

# Top Global University Project (Type A) Hokkaido University

## 1. Outline

### 【 Name of the project 】

Hokkaido Universal Campus Initiative  
- Collaborate with the World -

### 【 Future vision of the University planned in TGU project 】

Improve competitiveness to increase research and education resources, and gain a reputation as a university that contributes to the resolution of global issues.

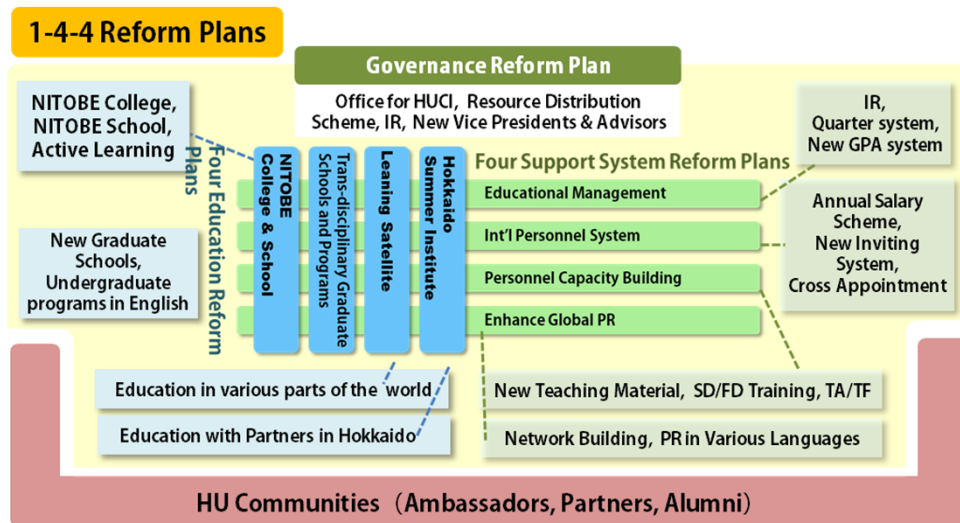
### 【Summary of Project】

Approaching its 150<sup>th</sup> Anniversary in 2026, Hokkaido University (HU) has developed a strategy of university reform entitled "Future Strategy for the 150<sup>th</sup> Anniversary of Hokkaido University" by demonstrating a vision, "HU for the resolution of global issues." The HUCI is a project implemented under this strategy.

Based on our strengths and characteristics, the HUCI will establish "Universal Campus," a framework to offer education in various parts of the world in collaboration with universities and research institutions that have achieved remarkable outcomes for the resolution of global issues as well as people who have demonstrated outstanding leadership in such activities.

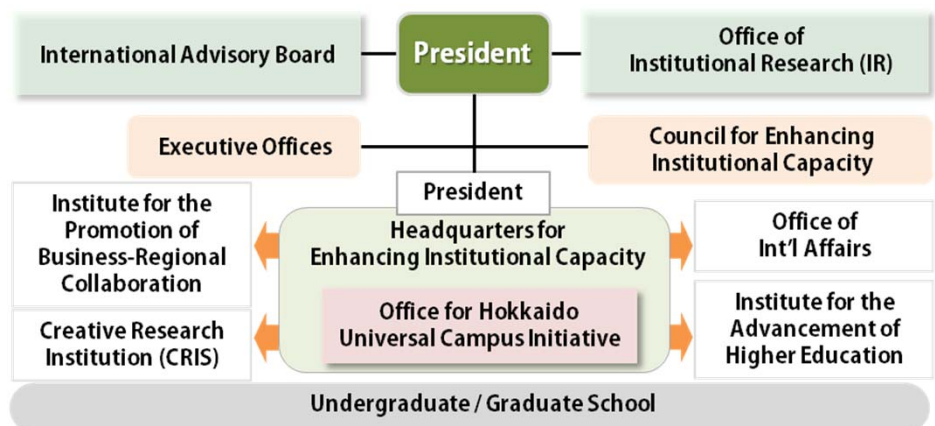
The "1-4-4 Reform Plans" are the backbone of the HUCI.

- One plan to reinforce governance: Establishment of Office of Institutional Research to support quick decision-making by the President as well as a framework to ensure various decisions;
- Four educational reform plans: Development and implementation of degree programs and short-term programs to provide education in collaboration with universities across the world; and
- Four system reform plans: Functional enhancement to effectively achieve educational reform while introducing high-quality education research resources from across the world.



### 【Implementation system】

The HUCI is directed by the Headquarters for Enhancing Institutional Capacity, an organization established for the comprehensive reformation of the University in education and research through the leadership of the President. The Office for HUCI (the Director is the Executive & Vice president) was set up in the Headquarters. The Office will plan, design, and verify activities relating to the 1-4-4 Reform Plans in collaboration with four institutes.



**HOKKAIDO**  
UNIVERSITY

## 【Summary of the 10-year plan】

### ◆ From 2014 to 2015 <Startup stage>

With the intention of enhancing the President's governance, establish new organizations such as the Office for HUCI to supervise this project and the International Advisory Board to advise the President. At the same time, initiate various measures including the NITOB Education System and Resource Redistribution Scheme to orchestrate the University reform.

### ◆ From 2016 to 2017 <Output initiation stage>

Along with commencement of the Learning Satellite Program (LS) and the Hokkaido Summer Institute (HSI), embark on collaborative education for students in our University and overseas with top researchers across the world and partner universities. Establish multiple graduate schools in cooperation with world-leading universities. Taking the opportunity of ASEAN Office establishment, increase student exchanges by further enhancing cooperation with alumni, HU Ambassadors, and HU Partners in the ASEAN region. In parallel with these new activities, we will have our first graduates from the NITOB Education System.

### ◆ From 2018 to 2021 <Output increase stage>

Expand measures to achieve the goal by reviewing the approaches already implemented and introducing improvement ideas. In particular, improve frequency and quality of exchanges between HU and universities in North American region by establishing a North American Office, while taking advantage of networks between alumni, HU Ambassadors, and HU Partners in the region.

### ◆ From 2022 to 2023 <Transient stage to next phase>

Based on review of the activities during the past decade, plan how to implement this project in a continuous and developmental manner even after termination of the financial support period of the Top Global University Project, aiming to achieve the goal established in the Future Strategy for the 150<sup>th</sup> Anniversary by 2026.

## 【Featured Initiatives (Internationalization, University reform, Education reform)】

### ◆ Governance Reform

In advancing this project, it is characteristic that the "Resource Redistribution Scheme" is introduced first. This scheme aims to distribute financial resources to HU faculty based upon the results of evaluation measured by a series of indicators established by the President in exerting his leadership to ascertain how faculty are addressing and contributing to this project. Information required for the faculty in the project is collected and analyzed by the Office of Institutional Research to be newly established.

### ◆ Educational Reform / Internationalization

Another characteristic of the strategy lies in a stance to drastically change educational methods throughout the University by introducing multiple education programs in which all undergraduate/graduate schools are involved. There are four education programs. The "Nitobe College" and "Nitobe School" programs offer sub-major subjects to selected excellent students. The LS and HSI programs offer opportunities to a larger number of Japanese and foreign students to learn together in specialized fields from world-leading researchers. When a student or teacher hopes to participate in these four programs, each department and major, or each school, is required to implement various reforms to ensure quality of education; for instance, introducing quarter and grading systems compatible with universities around the world; increasing the subjects provided in English and active learning classes; improving the quality of the syllabus; introducing teaching evaluation systems and student portfolios; and collaborative education with researchers and alumni who are active at the forefront of the world.

## 【Promotional Measures for Coordination with Foreign Universities】

Find new overseas partner institutions and create new collaboration opportunities with existing partners by dramatically increasing interaction between world-leading researchers and our faculties.

### ◆ Learning Satellites (LS) Program, Hokkaido Summer Institute (HSI) Program

LS and HSI, which offer educational courses abroad and in Hokkaido, are a good start for collaboration. The researchers can collaborate with certain units of one course or multiple credits, joining independently as lecturers or along with their students.

### ◆ Joint Degree Program (JD), Cotutelle (Joint supervision for doctoral dissertations)

Move from collaborations that last only a few days or several weeks a year in LS and/or HSI to further committed collaborations: both organizations agree to offer JD or Cotutelle in our new graduate school curriculum.

### ◆ Joint Research

Joint supervision for graduate students will lead to joint authorship and research. Aiming to strengthen the relationship, a new staff invitation system and a cross appointment system are now available to hire counterparts for research. This leads to exploring opportunities for new collaborative activities.



## 2. FY2014 Progress

### ■ Common indicators and targets

#### **Internationalization**

##### ◆ Ensuring Diversity

- Based on the renewed system, 40 distinguished researchers and teaching faculty from around the world were invited to study at HU for several months. Also, as a result of introducing various measures, the number of international faculty reached 177 persons as of May 2015, increasing by 13% compared to the previous year.
- In order to ensure further diversity, the incentive for the faculty to employ foreign and female teaching faculty members will be increased from the fiscal year 2015.
- As a result of making it possible to accept exchange students in a variety of forms, the number of exchange students as of November 2014 reached 1,768, which was 9.8% of the total number of students, an increase of 167 students from the previous year.

##### ◆ Mobility, Overseas Study Support System, Openness of the University

- A new GPA system that is in line with academic results tables and standards of overseas universities was established, which will be applied to students enrolling as undergraduates from the fiscal year 2015.
- Decided to adopt a new entrance examination system from the fiscal year 2018, where the International Baccalaureate and American uniform exams (SAT, ACT) will be utilized for academic assessment for admission to departments.
- Created a faculty manual to certify credits that were acquired at partner universities overseas.

#### **University reform**

##### ◆ Personnel System

- From January 2015, an annual salary system was adopted for the regular faculty. In relation to the goal, 215 persons applied for the system during a three month period, and exceeded the target of 80 persons.
- Based on the "Cross Appointment System," four professors were employed as regular faculty in the GI-CoRE from Stanford University, the University of Melbourne, and the National University of Ireland, Dublin.



Prof. Quynh-Thu Le (left) and President Yamaguchi (right) at the Appointment Ceremony

##### ◆ Governance

- An executive & Vice President in charge of international affairs was appointed as a director of the Office for HUCI.
- The President appointed three faculty members in the fiscal year 2014 and one member in the fiscal year 2015 as Vice Presidents to support his decision making and execute decisions made. They manage gender equality, Nitobe College, Nitobe School, the overseas offices, and the International Student Center.
- Commissioned three persons possessing worldwide networks as "Executive Advisors for International Coordination."
- Started interviews in English in the recruitment examination for administrative staff, and developed training programs to increase personal capability of existing staff. As a result, the number of staff with TOEIC scores of 700 points or more had increased to 8.3% as of May 2015 from 5.9% in the previous year.

#### **Education reform**

##### ◆ Implementation of a Teaching Fellow System

- While maintaining the traditional Teaching Assistant (TA) system, in order to further improve the teaching abilities of doctoral students and to enhance undergraduate education, a "Teaching Fellow (TF) system" was introduced from the fiscal year 2015.

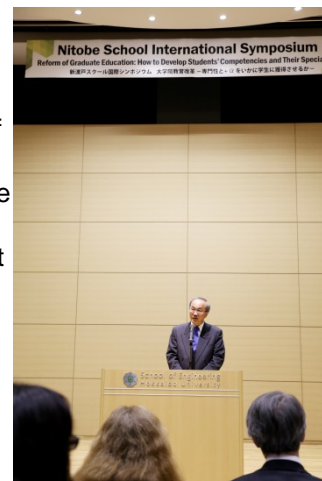
##### ◆ Advancing the Implementation of the Active Learning Method

- Conducted teaching faculty training directed towards the utilization method of active learning, with a total of 72 participants. In addition, 24 persons participated in a model class that adopted flipped classrooms using digital teaching materials and active learning methods.

## ■ University's own indicators and targets

### ◆ NITOBE education system

- 222 applicants for the second phase of Nitobe College were admitted from a total of 413 applicants. The number of students of the College who studied abroad significantly increased from 23 in 2013 to reach 110 in 2014 because of the increase in short-term study abroad programs. The College received the highest S assessment in its midterm review (only 5 universities received an S assessment out of 42).
- With a view to opening in May 2015, "The Nitobe School International Symposium" was held, attracting 98 participants, to foster understanding about this School. A total of 64 inaugural class students will enter the School (118 applicants).
- Students will graduate for the first time from both Nitobe College and Nitobe School in March 2017 as planned.



Opening remarks by  
President Yamaguchi

### ◆ Collaborative education

- With a view to developing collaborative education with world-leading researchers, financial support was provided to 64 plans proposed by faculties to begin negotiation with overseas universities. As a result, more than 10 Learning Satellite courses, which award credits, will be held overseas in 2015. More than 60 preparatory activities will be conducted in Hokkaido this year with an aim to inaugurate the Hokkaido Summer Institute in 2016. Some of the initiatives will be developed into joint-degree programs and cotutelle (joint supervision for doctoral dissertations).

### ◆ International joint papers

- Both the number of international joint papers as well as the total number of papers increased from the fiscal year 2014. The ratio of international joint papers amongst the total papers increased by 0.3% to reach 25.3%.

### ◆ Hokkaido University ambassadors and partners

- The President of HU organized alumni social gatherings in March 2015 to meet candidates for HU's Ambassadors and Partners to develop a stronger human network and support the establishment of alumni associations. The President called for cooperation of HUCI with 112 participants in Jakarta (Indonesia) and 79 participants in Bangkok (Thailand). On this occasion, "The HU Indonesia Alumni Association" was established. Furthermore, it was decided to establish "The HU Thailand Alumni Association."

### ◆ Redistribution of internal resources

- In the fiscal year 2015, approximately 420 million yen - more than double the amount of the previous year - is scheduled to be distributed based on evaluation of the measures taken by the faculty, taking into account the contribution to this HUCI project.

## ■ Initiatives for the enhancement of international reputation ■ Free description

- Launched in April 2014, GI-CoRE invited world-leading research units, established two global stations, and initiated joint research. One is "The Global Station for Quantum Medical and Engineering" established in the radiotherapy field with Stanford University (United States); the other is "The Global Station for Zoonosis Control" established with Melbourne University (Australia), University College, Dublin (Ireland), and King Abdullah University of Science & Technology (Saudi Arabia). In April 2015, it was decided to establish a third station, "The Global Station for Food, Land and Water Resources."
- The joint study with the unit of Stanford University was reported on the website of the academic journal "Medical Physics" and a paper was published in the journal. Moreover, a joint paper with University College Dublin was published in the academic journal "Nature Communications." Furthermore, the number of interviews by international media is on the rise thanks to active research activities.
- To take advantage of the results of GI-CoRE, a preparatory committee was launched to establish the "Graduate School of Quantum Medical and Engineering," the "Graduate School of International Infectious Diseases," and the "Graduate School of Food Resources" (tentative names) in April 2017.

## 【Cooperation record with overseas universities】

- HU submitted the educational plan of the "East Russia-Japan Expert Education Consortium (RJE3)" with five Russian universities (Far Eastern Federal University, North-Eastern Federal University, Sakhalin State University, Pacific National University, and Irkutsk State University). As a result, the plan successfully obtained Japanese government financial aid for five years and started mutually dispatching students and professors to these universities. At the same time, the Arctic Research Center was established in April 2015 to strengthen cooperation with universities and research institutes in the region.

### 3. FY 2015 Progress Report

#### ■ Common indicators and targets

#### Internationalization

##### ◆ Towards a Diversified Institution

•The number of international students exceeded the immediate target figure of 10% of all students and reached 1,875 (10.4%; as of November 1, 2015) because of continuous efforts to increase the number of overseas partner universities and short-term inbound programs.

•Concerning the establishment of the *Diversity Promotion Office*, daily office e-mails sent from the administrative bureau have been translated into English since January to create a better working environment for international staff and students.

##### ◆ Mobility, Overseas Study Support System, Openness of the University

•In accordance with the *Manual for Credit Transfer with Overseas Universities* formulated in fiscal year (hereinafter, FY) 2014, all undergraduate and graduate schools have introduced statutory rules for credit transfers and increased courses in which overseas-university credits and academic achievements can be recognized. As a result, 273 students earned a total of 546 credits in FY2015 for overseas studies (50 students and 100 credits more than the previous year).

•Guidelines for a cotutelle program were produced to promote a jointly supervised doctoral degree program in co-operation with overseas universities, and a related briefing session was held on campus in March. In FY2016, the Graduate School of Agriculture plans to enter an agreement on a cotutelle program with the University of Sydney, and the Graduate School of Environmental Science plans to enter a similar agreement with the University of Tasmania.

•Support was provided for the establishment of overseas alumni associations in order to promote greater networking among previous students. Alumni associations were established in Zambia and Thailand, following similar establishments in Brazil, China, Indonesia, South Korea, and Taiwan.

#### University Reform

##### ◆ Personnel System

•The *Cross-appointment System* has been used to appoint faculty members from Stanford University, Melbourne University, and University College Dublin since FY2014. The system added members from the King Abdullah University of Science and Technology, and brought the total number of recruited members to 12.

•To increase the number of international faculties, a *10-year Tenure Track System* was established, and five assistant professors were employed through international open recruitment.

•The newly established *Distinguished Professor System* honored nine faculty members who are making world-class achievements and are expected to further advance in research and raise the profile of Hokkaido University (hereinafter, HU). They were granted the title of “Distinguished Professor” and a special allowance. One of them is Dr. Jian Ping Gong who is engaged in innovative research on soft and wet materials created with hydrogels.

##### ◆ Governance

•For ensuring the implementation of President Yamaguchi’s vision, three presidential advisors were added, thereby increasing the total to 22, which includes six women and one non-Japanese national. Each of the four Executive Offices employed an international faculty member to enhance its diversity.

•The *Office of Institutional Research* was established in July to support the HU president in managing HU. Five special staff members were assigned to the office, and the *HU Fact Book* was compiled with various data.

•The *Higher Education Training Center* was established in April to further promote the development of faculty and administrative members, as well as graduate students. The Center organized nine workshops for deans and project management training for middle-level faculty and administrative members to improve the university’s management capacity.

•A TOEIC-IP test was conducted to gauge the English proficiency levels of the full-time administrative staff. It was taken by 508 staff members. The results were analyzed and used for rebuilding the human management and development system.

#### Education Reform

• The *Modern Japanese Studies Program* was established, and 16 students from 11 countries were admitted into it. These students share some classes with the Japanese students from the Nitobe College honor program and learn together in English.

• Detailed information on the admissions policy was released for a new international entrance exam system being launched in FY2018. The International Baccalaureate and other external tests such as SAT will be used for undergraduate admission. The new system is intended to appeal to internationally minded individuals.

• The results of class questionnaires completed by undergraduate students have been fed back to faculty members in charge of classes and to the staff responsible for course subjects. Information on issues raised by students and the improvements made by faculty members is posted on the website in the interests of class improvement and progressive information disclosure.



HU president & Thai alumni

## ■ University's own indicators and targets

### ◆ NITOBÉ Education System

- The Nitobe College honor program requires at least one semester or two short terms of overseas study. In FY2015, 22 students engaged in a study abroad experience that lasted over three months, while 132 students engaged in a short-term overseas experience. The number of students studying abroad increased, as students in the inaugural class of a hundred students graduated at the end of FY2016.
- The Nitobe School honor program for graduate students was founded in May with 64 students, including ten international students. Ten courses, including the "Problem-Solving Course," have been started. The first year proved to be successful, increasing the average TOEIC score of students by 55 points and improving the target abilities as seen in the results of the SEQ competency assessment test.

### ◆ International Degree Programs

- Proposals to establish the Graduate School of Biomedical Science and Engineering, the Graduate School of Infectious Diseases, and the Graduate School of Global Food Resources (provisional names) were submitted to MEXT in March 2016. These institutions will be established through international joint efforts made in the GI-CoRE. The establishment of new graduate schools is being planned along with the re-organization of existing graduate schools and educational reform.

### ◆ Learning Satellite and Hokkaido Summer Institute (see the last section of this page)

### ◆ International Joint Research Papers

- The percentage of international joint research papers by HU members has reached 30.1%. The target of 29.0% for FY2016 has already been achieved several months ahead of schedule.

### ◆ Hokkaido University Ambassadors and Partners

- The *Hokkaido University Ambassador and Partner System* was designed to enhance HU's international presence based on personal connections. The delegation of ambassadors and partners will begin its activities in the beginning of FY2016, with South Korea at the top of the list. It will support graduates who are active in various countries.

### ◆ Redistribution of Internal Resources

- Activities in FY2014 were evaluated, and the departments actively working to achieve the university's objectives were prioritized for budget allocation totaling 420 million yen in FY2015. Some evaluation indexes were reviewed for FY2016 allocation to support the achievement of objectives in the Top Global University Project.

## ■ Initiatives for the enhancement of international reputation

- *The Global Station for Food, Land, and Water Resources* was established as the third project organization of the GI-CoRE. It invited three world-class researchers, including an ex-UNESCO Assistant Director-General, as its advisors.
- It was decided that three more Global Stations (hereinafter, GS) would be established in April 2016. The *GS for Soft Matter* hosts research units from the University of North Carolina, the *GS for Big Data and Cyber Security* hosts those from the University of Massachusetts, and the *GS for Arctic Research* hosts those from universities in several northern countries. As a result, six international education and research projects will be conducted simultaneously under the management of the president in FY2016. New graduate schools and the re-organization of existing graduate schools are planned as outcomes of each GS activities.

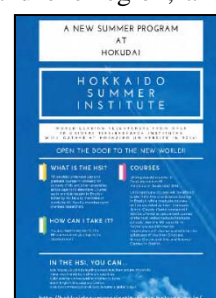
## ■ Free description

- *The Arctic Research Center* was established in April 2015 to support the expansion of HU's strengths. In its role as a Japanese hub for interdisciplinary and international research/education toward the resolution of global issues, the Center works to strengthen collaborative relationships with Russia's North-Eastern Federal University and the USA's University of Alaska, as well as universities and research institutes in Norway, Finland, and Germany. It successfully attracted an office for a joint international research project on Ecosystem Studies of Sub-Arctic Seas (ESSAS) in March 2016.

## 【Results of the promotion of collaboration with foreign universities】

- The *Learning Satellite* project was launched to promote collaborative work between faculty members from HU and overseas universities in teaching specialized subjects overseas. A total of 22 subjects, which has already exceeded the target of FY2016, were taught in collaboration with several institutions, including Karolinska Institutet in Sweden, the Swiss Federal Institute of Technology, and the National University of Singapore, in ten countries and one region, and 88 HU students were sent abroad.

- HU started the *Hokkaido Summer Institute* (hereinafter, HSI), a collaborative educational program of HU faculty members and overseas researchers, on a trial basis, and took measures to address related issues before the inauguration in 2016. A total of 212 students from overseas were hosted for 24 educational activities in collaboration with overseas universities, including the University of British Columbia in Canada, the University of Pisa in Italy, and National Taiwan University. A total of 71 courses, exceeding the FY2016's target of 50 courses, have been prepared for summer 2016 and a call for students worldwide has been posted on the website (<http://hokkaidosummerinstitute.oia.hokudai.ac.jp/>).



A flyer for HSI 2016



## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1) Expand the Number of International Staff Members

Continuing the employment systems introduced last year, 15 international faculty members were recruited under the Incentives Offering System and 56 international researchers holding outstanding achievements were recruited in 8 different departments via the International Faculty Invitation System.

The *Diversity Promotion Office* was established in October to provide better English translations for such as e-mails sent from the administrative bureau to create a better working environment for international researchers and students.

##### 2) Education Programs for International Students

19 students were admitted as the second cohort of the *Modern Japanese Studies Program* (MJSP), a Bachelor's program for international students interested in the humanities which started from the 2015 fiscal year (FY). Other students to join as the third cohort in FY2017 took the Intensive Japanese Course preceding the program.

Preparations, setting the curriculum, trial course runs, etc., for the *Integrated Science Program* (ISP), a combined Bachelor's and Master's science program, were made. The first cohort will start in autumn FY2017.



Modern Japanese Studies Program

##### 3) Raise Students' English Proficiency Levels

To gauge the English proficiency levels of the students, TOEFL-ITP and TOEIC-IP tests were held and taken by 673 students. As a reflection of the university's English language education, a new and improved system manages these scores in a database and analyzes them.

#### University reform

##### 1) Internationalization of Personnel System

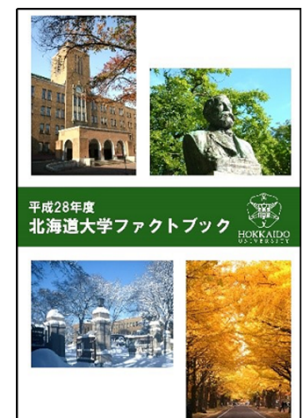
Hokkaido University (HU) amended the criteria to recruit faculty and began to openly recruit on an international level. The period of sabbatical training was also changed so that it includes at least three months of training. The personnel salary system, introduced last year, helped raise the number of full-time faculty members under the adopted annual salary system to 520 and the number of recruited members by the *Cross-appointment System* to 29.

##### 2) Enhancement of Institutional Research

The *Office of Institutional Research* (established FY2015) continuously collected and analyzed data related to education, research, and university management. Alongside reporting the results to the Executive Office, they also compiled the 2016 HU Factbook with additional 10+ items and published in March.

##### 3) Improvement of Administrative Staff Members' Skillsets

To provide better international support, HU offered various training opportunities for administrative staffs, including lectures to improve English conversation skills, internships in Australia, Canada and other countries, and partly covered the expenses of those who were self-learning. Due to these continued efforts, the percentage of full-time administrative staff members who scored 700+ on TOEIC has increased to 14.4%.



HU Factbook

#### Education reform

##### 1) Improvement of the Education System

HU started the four-semester system in every undergraduate department and 10 graduate schools, and surveys were distributed about the effectiveness of the new GPA system (introduced in FY2015). In addition, faculty members were encouraged to use the class-evaluation questionnaire for at least one course a year. It was implemented in every undergraduate school and in 11 graduate schools. HU also began to consider the use of online questionnaires.

##### 2) Raise the Quality of Education

Teaching training courses covering communication skills, English pronunciation, and techniques such as active learning were provided to improve the university's quality of education. Furthermore, the number of classrooms which can be used for active learning methods was increased.

##### 3) Introduction of Various Entrance Exams

In addition to MJSP, ISP require applicants to get a certain score on TOEFL or other external tests. A basic guideline for international student admission which accepts International Baccalaureates and other qualifications was published to be implemented in FY2017. The use of TOEFL and other external tests for graduate school admissions was encouraged and adopted by 35 (out of 47) divisions for Master's courses and 12 (out of 49 departments) for Doctoral courses in FY2016.



## ■ University's own indicators and targets

### 1) NITOBE Education System

*Nitobe College*, an educational program training undergraduate students to be the next generation of global leaders, selected their fourth cohort of 203 students. The College graduated its first cohort of 15 students who satisfied the program's strict requirements. The curriculum includes programs offered by alumni and a study abroad component, and was revised by reviewing past activities for the new semester in FY2017.

78 students enrolled in *Nitobe School's* graduate program. The School graduated 46 students who satisfied the program's requirements. The basic curriculum surrounds studying different languages and cultures, and engaging in active learning. A new, advanced program for doctoral degree students was trialed so it could be implemented in FY2017.

### 2) Joint International Educational Programs

The number of Joint International Education programs, e.g. the Double Degree Program and Cotutelle Program, increased to 20 and involved eight new programs offered in corporation with overseas universities. Other universities were investigated to further expand the Double Degree program.

