and territories. In Social Sciences and Humanities, as well as re-opening two MOOCs related to bioethics and animal ethics, we were also involved in the creation of the class titled “Introduction to University Social Responsibility” which was posted in February 2021. Due to difficulties experienced in international mobility, compared to an average year, the numbers of students taking MOOCs has increased, as have the number of opportunities to share knowledge outside of the university.

Results for the promotion of collaboration with foreign universities (Type A only) (AY 2020)

【Social Sciences and Humanities】
In the joint degree major “The Kyoto & Heidelberg University Joint Degree Master in Transcultural Studies,” a new entrance exam was conducted from 2020 with five students entering as part of the 4th generation. The numbers of those taking the examination as well as the number of enrollees reached an all-time high, showing immediate results from the implementation of our bespoke entrance exam. Moreover, from 2021, a doctoral program in transcultural studies has been offered, with one student enrolling in it as part of the 1st generation of students.

【Human Biosciences】
In the joint degree program “The Kyoto-McGill International Collaborative Program in Genomic Medicine,” on the Kyoto University side, 2 people enrolled in April as part of the 3rd generation. The travelling of one of our 2nd generation students to Canada had to be postponed until 2021, a doctoral program in transcultural studies has been offered, with one student enrolling in it as part of the 3rd generation of students. A 2nd generation student who enrolled last year came to Japan and began research at Kyoto University. Full-fledged operation of the joint degree program facilitated various initiatives, such as enhancing the system for sending students overseas, putting proper systems in place to accept international students, and increasing the number of lectures delivered in English so that international students could learn jointly with their Japanese counterparts. Such systems have also allowed for developing alumni with a strong international mindset and global currency.

【Chemistry and Chemical Engineering】
We signed an MoU regarding student exchange with the Hamburg University of Technology as a first step in collaborating on a joint degree program and a double degree program. However, due to the spread of the novel Coronavirus, faculty members and students were unable to visit partner institutions. Despite this, discussions have continued.

【Mathematics】
Through the double degree program that is based on a Cotutelle that we entered in 2018 with France’s École Normale Supérieure Lyon, in October of the same year, one student from Lyon enrolled in the program and is currently in their third year of study. In the 2020 fiscal year, even in the face of the Coronavirus pandemic, the program proceeded as planned. In September of the 2021 fiscal year, bachelor degrees as part of the double degree are scheduled to be conferred.

【Environmental Studies】
Having concluded a laboratory agreement in the 2019 fiscal year with Lille University (in the fields of atmospheric environmental chemistry and engineering) substantive discussions were suspended due to the spread of the novel Coronavirus. However, by increasing the number of agreements after the new Coronavirus pandemic subsides, we will be able to engage in high quality international collaborative research. From this, the accumulation of a wealth of fruitful research in the field of atmospheric environmental chemistry may be expected. In addition, at Mahidol University, which operates a double degree program, an on-site laboratory was established, and therefore international collaborative research and education between the students and researchers is being engaged in a space closer to the site of environmental problems.

【Public Health】
It had been planned that new exchanges would be employed with students and researchers majoring at Schools of Public Health in American universities, however, these exchanges have not been executed yet due to the spread of the new Coronavirus.
Common indicators and targets

Internationalization

Establishment and implementation of new joint/double degree programs

In September 2021, the Graduate School of Economics launched a new graduate program titled “International Joint Master Degree Program in Global Markets, Local Creativities (International Master Degree Program in GLOCAL).” It is a jointly established master’s degree program in which students’ study at the University of Glasgow (UK), the University of Barcelona (Spain), and Kyoto University (Japan). Upon completion of the program, graduates receive a single joint degree conferred by the three universities.

In AY 2021, 17 students were enrolled in three Kyoto University joint degree programs (including the GLOCAL program), and 7 students were dispatched and 20 international students were enrolled in the university’s 22 double degree programs.

Launch of online study abroad programs

The university launched 14 short-term online study abroad programs, with the participation of a total of 88 students. The programs included the Stanford VIA Program, and programs at the University of Auckland, McGill University, and Monash University. In addition, the university provided 33 of the students with online program tuition fee support scholarships. The Wild & Wise Collaborative Learning Programs also provided 12 online programs with the participation of 313 international students. From next year’s spring semester, the university will launch an online student exchange program based on inter-university exchange agreements, which will provide online study opportunities to international students who are still facing international travel difficulties.

Kyoto iUP (Kyoto University International Undergraduate Program)

Kyoto iUP is the university’s core initiative to promote the internationalization of undergraduate education. Public relations and recruitment activities for the program are conducted at leading high schools in countries around the world. As a result of those efforts, the academic level of the international students enrolled is extremely high. Three students were enrolled in AY 2018, 15 in AY 2019, 15 in AY 2020, and 17 in AY 2021. There were 520 more applicants in AY 2022 than in the previous year, and the program is expected to continue attracting outstanding and diverse international undergraduate students.

Since AY 2021, Kyoto iUP has also been focusing on career education, and supports the career development of international undergraduate students by holding the Japan job hunting seminars, through laboratory visits to convey the benefits of advancing to graduate school at an early career stage.

Joint funding initiatives with strategic partners

Of Kyoto University’s five strategic partner institutions*, joint funding initiatives have been launched with the University of Zurich (Switzerland) and the University of Hamburg (Germany). The program with the University of Zurich has provided funding for 11 joint projects, and the program with the University of Hamburg has provided funding for 6 joint projects. The projects facilitate international research activities, which include the participation of graduate students. In addition, a new joint funding program was established with National Taiwan University (Taiwan) in AY 2021, to be launched in AY 2022.