### 3) The Hokkaido Summer Institute (HSI) and Learning Satellites

The HSI ran from June to September and offered a variety of courses in English by world-class researchers. 1,562 students participated in a total of 76 different classes involving 120 international and Japanese researchers. Furthermore, 169 students were sent to the Learning Satellite programs in 15 countries and regions in Asia, Europe, and the USA. Also, a total of 47 specialized courses were offered by HU faculty in the world's forefront of education and research.

### 4) Hokkaido University Ambassadors and Partners

99 Ambassadors and Partners were named mainly from alumni living overseas in 25 countries and regions. Information of recent HU activities was dispatched in English through magazines, newsletters, and social media to the world and the Ambassadors and Partners supports. Furthermore, alumni associations were established in two other countries to strengthen ties with other alumni associations worldwide and to continue expanding the university's community.



Nitobe College Closing Ceremony



The Hokkaido Summer Institute



The Learning Satellite Project

## ■ Initiatives for the enhancement of international reputation

### 1) New International Graduate Schools from GI-CoRE

New international graduate schools, the Graduate School of Biomedical Science and Engineering, Graduate School of Infectious Diseases, and Graduate School of Global Food Resources, were approved in August to be launched in FY2017. Based on the distinguished research achievement as the university's strengths and specialisms, these graduate schools are originated from the former Global Stations (GS): the *GS for Quantum Medical Science & Engineering*, *GS for Zoonosis Control*, and *GS for Food, Land, and Water Resources*. In addition, new GSs, the *GS for Soft Matter*, *GS for Big Data and Cyber Security*, and *GS for Arctic Research* were established.

#### 【 Results for the promotion of collaborations with foreign universities 】

- Introduction of Joint International Educational Programs
  - Double Degree Program: University of Montreal, Vietnamese Academy of Science and Technology, National Taiwan University, the University of Tasmania, Nanjing University
  - Cotutelle program: the University of Sydney, Xiamen University, National Taiwan University
- Hokkaido Summer Institute: Stanford University, University of Oxford, National University of Singapore, Swiss Federal Institute of Technology, UCLA, and others
- Learning Satellites: National University of Singapore, Swiss Federal Institute of Technology, the University of British Columbia, Seoul National University, the Chinese University of Hong Kong, and others

## ■ Free description

### 1) IAU-ISAS

HU undertook the *Internationalization Strategies Advisory Service 2.0 (ISAS)* organized by the *International Association of Universities (IAU)* by reexamining the university's strategy and its progress of *Hokkaido Universal Campus Initiative (HUCI)*. Based on a self-study report submitted to the IAU in August, a site visit took place between October 5<sup>th</sup> and 7<sup>th</sup>, and the world's first ISAS Learning Badge Award was bestowed to the HU in November. An assessment report was received in December from the IAU.

### 2) HUCI Forum

Three HUCI Forums were held concerning the university's internationalization and overseas collaborations in education. They were complemented by panel discussions encouraging participants to discuss current and future internationalization efforts.



The ISAS Learning Badge Certificate

## 5. FY 2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1) Integrated Science Program

The Integrated Science Program (ISP), which started from the 2017 fiscal year (FY), is a combined Bachelor's and Master's program for international students and offers all classes in English. The first cohort of 8 students from 6 countries entered in October. It offered 13 courses in foundational and specialized subjects. The 2nd cohort comprising of 20 students from 12 countries will start in October 2018. .



ISP

##### 2) Modern Japanese Studies Program

The Modern Japanese Studies Program (MJSP), featuring Japanese language and Japanese studies, offers classes in both English and Japanese. 22 international students from 15 countries joined as the 3rd cohort, making a total of 48 students in FY2017. 14 international students from 11 countries were admitted to the program for the 4th cohort and 5th cohort. The entire 4th cohort, 20 students from 12 countries, enrolled to take intensive Japanese languages classes preceding the program.



MJSP

##### 3) Outbound Program

Outbound Programs such as the First Step Program (FSP), Overseas Special Short-term Program, and Overseas Short-term English Learning Program were conducted. Furthermore, the Global Internship Program was expanded to the entire of Hokkaido University (HU) from the Nitobe College's attempt of FY2016, by which 19 students were sent to 7 Asian countries and regions.

##### 4) Overseas Satellite Offices

Four new liaison offices were established in the ASEAN region:

Liaison Office in the Philippines located at the University of the Philippines (in March 2017); Liaison Office in Thailand located at Kasetsart University (in May 2017); Liaison Office in Indonesia located at Bogor Agricultural University (in June 2017); and Liaison Office in Beijing China at the University of Chinese Academy of Sciences (in March 2018.)



FSP program participants  
in Indonesia

#### University Reform

##### 1) Enhancement of Institutional Research

The Office of Institutional Research (IR) for Overall Management merged with the Office of IR for Student Engagement (Institute for the Advancement of Higher Education) to collect and analyze data related to education, research, and university management. This reorganization gives the President more governance capacity. The President acts as Director; an Advisor to the President as the Deputy Chief Officer; and a URA as the Advisor to the Director. The FY2016 HU FactBook comprising various data about education, research and university management was made public, and the FY2017 version published internally on the website. The HU Data Portal site was also opened for internal use.

##### 2) Deans and Directors Brain Storming Session

The President, Executives, Deans and Directors exchanged their ideas monthly at the Deans and Directors Brain Storm Sessions to support university management of various measures.

#### Education Reform

##### 1) New Entrance exams

5 students were admitted to enroll for FY2018 as a result of passing the International Baccalaureates or SAT via the International Integrated Entrance. Also, HU staff visited domestic International Baccalaureate world schools to improve and disseminate this new system. Furthermore, a handbook for pre-arrival examinations using teleconference and overseas satellite offices was published internally.

##### 2) Curriculum Maps

Utilizing the completed subject numbering system, curriculum maps for undergraduate and graduate schools were designed. The undergraduate school maps include recommended times/periods to study abroad.

##### 3) Class-evaluation questionnaires

Class-evaluation questionnaires were distributed as a part of the newly developed assessment method. Online questionnaires were made for efficiency, and then applied to 1st year general education classes as a trial.



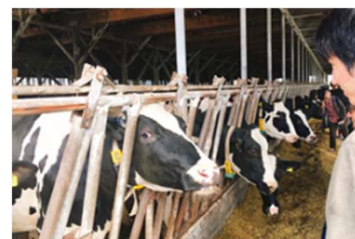
## ■ University's own indicators and targets

### 1) NITOBE Education System

Nitobe College was rearranged as a two-step program: the Foundation Program for the first year and Honors Program from the second year. The Foundation Program which starts in April admitted 212 students, of which 168 students completed the program and were certified. Out of the 104 Master's students taking the Nitobe School Basic Program, 110 students including 44 students who had enrolled before FY2016, completed the program and were certified. All of the 25 students enrolled in Nitobe School's Doctoral Course Advanced Program completed the program and were certified. The NITOBE Portfolios were added team-based learning and other functions and installed to the Graduate School and School of Science.

### 2) Hokkaido Summer Institute (HSI) and Learning Satellites

The HSI2017 ran from May to September and the Satellite School throughout the year. 2,545 students in total participated in 100 different classes involving 143 researchers from many parts of the world. Regarding the Learning Satellite in FY2017, 577 students in total were sent to 50 classes in 18 countries. Please refer to 【Results by promoting collaborations with foreign universities】 for the partner universities.



Nitobe College



Nitobe School

## ■ Initiatives for the enhancement of international reputation

### 1) The President attends Times Higher Education Summit as a panelist

The president attended the Times Higher Education Research Excellence Summit Asia-Pacific 2017, held in Taiwan in May, as a session panelist. This session also comprised representatives from National Chengchi University, Asia University, Seoul National University and Scopus, and addressed issues concerning the impact and the evaluation process of universities rankings.

### 2) Hokkaido University-ImPACT Joint Symposium on Advanced Soft Matter

The Global Station for Soft Matter of GI-CoRE (HU) and Impulsing Paradigm Change through Disruptive Technologies Program (ImPACT, Cabinet Office, Government of Japan) jointly organized this symposium in August. Researchers from university all around the world, including Harvard University and the University of North Carolina at Chapel Hill, gave lectures about cutting-edge soft matter studies. 165 people participated in the 2 day symposium.



THE Summit

### 3) Tackling Global Issues vol.1. Soft Matter: Material of the Future

This magazine, published on the HU website, focused on research contributing to the resolution of global issues such as an aging society, environmental pollution and resource shortages. This first issue spotlighted the study of soft matter, an interdisciplinary field attracting attention from chemists, physicists, biologists and engineers.



Tackling Global Issues

## 【 Results for the promotion of collaborations with foreign universities 】

- Introduction of Joint International Educational Programs
  - Double Degree Program: Zhejiang Univ. , Xian Jiao Tong Univ. , National Cheng Kung Univ. , Bogor Agricultural Univ.
  - Cotutelle program: Univ. of Edinburgh, Kasetsart Univ. , Univ. of the Philippines Los Banos, Pacific National Univ.
- Hokkaido Summer Institute: Univ. of Oxford, Univ. of Cambridge, Swiss Federal Institute of Technology, UCLA, Univ. of British Columbia, National Univ. of Singapore, and others
- Learning Satellites: Univ. of Edinburgh, Swiss Federal Institute of Technology, Aarhus Univ. , Univ. of Bergen, National Univ. of Singapore, Seoul National Univ. , Kasetsart Univ. , Gadjah Mada Univ. , and others

## ■ Free description

### 1) New International Graduate Schools

Three new graduate schools, the Graduate School of Biomedical Science and Engineering, Graduate School of Infectious Diseases, and Graduate School of Global Food Resources, were launched in April 2017. These graduate schools built on GI-CoRE's achievements for international collaborative research and education. The number of new students including Fall enrollment was: 16 Master's course students and 9 PhD students in the Graduate School of Biomedical Science and Engineering; 14 PhD students in the Graduate School of Infectious Diseases; and 17 Master's course students in the Graduate School of Global Food Resources.

### 2) HUCI Forums

The 1st forum, held in December 2017, was titled "Internationalization in Universities —from a risk management view." HU and Fuji Women's University were the main organizers, and Tokai University and Nigata University co-organizers. An external expert concerning international affairs and risk presented a special lecture. There were 89 participants. The 2nd forum, held in March 2018, was titled "Progress of the HUCI and Internationalization of Higher Education." It consisted of two parts, a progress reporting session and a panel discussion with invited external specialists. There were 101 participants

# Top Global University Project (Type A) Tohoku University

## 1. Outline

### Title

Tohoku University Global Initiative

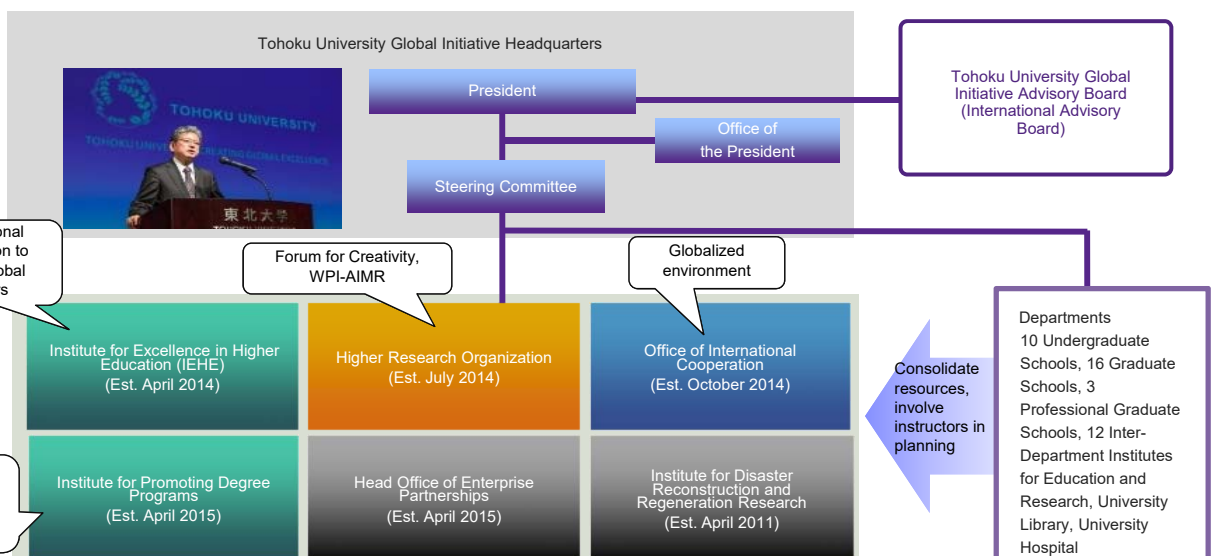
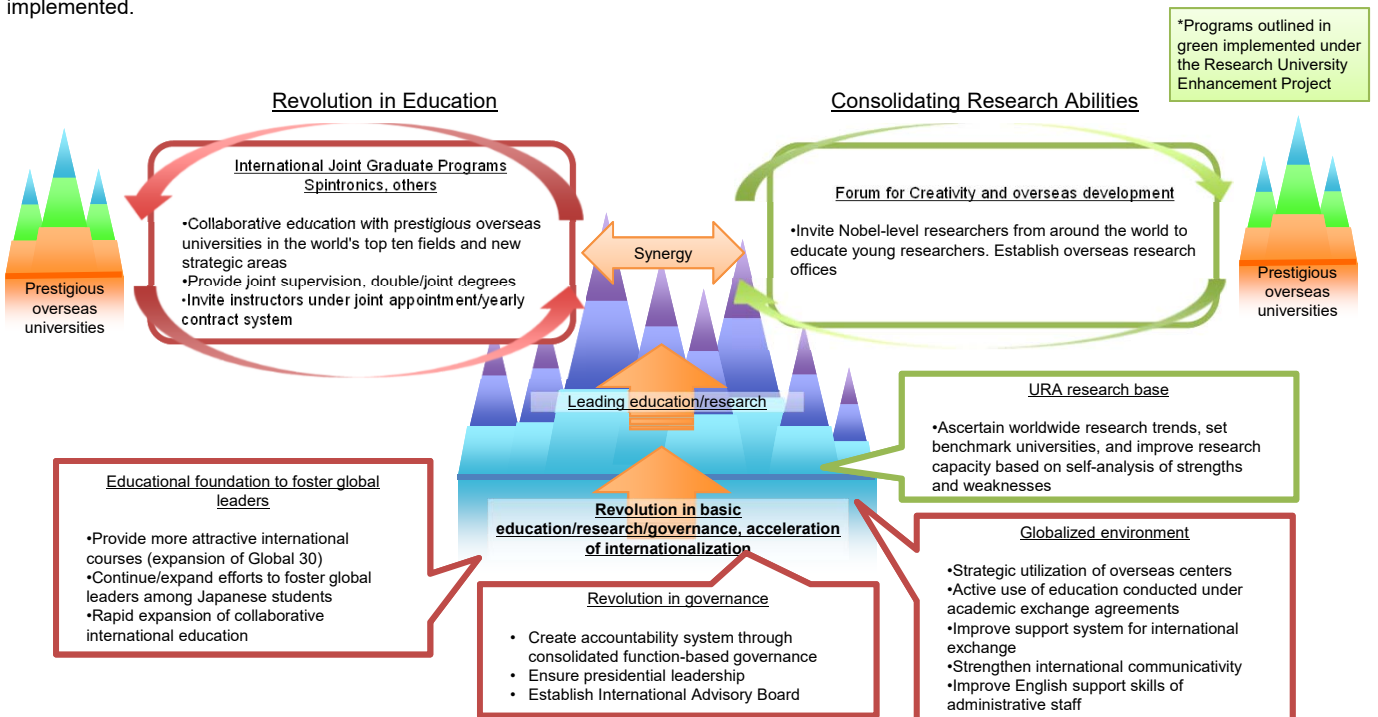
### Future Accomplishments to be Achieved through the TGU Initiative

We will create a "fellowship of knowledge," with Tohoku University as the hub, that will enable us to truly "leap ahead as a world-class university" and conduct research that will lead the global age. In addition, we will foster advanced global human resources, create science/technology related to innovation, contribute to solving world-scale problems and sustainable development, and strive to earn a place among the world's top 30 universities.

### Outline of Plan

This plan will create a venue for talented Japanese and international students to "gather, learn, and create," and accelerate the building of an "educational foundation for fostering global leaders" that will not only impart our university's tradition of learning in advanced specialized abilities, but also allow young people living in this global era to acquire competency in next-generation literacy and a global mindset. Building on this foundation, Tohoku University will, in close cooperation with prestigious overseas universities, concentrate its education and research abilities on fields in which it excels and those which it wishes to focus on expanding in the future, thus creating a group of seven "International Joint Graduate Programs." Through these programs, we will foster individuals who possess the world's highest level of research skills, a broad perspective, global awareness, and experience, so that they can create new knowledge, produce innovations, and face global problems. Moreover, through initiatives to strengthen our research capacity, such as the "Forum for Creativity," and fostering organic connections, Tohoku University will become the hub of a leading education and research cluster that will form an "international fellowship of knowledge."

In order to implement our plans, we are working to further improve our globalized environment. A function-based structure, in which university resources will be consolidated and optimized by function, is being created as one measure to enable the president's ideas to be quickly implemented.



## Outline of 10-year Plan

### -Management system

The Tohoku University Global Initiative Promotion Headquarters were established in FY 2014. A management system was then organized. In FY 2015, the Tohoku University Global Initiative Advisory Board (International Advisory Board) was created. In FY 2016, 2019, and 2023 external evaluations will be conducted.

### -Revolution in governance

In addition to the IEHE, six organizations were established, including the Office of International Cooperation (est. October 2014) and Institute for Promoting Graduate Degree Programs (est. April 2014) to consolidate university resources for functional governance. Enhancement of IR functions will be promoted.

### -International Joint Graduate Program

We established the Graduate Program in Spintronics (GP-Spin) as the first of International Joint Graduate Programs in April 2015. Seven more International Joint Graduate Programs in various fields, including Data Science, will be established by FY 2019.

### -Educational foundation that fosters global leaders

We will increase the number of international students through efforts such as expanding the Future Global Leadership (FGL) undergraduate/graduate courses (established under Global 30 to attract excellent students from abroad). Additionally, we will continue to operate the Tohoku University Global Leader Program (TGL) to develop educational programs that provide students with overseas study combined with an essential education in global leadership. We will also drastically expand educational cooperation with overseas universities and collaborative international education programs such as graduate-level double degree/joint degree courses.

### -Globalized environment

International offices, academic exchange agreements, and consortia will be strategically strengthened to improve the international mobility of instructors/students and enhance international cooperation in education/research. Under the Office of International Cooperation (est. October 2014), we will strive to plan/implement international cooperative strategies, increase our international presence, and improve our ranking. We will further improve our globalized environment by working to enhance our international PR capacity (establishment of international PR center), improve our system for admitting students from abroad (establishment of international support office), and raise the administrative staff's English abilities.

## Unique Initiatives (internationalization, revolution in governance and education, etc.)

### Creation International Joint Graduate Programs

- Leverage Tohoku University's strengths to select fields that will potentially drive the world economy and contribute to human development
- Transcend the framework of traditional education to consolidate Tohoku University's knowledge base; implement collaborative education by deepening ties with prestigious universities overseas

Ideas &  
Roles

- 1) Match present needs and cultivate highly capable human resources across the world.
- 2) Create cutting-edge education programs that increase our research abilities.
- 3) Create an intellectual foundation for the future, support international competition, and create innovation to aid in the creation of a sustainable global society.

Break  
down

- Interdepartmental graduate programs
- Jointly supervised instruction between Tohoku University and overseas institutions
- Shift towards joint supervision/double degrees/joint degrees
- Plan to have a minimum of 7 programs within 5 years



## Promotion of Cooperation with Universities Overseas

### -Create global network leveraging international offices, academic exchange agreements, and consortia

We will promote cooperation with top universities overseas through our university-level agreements with 206 institutions and departmental-level agreements with 411 institutions (as of June 2016), and the 5-university APRU consortium. We will create a global network by developing overseas bases (North America, Asia, Europe) that have research and education functions. These will be the basis for expanding collaborative international education.

### -Creation of an international knowledge fellowship

We will create an international knowledge fellowship in cooperation with prestigious overseas academic/research schools through enhanced, synergistic, research programs such as the Collaborative International Graduate Program and Forum for Creativity.



## 2. FY2014 Progress

### Common Benchmarks and Milestones

#### International Relations

##### -Establishment of Office of International Cooperation and creating a globalized environment

The Office of International Cooperation was established in October 2014 to uniformly enhance international cooperation in education/research and promote our university's global strategy, thus improving its international presence. The International PR Center's functions were upgraded, enabling the creation of a homepage with a high level of international communicativity and promotional materials such as English promotional videos. In October 2014, the International Support Office was established to provide information to international researchers/students and a unified visa services system.

##### -Continuation of the FGL Program

We will continue the Future Global Leadership (FGL) courses (undergraduate/graduate), which offer degree courses taught in English for excellent international students.

##### -Enhancement of short-term study abroad programs (SAP etc.)

As a pillar of our effort to provide global education to Japanese students, we are focusing on developing and implementing university-wide short-term overseas programs such as the Study Abroad Program (SAP) as well as other short-term programs that leverage departmental strengths. Over 400 undergraduate students participated in FY 2014. Moreover, the Pre-enrollment Overseas High School Bridging Training Program, first implemented last year, proved popular and was implemented again in March 2015.



(Study Abroad Program)

##### -Support for practical English learning

To increase the Japanese students' practical English abilities, improvements were made to curricular/extracurricular English classes, and in FY 2015 the Tohoku University English Academy (TEA) was established to provide various kinds of extracurricular English learning support.

## Revolution in Governance

##### -Institutionalization of consolidated-function governance

In addition to the IEHE, the Higher Research Organization (July 2014), Office of International Cooperation (October 2014), and Institute for Promoting Degree Programs (April 2015) were established along with 2 other institutes. This consolidated university resources by function, establishing a governance system that quickly reacts to the President's ideas.

##### -Advancement of administrative staff

As a means of improving the administrative staff's English skills, all staff will be required to take the TOEIC within 3 years. Over 200 administrative and technical staff took the group test implemented in December 2014. External lecturers were invited to conduct English Learning Seminars to motivate the staff. 130 people participated.

##### -Enhancement of IR functions

Our education and research are becoming more visible due to, respectively, the IEHE's Center for Institutional Research and the URA center's IR functions. Deliberations on consolidating IR functions have also begun.

## Revolution in Education

##### -Revolution in liberal arts education by the IEHE

Under the Institute for Excellence in Higher Education (which was established as part of the strategic restructuring of the liberal education/student support systems in April 2014) a unified system was created for conducting surveys, research, development, and implementation related to educational practices with a view towards fostering global leaders, and education/learning management improvements were planned. A unique organization was founded with planning participation by the Global Learning Center, which handles international educational exchange.

##### -Commencement of International Joint Graduate Program

We began to prepare for the start of the Graduate Program in Spintronics (GP-Spin), the first of the International Joint Graduate Programs, in early FY 2014. After preparing a common curriculum and negotiating with the overseas partner universities, it was commenced in April 2015. We are beginning preparations for other programs as well.

##### -Adoption of new global-facing entrance examination

We resolved to adopt the International Baccalaureate exam and a global entrance exam for educational programs conducted in English for Japanese students. These will be implemented in FY 2017. Furthermore, external exams, such as the TOEFL, will be actively incorporated into an expanded AO exam.



(GP-Spin framework)

## University-specific Benchmarks and Milestones

### -Expansion of Collaborative International Education

Efforts were increased in international educational cooperation, such as double and joint degree programs. Admittance of double degree students by overseas partner schools has accelerated, with the number increasing to 47 in FY 2015. In order to increase the number of outgoing students, Tohoku University began offering a scholarship for students in international educational cooperation and International Joint Graduate Programs from FY 2015.



(TGL Program)

### -Tohoku University Global Leader Program (TGL Program)

Based on our foundation of highly specialized competencies, we implemented the Tohoku University Global Leader (TGL) Program, which organically incorporates sub-programs composed of classes, lectures and seminars that cultivate language/communication skills, international liberal arts abilities, and initiative, together with overseas study sub-programs. We held many classes including coeducational international seminars, classes focused on problem solving, and global career seminars. About 2,000 students, mainly 1st and 2nd year undergraduate students, registered for the TGL program. Students who fulfill the program's requirements are awarded Global Leader Certification.

## Initiatives to Improve International Rankings

### -MOU on Jointly Supervised PhD Program concluded with Mainz

An MOU on a jointly supervised PhD program was concluded with Johannes Gutenberg University Mainz (Mainz) in February 2015 as part of our promotion for the Graduate Program in Spintronics. Similar MOUs will be made in other fields hereafter.



(Signing of MOU on jointly supervised PhD program)

### -Tohoku University Day at University of Cambridge

Tohoku University Day was held at the University of Cambridge, England, in December 2014. Information on both universities was given, and we signed a joint declaration on future student/researcher exchange. There were also workshops in the fields of global safety and material science.

### -4th German-Japanese Universities Alliance (HeKKSaGOn) conference at Tohoku University

The German-Japanese Universities Alliance (HeKKSaGOn) conference was held at Tohoku University in April 2015. An overarching conference on the theme of Building Venues for the Creation of new Knowledge was held, in addition to parallel workshops composed of 8 other fields.

## Achievements in Cooperation with Universities Overseas

### -Activities with inter-university consortia:

We are independently participating in consortia with prestigious overseas universities. We attended the annual meetings of The Association of East Asian Research Universities (November 2014), Top Industrial Managers for Europe (November), and the Japan-UK Research and Education Network for Knowledge Economy Initiatives (December). We also attended the March meeting of the Japan-Russia Forum of Rectors as the Japanese representative. In addition to organizing the German-Japanese Universities Alliance (HeKKSaGOn) meeting in April 2015, we participated in the Alliance Internationale led by the University of Lyon in June.

### -Enhanced cooperation with overseas partner schools:

Tohoku University Day at Cambridge (December 2014), SGU Kickoff Symposium attended by many overseas partner schools (February 2015), Tohoku-Harvard Workshop at Harvard (May 2015) etc.

### -Activities at overseas offices:

Stepped up activities at overseas partner schools that host overseas offices. (Moscow State University, Russian Academy of Sciences Siberia, Lyon, Cambridge, UC Riverside, Chicago, Institut Teknologi Bandung, Chulalongkorn (scheduled), etc.)

## Free Answer Section (Other Initiatives)

### -SGU Kickoff Symposium

Tohoku University's Kickoff Symposium for the Top Global University Project was held in February 2015. Guests were invited from Mainz, Lyon, Cambridge, Case Western Reserve, Washington, and Chulalongkorn. Discussions on new collaborative international education/research programs were held with our overseas partner schools. About 100 people from Japan and abroad participated.

### -Initiative Website

[https://www.tohoku.ac.jp/en/about/top\\_global\\_university.html](https://www.tohoku.ac.jp/en/about/top_global_university.html)



(SGU Kickoff Symposium)

## 3. Progress of Initiatives (FY 2015)

### Common Benchmarks and Milestones

#### International Relations

##### 1. Promoting Recruitment of Foreign Instructors/International Students

- 1) We established the Promotional Expenses Fund for Employing Foreign Instructors etc. (JPY 100 million) to support recruitment of foreigners. As a result of partially supporting HR expenses for foreign instructors, there was a 13.5% year-over-year increase in the number of foreign nationals hired in FY 2016 (May 1), as compared with a 4.3% increase in FY2015 (May 1). (FY 2014: 185, FY 2015: 193, FY 2016: 219)
- 2) In addition to expanding courses taught in English that were newly established for the Global 30 program, we expanded 6-month to 1-year exchange programs and short inbound programs, 3 months or shorter, while further enhancing support for international students through the International Support Office. As a result, foreign student numbers increased substantially, from 1,677 in FY 2015 (May 1) to 1,943 in FY 2016 (May 1).

##### 2. Workshop by International Alumni

On April 19, 2016, 16 former exchange students, who had studied at Tohoku University from 2005 to 2006, returned to celebrate the 10th anniversary of their study abroad and hold a workshop.

After studying at our university, the students had gone on to be active on the front lines of research and business at institutions like Johns Hopkins University and NASA (US), and Airbus and Areva (France). They gave presentations on topics such as the effect of studying overseas on their careers, and held active discussions with the current students.



JYPE International Mentorship Event

##### 3. Providing Information in Foreign Languages

The English-speaking staff of the International Public Relations Section overhauled the English version of the university website, resulting in access numbers doubling. They also established a presence on 6 types of social media, gaining over 13,000 followers. In addition, they created a system for quickly releasing university research results to some 10,000 science journalists through websites such as EurekAlert and ResearchSEA. These activities advanced our efforts to improve Tohoku University's international reach and presence.

#### Governance Reform

##### 1. Establishment of International Advisory Board

Internal regulations were determined for the Tohoku University Global Initiative Planning and Advisory Board (International Advisory Board). In addition, six board members have been appointed (as of March 2016) from key figures taken from the presidential-class of influential overseas universities and business leaders in globally active enterprises.

##### 2. Establishment of IR Office

The Tohoku University Office of Institutional Research (IR Office) was established in January 2016, and full-time instructors were assigned to it on April 1. The goal of this office is to contribute to the promotion of strategic university operations by effectively and efficiently collecting and analyzing various data related to the university's educational, research, and other activities.

##### 3. Advancement of Administrative Staff

As a means of improving the administrative staff's English skills, English language training (about 40 participants) was conducted for 6 months by external instructors. Of the participants, around 40% (16) achieved the university's target score (TOEIC 700) while 60% (24) improved their TOEIC scores by 100 points or more. Of those who achieved certain target scores, 10 were sent for overseas training at the University of Sydney in Australia where they participated in discussions and presentations etc. with the administrative staff there. We anticipate that this will contribute further to internationalization at Tohoku University.

#### Educational Reform

##### 1. Expansion of Active Learning/Global Education Classes

The university made plans to expand the number of Development Seminars, which incorporate active learning such as seminars, practical training, laboratory work, and fieldwork, and Global Coeducation Seminars, in which students of different languages and cultures work together in small groups on assignments and projects in order to foster acceptance/understanding of diversity and create of new values through cooperation. (Development Seminar: expanded from 30 to 46 classes; Global Coeducation: expanded from 11 to 16 classes) In addition, we have continued to offer/implement Basics Seminars (20 students/class; aimed at transitioning students to active learning), which are taken by all new students, on over 160 themes (classes) with cooperation from the entire university for over 10 years.



Global Coeducation class

##### 2. Decision to Adopt Course Numbering and GPA

The university decided to adopt a course numbering system for all courses and a GPA system for all undergraduate students from FY 2016 after arranging the relevant regulations.



## University-specific Benchmarks and Milestones

### 1. International Joint Graduate Programs

A jointly supervised program was commenced with Johannes Gutenberg University Mainz (University of Mainz) in Spintronics; this is a large step forward for international joint education (degree programs) among world-leading universities. (Enrollment: 7 in 2015; 16 as of April 2016.) We also came to an agreement with the University of Bayreuth (Germany) to prepare an International Joint Graduate Program in environmental/earth sciences to begin from FY 2016.



GP-Spin Seminar

GP-Spin Orientation

### 2. Tohoku University Global Leader Program (TGL Program)

Based on a foundation of advanced specializations, we implemented a program for fostering global leaders aimed at undergraduate students that organically incorporates sub-programs composed of classes, lectures and seminars that cultivate language/communication skills, international liberal arts abilities, and initiative, together with overseas study sub-programs. Students participating in TGL increased to 2,091 FY 2015 (up from 1,322 in FY 2014).

## Initiatives to Improve International Rankings

### 1. Conclusion of Strategic Partnership Agreement with the University of Melbourne

In February 2016 Tohoku University concluded a strategic partnership agreement with the University of Melbourne. It was agreed to conduct mutual exchanges of students, researchers, and administrative staff.

Specifically, a joint research workshop will be held at the University of Melbourne in 2016.



Signing of agreement with the University of Melbourne

### 2. Hosting the T.I.M.E. General Assembly and Symposium, Participating AEARU etc.

In October 2015 Tohoku University hosted the first T.I.M.E. (Top Industrial Managers for Europe) General Assembly and Symposium held outside of Europe. At the symposium, the Japanese higher education system was explained, and reports were given by a student who had studied at Tohoku University from École centrale de Lyon, and a Tohoku University student who had studied at the Royal Institute of Technology in Sweden. Tohoku University actively participated in the annual conferences of overseas university consortia, such as AEARU (Association of East Asian Research Universities), RENKEI (Japan-UK Research and Education Network for Knowledge Economy Initiatives), and APRU (Association of Pacific Rim Universities)



T.I.M.E. Welcome Address by President Satomi

### 3. Conclusion of Academic Exchange Agreement with Case Western Reserve University (USA)

In October 2015 an academic exchange agreement was concluded with Case Western Reserve University.

This agreement laid the cooperative groundwork for the establishment of an International Joint Graduate Program in data sciences, and is anticipated to particularly spur cooperation in data science research and education.



From right: President Satomi, Consul-General Katayama, President Snyder

## Achievements in Cooperation with Overseas Universities (Type A only)

Activities with overseas university consortia:

Attended yearly conferences for consortia to which the university belongs, e.g. AEARU, APRU, and RENKEI. Hosted German-Japanese Universities Alliance (HeKKSaGOn) in April and T.I.M.E. General Assembly and Symposium (first time it was held outside of Europe) in October. Hosted APRU Multi-Hazards Summer School in July.

Enhanced cooperation with overseas partner universities:

Held Tohoku-Harvard Workshop at Harvard in April; concluded academic exchange agreement and held data sciences symposium with Case Western Reserve University in July. Jointly held symposium with the Mansfield Center at the University of Montana in November. Concluded strategic partnership agreement with the University of Melbourne and agreed to hold Tohoku University Day the following FY in February.

Improved overseas offices:

Opened Cooperation Office in Hanoi at the Foreign Trade University of Vietnam in December and Bangkok Office in Thailand at Chulalongkorn University in February.

## Free-answer

### 1. Establishment of Liaison/Cooperation Offices

In June 2015 a Memorandum of Understanding was concluded with INSA-Lyon regarding the establishment of a liaison office, and in November 2015 an agreement was concluded on an international collaborative research unit (ELyT MaX) with INSA-Lyon.

In December 2015, the Tohoku University/Foreign Trade University of Vietnam Cooperation Office was established and an opening ceremony held on-site.



Unveiling of Liaison Office Sign

### 2. Support for practical English learning

In FY 2015, the Tohoku University English Academy (TEA) was established to provide various kinds of extracurricular English learning support, such as learning advising and various kinds of English programs (175 participants in FY2016) based on teaching methods of ELS Language Centers.

## 4. Progress of Initiatives (FY 2016)

### ■ Common Benchmarks and Milestones

#### International Relations

##### ● Recruitment of International Students

The number of foreign students (i.e. student status of residence) increased to 1944, resp. 2161, as of May 1<sup>st</sup>, 2016, resp. November 1<sup>st</sup>, 2016, due to the activities of the international offices and the center for international public relations, as well as the continuation of courses within the “FGL Program” offered in English after the admission to the Global 30 Program, international exchange programs, and international joint graduate programs. This is an increase of ca. 280, resp. ca. 170 students compared to the previous financial year.

##### ● Increasing Numbers of Students with International Experience

Students obtaining credits in combination with overseas experience increased by ca. 40% to 619 students compared to FY2015 as a result of efforts such as the promotion of the Study Abroad Program, mid-to-long term exchange programs, English learning support at the Tohoku University English Academy, support of travel expenses via e.g. the Tohoku University Fund (Global Hagi Exchange Incentive).



Study Abroad Program

##### ● Executives Meeting of the Chinese Alumni Association

In May 2016, a meeting of Chinese alumni of Tohoku University was organized in Beijing. The President as well as the responsible Executive Vice President and, mainly from the Beijing area, ca. 20 members of the Alumni Association participated, addressing their current situation as well as activities and the promotion of Natural but also Social Sciences and Humanities in China.



Meeting with the Chinese Alumni Association

#### Governance Reform

##### ● Organizing the International Advisory Board

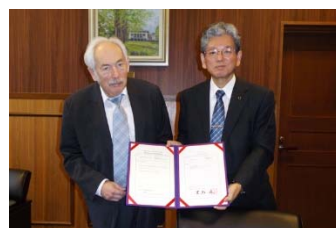
In order to obtain an external evaluation as well as support the top-down decision making of the President, the “International Advisory Board” (a consultative body consisting of international sophisticates) was organized in Sendai, Nov. 2016. Six experts from foreign universities and the industry participated, exchanging thoughts with the President and the executives on the progress of internationalization regarding education, research and governance.



International Advisory Board

##### ● Appointment of a Specially Invited Professor

Nobel Laureate in Physics 2007, Professor Peter Grünberg, was appointed Specially Invited Professor in May 2016. The Specially Invited Professor System was established in March 2016 to invite outstanding researchers (e.g. Nobel Laureates, etc.) to Tohoku University and gain from their excellent experience in education and research. Prof. Grünberg was the first to receive this special title.



Specially Invited Professors

#### Educational Reform

##### ● Introducing GPA System and Course Numbering

As of FY2016, Course Numbering was introduced to all lectures, leading to a visualization for students in form of a curriculum map. Furthermore, a “Grade Point Average System” was established for Bachelor students.

##### ● Enhancement of Admission Office (AO) Entrance and Global Admission

Since the initiation in 2000, Tohoku University annually expanded the number of students admitted via AO Entrance, reaching ca. 20% in 2016, which is an outstanding ratio among national universities. Furthermore, Global Admission was introduced for Japanese returnees in courses with a possible acquisition of a degree in English.



## ■ Tohoku University's Benchmarks and Milestones

### ● International Joint Graduate Program

In addition to education in Spintronics in FY2015, education in Environmental and Earth Sciences was initiated in FY2016. (17 students in Spintronics, 12 students in Environmental and Earth Sciences.) For the initiation of programs in FY2017, 9 first generation students in Data Science and 12 in Cosmic Physics were selected, thus completing the preparation for the initiation starting with the new financial year.



Students of Env. & Earth Sciences

### ● Tohoku University Global Leader Program

The Global Leader Program for Bachelor students was continued with a substantial increase of 2562 participants in FY2016 compared with 2091 participants of FY2015.

## ■ Activities for the Improvement of International Rating (Type A)

### ● Tohoku University Day (Melbourne)

In November 2016, the Tohoku University Day was organized at the University of Melbourne and ca. 60 participants of both universities attended, including the President and responsible executives.

Based on the Strategic Partnership Action Plan of Tohoku University and the University of Melbourne, the academic exchange agreement was renewed with the addition of terms regarding student exchange, and a workshop in Material Science, as well as an overseas training program for professional staff was organized. In 2017, academic events are planned in Sendai, leading to a continuous and improved exchange between both universities.



Tohoku University Day at the University of Melbourne

### ● The Tohoku University Thailand Office at Chulalongkorn University

In August 2016, the "Tohoku University Thailand Office" was established within Thailand's outstanding Chulalongkorn University. It is the fourth foreign office of Tohoku University after offices in Beijing, Moscow, and Novosibirsk. The office is expected to function as a hub for exchange, promoting the recruitment of foreign students, alumni networking as well as support of joint research and arrangement of internships with local corporations.



Opening of the Tohoku University Thailand Office

## Achievements in Cooperation with Overseas Universities (Type A)

### ● Activities within University Consortia

In 2016, two events were organized. In July, 50 participants from 17 countries attended the APRU Multi-Hazards Summer School, and in September, the AEARU 11<sup>th</sup> Web Technology and Computer Science Workshop was organized with ca. 100 domestic and international participants, thus promoting the exchange with overseas students and researchers. Tohoku University was also actively involved in overseas projects and a students team won 2<sup>nd</sup> place at the APRU Global Health Case Competition.

### ● Enhanced Collaboration with International Partner Universities

In addition to the Tohoku University Day at the University of Melbourne (November, mentioned above), various activities with partner universities were intensively promoted, such as the Energy Summit at the University of Montana, where several researchers from Tohoku University participated.

### ● Promotion of Activities at Overseas Offices

In addition to the new Thailand Office at Chulalongkorn University, the recruitment of local high school students was promoted, leading to a more active engagement of overseas offices.

## ■ Additional Statements

### ● High Rating from the THE Japan University Rankings

Tohoku University ranked top class in the categories "Education Resources", "Satisfaction", "Results", and "Internationality", receiving a 2<sup>nd</sup> place in the overall ranking of the "Times Higher Education Japan University Rankings" published FY2016. This represents the high appraisal for Tohoku University's continuous efforts in educational reforms.



## 5. Progress of Initiatives (FY2017)

【Tohoku University】

### Common Benchmarks and Milestones

#### International Relations

##### Recruitment of International Students

In addition to the degree courses offered in English part of the Global 30 Program, we expanded recruitment activities of international exchange programs, the International Joint Graduate School, international offices and the Global PR Center. As a result the number of foreign students (i.e. student status of residence) increased by ca. 100 to 2027 as of May 1, 2017, and by ca. 200 to 2217 as of November 2017.

##### ELyTMaX & ELyT Global Opening Ceremony at Lyon

In March 2018, we held the opening ceremony for ELyTMaX and ELyT Global at our partner university INSA-Lyon with the participation of the university presidents, executive vice presidents and ca. 30 other members. Centered around ELyTMaX, we will establish a global network for academic cooperation aimed at international joint research and industry collaboration with institutes from e.g. Germany, Sweden and China.



〈ELyTMaX Opening Ceremony〉

#### Governance Reform

##### Tohoku University Global Initiative Seminar 2017

In 2017 three Global Initiative Seminars were organized (May, June, October) on topics such as effects of extracurricular activities for global HR development, international coeducation or comprehensive internationalization. We invited renown speakers for the lectures and established an important event for further strategic global engagement.

##### Skill Enhancement of Professional Staff

The number of professional staff with English skills of 700 points or more in TOEIC went from 3% as of September 2014 up to 7.8% as of December 2017 due to the organization of English seminars, e-learning and courses at language training schools.

Furthermore, 10 participants achieving necessary scores took part in an exchange program with The University of Sydney and had the opportunity to observe the work of professional staff at a foreign university. The participants gained insight to international affairs, providing them with a wider perspective and giving impulses to the further internationalization of Tohoku University.



〈Conferral of Certificates〉

#### Educational Reform

##### Tohoku University MOOC

Since 2016 we offer Massive Open Online Courses (MOOC) in order to be a university “open to the global community” and “actively promote education and research activities for the people, based on the curiosity of the community”. In addition to the two courses “Memento Mori” and “The Mystery of the Aurora”, we offered a new course “Approach to Practical Disaster Risk Reduction – The Role of Disaster Science” in 2017.





## ■ Tohoku University's Benchmarks and Milestones

### ● International Joint Graduate Program

In addition to courses in Spintronics FY2015 and Environmental and Earth Sciences FY2016, 9 students were selected for the International Joint Graduate School for Data Science and 12 students for the IJGS for Physics for the Universe in FY2017, starting the education program in the respective courses. The curriculum includes exchange and collaboration programs with leading universities and will promote both our education and research capabilities in our world leading academic disciplines .



〈Seminar at the Cosmic Physics Program〉

### ● Tohoku University Global Leader Program

We organized Global Leader Programs for Bachelor students, combining seminars and lectures regarding “Language & Communication Skills”, “International Sophistication” and “Proactive Initiative” with the “Overseas Training” subprogram. The number of participants in FY2017 increased substantially to 2873 (compared to 2562 in FY2015).

## ■ Activities for the Improvement of International Ratings (Type A)

### ● Tsinghua-Tohoku Joint Workshop

The Tsinghua-Tohoku Joint Workshop was held at Tsinghua University in December 2017, with more than 50 participants including the President and managing Executive Vice Presidents. It was agreed to further strengthen the cooperation of the partnership and to hold the next workshop in Sendai, celebrating the 40<sup>th</sup> anniversary of the Treaty of Peace and Friendship between Japan and China as well as the 20<sup>th</sup> anniversary of the partnership agreement between Tsinghua University and Tohoku University.



〈Tsinghua-Tohoku Joint Workshop〉

### ● University Washington-Tohoku University Academic Open Space

In April 2017, we established the “University Washington-Tohoku University Academic Open Space” within the University of Washington (Seattle). This is the fifth overseas office after Beijing, Moscow, Novosibirsk and Bangkok. It will be a gateway for Tohoku University in the US, providing workshops with researchers and corporations from various fields as well as serving as a place for exchange and collaborations, promoting international joint research projects as well as industry cooperation.



〈アカデミックオープンスペース開設〉

## Achievements in Cooperation with Overseas Universities (Type A)

### ● Activities within University Consortia

In July, 40 participants from 10 countries attended the APRU Multi-Hazard Summer School, sharing the experience and findings from the Great East Japan Earthquake and discussing the role of universities for disaster risk reduction as well as safety on campus. Furthermore, our members engaged in international consortia with overseas universities such as AEARU (annual meeting in Sep.), APRU (July), RENKEI (April) and the JANET FORUM 2017.

### ● Enhanced Collaboration with International Partner Universities

Diverse international activities such as the aforementioned joint workshop with Tsinghua University in December the Tohoku-Melbourne Day in November were promoted, leading to a closer relation to our partner universities.

### ● Promotion of Activities at Overseas Offices

In addition to the opening of the overseas division in April at the University of Washington, we established a liaison office at the National Chiao Tung University in May.

## ■ Additional Statements

### ● High Rating from the THE Japan University Rankings

Tohoku University ranked top class in the categories “Education Resources”, “Satisfaction”, “Results”, and “Internationality”, receiving a 3<sup>rd</sup> place in the overall ranking of the “Times Higher Education Japan University Rankings” published FY2017. This represents the high appraisal for Tohoku University’s continuous efforts in educational reforms.



# Top Global University Project (Type A) University of the Tsukuba

## 1. Outline

### 【 Name of project 】

Transforming Higher Education for a Brighter Future through Transborder University Initiatives

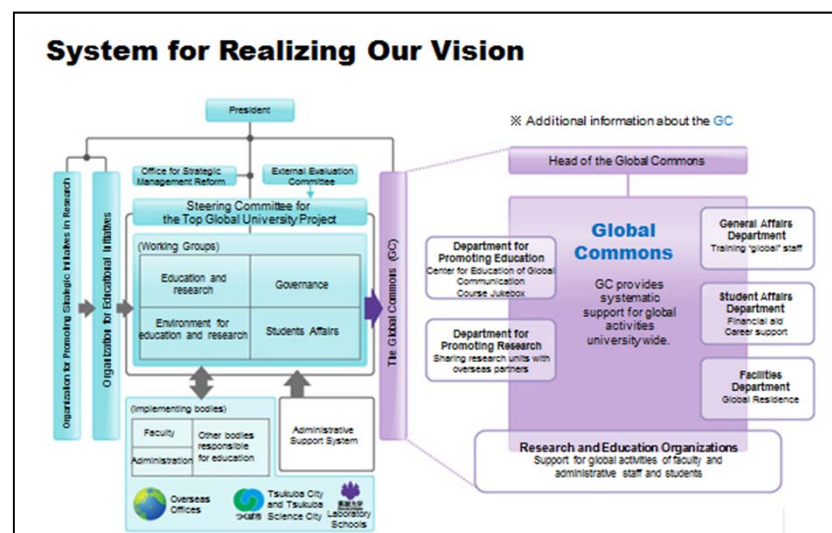
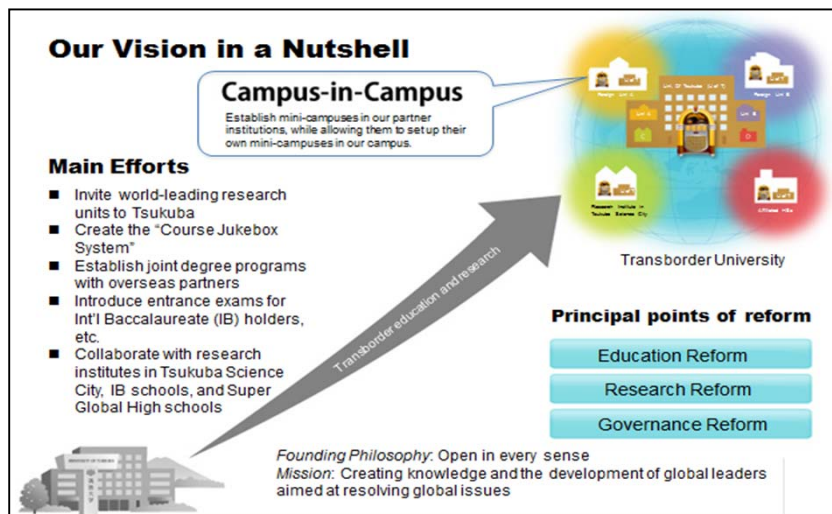
### 【 Future vision of the university planned in TGU project 】

- University that exponentially enhances mobility of its students, faculty members, and administrative staff by allowing everyone to partake in independent projects that go beyond national or organizational boundaries
- University that engages in world premier education and research that take advantage of all available global resources by transcending national and organizational barriers
- University that opens the “inward-looking” higher education and society in Japan to the world and paves the way to a brighter future by taking the initiative

### 【 Summary of project 】

Through the Campus-in-Campus (CiC) initiative, we intend to establish mini-campuses at 13 of our overseas partner universities by 2023 and vice versa. CiC will enable us to share educational and research resources with partner universities on a complementary and reciprocal basis as well as foster a transborder environment where students, faculty members, and administrative staff can freely intercommunicate across organizational barriers and national borders. The main features are given as follows.

- Invite overseas research units conducting world-leading research to our university to perform joint research and offer research guidance for our students.
- Create the “Course Jukebox System” comprised of courses provided by our university and our partners’ where students could take courses from any university as if they were from their own.
- Establish joint degree programs with overseas partners by utilizing the Course Jukebox System
- Introduce the Entrance Examination for International Baccalaureate (IB) Holders, Entrance Examination for Super Global High School graduates, and external English proficiency tests that check all four language skills for university-wide admissions. Make sure to accept globally-minded and proactive high school students both from Japan and abroad. Create suitable undergraduate degree programs for such students.
- Foster collaborative networks with research institutes in Tsukuba Science City, our laboratory schools, Super Global High Schools, International Baccalaureate schools, as well as our overseas partner universities.



## **【Summary of the 10-year plan】**

### **1. Implementing the Campus-in-Campus (CiC) initiative**

The CiC initiative aims to embed campuses of our overseas partner universities as well as industry-academia-government bases on our campus and vice versa. Owing to such a setup, we would be able to bilaterally share education and research environments for the benefit of our own and our partner's students, faculty, and administrative staff. It differs from previous concepts of extension campuses, exchange programs, e-Learning, or visiting lectures, since it is a joint venture aimed at developing sustainable and university-wide bilateral cooperation in actual environments at all times. We intend to establish 13 CiCs by 2023.

### **2. Inviting overseas research units**

Overseas research units conducting world-leading research will be invited to our university to perform joint research and offer research guidance for our students. We will hire eminent researchers from overseas institutes as PIs (Principle Investigators) via the joint appointment system and station fixed-term associate or assistant professors as deputy PIs. We also aim to promote bilateral collaboration by sending our research units in the fields of our strength such as sports science to our overseas partners. By incorporating the courses offered by the research unit into the Course Jukebox, we hope to be able to provide students with opportunities to get in touch with cutting-edge research and receive adequate guidance. By 2023, we will invite 9 such units in total to our campus.

### **3. Course Jukebox System**

The Course Jukebox System enables the University of Tsukuba and its overseas partner universities to interchangeably provide courses to each other's students by numbering courses like on a jukebox. This way we can share all available courses with any number of partner universities. Grade evaluations will be based on standards of the course-providing institution while granting credits will be left up to the student's home institutions. By 2023, we intend on incorporating 500 courses from 13 CiC partners into the Course Jukebox and provide access both for our own and our partners' students.

### **4. Joint degree programs that utilize the Course Jukebox System**

We hope to further promote bilateral student exchanges by making the best of our CiC partnership network and the Course Jukebox System. By 2023, we will establish 12 degree programs that utilize the Course Jukebox.

### **5. Reform of admission procedures and the establishment of new degree programs**

We will introduce the entrance examination for International Baccalaureate (IB) holders, entrance examination for Super Global High School graduates, and external English proficiency tests that check all four language skills for university-wide admissions. In order to actively recruit more globally-minded high school students both from Japan and abroad, we intend to provide 33% of all courses (both undergraduate and graduate) in foreign languages by 2023 as well as raise the number of programs where students can obtain a degree entirely in a foreign language to 28%.

### **6. Liaison with domestic institutions**

We will attempt to involve the entire Tsukuba Science City in the CiC initiative by creating our mini-campus in resident institutions and companies. Through this undertaking, we hope to foster "internationalization of everyday city life." Further, by partially opening up the Course Jukebox to our laboratory schools as well as Super Global High Schools (SGHs) and Super Science High Schools (SSHs), we hope to contribute to the internationalization and sophistication of secondary education and create the base for cooperative educational programs between high schools and universities.

## **【Featured initiatives (Internationalization, University reform, Education reform)】**

- We aim to create a flexible and diverse HR system as well as secure and cultivate extraordinary teaching staff. To do so, we intend to further expand the annual salary system, primarily targeting faculty members appointed through the allocation of external funds, so that by 2023 40% of all full-time teaching staff will receive their wages based on the said system.
- We drew up the "Basic policy for internationalization of everyday campus life (maintaining and improving language proficiency)," which aims to create a campus environment where Japanese and non-Japanese students and staff alike can sense every day that they are members of global society. In order to facilitate communication between administrative staff and non-Japanese students and faculty, we intend to increase the ratio of full-time employees fulfilling foreign language criteria (TOEIC score: 500) to 37% by 2023.
- Regarding admission selection, we announced in March 2015 that we will introduce external English proficiency tests that check all four language skills (reading, listening, writing, and speaking), such as GTEC-CBT, TOEFL, TEAP etc. We are currently in the process of deliberating on the method of implementation of said exams for admissions to each educational organization as of February 2017. However, we hope that by 2023 we will be able to utilize them for all undergraduate schools.

## **【Measures for the promotion of collaboration with foreign universities】**

Already, the University of Bordeaux, University of California, Irvine, and the National Taiwan University have expressed interest in participating in the Campus-in-Campus initiative. However, we are still consulting multiple other institutions regarding the possibility of further extending the CiC network to their campuses as well. In the future, we hope to be able to expand our network of CiC partners primarily around our overseas offices, of which we have 13 in 12 different countries and regions (Germany, France, Vietnam, Indonesia, Malaysia, China, Tunisia, Uzbekistan, Kazakhstan, USA, Brazil, and Taiwan), as well as institutions with which we have existing exchange agreements (As of May 2015, we have concluded 299 exchange agreements with universities, research institutes, and international organizations from 60 countries and regions.). By complementary and reciprocally sharing educational and research resources with our partners, we hope to foster a transborder education and research environment where our students, faculty members, and administrative staff may enjoy free mobility across organizational and national boundaries.



## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Inviting overseas research units

To the Faculty of Humanities and Social Sciences, we have invited researchers from the Department of Indian and Tibetan Studies at the Asia-Africa Institute of the University of Hamburg. Further, to the Faculty of Medicine, we have invited a researcher for a collaborative research project from the Department of Molecular Cell Biology at the Leiden University Medical Center, a world authority on molecular cell biology.

##### 2. Education and research environments under Campus-in-Campus (CiC)

●We have made arrangements for the establishment of CiCs at three of our partner universities (National Taiwan University, University of Bordeaux, and University of California, Irvine).

●Further, in February 2015, we held a meeting with representatives of the above three universities where we discussed the prerequisites for the realization of the CiC initiative and decided on the details of implementation agreements.

##### 3. Kick-off symposium

●In February 2015, we held a TGU kick-off symposium titled “Thinking about Ways to Strengthen Our Global Presence,” where we introduced our proposal centered on the CiC initiative to the general public and expert colleagues.

●Specifically, we invited representatives of partner universities (National Taiwan University, University of Bordeaux, and University of California, Irvine) as well as both domestic and overseas experts to attend featured lectures and panel discussions. Through this event, we managed to exchange opinions on what should be done to raise the global presence of Japanese higher education institutions, shared awareness on common issues, and fostered firm networks for the future.

●Simultaneously, we also organized a meeting of our external evaluation committee, where we received feedback on our TGU proposal from both domestic and overseas experts.



President Nagata explaining the CiC initiative at the kick-off symposium

#### University reform

##### 1. Establishment of the TGU Office

On October 1, 2015, we reorganized the TGU Preparatory Office and established the TGU Office. The office is staffed with three administrators who provide overall support in regard to the TGU Project for the whole university.

##### 2. Improved environment for foreign language education

We have established the Center for Education of Global Communication in April 2015 by merging the Foreign Language Center and the Japanese Language Division of the International Student Center. The newly enhanced center is charged with providing both Japanese and international students with the communication skills necessary for success in a globalized world.

##### 3. Proactive employment of non-Japanese teaching staff

We have employed teaching staff from overseas educational and research units.

#### Education reform

##### 1. Course Jukebox System structure

●While preparing to implement the Course Jukebox System, we carefully reviewed which of our courses would be eligible for provision through the system (applicable courses are scheduled to be posted online during fiscal 2015).

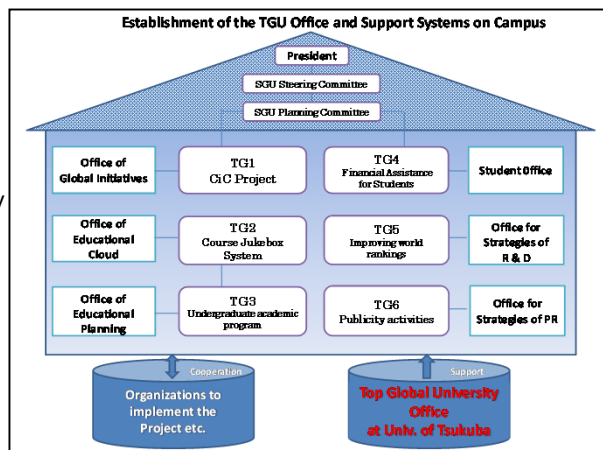
●At a meeting with officials from previously mentioned partner schools, we received confirmation that they would be interested in providing courses through the Course Jukebox System.

##### 2. Development of new degree programs

We intend to establish two new programs. First, the “All-round Undergraduate Degree Program,” which would be centered on acquiring knowledge and skills necessary to tackle global challenges, project based learning (PBL), studying abroad, and late specialization. Second, the “Japan Expert Undergraduate Degree Program,” which would primarily target international students and have a focus on achieving high Japanese language proficiency and deep understanding of Japanese culture and society while drawing on expertise from fields such as art, care science, Japanese language education, and agriculture. In respect to the establishment of these programs, we have conducted a review of their purpose, potential coordinating faculty members, curricula, and administrative structure as well as took the necessary steps towards the establishment of a preparatory committee.

##### 3. Implementation of global entrance examinations

In order to promote global human resource development, we have begun to implement the Entrance Examination for International Baccalaureate (IB) Holders.



## ■ University's own indicators and targets

### 1. Number of Campus-in-Campus partners

In order to prepare for the establishment of our CiCs at three of our partner universities, namely the National Taiwan University (NTU), University of Bordeaux (UOB), and the University of California, Irvine (UCI), we have held meetings with relevant coordinators and university officials.

### 2. Number of courses offered through the Course Jukebox System

We have selected 70 undergraduate and 63 graduate courses, or a total of 137 Courses, that will be offered through the Course Jukebox System. They are scheduled to become available in AY 2015.

### 3. Number of degree-seeking international students

We attempted to increase the number of degree-seeking international students by creating our own original scholarship programs and promoting projects by international student support groups.

## ■ Initiatives for the enhancement of international reputation

### 1. Enhancing University of Tsukuba's international reputation based on educational excellence

We have begun the transition towards an internationally compatible degree program system. We are also considering the establishment of entirely new undergraduate degree programs (tentatively titled the "All-round Program" and the "Japan Expert Program") that would help us cultivate global and innovative professionals fit for working in international environments. For that purpose and with the aid of core members, we began setting up a preparatory office. Further, in order to enhance comparability of curricula across national borders and "tune" our degree programs with those in our partner universities abroad, we have established the Tuning Project Promotion Committee, made preparations for the employment of a full-time faculty member, hired supporting staff, gathered information on both domestic and overseas educational systems and the tuning system in Europe, held a FD training session, and laid the groundwork for studies and research on tuning. We have also implemented global entrance examinations including the entrance examination for International Baccalaureate (IB) holders.

### 2. Enhancing University of Tsukuba's international reputation based on research excellence

We have been promoting internationally prominent research at our International Institute for Integrative Sleep Medicine, Center for Cybernetics Research, Core Laboratory for Algal Biomass and Energy System, and Life Science Center of Tsukuba Advanced Research Alliance.

In terms of strategic measures to enhance our research capacity, we have implemented the International Tenure Track system and supported the focal research centers as well as academic centers through our Organization for the Support and Development of Strategic Initiatives. We have also established a new system that enables us to invite overseas research units.

In terms of basic measures to enhance our research capacity, we increased the number of research administrators, ensured their successive staffing and departmental assignment, established the AIST-UT Combo Fund and special joint research projects, as well as promoted the joint-use of cutting-edge research equipment through the Open Facility Network Office.

### 3. Governance Reform

Regarding resource allocation, in FY2015 we shifted from "partial optimization" to "comprehensive optimization" of our budget policy under the President's leadership. In regard to HR, we have established a university-wide strategic frame for the proactive employment of female, non-Japanese, and young candidates among our faculty members.

## 【 Results for the promotion of collaboration with foreign universities 】

● Working towards implementing the Campus-in-Campus (CiC) initiative, we have established overseas offices on campuses of our key partners—National Taiwan University (NTU), University of California, Irvine (UCI), and the University of São Paulo (USP). In return, we invited the representatives of NTU, UCI, and USP for the launch ceremony of their Joint-use Tsukuba Office, which is expected to further expedite mutual exchanges among our institutions.

● Additionally, after the establishment of our São Paulo Office in March 2015, we have applied for strategic funding from the "2015 Re-Inventing Japan Project: Support for the Formation of Collaborative Programs with Universities in Latin America and the Caribbean, Turkey." By linking these efforts, we have paved the way for expanding the CiC initiative in Latin America.

● Furthermore, focused primarily on our Gene Research Center and the Graduate School of Life and Environmental Sciences, we have set up an international joint laboratory in conjunction with the Bordeaux Centre of the French National Institute for Agricultural Research. Most recently, the University of Bordeaux joined as well, and we held a signing ceremony for the expansion of the international joint laboratory on March 27, 2015, with representatives from all 3 institutions. We expect this endeavor to foster a ripple effect in the field of research owing to the CiC partnership with the University of Bordeaux.

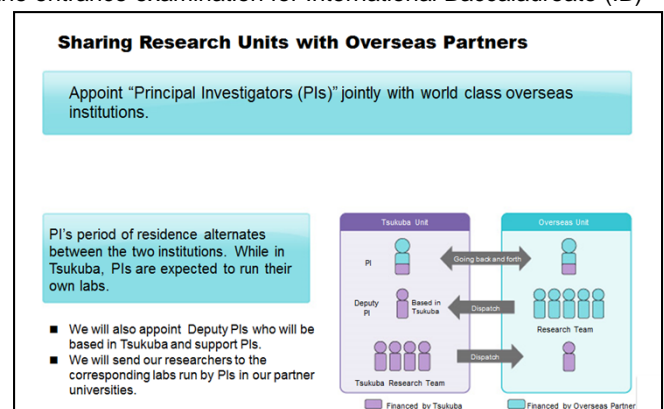
## ■ Free description

### Showcasing Top Global Universities

Within the scope of the kick-off symposium held on February 15, we also featured a showcase introducing 29 universities selected under the Top Global University Project. The session served as a forum for information sharing and opinion exchange among participants, who included representatives from both domestic and international universities as well as experts from related fields. This showcase proved to be an invaluable opportunity for conveying the significance of initiatives undertaken by each of the selected universities to society.



Meeting on CiC at the NTU Tsukuba Office (from left: Dr. Lander of UCI, Associate Prof. Ohniwa of UT, and Dr. Lee of NTU)



### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### 1. Education and research environments under Campus-in-Campus (CiC)

- University of Tsukuba (UT), University of Bordeaux (UBx), and National Taiwan University (NTU) jointly held a CiC agreement signing ceremony on September 30, 2015.
- We allocated a space for the Overseas Commons (CiC Tsukuba Office) of UBx, NTU, and two other prospective CiC partner universities (UC Irvine [UCI] and University of São Paulo [USP]). The President Manuel Tunon de Lara from UBx, the Vice President Luisa Shu-Ying Chang from NTU, and James W. Hicks from UC Irvine joined the ribbon cutting ceremony for the inauguration of their branch offices.



###### 2. Global Residence Project

- We aim to provide our students with an international living environment in which they can experience intercultural interaction and multicultural atmosphere while living in Japan, with an ultimate goal of developing global human resources and promoting “Internationalization in Everyday Life”. To this end, we signed a PFI contract with Tsukuba Global Academic Service Co., Ltd. (a subsidiary company of Daiwa Lease Co., Ltd.) in August 2015. This will incrementally expand the capacity of our on-campus housing and enable us to accept a greater number of international students. To begin with, 354 rooms in short-stay houses will be ready for use by April 2016.

###### 3. CiC official meeting

- In September 2015, representatives from UBx, NTU, UCI, and UT held a joint meeting and discussed about administration of the CiC offices and the Course Jukebox so as to put our CiC initiative into practice.

##### University governance reform

###### 1. Establishment of the Office for Corporate Strategy

- The Office for Corporate Strategy will be in charge of analyzing and envisioning the surrounding environment (e.g. government policies, funding systems, etc.) of national universities over 10 years so as to develop strategic models to be a world-class research university. We assigned a new executive officer in charge of this new office, who worked on the relevant regulations and prepared for the establishment of the office in April 2016.

###### 2. University-wide faculty evaluation under the Annual Salary System

- In 2015, we conducted the first university-wide evaluation of 102 faculty members under the annual salary system, based on the “Implementation Guideline for the University-wide Faculty Evaluation under Annual Salary System” which we created in October 2014. The evaluation results were reflected in their annual salaries.

###### 3. Staff development initiatives

- We offered the “Level-Based English Conversation Training”, the “English Tutoring with International Students”, and the “E-learning English Training” to improve the English proficiency of our staff members. We also provided financial support for those who took a TOEIC exam.
- We provided the staff members who have high English proficiency with short-term training opportunities abroad and the practicum training with international student support units within the university.
- We held special seminars for our staff members regarding the changing environment around English learning, and introduced the topics such as the demands for global human resources from business community and the increasing awareness of Asian English.

##### Education reform

###### 1. Launch of Course Jukebox System

- In March 2015, we launched the Course Jukebox System which allows students from UT and the CiC partner universities to select courses just like they pick songs from a music jukebox. As of March 2015, it contains over a hundred courses offered by UT, and courses from the CiC partner universities will be added to the system during the academic year 2016.

###### 2. Development of new degree programs

- We developed the “Japan-Expert (bachelor degree) Program” which comprises of four study programs: agricultural science, healthcare, art and design, and Japanese language teacher training. This program aims at fostering the understanding of Japanese culture, society and mind among international students, and recruitment has begun in March for the admission in October 2016.

###### 3. Implementation of global entrance examinations

- We implemented the entrance examinations for the privately-financed international applicants and International Baccalaureate Diploma holders, and admitted 23 (out of 124) and 3 (out of 13) students respectively.



(Japan-Expert Program Leaflet)



## ■ University's own indicators and targets

### 1. Number of Campus-in-Campus partners

- We signed the CiC agreements with NTU and UBx on September 30, 2015. We also negotiated with UCI and expect to have the CiC agreement signed in April 2016.

### 2. Number of courses in the Course Jukebox System

- We registered and published over 100 courses for the Course Jukebox System on March 15, 2016. In addition, courses from the CiC partner universities will be added to the system during the academic year 2016.



(Top page on the Course Jukebox System)

## ■ Initiatives for the enhancement of international reputation

### 1. Tsukuba Global Science Week 2015

- We held the sixth Tsukuba Global Science Week from September 28 through 30 in Tsukuba City and welcomed about 200 presenters from 90 institutions (representing 25 countries) and over 1,200 participants.
- Some of the main sessions at the TGSW2015 included “Engagement in the Olympic and Paralympic Movement” organized by Tsukuba International Academy for Sport Studies (TIAS) and the first “Annual University of Tsukuba Overseas Alumni Conference”.
- In the end of the TGSW, we declared “Tsukuba2015,” in which we expressed: commitment to solving global issues by Tsukuba research community; commitment to the human resources development; shared values in the Olympic and Paralympic movement, including respect for the diversity, equality, and the coexistence of human and nature.



(TGSW2015)

## 【 Results of the promotion of collaboration with foreign universities (Type A only)】

In 2015, we welcomed the research-focused units in Crystallography and Oceanography from the Aarhus University in Denmark and Plymouth University in the UK, respectively. We also welcomed the education-focused unit from the University Grenoble Alpes in France for the establishment of the double degree program with the Graduate School of Pure and Applied Sciences of UT. We have achieved our target of welcoming six units by the end of 2016 one year ahead of the plan.

## ■ Free description

### Launched Study Abroad Scholarship Programs for the TGU project

We launched our own scholarship program called “Overseas Study Tour Support Program” and sent 203 students to participate in international conferences and 6 students for exchange programs with the partner universities of UT. We also prepared the new scholarship program under the Overseas Study Tour Support Program for the student exchanges with the CiC partner universities, to be launched in 2016. These initiatives contribute to increasing study abroad participation and foster exchanges with the CiC partner universities.

We launched the online “Overseas Travel Notification System” to centralize our risk management support system. The system will enable us to become swiftly informed on our students’ safety in the case of crises such as disaster, terrorism, or epidemics.

The leaflet is titled '筑波大学海外留学支援事業の平成27年12月期募集' (Recruitment for Tsukuba University Overseas Study Tour Support Program, December 2015). It features a large blue arrow pointing right with the text 'おぼたけ! 筑大生' (Obotake! Tsukuba University Students). Below the arrow, there are five numbered items describing the support programs:

- ① 国際交流協定校 交換留学支援プログラム** (International Exchange Agreement University Exchange Study Support Program):
  - 対象: 海外の大学等との間で締結された学生交流協定に基づく留学
  - 活動: 6か月以内(平成28年4月～平成29年3月)
  - 旅費の支援: 滞在費の一部として月額上限6万円
- ② キャンパス イン キャンパス(CiC)等 支援プログラム** (Campus in Campus (CiC) etc. Support Program):
  - 対象: デュアルディグリープログラム(DDP)を実施する大学との間で締結された互恵に基づき、海外の大学で学修、調査、研究を行う
  - 期間: 平成28年4月～平成29年3月
  - 旅費の支援: 上限15万円
  - ※ キャンパス イン キャンパス(CiC)は4月期募集の予定
- ③ 海外武者修行 支援プログラム** (Overseas Internship Support Program):
  - 4月期募集予定
- ④ 海外学会等参加 支援プログラム** (Overseas Academic Conferences etc. Participation Support Program):
  - 対象: 海外で開催される国際学会、セミナー、シンポジウム、研究会へ出席し、発表を行う
  - 活動: 2週間以内(平成28年4月～6月)
  - 旅費の支援: 上限15万円
- ⑤ 語学研修等参加 支援プログラム** (Language Training etc. Participation Support Program):
  - 4月期募集予定

申請×切: 平成28年2月24日(水) 予告: 平成28年7月以降の渡航については、5つの支援プログラム全てを平成28年度4月期募集としてあらかじめ募集する予定です。近一ムページを注視してください。

対象: 学部または大学院の正規課程に在籍する者。 問合せ先: 学生部学生交流課(内線6067) 詳細は募集要項を参照してください。

URL: <http://www.tsukuba.ac.jp/global/scholarship.html>

TSUKUBA GLOBAL UNIVERSITY JAPAN

(Leaflet for Overseas Study Tour Support Program)



## 4. FY2016 Progress

【University of Tsukuba】

### ■ Common indicators and targets

#### Internationalization

##### 1. Expanding the number of Campus-in-Campus (CiC) partner universities

- University of Tsukuba has signed three new CiC agreements with University of São Paulo, Universiti Teknologi Malaysia, and University of California, Irvine.
- The CiC partner universities held meetings of the CiC Management Committee and the CiC Working-level Committee during Tsukuba Global Science Week (TGSW) in September 2016.
- Having three new partner universities, now the CiC covers 2.5 times more countries (regions), and is expected to further expand the mobility of students, faculty and staff members under the CiC exchange scheme.

##### [ List of CiC Partner Universities, as of FY2015]

- University of São Paulo (since Sep. 2016)
- Universiti Teknologi Malaysia (since Sep. 2016)
- University of California, Irvine (since Apr. 2016)
- National Taiwan University (since Sep. 2015)
- University of Bordeaux (since Sep. 2015)

##### 2. Opening the “Global Village” residence

- The university has opened the Global Village (310 rooms) where international and Japanese students are integrated on a daily basis.
- The Global Village is newly constructed by the Daiwa Group company under a PFI contract, and 190 more rooms are to be constructed by April 2018.



Signing Ceremony at TGSW (Sep. 2016)



Global Village

#### University Governance Reform

##### 1. External Review Committee for University of Tsukuba’s Top Global University Project

- In September 2016, the university established the External Review Committee for the University of Tsukuba’s Top Global University Project, consisting of five external expert members.
- The committee members gathered in February 2017 for the first time, and commended on the greatly enhanced international environment and the leadership of top administrators promoting the project, while providing constructive advice.

##### 2. Global staff development

- The Global Staff Development Office organized English training programs among other staff development programs, and approximately 400 staff members in total have participated in these activities.
- In addition, the office dispatched 12 staff members abroad for short-term practicum training programs, including those conducted at CiC partner universities.
- Furthermore, to increase staff mobility in both directions, the university hosted administrative staff from the University of São Paulo in February 2017, and will host another from the University of Bordeaux in May 2017.

#### Education Reform

##### 1. Increasing student mobility through the Course Jukebox (CJ)

- In September 2016, the CiC Working-level Committee agreed on application procedures for student exchanges using the CJ.
- In addition, 93 courses from University of Bordeaux (UBx) and 169 courses from National Taiwan University (NTU) have been incorporated into the CJ, since October 2016 and February 2017, respectively. The CJ system now contains over 400 courses (including 142 courses from University of Tsukuba [UT].)
- Finally, since March 2017, UBx, NTU, and UT jointly started recruiting students who are taking these courses at partner universities.
- Furthermore, for the promotion of CiC student exchanges, the CiC partner universities have jointly created and released a promotional video, in addition to a CiC guidebook, leaflets, and posters designed specifically for CiC exchanges.



The importance of living and studying abroad

CiC Promotional Video

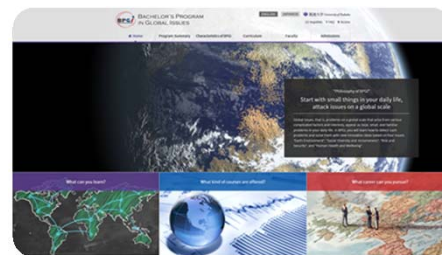
- The whole world is your campus -

<https://www.youtube.com/watch?v=buNlq0Iyu84>

2. New degree programs

(1) Bachelor’s Program in Global Issues Launched

- The university launched a new program which involves all departments across the university from humanities and social sciences to STEM fields, and nurtures global talents who can tackle global issues by combining knowledge and skills from multiple disciplines.
- The program will be taught entirely in English and will focus on Project/Problem-based learning (PBL). Six-month liberal arts education at the International Christian University, which is a Campus-with-Campus partner of the University of Tsukuba, is also included.
- The program started recruiting since March 2017 and is expected to have its first class in October 2017.



Bachelor’s Program in Global Issues Website  
<http://bpgi.tsukuba.ac.jp/>

(2) Welcomed the first batch of the Japan-Expert Program

- The Japan-Expert (Bachelor’s Degree) Program, which nurtures “Japan experts” who have Japanese mindset with deep understanding of Japanese culture and society, welcomed its first batch (3 students from China, 1 each from Cambodia, Myanmar, and Germany) in October 2017.
- The program eases the Japanese language proficiency requirement for admission, while offering a six-month intensive Japanese language training course prior to their specialized programs.

■ University’s own indicators and targets

○ The number of foreign researchers hosted by the university

- The number of foreign researchers hosted by the university has been expanding rapidly (an increase of approx. 100 per year) by means of the annual Tsukuba Global Science Week. The rate of increase has exceeded the targets set by the university.



The number of foreign researchers hosted by the university (per year)

■ Initiatives for the enhancement of international reputation

1. Ranked 141<sup>st</sup> in the world (2<sup>nd</sup> in Japan) in Times Higher Education (THE) “Most Internationalized Universities” ranking

- By virtue of the greatly enhanced international environment under the project, the university ranked 141<sup>st</sup> in the Most Internationalized Universities ranking in the world (released in February 2017.)
- Domestically, the university was second to the University of Tokyo. Excluding subjective data based on reputational survey, the University of Tsukuba marked the highest score of 37.1 (based on measuring the population of international students and faculty members, international co-authorship, etc.)

2. Debriefing Session on International Education and Research Laboratory Program

- The university held for the first time a debriefing session on the International Education and Research Laboratory Program in March 2017, where the “invited” six laboratory units presented their progress and achievements in English. (Approx. 70 people joined the session.)
- In the session, good practices of the laboratory units were shared with university participants, making it conducive for the further development of the program.



Debriefing Session on International Education and Research Laboratory Program

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

○ Deepening collaboration with CiC partner universities

- Since 2016, the university has been hosting a laboratory unit from the University of California, Irvine through the International Education and Research Laboratory Program, and designated it as a CiC-type. This newly created category is expected to foster the invitation of more units from CiC partner universities in the future, thereby accelerating the collaboration with CiC partner universities.

■ Free description

○ Rapid expansion of study abroad participation through the HABATAKE! scholarship program (over 2,000 per year)

- Since 2015, the university has been administering the HABATAKE! scholarship program from the university president’s discretionary funds (approx. a million US dollars). As a result, the number of study abroad participation increased to 2,145, which exceeded 2,000 (per year) for the first time.
- Student groups who participated in the “Musha-shugyo (samurai training abroad)” program gathered in March 2017 for a presentation in front of a large audience including the president, students, faculty and staff members. This event was held to promote study abroad among the wider student community.



Report Meeting of “Musha-shugyo” program



## 5. FY2017 Progress

[University of Tsukuba]

### ■ Common Indicators and Targets

#### Internationalization

##### 1. Broadening the Campus-in-Campus (CiC) Partnership: Now with Seven Partner Universities

The University of Tsukuba (UT) has sealed two new CiC agreements with **Utrecht University** in Netherlands and **Université Grenoble Alpes** in France. UT has been successfully expanding the CiC partners' circle with now seven universities engaged in its initiatives advancing student and staff mobility as well as collaborative research beyond national boundaries.

##### 2. CiC Annual Meetings 2017

The **CiC International Management Committee** held its annual meeting on September 26<sup>th</sup>, 2017, to provide updates on progress of the CiC initiatives, followed by the **Working-Level Committee Meeting**. Those meetings took place during Tsukuba Global Science Week (TGSW) 2017 with participants from all over the world exchanging insights to explore new horizons in international collaboration.

##### 3. Top Marks for UT in Mid-term Evaluation

UT obtained an **"S" grade**, the highest grade, in the first mid-term evaluation of the Top Global University Project, with "Campus-in-Campus" and "International Education Research Laboratory Program" highly evaluated by a program committee of external experts.



Seven Campus-in-Campus Partners around the world as of March 2018

\*NOTE: UC Irvine & Utrecht University are research partners, which focus on research collaboration

### University Governance Reform

##### 1. New Office of University Management Reform Opens in April 2018

UT's Office for Corporate Strategy is to be restructured and integrated into the **Office of University Management Reform** from April 2018. As an advisory body to the president, the office takes charge of strategic planning to reinforce its operating foundations. Aside from internal members of the university coalition of faculty and staff, external experts – such as those representing financial sector – work together to undertake university reform strategically from short-term to mid-/long-term perspectives.

##### 2. "Strategic Point Allocation System" Launched to Enhance HR Management in Focus Areas

Under the leadership of President Nagata, UT introduced a new HR management system to ensure positions for talented faculty. As a driving force for prospective optimization with limited resources, this initiative is called **"Strategic Point Allocation System,"** which sets up a "three-arrows" strategy on HR for organizational enhancements of academic performances; based on 1) "Tsukuba Top Runners (or early promotions of young talented faculty)," 2) "Efficient Use of the Enhancement Expenses," and 3) "Exploring New Horizons & Solving the Unfilled-Vacant-Post problems."

##### 3. Networking Workshop 2018 Held on "Thinking About the University Globalization"

UT's Office for the Global Staff Development organized the **"Networking Workshop 2018,"** participated in by 23 faculty and staff from 20 partner universities in seven countries in Southeast Asia. Under the theme of "Thinking About the University Globalization," both academic and non-academic staff at UT shared their insights and expertise with their counterparts from ASEAN countries. With all discussions held in English, the workshop offered meaningful opportunities for the participants to learn, connect, and explore the new roles of university staff in the age of globalization.



Networking Workshop 2018 "Thinking About the University Globalization" (2018.2.13)

### Education Reform

##### 1. First Batch of Students Arrived for Bachelor's Program in Global Issues (BPGI)

The **BPGI Degree Program** welcomed its first batch (two students from Taiwan, one each from China, Korea, Indonesia, and Nepal) in October 2018. The six freshmen have been taking Liberal Arts Courses at International Christian University (ICU) in Tokyo, which is based on UT's new initiative of Campus-with-Campus partnership (CwC), since April 2018 for one semester. BPGI is a newly established program under the UT's Top Global University Project which aims to develop human resources capable of solving global issues such as global environmental changes, population and food problems, etc., through acquiring a broad range of knowledge.

##### 2. Trilateral Joint Degree Program Launched with University of Bordeaux & National Taiwan University

As the very first trilateral international joint degree program in Japan, **"GIP-TRIAD: International Joint Degree Master's Program in Agro-Biomedical Science in Food and Health"** was launched by UT's Graduate School of Comprehensive Human Sciences in which students from UT, University of Bordeaux, and National Taiwan University (the latter two are CiC partners) relocate to each of the campuses to gain a thorough understanding of the global challenges in food and health. GIP-TRIAD started in the 2017 Fall Semester in which students from all three countries gathered at UT.