* “Strategic partners” are institutions with which Kyoto University seeks to further enhance ongoing departmental collaboration and promote interdisciplinary collaboration, collaboration in new fields, and personnel mobility. Strategic partnerships are initiated through executive-level linkage between Kyoto University and world-leading institutions with which the university has concluded an academic cooperation and exchange agreement.

Admissions Assistance Office (AAO)

AAO is facilitating the postgraduate application process for graduates of universities outside of Japan with supporting applicants connect with their prospective supervisor. In AY 2021, AAO provided smoother and more accurate support by updating the application system. AAO shared the application system freely available (does not require the burden of development costs) and widely used with other universities, and was introduced by one university in AY 2021.

University reform

Establishment of the Kyoto University Division of Graduate Studies

The Kyoto University Division of Graduate Studies was established in October 2021 to provide essential support for the enhancement of training of researchers and highly-skilled professionals by the university’s graduate schools, and to promote university-wide globalization and cross-disciplinary education. The enhancement of the university’s graduate schools will also provide international study opportunities for undergraduate students, and motivate them to advance to graduate school, which is expected to lead to the cultivation, throughout the university, of top-level researchers who will play active roles internationally, and enhance the university’s international competitiveness.

Education reform

Utilization of external language exams in the special admission system

From the 2016 entrance exam, special admission procedures have been implemented that emphasize the links between high schools and the university. Such procedures are now conducted by all of the university’s 10 faculties and 22 departments.

In AY 2021, three faculties and five departments included external language examinations (such as TOEFL and iBT) in their special admission procedures, and other faculties and departments will also consider utilizing them. This will lead to the enrollment of diverse students and an invigoration of undergraduate education.
Initiatives to enhance the university's international standing

Conclusion of MOU for cooperation with Kyodai Collaborative

With the aim of increasing donations from the United States, an MOU was signed with Kyodai Collaborative, an NPO established by US alumni. The Kingfisher Global Leadership Program (a short-term study abroad program) and a webinar series will be implemented in collaboration with Kyodai Collaborative to improve the university’s presence in North America, and promote student exchange and international research activities.

Super Global Course Initiatives

By offering courses taught by faculty members of overseas partner institutions in the six areas of the Super Global Courses, the university has provided many of its students with opportunities to learn from faculty members from leading universities overseas, thereby boosting their motivation and cultivating their interest in studying at universities overseas. Twenty students who completed their courses in AY 2020 had their research and thesis supervised by faculty members from overseas (five in mathematics, four in chemistry and chemical engineering, two in public health, and nine in social sciences and humanities).

Results of collaboration with universities overseas

- Social Sciences and Humanities
  - Significant progress has been made in expanding educational collaboration, including the establishment of a double degree program. In the Graduate School of Economics, three students were enrolled in the new GLOCAL joint degree program in AY 2021. The Kyoto University-Heidelberg University Joint Master’s Degree in Transcultural Studies (Graduate School of Letters) has introduced its own masters’ entrance examination, ensuring a large number of applicants. The Graduate School of Agriculture renewed its inter-departmental academic and student exchange agreement with Institut Agro (France), and conducted faculty exchange events.

- Human Biosciences
  - The Graduate School of Medicine and Biostudies invited Dr. Richard Paul from the Institut Pasteur (France) to conduct special intensive lectures at the Center for Genomic Medicine and for the Top Global Courses. Students were provided with high-quality educational opportunities through special seminars held in collaboration with the world’s leading research institutes. In addition, in advance of the establishment of the Institut Pasteur of Japan, preparations were initiated for the conclusion of an MOU, including the development of an international joint research plan.

- Chemistry and Chemical Engineering
  - The Graduate School of Engineering continued negotiations for the resumption of academic exchange with the Hamburg University of Technology (Germany), with which it has concluded a MOU. Despite the restrictions necessitated by the COVID-19 pandemic, student internationalization was promoted through individual online lectures in English and face-to-face group lectures, enabling students to acquire the English language skills needed for actual overseas training and delivering presentations at international conferences. In addition, four online courses from overseas (Germany, United States, France, and China) were held, and one student for an overseas internship was dispatched to a university in the United States.

- Mathematics
  - In the Graduate School of Science, five students completed their courses with thesis and research guidance by professors from overseas partner universities. The cotutelle-style double degree program with École Normale Supérieure de Lyon (France) progressed well, and one student received a doctorate from Kyoto University and ENS-Lyon. The initiative has established a format for international joint degree guidance, and the university will explore further possibilities for the launch of programs with other partner universities in the future.

- Environmental Studies
  - At the Graduate School of Global Environmental Studies, the online implementation of international joint courses with Mahidol University, the University of Malaya, and Tsinghua University, and ongoing double degree programs with Mahidol University, Bogor Agricultural University, and Tsinghua University facilitated increased internationalization and the increase and dissemination of research results. (For example, the number of master’s theses written in English in the graduate school increased markedly, from 22% (8 papers) in FY 2015 to 57% (28 papers) in FY 2021.)

- Public Health
  - The School of Public Health (SPH) held the short courses (seminars) with Prof. Liam Smeeth (London School of Hygiene and Tropical Medicine), and Associate Prof. Sumit Kane (University of Melbourne). The SPH has made videos of the seminars available through Kyoto University’s online Open Courseware (OCW) website, making the university’s efforts internationally visible. The SPH has also enrolled students from National Taiwan University (Taiwan) and Mahidon University (Thailand) in its double degree program.

Free description

Two promotional videos produced for prospective international students

The university has produced two promotional videos for prospective international students. Both of the two-and-a-half minute videos focus on graduate and undergraduate education, and include footage of research activities, university facilities, and clips of students describing their experiences of Kyoto University. The videos are designed to appeal to those who are considering study at Kyoto University and to promote the recruitment of excellent international students.