GIP-TRIAD's Site Visit to Solar-Sharing Power Plant in Tsukuba

## Education Reform (continued)

### 3. New Joint Degree Program Launched with MJIT (Malaysia-Japan International Institute of Technology)

The “**Joint Master’s Degree Program in Sustainability and Environmental Sciences**” was launched by UT’s Graduate School of Life Science in collaboration with Malaysia-Japan International Institute of Technology (MJIT). Based on the three pillars of “Basic Environmental Sciences,” “Environmental Technologies,” and “Social Implementation,” the newly launched program aims to develop human resources with specialized and panoramic insights in science, agriculture, engineering, social science, etc., that can contribute to solve global-scale problems and to realize a sustainable society.

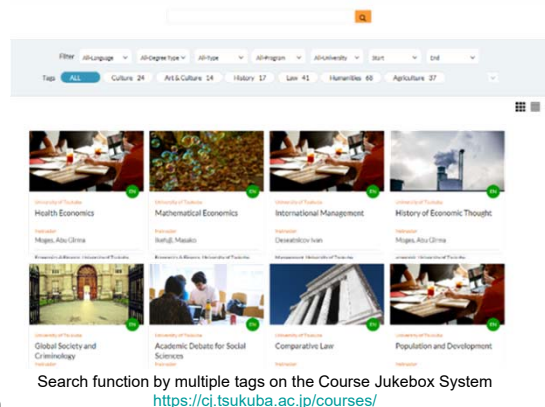
\*Established at Universiti Teknologi Malaysia (UTM) International Campus, one of the UT’s CiC partners, MJIT has been turning out a number of engineering graduates in Malaysia.

## ■ University’s Own Indicators and Targets

### □ More Courses Registered in, & Improved User-Friendliness of, the Course Jukebox System

Approximately **2,000 courses** are currently registered in the **Course Jukebox System** with several new courses added; about 900 new courses offered from UT, 380 from National Taiwan University, 370 from University of Bordeaux, 100 from University of Sao Paul, and 90 from Universiti Teknologi Malaysia. Moreover, the system has now available a search and list view function, and the partner universities could now access the system to edit and update the course offerings.

As a whole, the enhanced functionalities have been encouraging more students from UT and the CiC partners to study abroad, and at the same time they are promoting CiC initiatives worldwide.



## ■ Initiatives for the Enhancement of International Reputation

### 1. Tsukuba Global Science Week (TGSW) 2017

From September 25<sup>th</sup> to 27<sup>th</sup>, UT hosted **Tsukuba Global Science Week 2017 (TGSW 2017)** at Epochal Tsukuba, an international congress center in Tsukuba. One of the largest and most comprehensive research gatherings in Asia, the three-day event marked its eight year with nearly 320 presenters from 158 institutions in 48 countries and more than 1,800 participants around the world. There were 47 sessions held in total, some of which were conducted through joint collaboration with UT’s overseas partners and research institutions located in Tsukuba Science City.

### 2. “TSUKUBA index 1.0” Now Available

As a database of UT’s independently developed iMD (index for Measuring Diversity), **TSUKUBA index 1.0** was released online. The iMD of 200 academic journals, which were posted in 2015 and 2016, selected by UT’s academic staff at the Faculty of Humanities and Social Sciences, now offers a tool to measure diversity of academic journals. To date, some journals have not been included in the database for the world university rankings nor evaluated properly. UT’s iMD allows the user to quantitatively evaluate all academic journals regardless of languages and countries.

### 3. World University Rankings

The QS World University Rankings 2018 shows UT ranked 25<sup>th</sup> in the best universities for the Sports-related Subjects and 37<sup>th</sup> for the Library & Information Management. Also, UT finds itself in the top 20 universities that were founded less than 50 years ago worldwide.

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

UT hosted a **new laboratory unit in physics, “Quark Gluon Plasma Research Unit,” from Utrecht University**. To date, UT has been hosting eight laboratory units at a pace that exceeds its initial target by FY2017. Apart from joint collaborations with the CiC partners, UT has welcomed another laboratory unit from Emory University. These two new units held kickoff symposia in March 2018.

## ■ Additional Information

### 1. Campus-with-Campus (CwC) Partnership to Promote “Transborder University” Initiatives

While developing and applying the concept of “Campus-in-Campus” to complementary partnership with potential universities in Japan, UT entered into two agreements with International Christian University (ICU) and Ochanomizu University (OU), leading Japanese universities in the fields of liberal arts education and diversity promotion initiatives, respectively.

Supplementing overseas partnerships through the CiC initiatives, those agreements compose the “**Campus-with-Campus (CwC) Partnership**,” which allows UT and its partner universities in Japan to share and utilize the on-campus resources with each other. Under this initiative, UT is to accept ICU students from April 2018, providing them with guidance for graduation research.

### 2. Liaison Council with the Global Colleges of Technology

The UT’s first liaison council took place on November 9<sup>th</sup>, 2017, in conjunction with nine Colleges of Technology\* all over Japan, which are nominated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) as “**Global Colleges of Technology (GCTs)**.”

This council aims for UT and the GCTs to get together and to discuss prospective cooperation to promote the further development of global human resources through collaborative research and educational programs. Collaboration with Top Global High Schools (TGHSs) are also under discussion and UT is eagerly cultivating further partnerships beyond the boundaries among Top Global Universities (TGU), GCTs, and TGHSs.

\*Colleges of Technology are higher education institutions that offers a comprehensive five-year program for junior high school graduates.



Liaison Council with the Global Colleges of Technology (GCTs) on November 9<sup>th</sup>, 2017



# Top Global University Project (Type A) The University of Tokyo

## 1. Outline

### 【 Name of project 】

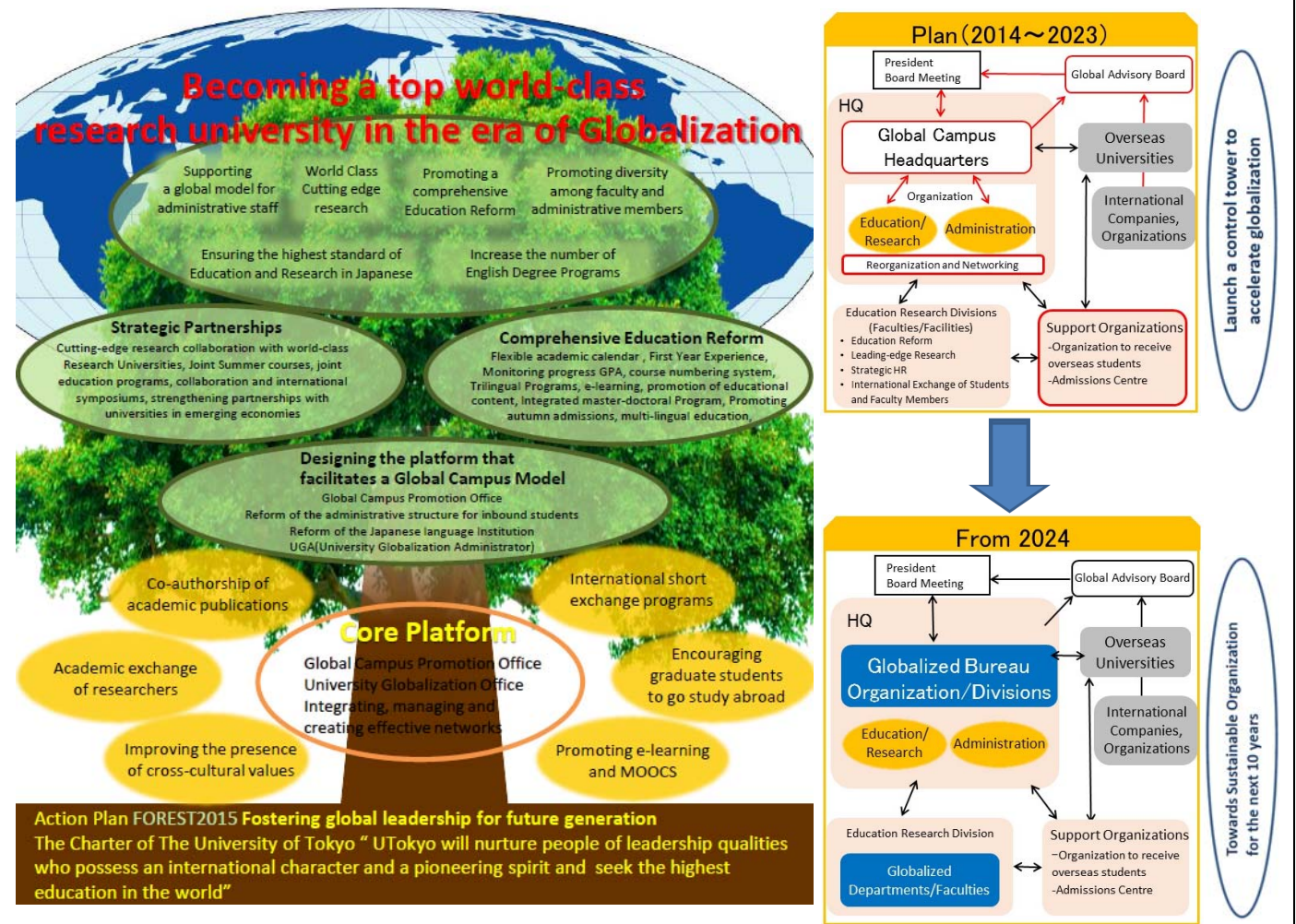
Constructing a Global Campus Model at UTokyo

### 【 Future vision of the University as planned through the TGU project 】

As a leading research university from among the non-English speaking regions, the University of Tokyo (UTokyo) aims to construct a Global Campus Model which has the following six characteristics suitable for a leading world-class comprehensive research university in this era of Globalization. The six characteristics are: 1) World-class, cutting-edge research takes place in a wide range of academic fields, 2) a comprehensively reformed education system suitable for the modern Globalization Era, 3) a wide range of degree program and courses throughout the curriculum is available in English. 4) As well as a level of research and teaching carried out in Japanese, there are courses in languages other than English taking place systematically, 5) a diverse environment where faculties, administrative staff and student of the University can teach, research and work together regardless of culture, language, gender, and age while mutually understanding each other, and 6) an organization put into place that supports the Global Campus, and where staff with high levels of knowledge and competency are place throughout the University.

### 【 Summary of Project 】

As a leading comprehensive research university, UTokyo aims to nurture intellectual, global citizens who have a broad outlook on worldly matters by enhancing up-to-date, top world-class cutting-edge research and education through self-improvements based on the demands of society by constructing a Global Campus Model through MEXT's TGU Project. To construct this Model, (1) a new and effective education system through comprehensive education reform and modification of the academic calendar has to be constructed and enhanced, (2) the global outreach in education as well as research activities should be improved through the formation of strategic partnerships with select world-leading overseas universities, and (3) a core platform that facilitates the planning and implementation of a Global Campus established.



## 【Summary of the 10-year plan】

### Construction of a new and effective education system

- ◆ Launch of the undergraduate level University-wide Education Program “Global Japan Studies Program” (2014)
- ◆ Install a new 4-term style academic calendar and a new curriculum to match (2015)
- ◆ Utilize the typical Japanese recommendation-based entrance screening method as well as allow the International Baccalaureate for the candidate selection process (2016)
- ◆ Launch new degree programs taught in English across various departments (2019)
- ◆ Establish an international de facto standardized curriculum through comparison of course structures and teaching contents to those used overseas (2023)

### Global outreach in education and research activities

- ◆ Start selection of probable partners and begin discussions regarding building strategic partnerships (2014)
- ◆ Launch cutting-edge collaborative researches, exchange programs, joint-educational programs, and short-term study abroad programs (2015)
- ◆ Host the UTokyo Forum in collaboration with strategic partner(s) (2019)
- ◆ Hold a wrap-up symposium in attendance of education experts from the various strategic partners (2023)

### Establish a platform that facilitates the global campus model

- ◆ Establish the Global Campus Promotion Office (2014)
- ◆ Launch staff career development programs: e.g. intensive language training and training abroad, to enhance the level of international understanding and excellence among administrative staff (2014)
- ◆ Establish the Headquarters for Global Campus Promotion (2016)
- ◆ Host a symposium on the Global Campus Models inviting university administrators from across the globe (2019)
- ◆ In addition to having established a fully globalized organization throughout UTokyo and carrying out final assessment of the progress of all the challenges, the Headquarters for Global Campus Promotion must be reformed into a sustainable organization that can plan and implement the organization's visions for the following ten years (2023)

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### (1) Installation of a flexible academic calendar and the construction of a new and effective education system and its enhancement through a comprehensive education reform

To increase the students' global mobility, UTokyo began implemented a new four-term academic calendar as well as implemented a new and effective education system which can be represented by three keywords; i.e., “Globalization”, “Excellence”, “Real substance”. Enhancing the number of degree programs taught in English (2 new programs were added in 2015 to the current 42 programs), introducing the typical Japanese recommendation-based application method, promoting active learning and reducing the required number of credits for an undergraduate degree (which is comparatively higher at UTokyo than ordinary universities in Japan), are some examples representing this initiative. Progress of the specific steps relating to the changes in the academic calendar will be examined under the new system.

### (2) Global outreach in education and research activities based on strategic partnerships with world-leading universities overseas

Strategic partnerships are a close, creative, flexible, and collaborative relationship with a few selected number of overseas universities that goes beyond the usual academic exchange agreement. Utilizing these partners as important bases for UTokyo's global outreach activities, based on the collaborative cutting-edge research being carried out, the university looks to engage in international exchange of student, faculty, and administrative staff, and provide various joint educational programs, as well as recruit eligible, highly talented international students. To do this UTokyo looks to change its usual way of academic exchange and go beyond that by enhancing the multi-department involvement and multi-layered relationship with its strategic partners, to create a university-wide comprehensive, reciprocal, and specially collaborative relationship.

### (3) Establishment of the platform that facilitates the global campus model

UTokyo will establish its Global Campus Promotion Office, which consists of three divisions for (1) planning and information, (2) education promotion, and (3) student exchange. Within three years of the kicking-off the TGU project, this office will merge its affiliated administrative bodies and become the Headquarters for Global Campus Promotion, which is the core operational organization under the president's direct control, to vigorously push university-wide global outreach and strategic management on globalized human resources.

## 【Measures for the promotion of collaboration with foreign universities】

UTokyo will engage in integrating its conventional international relationships, which are mainly based on each faculty's cutting-edge collaborative research, towards a special relationship that is university-wide and comprehensive across a wide range of fields. This measure is not a bilateral academic bonds between several departments at UTokyo and a strategic partner, but a multilateral bond in which multiple departments from both organizations are involved and collaborate. UTokyo aims to create the university-wide comprehensive, reciprocal, and special collaborative relationship with our strategic partners over various phases, from education at undergraduate and graduate levels, to joint-research activities on at the top world-leading level. To achieve this, UTokyo will carry out internal screening and support various international education and research activities with potential strategic partners in which multiple faculties are involved as the initiative-taking actors in UTokyo's “Strategic Partnership Project”. Through this project the university aims to enhance opportunities for students to experience high quality research achievements around the globe and the development of international students exchange, which contribute to the globalization of both undergraduate and graduate level education. The current trend of international exchange around the top world-leading universities shows a shift towards qualitative preference, therefore, UTokyo will ultimately maintain a “Strategic Partnership” with only around ten overseas universities and continue to develop the in-depth relationship on education and research activities with these exclusive partners.



## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Offering systemized Curriculum and improving quality of classes by foreign language

Exchange students can systematically learn about Japan through the new university-wide undergraduate education program “Global Japan Studies”, and through this added knowledge about Japan, the quality of their exchange period may be enhanced.

##### 2. Expansion of undergraduate programs in English for overall degree

In addition to the “PEAK” courses in which students can take and obtain a degree solely using English established in the College of Arts and Sciences, the “Global Science Course” was established in the School of Sciences in April 2014. Students will be admitted by transfer into the 3<sup>rd</sup> year. The new academic year with a 4-term system will be introduced making it easier to construct a course which contributes towards international student mobility.

##### 3. Livelihood support by Global Campus Promoting Office

A campus that is foreigner-friendly is being built using systems such as peer support by tutors, one-stop service for living information, publication of a handbook for international students and researcher, arranging the number of multicultural counselors for the support of international students, researcher and their families, and enhancing of emergency assistance services.

##### 4. Steps for greater diversity

Information sessions or seminars have been provided as well as visits to high schools to increase the number of next generation of women researchers. It is hoped that these initiatives will lead to an increase women faculties. The university aims to achieve an education and research environment that is diverse and with equal opportunity. The number of female member is increasing steadily. The current male to female ratio is 53.8:46.2.



〈 Brochures : International Student Handbook, University Guide, Booklet on Study Abroad, Overseas Internship, and International Volunteer programs〉

#### University reform

##### 1. Global Campus Promotion Office

UTokyo established its Global Campus Promotion Office and divided it into three functions: Planning and Public Relations, Education Promotion, and Students Exchange. This office made it possible to take the lead on globalization of UTokyo through one single office, rather than by each faculty as in the past. The Planning and Public Relations section is in charge of negotiations and information gathering to build strategic partnerships, the Education Promotion section is for the development of summer programs and international short term programs overall to increase the international mobility of all students, and lastly the Students Exchange Section enhanced its support by responding to housing needs due to the constant lack of accommodation and taking the necessary steps to equip itself with 870 rooms in three buildings by 2023 to accommodate all overseas students.

##### 2. Accepting Overseas Researchers of Excellence on Cross Appointment System

The cross appointment system which pays a faculty's salary according to their efforts based on an agreement between the institutions and the faculty and a system of annual salary was put into place to support the increase in overseas researchers of excellence at UTokyo.

##### 3. Employee Training

The opportunity for visiting overseas strategic partner universities for UTokyo administrations and other employees increased in quality and quantity recently. The training is aimed to motivate all employees including technical and managerial staff to understand overseas environment to be able to respond to the changes brought on by the effect of globalization.

#### Education reform

##### 1. Changes to the Academic Year

UTokyo has been preparing for the change and implemented an academic year that is divided into four terms. In comparison to the three-semester system, the four-term academic year makes each component short, thus enabling students to choose various subjects with flexibility to design a path to complete the courses. This adds to the on-going subject numbering system and GPA system which was brought in to produce a sense of fulfillment from and enhance the level of learning. Progress of the specific steps relating to the changes in the academic calendar will be examined under the new system.

##### 2. Examination for selected candidates

For the first time in its history, UTokyo will be utilizing the typical Japanese recommendation-based entrance selection method from 2016. This system is being brought in to enhance the diversity of students and revitalize undergraduate education.

##### 3. Active Learning / Reform of the number of credits required to graduate

The credits system for graduation is undergoing reform to change the educational style. The passive learning that responds to questions with prepared answers will be changed into an active learning system that allows students to respond to unsolved problems, such as global warming and energy problems that we face today, through accumulated knowledge. Active learning and subject numbering will be employed to help students discover and solve problems proactively on their own. Reduction of the number of credits required in order to graduate, which is currently 146-167 credits depending on faculty, is a lot more than that of other universities, will be considered in order for students to be able to plan their own study time and make use of the flexibility brought in by dividing the academic year at UTokyo into four terms.



## ■ University's own indicators and targets

### 1. International Short Term Programs Open to the World

The International Affairs Division of UTokyo organized 2 of international short term programs in total. These short term programs can act as feeler program for students wishing to have first-hand experience before going abroad for a long term. Similarly, faculties also have 19 exchange programs and specified field programs with overseas partner universities.

### 2. Open Access to Web Schooling

UTokyo provided the joint series "Visualizing Japan" in collaboration with Harvard and MIT and had also opened contents of its usual classes to the public with subtitles. The access quantity in 2014 increased by over 10% compared to that of the previous year.

### 3. International Joint Authorships

According to Incites Global Comparison by Thomson Reuters, our researchers are extremely active in the international fields and the number of international joint paper in 2014 increased by 8% compared to that of the previous year.

### 4. Overseas Researchers Accepted for Research

UTokyo actively accepts overseas researchers for joint research projects and other research work. More than 3,000 researchers conducted research projects on our campus in 2014.

### 5. Students Studying Abroad for Research

There are more than 3,000 UTokyo students studying abroad for research including field work projects. Newly introduced academic calendar policy enables students to flexibly schedule for studying abroad.



〈 IARU Presidents' meeting 2015 〉

## ■ Initiatives for the enhancement of international reputation

### 1. Presence at International Conferences

UTokyo actively participated in international conferences such as GULF at the World Economic Forum. Furthermore, UTokyo hosted the 10<sup>th</sup> IARU Presidents' Meeting, a network of ten international research-intensive universities across the globe. These meetings have continuously enhanced UTokyo's global presence and reputation.

### 2. Presence in the World's University Rankings

UTokyo was ranked 1<sup>st</sup> in the Times Higher Education Asia University Rankings 2015 and 23<sup>rd</sup> in the World University Rankings 2014/2015, keeping its high position as in previous years. Particularly in the Research section, UTokyo received 85.1, which is above the average 84.68 of the 10 universities ranked 11<sup>th</sup> - 20<sup>th</sup> in the World University Rankings. In the Citation section, UTokyo's moved up by 4.9 points. Our continuous efforts with the TGU initiative will promote UTokyo as the research hub and increase the number of international joint paper, leading us to a higher position in the citation section thereby increasing our overall international presence.

### 【 Results for the promotion of collaboration with foreign universities 】

In our 2014 Strategic Partnership project, we started to establish special relationships with 30 world-leading universities, which is a close, creative, flexible, collaborative relationship, which goes beyond the usual academic exchange agreement in order to aim to across over all faculties for globalization of the campus. As part of this, we concluded agreements or memorandum of understandings establishing strategic partnerships with the University of Cambridge (UK), Peking University (China), and the Australian National University (Australia). The following is an example of initiatives involved in the strategic partnership.

#### ■ Strategic Partner: Australian National University (ANU)

UTokyo will develop collaborative education programs based on existing collaborative research with ANU. UTokyo and ANU will mutually exchange 25 undergraduate students to provide students with international learning opportunities through residential omnibus lectures and seminars programs at each university. Field works, lectures and summer programs with intensive seminars for students from both universities will be organized. We will look to enhance the exchange programs for graduate students, design double degree courses and increase the exchanges of doctorate students in collaboration with ANU.

#### ■ Strategic Partner: Seoul National University (SNU)

UTokyo has strengthened its strategic relationship with SNU to promote mutual exchanges based on existing academic exchange agreements among the faculties and as well as newly concluded agreements. Collaborative conferences, symposiums, and seminars were organized at SNU. In 2015, joint events to make use of SNU's own knowledge and the latest information will be organized on our campus to plan and structure higher education programs.



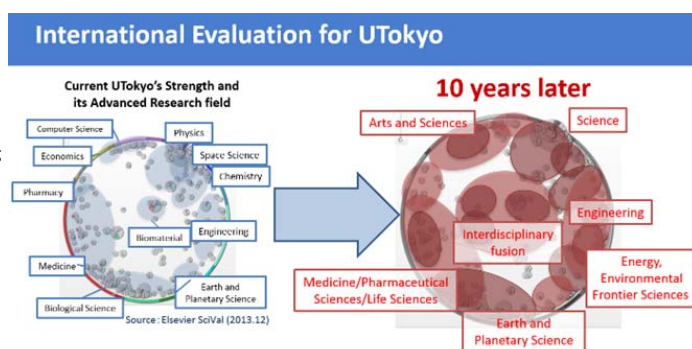
〈 A workshop at SNU 〉

## ■ Free description

### Constructing a global campus model as the top global research university, situated in Japan

UTokyo aims to create a new global campus model as a research university in a non-English speaking region in response to globalization, taking Western universities ranking the in top 10 as models but at the same time not copying them.

Diversity is an important value today which we believe will lead to furthering UTokyo's position in the world which was achieved through the highest level of educational research carried out in Japanese. While keeping in mind the various points of globalization, UTokyo will look to actively develop programs to reach the highest level of knowledge and fulfillment.



### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### 1. New Steps for Greater Diversity

On being appointed the 30<sup>th</sup> President of the University, Makoto Gonokami, declared the importance of diversity, pointing out that since its foundation, the University of Tokyo has contributed in making the knowledge of humankind more diverse to handle global-scale issues, while ensuring collaborative efforts driven by diversity leads to development the open-mindedness within ourselves to be able to examine ourselves objectively. Special admissions systems for selecting students, such as accepting the International Baccalaureate, and recommendation-based examination, were launched to increase the admission of wider reach of potential students with diverse backgrounds. Networking for female researchers, information sessions/seminars as well as visits to high schools were number of initiatives taken to increase the number of next generation of women researchers. Communication materials and manuals in English were provided to enhance the quality of stay on campus with equal opportunity for international students.

###### 2. Offering Systemized Curriculum for Studying about Japan

Students are able to learn about Japan in English through the new university-wide undergraduate education program "Global Japan Studies". Through this added knowledge on Japan, it is hoped that the quality of their period in Japan may be enhanced.

###### 3. Expansion of Undergraduate Programs in English for Overall Degree and Increase the Number of Classes in Foreign Languages

In addition to the "PEAK" courses where students can obtain a degree solely using English, established in the College of Arts and Sciences, in April 2014 the "Global Science Course" was established in the School of Sciences. Students are admitted by transferring into the 3<sup>rd</sup> year. Such university-wide initiatives to increase the number of classes in foreign languages are thought to contribute towards international student mobility.



〈 Japanese Class Students 〉

###### 4. Livelihood support by the Global Campus Promotion Office

A campus that is foreigner-friendly is being built using systems such as peer support by tutors, a one-stop service for living information, publication of handbooks and IT based information services for international students and researcher, shortened decision process to allocate accommodation timely, arranging number of multicultural counselors for the support of international students, researcher and their families, and enhancing the emergency assistance services.

##### University reform

###### 1. Global Campus Promotion Office

Global Campus Promotion Office was established and has been running with three functions: Planning and Public Relations, Education Promotion, and Students Exchange. This office made it possible to take the lead on globalization of UTokyo through one single office, rather than by each faculty independently as in the past. The Planning and Public Relations section is in charge of negotiations and information gathering to build strategic partnerships with overseas universities, accounting for 65 projects selected from among applications. The Education Promotion section develops summer programs and international short tem programs overall to increase the international mobility of all students, and lastly the Students Exchange Section enhanced its support by developing IT based tutor support system, responding to housing needs due to the constant lack of accommodation and taking necessary steps to equip itself to accommodate all overseas students.

###### 2. Accepting Overseas Researchers of Excellence through Cross Appointment System

The cross appointment system which pays a faculty's salary according to their efforts based on an agreement between the institutions and the faculty, and a system of annual salary was put in place to support the increase in overseas researchers of excellence at UTokyo.

###### 3. Employee Training /UGA Career Development Considered

Three different staff training programs at overseas universities were launched in addition to existing programs. All participants, including technical and managerial staff, increased their knowledge on globalization, enhanced their English proficiency, and some proposed to respond to the changes of globalization, which ultimately leads to the building of a core platform, one of the objectives of our initiative.

Also, a committee for University Globalization Administrator (UGA) was formed under the Global Campus Promotion Office which has taken the lead in discussing and examining the career definition, positioning, and goals of a UGA. Visits to the University of Sydney and Princeton University were carried out for further study and exchanging of opinions about UGA.



〈 Staff Training in USA 〉

##### Education reform

###### 1. Changes to the Academic Year

A new academic calendar with a four-term system was introduced, making it easier to construct courses which contributes towards international student mobility. In comparison to the two-semester system, the four-term academic year makes each component short, enabling students to choose various subjects with the flexibility to design a path to complete the courses. This adds to the on-going subject numbering system and GPA system which was brought in to produce a sense of fulfillment and enhance the level of learning. The specific steps relating to the changes in the academic calendar are in progress under the new system.

###### 2. Examination for Selected Candidates

For the first time in its history, UTokyo has utilized the typical Japanese recommendation-based entrance selection method in 2016. This system is being brought in to enhance the diversity of students and revitalize undergraduate education.

###### 3. Active Learning/Reform of the number of credits required to graduate

In order to change into an active learning system, the First-year Seminars were launched in 2015 as a mandatory course unit to all freshman students in cooperation with faculty members from different schools. Through tutorial-style classes with a small number of students, they learn basic academic skills including research ethics and actively learn how to comprehend and write research paper, as well as giving presentations. Reduction in the number of credits required to graduate, which is currently 146-167 credits depending on faculty (which is a lot more than other universities), has made a progress in enhancing the quality of academic units.



## ■ University's own indicators and targets

### 1. Students Traveling Abroad to Research

More than 4,000 UTokyo students traveled abroad for research including field work projects this year, an increase of 1,092 students (+132%) compared to the year before. The newly introduced academic calendar policy has enabled a flexibility in the schedule for students to study abroad.

### 2. Open Access to Web Schooling

UTokyo has been providing platforms such as UTokyo iTunes, UTokyo TV, UTokyo OCW in order to disseminate information to all first year students each year. The platforms above had already steered awareness towards online and allowed a smooth shift to MOOCs for open online courses. The access quantity in 2015 dramatically increased by 261% compared to that of the previous year.



〈 UTokyo TV Top Page 〉



〈 Nobel Prize Lecture by  
Special University Professor Takaaki Kajita 〉

## ■ Initiatives to enhance UTokyo's international reputation

### 1. Presence at International Conferences

UTokyo actively participated in international conferences such as the IARU Presidents' Meeting (a network of ten international research-intensive universities across the globe), Japan-China-Korea Committee for Promoting Exchange and Cooperation among universities, and APRU Presidents' Meeting. These meetings have continuously enhanced UTokyo's global presence and reputation.

### 2. Enhancing UTokyo's Strength and Promoting Interdisciplinary Fusion

Presence of Special University Professor, Takaaki Kajita, recipient of the 2015 Nobel Prize in Physics for his discovery of neutrino oscillations, highlighted UTokyo's excellent level of research and enhanced its reputation internationally. The strategic partnership projects, one of our core platform initiatives, are in progress to advance collaboration with overseas universities in frontier fields, which will lead to interdisciplinary fusion as a research university, offering highly leading educational, research and international activities with a wide range of world-class facilities.

### 3. VIP Visits to UTokyo

Many VIPs visit UTokyo every year and in FY2015, the International Affairs Department has welcomed around 70 groups of delegations. Above all, visits by Princess Sirindhorn of the Thai Royal Household in April 2015, and King Carl XVI Gustaf from Sweden with the science and technology delegation in February 2016 gained attention from domestic and overseas media, which appealed UTokyo's high level educational and research activities.

## 【 Results for the promotion of collaboration with foreign universities 】

UTokyo started the Strategic Partnership project in 2014 to establish special relationships with world-leading universities, which is a close, creative, flexible, collaborative relationship, going beyond the usual academic exchange agreement in order to involve all faculties in the globalization of the campus. So far, 65 projects with 26 overseas universities have been supported, enabling 400 students to be sent overseas and receive 300 overseas students in UTokyo. As part of the project, we have concluded agreements or memorandum of understandings to establish strategic partnerships with 4 universities and ETH Zurich (Switzerland) was added as the 5<sup>th</sup> strategic partner university in January 2016. Related to the project, UTokyo and the following partner universities jointly organized and held university-wide symposiums: University of Cambridge (November 2015), National Taiwan University (December 2015), TUM (January 2016), Tsinghua University (March 2016), and Princeton University (March 2016), resulting in deepening of relationships and university-wide cooperation to promote educational and research activities of the students as well as faculty members.

In addition, the 2<sup>nd</sup> Strategic Partnership Symposium was held in English to share good practices by showcasing activities and future plans of unique research and academic programs with the partner universities, and more than 100 students, faculty and staff members from UTokyo, Princeton University, and University of Bonn participated. Presentations were given by the faculty members in charge of the projects, along with presentations from students who experienced exchanges abroad through these projects. The following is an example of initiatives involved in the strategic partnership.

### ■ Strategic Partner: Australian National University (ANU)

UTokyo and ANU mutually exchange 10 to 20 undergraduate students to provide students with international learning opportunities. The learning topic in Japan was about Mt. Fuji and participants investigated Japanese society through an interdisciplinary analysis of the mountain, and they learnt cultural landscape and environmental change in a trans-disciplinary manner in Australia. Such collaborative education programs not only promoted cross-cultural exchange but also dramatically improved the UTokyo students' proficiency in English. We will look to increase the exchanges of students in 2016 and continue to discuss exchange programs for graduate students, design double degree courses in collaboration with ANU.



〈 Discussion Session with ANU students 〉

### ■ Strategic Partner: Massachusetts Institute of Technology (MIT)

UTokyo has concluded a MoU with MIT as the first Asian university for the Department of Mechanical Engineering at MIT to exchange programs for undergraduate students which allow transfer of credits. Lectures are conducted through MOOCs or Skype, and joint symposiums, workshops with industry are actively organized to strengthen research exchanges. These activities have enhanced mobility from undergraduate students to doctorate students as well as faculty and staff members. MIT concluded the similar agreements with University of Cambridge and ETH Zurich, one of our strategic partners. We plan to deepen our relationships with these universities to design joint educational programs among the three universities.



## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Inviting Top Global Scholars

Since FY2014, UTokyo has invited prominent researchers from all around the world to give lectures to the students and researchers. In keeping with this tradition, we have had lectures given by recipients of the Nobel Prize and the Fields Medal this year.

##### 2. Improvement of the Educational System for Japan/Japanese Studies

UTokyo carries out an interdepartmental educational program on Global Japan Studies, where students can learn about Japan in English. Additionally, we have decided to establish a “Japanese Language Education Collaboration Planning Office (tentative name)” to bring together and network all the Japanese language lessons held by individual departments and centers. We are also developing materials to help students learn Japanese language related to the specialization of their majors as well as other needs.

##### 3. Expansion of Degree Programs in English

In addition to PEAK (Programs in English at Komaba), an English degree program at the College of Arts and Sciences, we have also created the Global Science Course (GSC) program at the Faculty of Science which students can join the program from their third year of undergraduate course. In FY2014, we opened the GSGC (Global Science Graduate Course), an international graduate course to help high performing international and domestic students focus on getting their Bachelor’s/Master’s degrees and turn them into global knowledge professionals.

##### 4. Livelihood Support by the Global Campus Promotion Office

UTokyo has promoted peer support activities such as tutors, creating booklets and uploading information to help researchers and exchange students with requisite paperwork, providing information about living in Japan and status of residence. Also, in order to improve our support system for researchers and exchange students, we visited influential universities around the world and investigated their systems. By maintaining use of the emergency assistance system, we are able to support them live more conveniently in Japan.

#### University reform

##### 1. Global Campus Promotion Office

UTokyo established the Global Campus Promotion Office which consists of three functions: 1) Planning and Public Relations, 2) Education Promotion, and 3) Students Exchange. This office has made it possible to take the lead on globalization of UTokyo through one single office, rather than by each faculty independently as in the past. The Planning and Public Relations section is in charge of supporting educational and research exchange programs with overseas strategic partnership universities and has revised the entire project. The Education Promotion section began constructing a new system for dealing with the applications and selection into the University-wide Student Exchange Program (USTEP). It will be worked on alongside the renewal of our academic affairs system. The Students Exchange Section, in order to deal with the problem of insufficient accommodation for exchange students, is promoting mixed housing for domestic and international students, and has strengthened our peer support system by introducing new IT support tools for tutors.

##### 2. Staff Training

Since FY2014, staff training programs at overseas universities have been arranged that staff in middle-level management positions and higher with little experience of collaborating with overseas universities would participate. This year, participants visited our strategic partnership universities, Peking University and Tsinghua University, where they were able to learn about the situation in foreign universities. As a result, their understanding of foreign countries evolved, leading to some proposing new ways of administration at our university. These ultimately lead to the building of a core platform, which is one of the objectives of our initiative. In addition, a Chinese language training program was started in FY2016 to help our staff improve their Chinese communication skill and working ability in international affairs.



〈Staff Training in China〉

##### 3. President’s Council and Global Advisory Board

The meeting of the President’s Council was held in November 2016, with 15 experts from around the world being invited, and exchanged their views and opinions about the visions and policies of our university. In order to establish the new UTokyo Global Advisory Board, we have requested the candidates recommended by each department to join as new council members, in addition to the existing members of the President’s Council. Also, we have formalized new internal regulations to create the board in the Office of the President as a committee which is defined in the University of Tokyo Rules on Basic Organizations.



〈The Meeting of the President’s Council〉

#### Education reform

##### 1. Comprehensive Reform of Undergraduate Education

Our academic calendar based on the 4-term system that began in FY2015 is functioning well. Our methods of improving the quality of education such as implementing the cap system and stricter grading are also coming along well. We are working on systems to encourage self direction in high achieving students, such as early graduation. Furthermore, from FY2017 onward, we will be implementing a course numbering system in our undergraduate education, as part of our aim for an even better quality of education for our students.

##### 2. Introduction of Recommendation-based Entrance Examination

From FY2016, UTokyo has started a recommendation-based entrance examination for the first time in our history. Various evaluation criteria are used, including the International Baccalaureate, and we are working towards a more diverse student body and a more active undergraduate education. 77 students enrolled in our university this year through this new system.

##### 3. Introduction of the Global Education for Innovation and Leadership Program (GEFIL)

To foster global leaders, we launched the Global Education for Innovation and Leadership (GEFIL) program targeted at third year undergraduate students. An interdisciplinary specialized educational program was offered to approximately 100 selected students, and provided them with international learning experiences such as summer programs. This program aims to provide them opportunities to meet and talk with researchers and students from overseas top-class universities, business persons and international experts, as well as acquiring practical skills required for a global leader by themselves.

## ■ University's own indicators and targets

### 1. Open Access to Web Schooling

From September, 2016, in order to expand the diversity of our student body, UTokyo has developed and now offers a MOOC series titled "Studying at Japanese Universities" as a free online course to anyone interested in studying in Japan. By the end of March 2017, around 6,000 students, mainly from North and South America and Asia, have taken the course.

### 2. Students Travelling Abroad to Research

This year, more than 4,000 students are travelling abroad to conduct fieldwork and other research activities. We have continued to develop measures such as implementation of the new academic calendar to enhance students' mobility, and worked to improve the convenience of students studying abroad.



〈MOOC: "Studying at Japanese Universities"〉

## ■ Initiatives for the enhancement of international reputation/ Featured initiatives based on the characteristics of the university

### 1. Presence at International Conferences

We participated to events such as IARU (International Alliance of Research Universities), AEARU (Association of East Asian Research Universities), German-Japanese Symposium and France-Japan Symposium on Innovation in Higher Education, which rose our reputation and presence on the world stage. In FY2016, we also joined the AUA (Asian University Alliance), which is made up of 15 of the premier higher learning institutions in Asia. We are developing stronger relationships with Asian universities and implementing joint programs such as student exchange programs.

### 2. Enhancing UTokyo's Strength and Promoting Interdisciplinary Fusion

Our research activities have been praised both inside and outside of Japan. This year, Professor Shigeto Namba and Professor Yasuhiko Arakawa received the Japan Academy Prize. Also, Project Professor Tadatsugu Taniguchi was selected as an International Member of the US National Academy of Medicine, and Emeritus Professor Kazunori Kataoka was selected as a Foreign Member of the US National Academy of Engineering. In our Strategic Partnerships Project, which is a key part of our TGU project, we have worked with the Group of Stockholm to develop an interdepartmental exchange program covering many different areas such as engineering, agriculture, medicine, and social sciences, based on the theme of health ageing.



〈IARU Presidents' Meetings at Oxford Univ.〉

## 【 Results of the promotion of collaboration with foreign universities 】

In order to build close, creative, flexible and special relationships with overseas universities, we started the Strategic Partnerships Project mainly led by multiple departments, and have been supporting 65 projects with 26 universities since FY2014. This year, we have sent about 400 students and 400 researchers to partner universities, and received 300 students and 200 researchers from them. By FY2015, we had concluded Agreements or MOUs to establish strategic partnerships with 5 universities, and in 2016, we entered one with Seoul National University. Alongside the project, UTokyo and several partner universities jointly organized and held university-wide symposiums: the University of Chicago (October, 2016), University of Chile and the Pontifical Catholic University of Chile (October, 2016), National Taiwan University (November, 2016), ETH Zurich (January, 2017), University of Cambridge (January, 2017), KTH Royal Institute of Technology (March, 2017), resulting in deepening of relationships and university-wide cooperation to promote educational and research activities of the students as well as faculty members. Also, for the purpose of sharing good practices, we held the Third UTokyo Strategic Partnership Symposium in English, in which more than 80 students, faculty and staff members from UTokyo and Princeton University participated. The faculty members in charge of the various programs presented their activities and future plans of unique research and academic programs with the partner universities. Students who participated in the exchange program through the projects gave presentations on their experiences.

Below is an example of one of the projects.

### ➤ Princeton University

Before the TGU project started, UTokyo and Princeton University have been supporting joint research and teaching projects every year in which world class researchers from both universities were present. They have produced significant results not just on the research side, but also in education through exchange and interaction of students from both sides. In FY2016, an international educational program with a interdisciplinary theme was launched through the TGU project. We received 5 undergraduate students from Princeton University and UTokyo students also joined them. It became a valuable opportunity for our students, not only to experience international exchange in Japan but also to acquire skills to develop a research program and to cooperate with others with different backgrounds.



〈Student Discussion with Princeton Univ.〉

## ■ Miscellaneous Events

### 1. Making Efforts as One of the Top Global Research Universities in a Non-English Speaking Region

UTokyo aims to create a new global campus model which is unique to a research university situated in Japan. While attaining the same educational and research standard as top European and American universities, we are also developing additional strategies and policies such as Japan/Japanese language studies and interdisciplinary education and research, that are generally not included in an university's internationalization indicators.

### 2. UTokyo Photography Contest

In order to showcase our university's projects, we held a photography contest and took applications with keywords of the initiative of TGU: "Excellence", "Mobility" and "Diversity". From 174 submissions, a total of 30 prizes were awarded, including the President's Award and the Executive Vice President's Awards. Through this event, we were able to promote our projects and activities in the initiative inside and outside our university, as well as to utilize the submitted photos in our PR brochures and official website.



〈Award Ceremony in June, 2016〉

## 5. FY2017 Progress

### ■ Common indicators and targets

【The University of Tokyo】

#### Internationalization

##### 1. Inviting Top Global Scholars

Since FY2014, UTokyo has continually invited prominent researchers from all around the world to give lectures to the students and researchers. In keeping with this tradition, we have invited recipients of the Nobel Prize and the Fields Medal to give lectures this year.

##### 2. Improvements to the Education System for Japan/Japanese Studies

UTokyo offers an interdepartmental education program on Global Japan Studies, where students can learn about Japan in English. Additionally, we have decided to engage in a “Japanese Language Education Collaboration Plan” with the International Education Support Office in the newly formed Division for Global Campus Initiatives to bring together and network all the Japanese language lessons held for international students by individual departments and centers. We are also developing materials to help students learn Japanese language related to their majors and specializations, as well as offering university-wide exchanges and other support.

##### 3. Expansion of Degree Programs in English

In addition to PEAK (Programs in English at Komaba), an English degree program at the College of Arts and Sciences, we have also created the Global Science Course (GSC) program at the Faculty of Science, which students can join from their third year of undergraduate studies. In FY2016, we opened the GSCS (Global Science Graduate Course) as a part of WINGS (World-leading Innovative Graduate Study Program), offering an integrated Master’s-doctorate education and research structure aimed at fostering professionals specialized in global knowledge for high performing international and domestic students.

##### 4. Global Campus Support Office Livelihood Support

UTokyo promotes peer support activities by tutors, provides information and support for daily life to international students and researchers, as well as offering booklets and websites that provide information about residency status, living in Japan and other issues. Following the completion of the Toshima International Hall of Residence B Building, we have increased the amount of accommodations available for international students by 11.3%. Additionally, we have provided a number of workshops on preventative mental health care, as well as maintained a system of emergency assistance measure in order to improve student life.

##### 5. “Go Global Gateway”

In April 2018, we introduced the “Go Global Gateway” program concurrent with the intake of new students, giving them the opportunity to gain international competency through living and working together with diverse people from around the world during their time at university. “International competency” is made up of five elements: ‘I. Communication & Language Skills’, ‘II. Confidence & Determination’, ‘III. Open-mindedness & Flexibility’, ‘IV. Collaboration & Leadership’ which lead to the acquisition of the last element—‘V. Global Perspective’.

Soon after entering university, students will be expected to be conscious of an increasingly globalized world. They will learn while engaging in experiences through which they will gain international competency, including through the participation in activities on and off-campus which are considered international interactions. Students can acquire certifications after it has been assessed that they have gained the fundamental strengths, and have met the necessary requirements for international competency. Our hope is that through this program, students will develop international sensitivity and become capable of being active in a variety of fields while maintaining a wide perspective.



(Lecture by Nobel Laureate Brian Schmidt (President of ANU))

#### University reform

##### 1. Global Campus Promotion Office

The Global Campus Promotion Office is made up of two sections, the international planning and strategy section and the education and student activities section. The office urges revitalization at the departmental level in an effort to promote university-wide international expansion through both principle and practice. Additionally from FY2018, in order to promote university-wide globalization measures, we have made strides in the development of a Division for Global Campus Initiatives following organizational restructuring.

##### 2. Global Advisory Board Meeting

The First UTokyo Global Advisory Board meeting took place in November 2017. 23 experts from around the world were invited as members of the board to exchange their views and opinions about the visions and policies of our university.



◀ The First UTokyo Global Advisory Board Meeting

#### Education reform

##### 1. Comprehensive Reform of Undergraduate Education

Our academic calendar, based on the 4-term system that began in FY2015, is functioning well. Our methods for improving the quality of education, such as implementing the cap system and a stricter grading method are also performing well. Furthermore, we have implemented a course numbering system for all undergraduate courses (from FY2017) and graduate courses (from FY2018), making it easier for students to choose courses.

##### 2. Introduction of Recommendation-based Entrance Examination

Since FY2016, recommendation-based entrance examination have been taking place at UTokyo for the first time in our history. Various evaluation criteria are used, including consideration of the International Baccalaureate, and we are working towards a more diverse student body and a more active undergraduate education. 71 students enrolled in FY2017 through this system.

##### 3. Global Education for Innovation and Leadership Program (GEfIL)

The interdisciplinary specialized program GEfIL (Global Education for Innovation and Leadership) is offered to approximately 100 students, predominantly in the Senior Division (3<sup>rd</sup> year onwards), selected for their language ability and desire to participate. By participating in the ‘GEfIL Independent Research Project’ and ‘Global Leader Lecture Series’ (Common Undergraduate Courses organized by the Education Steering Committee given in English), as well as overseas programs, the aim is use their specialized academic knowledge as a base to develop creativeness that allows them to propose more innovative solutions for problems facing global society. Simultaneously, it gives them fortitude to work together across disciplinary boundaries, as well as the capability to communicate using foreign languages. In FY2017 the first class of 38 students successfully completed all the educational programs that they registered for.



## ■ The University's Accomplishment Indicators and Achievement Targets

### 1. Open Access for Online Courses

From September 2016, in order to expand the diversity of our student body, UTokyo developed a MOOC series titled "Studying at Japanese Universities" as a free online course offered to anyone interested in studying in Japan. 6,000 people, mainly from North and South America, and Asia have taken the course.

### 2. Students Traveling Abroad for Research

Steps have been made to ease the travel of students overseas, including a push of policies, such as the introduction of a new academic calendar, that give students more mobility. This year more than 4,000 students will travel abroad to conduct fieldwork and other research activities.



〈 MOOC「Studying at Japanese Universities」 〉

## ■ Initiatives for Enhancement of International Prestige

### 1. Presence at International Conferences

UTokyo participated in events such as the Presidents' Meeting of IARU (International Alliance of Research Universities), AEARU (Association of East Asian Research Universities), Sino-Japan Presidents' Meeting, and the Japan-Mexico Presidents' Meeting, through which we increased our reputation and presence on the world stage. In 2017, we worked with the AUA (Asian University Alliance), which is made up of 15 of the premier higher learning institutions in Asia, to begin promoting joint student exchange programs and the strengthening of links between universities in Asia.



〈 IARU Presidents' Meeting at ANU 2017 〉

### 2. Promoting International and Interdisciplinary Development

#### 【Results of Promoting Strategic Partnerships with Foreign Universities】

In September 2017, we participated in a joint interdisciplinary workshop with the Group of Stockholm (Stockholm University, KTH Royal Institute of Technology and the Karolinska Institute), held in Stockholm as part of the cross-disciplinary exchange taking place across variety of fields such as engineering, agriculture, medicine, and social science under the theme of "Healthy Aging". This exchange was organized under the framework of "Strategic Partnership Universities Project" and functions as a central part of the project. Additionally, we are pushing for increases in interdisciplinary joint research which has sustainable development goals (SDGs) as a base, and have carried out joint meetings on faculty development and the development of globalization of educational methods in non-English speaking regions. Similarly, we have co-hosted short-term programs that have served as a basis for diverse research and educational activities, made possible by the cooperation of a large number of academic and administrative members from various departments in a show of interdisciplinary cooperation.

Additionally, the strategic partnership with Princeton University has been producing great educational results through student exchanges, as well as fostering outstanding research between world-leading researchers. The partnership in fact precedes the TGU project, and operates on equal funding from both universities sourced from donations. In 2016, five undergraduates from Princeton University attended an interdisciplinary program along with students from the University of Tokyo, where they were able to develop skills in design research programs, while gaining experience in working together with participants of different backgrounds, all while experiencing international exchanges in Japan.

#### 【Overview of the Strategic Partnership Project】

In order to build close, creative, flexible, and special relationships with overseas universities, we began the Strategic Partnership Project with assistance from multiple departments, and have supported 62 projects with 19 universities since FY2014. In FY2017 we sent around 400 students and 300 researchers to these universities and have received around 300 students and 200 researchers from partner universities. Under this program, the University of Tokyo, as well as partner universities including Tsinghua University (Apr 2017), Vietnam National University, Hanoi and Yangon Technical University (May 2017), ETH Zurich (Jan 2018), Seoul National University (Mar 2018) and University of Chicago (Mar 2018) have held symposiums involving multiple fields. Through these activities, we have been able to further develop our collaborative relationships, allowing us to effectively promote student, as well as the academic and administrative members' research and education activities. By FY2017 we had concluded strategic partnership agreements and memorandums with seven universities, and in September 2017 we signed a new agreement with the universities of the Group of Stockholm.



〈 Discussion between students from UTokyo and Princeton University 〉

Furthermore, over 100 people attended the "4<sup>th</sup> Strategic Partnership Symposium". This symposium was held in English and participants of study abroad programs gave presentations on their experiences. A panel discussion also took place with panelists invited from Peking University and Stockholm University on the role of "English" in research and education at universities in non-English speaking regions. The symposium, in addition to allowing students from the top universities in non-English speaking regions to share their experiences, fostered communication about common topics as well as good educational practices, thereby contributing to strengthening of excellent international educational exchange activities.

## ■ Miscellaneous Events

### 1. Developing Policies Worthy of a World-leading Comprehensive Research University in a Non-English Speaking Region

In order to create a new global example for a comprehensive model based on Japan's unique circumstances, we have aimed to achieve the same high standards in research and education as universities in America and Europe. We are actively developing additional programs that are not commonly included in various programs related to globalization, such as Japanese language and education about Japan, while fostering interdisciplinary research and education.

## 1. Outline

### 【Name of Project】

—Health for All—TMDU Initiative in Creating Next Generation Professionals for Global Health Promotion

### 【Future Vision for the University as Planned in TGU Project】

(Goal 1) Establishing a position as a base for research and the cultivation of human resources that will promote global health in Asia

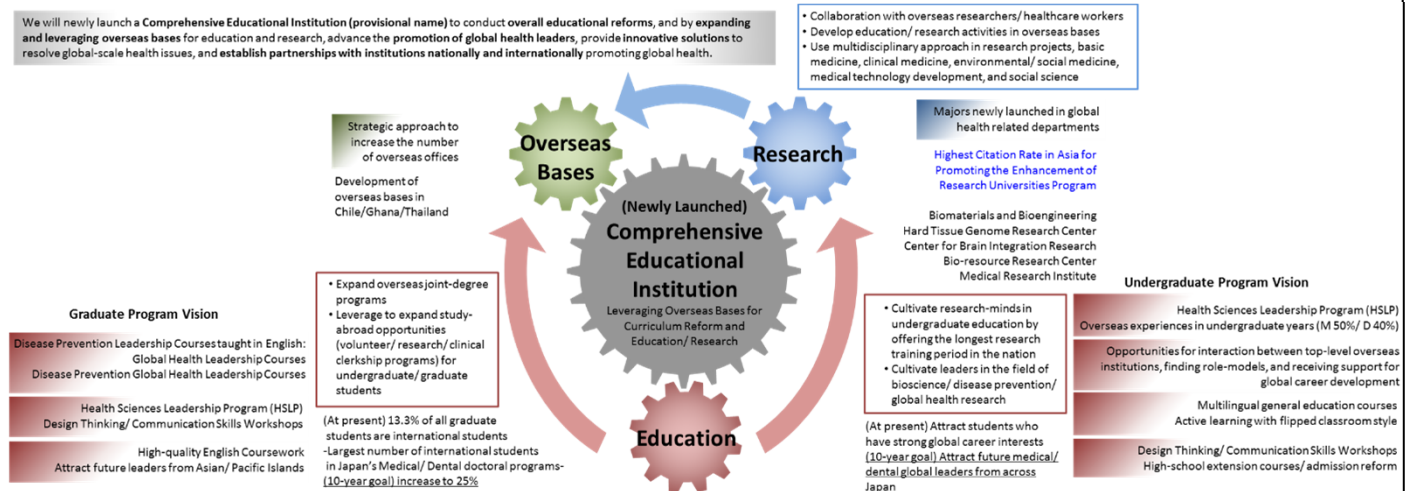
(Goal 2) Providing innovative solutions related to prevention, diagnosis, and medical treatment via multidisciplinary research in order to resolve global-scale health issues

(Goal 3) Cooperating with national and international institutions to resolve issues in various countries and regions, and making contributions through all channels (research/ education/ medical care)

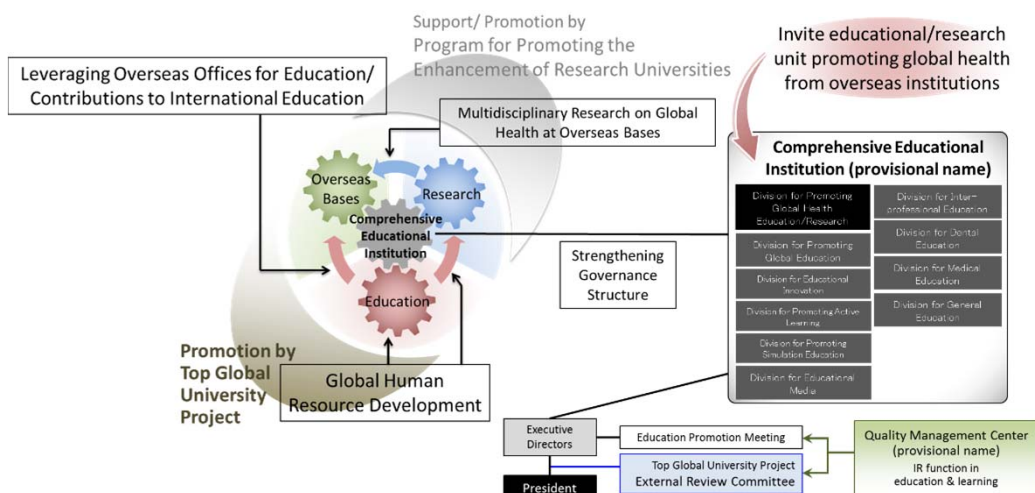
### 【Summary of Project】

Aiming to improve health levels on a global scale, Japan—based on its experience and accomplishments in the health care field—will serve a central role in achieving constructive continuance with the world and cultivating human resources that will promote global health. Specific initiatives are as follows: (1) Strengthening governance structures and reforming education and teaching management, (2) Overall educational reforms, from the recruitment of new students to entrance examinations; and bachelor (general and specialized), master's, and doctoral programs, (3) Expanding and enlarging TMDU's overseas educational and research partner bases, and carrying out proactive education and research that leverages them. Based on these initiatives, we will strive to accomplish the three goals mentioned above to improve internationalization.

## Outline Figure



## Implementation System



## 【Summary of the 10-year Plan】

### **Strengthening Governance Structure**

A school-wide organization, Comprehensive Educational Institution (provisional name), will be established by 2016. It will serve as an axis to organically link education, research, and overseas bases.

### **Entrance Examination Reform**

Allowing high-school students to join our all-English workshop on global health issues targeted at first-year students (from 2015). Accepting International Baccalaureate students for admission, and use of TOEFL performance reports in evaluating students' eligibility status from 2018.

### **Bachelor's Degree Program Educational Reform (General)**

Offering multilingual courses in humanities and social sciences. Creating an active learning environment by implementing the flipped classroom style and conducting small group instruction from 2016.

### **Bachelor's Degree Program Educational Reform (Specialized)**

Creating an active learning environment by implementing the flipped classroom style and conducting small group instruction from 2017.

### **Master's/ Doctoral Degree Program Educational Reform**

59% of graduate courses will be offered in English by 2023.

### **Expanding the Health Sciences Leadership Program (HSLP)**

Increasing the capacity of the HSLP undergraduate program (from 22 to 30 students per grade level), and establishing an HSLP graduate program.

### **Establishing a Global Health Leadership Program for Master's Degree Courses**

Establishing a Global Health Leadership Program for master's degree courses by 2018 and for doctoral degree courses by 2020.

## 【Featured Initiatives (Internationalization, University reform, Education reform)】

- Increasing the number of students studying abroad (research/ clinical clerkship) by expanding the overseas partners bases/ institutions over the next decade. (50% of medical students, 40% of dental students, and 25% of health care sciences students will study abroad by graduation)
- Increasing the percentage of international students (currently TMDU has the highest number of international students in medical/ dental doctoral programs in the nation) to 25% over the next decade by conducting educational reform.
- Leveraging the overseas partners bases (e.g. Ghana, Chile, Thailand) to promote global health research in undergraduate/ graduate programs.
- Establishing/ expanding the alumni association of international students in Asian/ Pacific Island/ African countries to recruit qualified international students, and work in liaison with their government healthcare sectors to promote global health research and education.
- Establishing a Quality Management Center (provisional name) to collectively accumulate information on education/ research/ medical practices and university governance that until now have been managed by individual departments, and implementing the PDCA cycle based on the quantified performance in education/ research/ medical practices.
- Establishing a Comprehensive Educational Institution (provisional name) to advance educational reform and enhance teaching skills of faculty.
- For bachelor's/ master's/ doctoral programs: 1. Conducting small group instruction by improving the teacher-student ratio, 2. Encouraging curriculum reform by implementing the flipped classroom style which encourages self-directed learning, and 3. Offering multilingual courses in humanities and social sciences.

## 【 Measures for the Promotion of Collaboration with Foreign Universities 】

- Increasing the number of affiliated institutions (with a current total of 76 institutions in May 2013).
- Expanding opportunities for clinical electives by joining Global Health Learning Opportunities (GHLO). GHLO provides a global network that facilitates educational mobility for medical students, where they can apply online to electives at other institutions in the GHLO Collaborative
- Working in liaison with the world's top institutions in global health for the master's/ doctoral level Global Health Leadership Program.
- Establishing joint-degree programs with overseas partners bases.



## 2. FY2014 Progress

### ■ Common Indicators and Targets

#### Internationalization

##### Ratio of International Students to Total Enrollment

Aiming to increase the number of international students (short-term for the undergraduate program/ long-term for the graduate program), various reforms will be conducted including making syllabi/ coursework multilingual, strengthening international student recruitment, establishing courses offered in English, etc. The number/ ratio of full-time international students in 2014 and the number of international students as of May 1 in 2015 have already surpassed our goals for 2016.

##### Ratio of Japanese Students Studying Abroad

We foster students' motivation and expand study-abroad opportunities by conducting a simulated negotiation workshop on global health issues in English for entering freshmen, hosting senior student presentations on international experiences through study-abroad programs, and events to provide interaction between international and Japanese students. In 2014 there was a dramatic increase of students studying abroad, which gets us closer to our goal for 2023.

##### Number/ Ratio of Subjects Taught in English

Establishment of a Bachelor's Degree Program Educational Reform (General) Committee to discuss educational reform, including offering multilingual courses in humanities and social sciences.

##### Measuring/Enhancing English Skills of All Students

There was an increase in the number of undergraduate students who meet requirements for foreign language proficiency. Also, the English proficiency of graduate students' was measured at the end of AY2014, and the number of students who met requirements for foreign language proficiency has already surpassed our goal for 2016.

##### Supporting Japanese Students Studying Abroad

Increasing the number of affiliated institutions agreeing to exchange students waiving tuition fees (6 new institutions). In addition, several incentives have been offered to outstanding students who wish to participate in overseas training/ research: Undergraduate Overseas Studying Award (14 students), Postgraduate Overseas Studying Award (10 students) and Subsidies for Undergraduates Studying Abroad (20 students).

#### University Reform

##### Globalization of Administrative Staff

Active recruitment of administrative staff with advanced foreign language skills was started. In addition, English courses have been offered to administrative staff, with the incentive of their results being reflected on their personnel evaluations. We are making steady progress toward our goal of increasing the number of staff who achieved the English proficiency standard set by the university.

##### Comprehensive Educational Institution (provisional name)

Establishment of the Comprehensive Educational Institution (provisional name) has been discussed by its working group. Under the leadership of the president, faculty teaching skills will be improved reflecting university policy.

##### Comprehensive International Institution (provisional name)

Establishment of the Comprehensive International Institution (provisional name) has been discussed by its working group. Under the leadership of the president, it will promote internationalization of the curriculum and enhance study-abroad programs.

##### Enhancing IR Function

The Comprehensive Educational Institution working group has been discussing the establishment of an IR Department (provisional name) which will collectively accumulate and analyze educational information for quality assurance and university governance reform.

#### Education Reform

##### Initiative for Ensuring Self-directed Learning

Implementation of the flipped classroom style has been discussed by this working group, and trials were conducted in two courses in 2015.

##### Active Participation/ Student Engagement and University Governance

In the case of the School of Medicine, they will serve as members of a Curriculum Evaluation Committee (provisional name) established by the Board of Education with the help of internal and external experts.

##### Admission

The Entrance Examination working group has been considering the admission of international Baccalaureate students and the use of TOEFL performance reports in evaluating students' English proficiency.

## ■ University's Indicators and Targets

### Ratio of Graduates with Study-Abroad Experience (Undergraduate Program)

We foster students' motivation and expand study-abroad opportunities by conducting a simulated negotiation workshop on global health issues in English for entering freshmen, hosting senior student presentations on international experiences through study-abroad programs, and events to provide interaction between international and Japanese students. We have already met our goals for 2016 in 2014.

### HSLP Enrollees

We have begun preparation (regarding curriculum and learning environment) for expansion of HSLP. We are planning to increase the capacity of the HSLP undergraduate program (from 22 to 30 students per grade level), and establish an HSLP graduate program from 2016.

### Ratio of International Students Among All Graduate Students

We will conduct various reforms such as making syllabi/ coursework bilingual, strengthening international student recruitment, and establishing courses offered in English. There was a slight increase in 2014, the same year the project was adopted.

### Global Health Leadership Program (provisional name) Enrollees

Toward establishing a Global Health Leadership Program for master's degree courses by 2018 and for doctoral degree courses by 2020, a search was begun by visiting the world's top universities in global health for candidates who could play a central role at TMDU.



(Clinical clerkship at Harvard Medical School)



(HSLP Undergraduate Program)

## ■ Initiatives for the Enhancement of International Reputation

### Establishing a Global Health Leadership Program for Master's Degree Courses (in English)

Working in liaison with the world's top institutions in global health for the master's/ doctoral level Global Health Leadership Program which aims to send our graduates to international institutions such as the WHO and recruit qualified international students from Asian countries to produce future leaders. We have begun the search for candidates who could play a central role at TMDU.

### Increasing the Number of International Students

Aiming to increase the number of international students in the undergraduate program, we joined Global Health Learning Opportunities (GHLO). We expect more international students from the GHLO Collaborative to apply to our programs.

### Improving Reputation and Brand Recognition

We created a promotional video for TMDU, introducing our unique educational program, world-leading research, and initiatives for internationalization. It was sent to our alumni and joint-researchers nationally and internationally along with the annual report in English.

### Joint-degree programs with Overseas Partner Bases

We are currently working on establishing joint-degree programs with overseas partner bases from 2016.

### 【 Results for the Promotion of Collaboration with Foreign Universities 】

(Increased The Number of Affiliated Institutions) We entered into agreements with 6 new institutions.

(Joined GHLO) We joined Global Health Learning Opportunities (GHLO) to expand study-abroad opportunities and to increase the number of international students.

(Visited the World's Top Institutions in Global Health) To invite faculty from overseas institutions in global health, we visited the US to search for candidates.

(Joint-degree Programs) We worked closely with University of Chile and Chulalongkorn University, our overseas partner bases, to establish joint-degree programs. We sent applications to the Japanese government in March 2015.



(Concluding exchange agreement with National Taiwan University)

## ■ Free Description

### Report

We held our global human resource development forum entitled "Global Perspectives in Health Professional Education". The forum started off with a Keynote speech by the Deputy Director-General of MEXT. This was followed by presentations on global education at TMDU, Niigata University, Seoul National University and Chulalongkorn University. The program ended with a panel discussion on future visions and strategies for health professional education in the globalizing world. There were a total of 61 participants.



Global Human Resource Development Forum

### International Student Alumni

SNS/International Student Management Service has been implemented as a first step to establish/ expand the alumni association of international students in Asian/ Pacific Island/ African countries

### 3. FY2015 Progress

#### Common indicators and targets

##### Internationalization

###### Ratio of International Students to Total Enrollment

Toward increasing the number of international students, short-term carrying out research/ clinical practice in the undergrad program and long-term in the master's/ doctoral programs, a bilingual syllabus was created, English coursework, enhanced overseas recruitment, and a variety of reforms were instituted. English courses were particularly increased and aggressively utilized in the following: Global Leader Program in Dental Sciences, Disease Prevention Global Leadership Program, and the Cultivation of Dental Professionals in Republic on the Union of Myanmar. Target number of foreign students had already been exceeded for AY2016 (year-round) as of May 01, 2016.

###### Enhancing Faculty Skills to Accommodate an Increased Number of International Students

Working toward increasing the number of faculty who are able to instruct and handle Q & A in English and for ease of implementing more interactive lectures, group and individual intensive training was held utilizing the cooperation of external organizations. During the same training course, to reach many instructors from a variety of departments in AY2016, comprehensive obligatory faculty development seminars were held.

###### Number/ Ratio of Subjects Taught in English

In AY2016 undergraduate bilingual liberal arts courses were opened with a focus on humanities and social sciences to create a more solid foundation for future global health promotion personnel; and in 2015, 27% of course work at the Master's/ doctoral level was also offered in English year round.

###### Measuring/ Enhancing English Skills of All Students

In the undergraduate level English skill is measured after enrollment and periodically thereafter. Plus, standards are set for enrollment in the all-English leadership program, and overseas study opportunities. Since special study courses for English skills have been made available during summer and spring breaks, English skills levels have shown steady improvement. From AY2017 TOEFL exam results will be required of all Master's/ Doctoral Program applicants to measure English levels at time of admission. Through these efforts we expect a further improvement of student's English levels.

###### Supporting Japanese Students Studying Abroad

Increased the number of affiliated institutions agreeing to exchange students and waive tuition fees (8 new institutions). In addition, several university-funded incentives have been offered to outstanding students who wish to participate in overseas training/ research: Undergraduate Overseas Studying Award (14 students), and Postgraduate Overseas Research Award (8 students). To provide better support for dispatched students and smooth information exchange with Academic Affairs section a new integrated division was devised to provide a one-stop service system (described later).

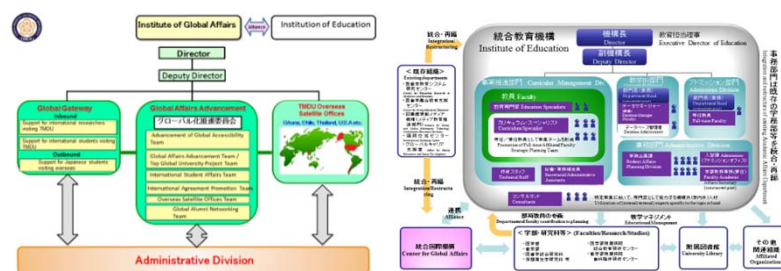
#### University reform

##### Globalization of Administrative Staff

The English language skill and number of administrative staff capable of using English has been steadily increasing toward the targeted goal. To enhance the international response capabilities, a move toward hiring administrative staff with foreign language skills, as well as providing opportunities for language training of current staff, such as mandating TOEIC examination for effective measurement of language training were made.

##### Organized Institute of Education/ Institute of Global Affairs to Enable Quick Uniform Decisions

Newly devised, these Institutes were designed to provide ongoing quality improvement, improve international competitiveness, strategy and promotion, and internationalize the curriculum by integrating existing educational departments/ campus' faculty into one integrated system, reducing human resource and support needs, while following the university's educational policy guidelines, under the leadership of the university President. Support for international students and students dispatched to overseas study were also strengthened under this new system.



< Institute of Global Affairs and Institute of Education Organizational Charts >

##### Strengthening and Enhancing IR Function

Established an IR Department, as part of the Institute of Education, which collectively accumulates and analyzes educational data for quality assurance and university governance reform.

#### Education reform

##### Initiative for Ensuring Self-directed Learning

The Institute of Education (see above) set up a team, which has established an infrastructure to support long-term promotion of training techniques, active learning, and university-wide faculty development.

##### Undergraduate/ Graduate Admissions

From AY2018 selection, implementation of considering results of TOEFL, IELTS, or other such English proficiency examinations for the students who fall under the recommendation, returnee, and international baccalaureate entrance examination categories was decided. For the graduate level, it was decided to introduce TOEFL results as an English evaluation method in the general selection from AY2016.



## ■ University's own indicators and targets

### Ratio of Graduates with Study-Abroad Experience (Undergraduate Program)

Various opportunities have been made available to students both internally and externally to improve motivation for studying abroad, presentations by upper-classmen who have had study-abroad experiences, social and study events with international students, plus provision of a wider global network for overseas clinical clerkship opportunities. Efforts are being made to further diversify the number of study-abroad participants in the Department of Medicine thereby increasing the proportion of graduates with overseas experiences. Current efforts to create even more study-abroad opportunities are also underway, i.e. new research/ medical volunteer activities at overseas satellite bases are being planned.

### HSLP Enrollees

For the undergraduate program the full-membership applicants expanded from 20 to 25 in AY2015; in AY2016 it is scheduled to increase to 30. In addition further steps were taken to increase accessibility and number of students able to participate in global educational opportunities by setting standards for establishing an Associate Member status with enrollment from AY2016 with space for 20-30 students per class year. From AY2016 a graduate school version HSLP targeted at Master's/ PhD students is expected to be offered, with planning currently underway by conducting interviews with the intended population to assess their needs.

### Ratio of International Students Among All Graduate Students

To increase the ratio of international students English accessibility of coursework has been implemented by creating a bilingual syllabus, increasing the number of courses taught in English, and strengthening overseas recruiting. The goal for AY2016 has already been achieved.

### Global Health Leadership Program (provisional name) Master's/PhD Enrollees

Currently plans are being put into action towards establishing a Global Health Leadership Program, Master's course scheduled to start in 2018/ Doctorate course in 2020. At present two faculty have been acquired one from International Health Promotion field, and one from International Health Developmental Studies.



〈 Clinical Training at Harvard Medical School 〉



〈 AY2015, 3rd Cohort of HSLP 〉

## ■ Initiatives for the enhancement of international reputation/

### Establishing a Global Health Leadership Program for Master's Degree Courses (in English)

Towards establishing an Asian site to attract outstanding students from Asian countries, to develop human resources for global health promotion, in cooperation with the world's top institutions of global health, a course was started where the participants' goals were to join WHO-type international organizations after graduation. In AY2015 instructors were acquired and the course was opened to enrollment.

### Increasing the Number of International Students

Toward increasing the number of international undergraduate students, officially joined Global Health Learning Opportunities (GHLO) a collaboration for overseas clinical study program of the American Association of Medical Colleges with the expectation of accepting a larger number of talented students from various member schools. Currently more than 50 university destinations are possible in this centralized application system.

### Improving Reputation and Brand Recognition

In order to improve international reputation and visibility, English versions of public relations magazines and the university's annual report were sent along with greeting cards to overseas alumni, joint researchers, associated university professors, and coworkers. Plans for a TMDU Research Activities information booklet were also put in place. In addition, it was projected to target overseas researchers by sending email with data from the Nature Publishing Group concerning TMDU Research Activities. The use of EurekAlert an online news service that the United States Association for the Advancement of Science (AAAS) was decided to disseminate information to the world's journalists for press release. Provided information to higher education institutions information magazines: Times Higher Education of the United Kingdom (THE) and Kuakuareri-Simmons (QS) and from this information were ranked #1 in Japan and #12 in the world in the World's Best Small Universities category for having a small student-teacher ratio, and multi-citations of papers being highly evaluated indicating quality education and research.

### Joint-degree Programs (JDP) with Overseas Partner Bases

To start a JDP between University of Chile (April 2016 start) and Chulalongkorn University (August 2016 start), and cooperation with those overseas satellite bases a petition was filed in March 2015 and after examination the decision to open the first JDP in Japan was achieved in June 2015.



〈 JDP signing ceremony: Chile U. and Chulalongkorn U. 〉

#### 【Promotion of Collaboration with Foreign Universities Results】

(Increased number of universities) Signed 8 new agreements in AY2015

(Student exchange within existing universities) In AY2015 had student exchange with Imperial College London (Medicine) and Chulalongkorn University (Medicine, Dental and Health Sciences), The Australian National University sent the largest number of medical students yet for research and clinical rotations (sent 10, received 3). Signed an academic exchange agreement with Boston University and received 4 dental students for clinical practice rotation; 2 students are scheduled to be sent there in AY2016 with expectations for further student exchange.

(Research collaboration with world's leading universities) TMDU and Harvard Medical School (HMS) have promoted cooperation in the undergraduate education, aimed at strengthening cooperation at the research level, and increasing networking between young researchers through use of HMS's worldwide network. Through each research group TMDU has promoted efforts to build an international collaborative research network with the aim of being widely recognized as a member of the top-level global network.

## ■ Free description

### Career Vision Assistance from Alumni who Are Active Overseas/ Global Education

TMDU alumni who are active in overseas top educational and research institutions were invited as short-term lectures and exchange meeting for career development and global education. To start off this program, in AY2015 Dr. Masao Takata, who is a senior professor in the fields of anesthesiology, pain, and intensive care at Imperial College London was invited. He gave a graduate student special progressive interactive lecture in English with respect to career development.



〈 Dr. Masao Takata's Special Lecture 〉

### Aiming to acquire quality freshmen, high school students were invited to participate in university global education initiatives

Since AY2013 we have been holding an all-English mock negotiation event, concerning an international health problem, called Global Communication Workshop targeting first-year students. The aim of this event is to help them set appropriate goals necessary for becoming Global Human Resources in healthcare. In AY2015 we invited participation of two high schools, with a total of 18 students attending, in the subsequent AY2016 we increased the invited schools to four and 28 students signed up to attend.

## 4. FY2016 Progress

### Common indicators and targets

#### Internationalization

##### Ratio of International Students to Total Enrollment

Toward increasing the number of international students, short-term carrying out research/ clinical practice in the undergrad program and long-term in the master's/ doctoral programs, a bilingual syllabus was created, English coursework, enhanced overseas recruitment, and a variety of reforms were instituted. English courses were particularly increased and aggressively utilized in the following: Global Leader Program in Dental Sciences, Disease Prevention Global Leadership Program, and the Cultivation of Dental Professionals in Republic on the Union of Myanmar. Target number of international students for AY2016 was achieved.

##### Enhancing Faculty Skills to Accommodate an Increased Number of International Students

Working toward increasing the number of faculty who are able to instruct and handle Q & A in English and for ease of implementing more interactive lectures, group and individual intensive training was held utilizing the cooperation of external organizations. During the same training course, to reach many instructors from a variety of departments in AY2016, comprehensive obligatory faculty development seminars were held.

##### Number/ Ratio of Subjects Taught in English

In AY2016, 9 undergraduate bilingual liberal arts courses were opened with a focus on humanities and social sciences to create a more solid foundation for future global health promotion personnel; and in 2016, 52% of course work at the Master's/ Doctoral level was also offered in English year round.

##### Measuring/ Enhancing English Skills of All Students

In the undergraduate level English skill is measured after enrollment and periodically thereafter. Plus, standards are set for enrollment in the all-English leadership program, and overseas study opportunities. Since special study courses for English skills have been made available during summer and spring breaks, English skills levels have shown steady improvement. From AY2017 TOEFL exam results will be required of all Master's/ Doctoral Program applicants to measure English levels at time of admission. Through these efforts we expect a further improvement of student's English levels.

##### Supporting Japanese Students Studying Abroad

Increased the number of affiliated institutions agreeing to exchange students and waive tuition fees (3 new institutions). In addition, several university-funded incentives have been offered to outstanding students who wish to participate in overseas training/ research: Undergraduate Overseas Studying Award (14 students), and Postgraduate Overseas Research Award (5 students). In AY2016, a total of 148 undergraduate students participated in overseas study programs. Global Gateway, under Institute of Global Affairs, provided one-stop service and comprehensive information for students being dispatched abroad, including but not limited to traveling procedures, and facilitating contact with receiving institutions.

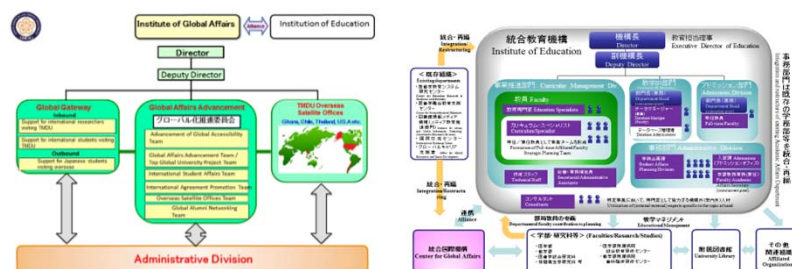
### University reform

#### Globalization of Administrative Staff

The number of administrative staff who achieved the English proficiency target was 17 in AY2013, with an increase to 30 in AY2017. Steady efforts are being made to enhance the international response capabilities by hiring administrative staff with foreign language skills, strategic placing of such staff, providing opportunities for language training of current staff, and mandating TOEIC examination for effective measurement of language training.

#### Organized Institute of Education/ Institute of Global Affairs to Enable Quick Uniform Decisions

Newly devised, these Institutes were designed to provide ongoing quality improvement, improve international competitiveness, strategy and promotion, and internationalize the curriculum by integrating existing educational departments/ campus' faculty into one integrated system, reducing human resource and support needs, while following the university's educational policy guidelines, under the leadership of the university President. Support for international students and students dispatched to overseas study were also strengthened under this new system. (Established in AY2016) Each institute consists of a number of teams consisting of foreign and Japanese faculty with foreign degrees working on a number of projects toward curricular reform and globalization of our university. Cross-divisional organization of faculty and concurrent posts provide a strong collaboration between the two institutions.



< Institute of Global Affairs and Institute of Education Organizational Charts >

#### Strengthening and Enhancing IR Function

Established an IR Department, as part of the Institute of Education, which collectively accumulates and analyzes educational data for quality assurance and university governance reform.

### Education reform

#### Initiative for Ensuring Self-directed Learning

The Institute of Education (see above) set up a team, which has established an infrastructure to support long-term promotion of training techniques, active learning, and university-wide faculty development. Based on the active learning philosophy created in AY2016, we have started FD for teaching methods and started acquiring teaching materials from AY2017.

#### Undergraduate/ Graduate Admissions

From AY2018 (April entrance) special entry selection, TOEFL iBT examination results will be used as one evaluation criteria for students who fall under the recommendation, returnee, or international baccalaureate categories. As part of the English language improvement program and to increase the number of students satisfying the goal, in AY2017 TOEFL ITP results were used as entrance criteria for graduate level courses as an English evaluation method in the general selection.

## ■ University's own indicators and targets

### Ratio of Graduates with Study-Abroad Experience (Undergraduate Program)

Due to the increased number of study-abroad opportunities and scholarships made available, plus internal and external motivation, the number of students being dispatched per year has steadily increased. In the Department of Medicine, a new program was started in AY2016 aimed at entrance-level undergraduates to introduce them to medical practice and volunteer activities at associated universities and medical institutions in Asia.

### HSLP Enrollees

For the undergraduate program the full-membership applicants expanded from 20 to 25 in AY2015; in AY2016 it increased to 30. In addition, to increase accessibility to global educational opportunities for a larger number of students, we established an Associate Member status, with 12 members joining in AY2016. From AY2016 a graduate school version HSLP targeted at Master's/ PhD students, G-HSLP, was offered starting with two workshops, and course work from AY2017.

### Ratio of International Students Among All Graduate Students

To increase the ratio of international students, English accessibility of coursework has been implemented by creating a bilingual syllabus, increasing the number of courses taught in English, strengthening overseas recruiting, and opening a G-HSLP program to promote diversity of study and research environments.

### Global Health Leadership Program (provisional name) Master's/PhD Enrollees

Currently plans are being put into action towards establishing a Global Health Leadership Program, Master's course scheduled to start in AY2018/ Doctorate course in AY2020. At present two faculty have been acquired one from International Health Promotion field, and one from International Health Developmental Studies. (Investigating collaboration with graduate courses at US schools of public health, and examining essential/elective subjects, research topics, and securing additional lecturers.)



〈 Clinical Training at HMS 〉



〈 AY2016, 4th Cohort of HSLP 〉

## ■ Initiatives for the enhancement of international reputation/

### Establishing a Global Health Leadership Program for Master's Degree Courses (in English)

Towards establishing an Asian site to attract outstanding students from Asian countries, to develop human resources for global health promotion, in cooperation with the world's top institutions of global health, a course was started where the participants' goals were to join WHO-type international organizations after graduation. (Currently developing curriculum and course structure with goal of opening Master's course in AY2018 and Doctorate in AY2020.)

### Increasing the Number of International Students

Toward increasing the number of international undergraduate students, officially joined Global Health Learning Opportunities (GHLO) a collaboration for overseas clinical study program of the American Association of Medical Colleges with the expectation of accepting a larger number of talented students from various member schools. Currently more than 50 university destinations are possible from all over the world in this centralized application system where students can choose their destinations from high-quality programs offered by member universities.

### Improving Reputation and Brand Recognition

In order to improve international reputation and visibility, English versions of public relations magazines and the university's annual report were sent along with greeting cards to overseas alumni, joint researchers, associated university professors, and coworkers. Plans for a TMDU Research Activities information booklet were also put in place. In addition, it was projected to target overseas researchers by sending email with data from the Nature Publishing Group concerning TMDU Research Activities. The use of EurekAlert an online news service that the United States Association for the Advancement of Science (AAAS) was decided to disseminate information to the world's journalists for press release. Provided information to higher education institutions information magazines: Times Higher Education of the United Kingdom (THE) and Kuakuareri-Simmons (QS) and from this information were ranked #1 in Japan and #17 in the world in the World's Best Small Universities category for having a small student-teacher ratio, and multi-citations of papers being highly evaluated indicating quality education and research.

### Joint-degree Programs (JDP) with Overseas Partner Bases

To promote the development of internationally minded medical personnel and strengthen international competitiveness a Joint Degree Doctoral Program in Medical Sciences with University of Chile (UCh)/Clinica Las Condores was started with the first student enrolled AY2016, April. In Oct. and Dec. UCh faculty visited TMDU and conducted FD training and conferences, discussed student guidance and possibility of collaborative research. In August, the International Joint Degree Doctoral Program in Dental Sciences with Chulalongkorn University (CU) was established with 3 students. CU invited TMDU faculty for direct student counseling, guidance and lectures.



〈 TMDU-CU JDP students 〉



〈 Uch faculty visiting TMDU 〉

### 【Promotion of Collaboration with Foreign Universities Results】

(Increased number of universities) Signed 3 new agreements in AY2016

(Student exchange within existing universities) AY2016 also saw student exchange with many overseas universities, Imperial College London (Medicine) and Chulalongkorn University (Medicine, Dental, and Health Sciences), The Australian National University we sent 10 medical students, the largest number yet. Signed an academic exchange agreement with Boston University in AY2015 and received 4 dental students for clinical practice rotation; 2 students were sent there in AY2016.

(Research collaboration with world's leading universities) TMDU and Harvard Medical School (HMS) have promoted cooperation in the undergraduate education, aimed at strengthening cooperation at the research level, and increasing networking between young researchers through use of HMS's worldwide network. Through each research group TMDU has promoted efforts to build an international collaborative research network with the aim of being widely recognized as a member of the top-level global network.

## ■ Free description

### Career Vision Assistance from Alumni who Are Active Overseas/ Global Education

TMDU alumni who are active in overseas top educational and research institutions were invited as short-term lectures and exchange meeting for career development and global education. In AY2016 we invited two graduates one active in the UK and another from the US. They each gave a graduate student special progressive interactive lecture in English with respect to career development.



〈 Dr. Noriyuki Kasahara's Special Lecture 〉

### Aiming to acquire quality freshmen, high school students were invited to participate in university global education initiatives

Since AY2013 we have been holding an all-English mock negotiation event, concerning an international health problem, called Global Communication Workshop targeting first-year students. The aim of this event is to help them set appropriate goals necessary for becoming Global Human Resources in healthcare. In AY2016 we invited participation of four high schools, with 27 of their students attending.



## 5. FY2017 Progress

### Common indicators and targets

#### Internationalization

##### Ratio of International Students to Total Enrollment

Toward increasing the number of international students, short-term carrying out research/ clinical practice in the undergrad program and long-term in the master's/ doctoral programs, a bilingual syllabus was created, English coursework, enhanced overseas recruitment, and a variety of reforms were instituted. English courses were particularly increased and aggressively utilized in the following: Global Leader Program in Dental Sciences, Disease Prevention Global Leadership Program, and the Cultivation of Dental Professionals in Republic on the Union of Myanmar. A steady increase was seen toward the target number of international students for AY2017.

##### Enhancing Faculty Skills to Accommodate an Increased Number of International Students

Working toward increasing the number of faculty who are able to instruct and handle Q & A in English and for ease of implementing more interactive lectures, group and individual intensive training was held utilizing the cooperation of external organizations from AY2015. During the same training course, to reach many instructors from a variety of departments, comprehensive obligatory faculty development seminars were held.

##### Number/ Ratio of Subjects Taught in English

In AY2017, 16 undergraduate bilingual liberal arts courses were opened (an increase of 7 over 2016) with a focus on humanities and social sciences to create a more solid foundation for future global health promotion personnel; and in 2017, 57% of course work at the Master's/ Doctoral level was also offered in English year round.

##### Measuring/ Enhancing English Skills of All Students

In the undergraduate level English skill is measured after enrollment and periodically thereafter. Plus, standards are set for enrollment in the all-English leadership program, and overseas study opportunities. Since special study courses for English skills have been made available during summer and spring breaks, English skills levels have shown steady improvement. From AY2017 TOEFL exam results will be required of all Master's/ Doctoral Program applicants to measure English levels at time of admission. Through these efforts we expect a further improvement of student's English levels.

##### Supporting Japanese Students Studying Abroad

Increased the number of affiliated institutions agreeing to exchange students and waive tuition fees (3 new institutions). In addition, several university-funded incentives have been offered to outstanding students who wish to participate in overseas training/ research: Undergraduate Overseas Studying Award (13 students), and Postgraduate Overseas Research Award (3 students). In AY2017, a total of 167 (an increase of 57 over 2016) undergraduate students participated in overseas study programs. Global Gateway, under Institute of Global Affairs, provided one-stop service and comprehensive information for students being dispatched abroad, including but not limited to traveling procedures, and facilitating contact with receiving institutions.

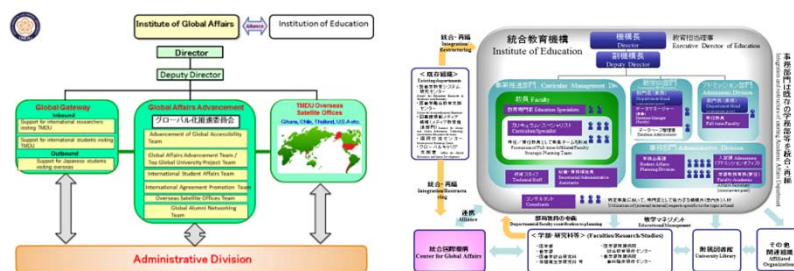
### University reform

#### Globalization of Administrative Staff

In AY2017, 30 administrative staff had achieved the English proficiency target, increased from 17 in AY2013. Steady efforts are being made to enhance the international response capabilities by hiring and strategic placing of administrative staff with foreign language skills, plus provision of language training opportunities for current staff and mandating TOEIC examinations for effective measurement of such training.

#### Organized Institute of Education/ Institute of Global Affairs to Enable Quick Uniform Decisions

Newly devised, these Institutes were designed to provide ongoing quality improvement, improve international competitiveness, strategy and promotion, and internationalize the curriculum by integrating existing educational departments/ campus' faculty into one integrated system, reducing human resource and support needs, while following the university's educational policy guidelines, under the leadership of the university President. Support for international students and students dispatched to overseas study were also strengthened under this new system. (Established in AY2016) Each institute consists of a number of teams consisting of foreign and Japanese faculty with foreign degrees working on a number of projects toward curricular reform and globalization of our university. Cross-divisional organization of faculty and concurrent posts provide a strong collaboration between the two institutions.



< Institute of Global Affairs and Institute of Education Organizational Charts >

#### Strengthening and Enhancing IR Function

Established an IR Department, as part of the Institute of Education, which collectively accumulates and analyzes educational data for quality assurance and university governance reform.

### Education reform

#### Initiative for Ensuring Self-directed Learning

The Institute of Education (see above) set up a team, which has established an infrastructure to support long-term promotion of training techniques, active learning, and university-wide faculty development. Based on the active learning philosophy created in AY2016, we have started FD for teaching methods and started acquiring teaching materials from AY2017.

#### Undergraduate/ Graduate Admissions

From AY2018 (April entrance) special entry selection, TOEFL iBT examination results will be used as one evaluation criteria for students who fall under the recommendation, returnee, or international baccalaureate categories. As part of the English language improvement program and to increase the number of students satisfying the goal, in AY2017 TOEFL ITP results were used as entrance criteria for graduate level courses as an English evaluation method in the general selection.

## ■ University's own indicators and targets

### Ratio of Graduates with Study-Abroad Experience (Undergraduate Program)

Due to the increased number of study-abroad opportunities and scholarships made available, plus internal and external motivation, the number of students being dispatched per year has steadily increased. (In 2017, 11 students studied abroad in the newly initiated program and an additional 13 are scheduled for 2018.) In the Department of Medicine, a new program was started in AY2016 aimed at entrance-level undergraduates to introduce them to medical practice and volunteer activities at associated Asian universities and medical institutions.

### HSLP Enrollees

For the undergraduate program the full-membership applicants expanded from 20 to 25 in AY2015; to 30 in AY2016. In addition, to increase accessibility to global educational opportunities for a larger number of students, we established an Associate Member status and aim to continue expansion (As of end AY2017: 110 members, 22 associates). From AY2016 a graduate school version HSLP targeted at Master's/ PhD students, G-HSLP, was offered and in AY2017 61 members joined these courses.

### Ratio of International Students Among All Graduate Students

To increase the ratio of international students, English accessibility of coursework has been implemented by creating a bilingual syllabus, increasing the number of courses taught in English, strengthening overseas recruiting, and opening a Master of Public Health in Global Health Course (MPH) to promote diversity of study and research environments.

### Global Health Leadership Program (provisional name) Master's/PhD Enrollees

Currently plans are being put into action toward establishing a Global Health Leadership Program, Master's course scheduled to start in AY2018/ Doctorate course in AY2020. At present two faculty have been acquired (one from International Health Promotion field, and one from International Health Developmental Studies. (Investigating collaboration with graduate courses at US schools of public health, and examining essential/elective subjects, research topics, and securing additional lecturers.)



〈 Clinical Training at HMS 〉



〈 Global Health Leadership Program, Kick-off Symposium 〉

## ■ Initiatives for the enhancement of international reputation/

### Establishing a Global Health Leadership Program for Master's Degree Courses (in English)

Towards establishing an Asian site to attract outstanding students from Asian countries, to develop human resources for global health promotion, in cooperation with the world's top institutions of global health, a course was started where the participants' goals were to join WHO-type international organizations after graduation. Master's course started in AY2018. A kick-off symposium was held in November 2017 featuring WHO's director of non-infectious diseases. Doctorate course scheduled to open in AY2020.

### Improving Reputation and Brand Recognition

In order to improve international reputation and visibility, English versions of public relations magazines and the university's annual report were sent along with greeting cards to alumni, joint researchers, associated university professors, and coworkers at top world ranking universities at home and abroad. Plans for a TMDU Research Activities information booklet were also put in place. In addition, it was projected to target overseas researchers by sending email with data from the Nature Publishing Group concerning TMDU Research Activities. The use of EurekAlert an online news service that the United States Association for the Advancement of Science (AAAS) was decided to disseminate information to the world's journalists for press release. Disseminated information on our research and posted international advertisements through "Nature Index Japan 2018" published by Nature Publishing Group. From information provided to higher education institutions information magazines: Times Higher Education of the United Kingdom (THE) and Quacquarelli-Symonds (QS), were ranked 4<sup>th</sup> in Japan for Medicine and fifth in the world in Dentistry in QS World University rankings by subject.

### Joint-degree Programs (JDP) with Overseas Partner Bases

In Oct. AY2017, two more students joined the International Collaborative Medicine Department, a JDP with University of Chile (UCh), making the total 3. In Nov., UCh faculty visited TMDU for FD and conferences and in Mar. AY2017 internal audits, evaluations and external evaluations were carried out. As for the JDP with Chulalongkorn University (CU), 3 more students joined the International Collaborative Dentistry Department in Aug. AY2017 for a total of 6. In Oct., CU invited TMDU faculty for direct student counseling, guidance and simple lectures, and in Feb. AY2017, internal audits, evaluations and external evaluations and FD were carried out.

### Promotion of Collaboration with Foreign Universities Results

**(Increased number of universities)** Signed 3 new agreements in AY2017

**(Results of Cooperative exchanges, students)** AY2017 also saw student exchange and good results with many overseas universities such as Imperial College London (Medicine) and Chulalongkorn University (Medicine, Dental, and Health Sciences). Among these, TMDU is one of the few Japanese institutions with membership in the Visiting Students Learning Opportunities (VSLO), established by the American Medical University Association. Since commencement VSLO student dispatch and acceptance has been 1 or 2 students.

**(Results of cooperative exchanges, teachers and staff)** Since AY2013 have held joint symposiums aimed at deepening information exchange between Taipei Medical University and our research center and improving exchange between faculty and staff of both. In AY2017, our 4th symposium, themed "cancer", was held with a total of 12 interactive lecturers, 6 themes per university.

**(Research collaboration with world's leading universities)** Continued TMDU/Harvard Medical School (HMS) promotion of cooperation in undergraduate education at the research level and increase of young researchers' networking through use of HMS's worldwide network from last year. Through each research group TMDU has promoted efforts to build an int. collaborative research network aimed at wide recognition as a member of the top-level global network. Young researchers were dispatched to long-term destinations at North Carolina U. and St. Louis Washington U. to expand this international collaborative network.



〈 VSLO Overseas Clinical Clerkships 〉

## ■ Free description

### Career Vision Assistance from Alumni who Are Active Overseas/ Global Education

TMDU alumni who are active in overseas top educational and research institutions were invited as short-term lectures and exchange meeting for career development and global education from AY2015. In AY2017 we invited two graduates one active in the UK and another from the US. They each gave a graduate student special progressive interactive lecture in English with respect to career development.



〈 Dr. Noriyuki Kasahara's Special Lecture 〉

### Aiming to acquire quality freshmen, high school students were invited to participate in university global education initiatives

Since AY2013 we have been holding an all-English mock negotiation event, concerning an international health problem, called Global Communication Workshop targeting first-year students. The aim of this event is to help them set appropriate goals necessary for becoming Global Human Resources in healthcare. In AY2017 we invited participation of 3 high schools, with 17 of their students attending.



# Top Global University Project (Type A) Tokyo Institute of Technology

## 1. Outline

### 【 Name of project 】

Enhancing Tokyo Tech Education and Research Quality through Administrative Reforms for Internationalization

### 【 Future vision of the university planned in TGU project 】

Tokyo Institute of Technology (Tokyo Tech) aims to establish itself as a global hub of knowledge and talent in science and technology by sharing Tokyo Tech Quality, the result of lasting hands-on education based on advanced research, and is committed to further enhancing this Quality by revamping its governance system and increasing its organizational strengths.



### 【 Summary of Project 】

Tokyo Tech has three core reforms for establishing itself as a global hub of knowledge and talent in science and technology.

#### 1. Administrative reforms for internationalization:

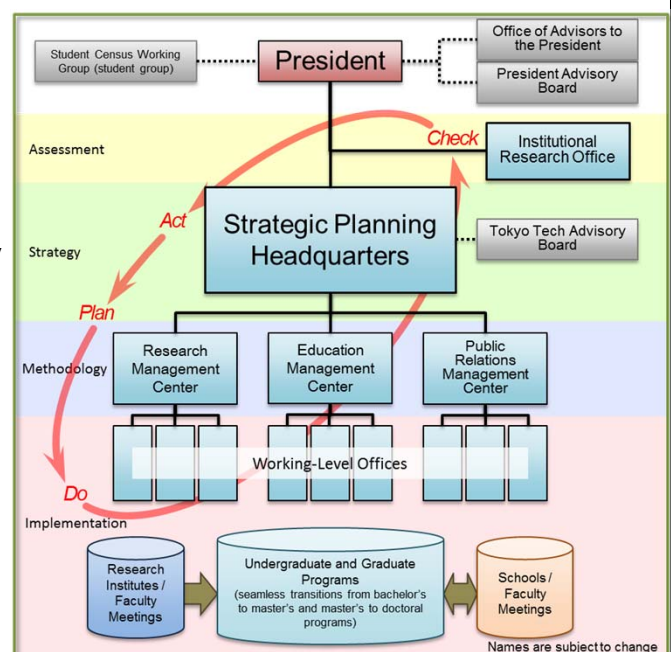
Enhance personnel, infrastructure, and finance management systems based on a strategy that effectively supports global education and research activities.

#### 2. Innovations for globalized education:

Provide students with the flexibility to design their own studies and therefore maximize their potential on the global stage. Learning outcomes will be tuned with the world's top universities for greater student mobility.

#### 3. Innovations for globalized research:

Enhance leadership and mobility for researchers to further promote international collaborative research and provide graduate education at an advanced research hub for nurturing global perspectives in students.





## 【Summary of the 10-year plan】

Fiscal Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>(1) Administrative Reforms</b>										
● Collaborative Organization for International Education and Research		←								
● Strategic Planning Headquarters (TBD)										→
● Tokyo Tech Advisory Board (TBD)										→
● Professional development of faculty		←								
● Staff training programs		←								
<b>(2) Innovations for globalized education</b>										
● New education system		←	Start	→						
● Unit Dispatch System (TBD)		←								→
● Development of student exchange programs		←			Implementation	→				
● Implementation of student exchange programs			←	Planning and development	→					
● International accreditations				←	Implementation					→
					Preparation for preliminary review	Review	Preparation for final review	Review	Review	
<b>(3) Innovations for globalized research</b>										
● New research framework				←	Implementation	→				
● Establishment of Tokyo Tech Doctoral Researcher System (TBD)				←	Implementation	→				

## 【Featured initiatives (Internationalization, university reform, education reform)】

### (1) Administrative reforms

- Collaborative Organization for International Education and Research (COIER), the first step towards a centralized governance system, was established in 2014. Strategic Planning Headquarters (tentative), commencing in 2018, will take over all planning. The President will continue to oversee all operations, including Education, Research, and Public Relations Management Centers.
- To ensure centralized management, effective analysis, and efficient use of information, the Institutional Research Office (tentative) was established in April 2015. An automated information collection system is planned for 2018.
- Tokyo Tech Advisory Board (tentative), a group of renowned educators from around the world to be formulated in 2015, will meet regularly to provide advice on Tokyo Tech's globalization efforts, strategies in advancing research and international exchange, and policies and evaluation.
- A new system dispatching staff abroad for practical training will be launched in 2016 to improve global awareness.

### (2) Innovations for globalized education

- The new education system, commencing in April 2016, will include classes in English and professional development of faculty to facilitate active learning, all in an environment on par with global standards. By 2019, most graduate courses will be conducted completely in English.
- Education and research units composed not only of faculty members but of administrative staff and students will be sent overseas. In addition to boosting regional and institutional collaboration, this system will increase student mobility and improve professional development and global awareness of staff members.
- To improve compatibility of educational content with that of overseas universities, an international accreditation review is planned for 2018. Based on the results, attainment of international accreditation is expected in 2023.

### (3) Innovations for globalized research

- To meet the needs of the global community, a research framework to attract and better accommodate the world's top researchers will be established in 2018. This will increase the number of incoming graduate students, improve global awareness, and encourage international collaborative research.
- The Tokyo Tech Doctoral Researcher System, to be set up in 2018, will activate exchange between young researchers at institutions around the world.



## 【Measures for the promotion of collaboration with foreign universities】

- Collaboration with universities carefully selected according to region (Europe, the US, Asia, etc.), language (English, non-English), specialty (science and technology, other specialties) that can further strengthen Tokyo Tech. Based on this strategy, collaboration with the world's best science and technology universities will be increased through the conclusion of agreements, and creation of international university consortiums and double/joint degree programs.
- Based on visits to and information shared with partner universities, a) a variety of exchange programs corresponding to student levels, b) inbound exchange programs matching the needs of overseas partner universities, and c) student exchanges that fully utilize overseas offices will be developed.

## 2. FY2014 Progress

### Common indicators and targets

#### Internationalization

##### Development of student exchange programs

Various student exchange programs have been developed based on visits to overseas universities. Short-term programs in Europe (Germany, Austria, Sweden) and overseas English training programs for science and technology students in Australia will begin in the summer of 2015.



Sweden short-term study aboard program



English website for visiting international researchers

#### Comfortable atmosphere for overseas faculty, researchers, and students

Building signs on Tokyo Tech campuses, internal accounting guidelines, automated telephone systems, and online guides for international Tokyo Tech community members are available in English, making life easier for overseas faculty, researchers, and students.

#### University reform

##### Organizational structure in charge of centralized administrative reforms

Collaborative Organization for International Education and Research was established. This will eventually merge into the Strategic Planning Headquarters (tentative) which, under the leadership of the President, will be in charge of institution-wide strategy. To strengthen organizational management, the Institutional Research Office was established in April 2015 for efficient information management and analysis.

#### Education reform

##### CITL launched, professional development and training of faculty enhanced

The Center for Innovative Teaching and Learning (CITL) was launched to promote faculty development and ensure education quality. Some examples of professional development include training sessions on teaching methods in English, workshops on the execution of the new curriculum, and discussions about liberal arts at Tokyo Tech.



Faculty training on teaching in English



Lecture and workshop on the future of liberal arts at Tokyo Tech



Tokyo Tech Lecture Theatre

#### Tokyo Tech Lecture Theatre

This venue has been completely refurbished to facilitate lectures with open experiments for large audiences and foster active exchange of ideas. Aimed at 1st-year students.

#### Active learning environment

Lecture rooms that encourage active learning have been set up. These have already been eagerly utilized by students and faculty.

#### Workshop on TA system

Tokyo Tech held a two-day workshop consisting of a lecture by a professor from UC Berkeley, case studies by Tokyo Tech professors, and group work and discussions between students and faculty members in preparation for the new dynamic Teaching Assistant system.



Lecture room with active learning environment



## ■ University's own indicators and targets

### University-wide human resource management

According to a new system established in April 2015, the president, advised by a human resources committee, has increased discretionary authority on personnel affairs of faculty. In line with the president's vision and Institute's operating policy, deans and directors are now selected by the president from a pool of appropriate candidates.

### Diversification and internationalization of administrative staff

In addition to overseas language studies, administrative staff members were provided with on-the-job training opportunities in conjunction with overseas university visits. Discussion, presentations, and negotiations during the visits improved their global competency skills. Tokyo Tech also hosted staff members from overseas partners for the same effect.



Administrative staff giving presentation in Germany on programs in Japan

## ■ Initiatives for the enhancement of international reputation

### Organizational reforms to meet international standards

The integration of Tokyo Tech's 3 undergraduate schools and 6 graduate schools into 6 new Schools in April 2016 will form an education system that better matches international standards. The Institute for Liberal Arts, launched at the same time, will ensure education in the humanities throughout both undergraduate- and graduate-level programs.

### Online education system

Together with MIT and Harvard, Tokyo Tech is also part of the edX Consortium and is preparing to launch its first MOOC in September 2015, a course by Professor Kei Hirose of the Earth-Life Science Institute (ELSI), a government-designated World Premier International Research Center.



Education reforms website

### 【 Results for the promotion of collaboration with foreign universities】

- Joint Symposium for International Industry-Academia Collaboration was held at Tokyo Tech with RWTH Aachen University in March 2015. Participants discussed cooperation between Japan and Germany on both university and industrial levels. Concrete projects are currently being planned. The next symposium will be held in the summer of 2015 in Aachen.
- Tokyo Tech-MIT International University-Industry Collaboration Workshop was held in January 2015. Faculty from both universities gave lectures on international collaborative research. Activities also included discussion and planning of a world-class research project that meets industrial needs.
- Uppsala University-Tokyo Tech Joint Symposium was held in Sweden in September 2014. Collaborative ties between the universities were strengthened. The next symposium will be at Tokyo Tech in 2015.
- Tokyo Tech members visited University of California, Santa Barbara in December 2014. Plans to hold a joint workshop in the summer of 2015 progressed. Another tie with one of the world's top universities was strengthened, and active research and student exchange is expected through the upcoming workshop.
- Tokyo Tech members visited Skolkovo Institute of Science and Technology and Singapore University of Technology and Design, both recently founded. Discussions on cooperative relationships progressed.

## ■ Free description

### Top Global University Project Kick-off Symposium

The top global university project kick-off symposium was held at Tokyo Tech on January 27, 2015. Guests from Nanyang Technological University and UC Berkeley gave lectures on administrative reforms and the online education environment, and shared ideas regarding Tokyo Tech's strengths and the challenges posed by the current reforms. The symposium was an important milestone in the Institute's globalization efforts, and showed the unity of all those involved in changing what was a Japanese university to a truly global Tokyo Tech.



Panel discussion at symposium

Symposium speech by Tokyo Tech President Mishima



### 3. FY2015 Progress

#### Common indicators and targets

##### Internationalization

###### New short-term inbound exchange program

The newly created Tokyo Tech Summer Program, a short-term inbound exchange program commencing in 2016, will function as the basis for further promotion of student exchanges with the world's top universities.

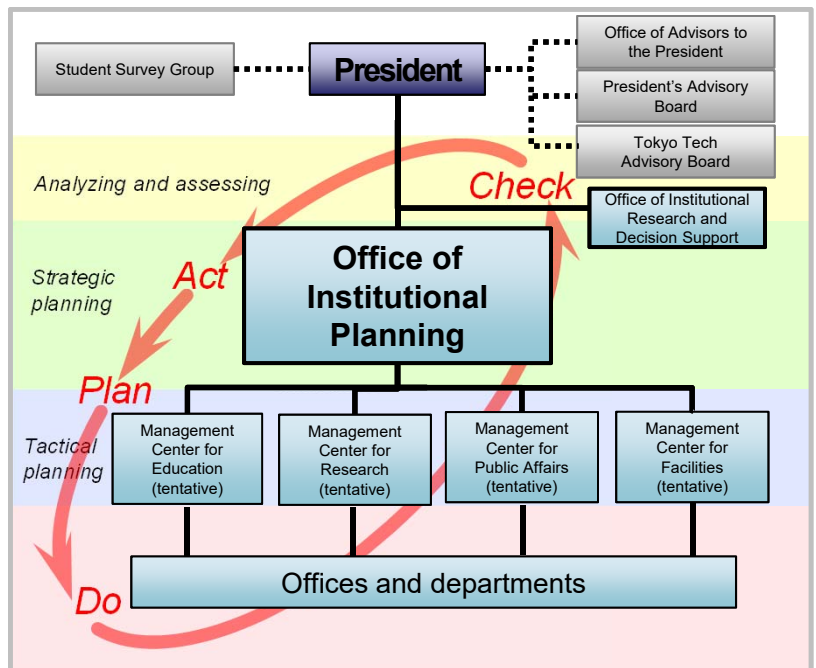
###### Increased student exchanges

A total of eight new student exchange programs (Sweden, Germany/Austria, India, Thailand (two programs), Australia-winter and summer, and the Philippines), including those utilizing Tokyo Tech's overseas offices, were launched in FY2015. This greatly exceeded the two new programs originally planned. Through these programs, the number of students studying abroad increased to 250 from 170 in the previous year.

##### University reforms

###### Office of Institutional Planning expedited

The establishment of the Office of Institutional Planning, the core of a university-wide governance system that supports the president's leadership, was expedited to April 1, 2016 from the originally planned 2018. With the President at its head, the office will take over and drastically reform strategic planning previously carried out by the Planning Office and other offices, forming a centralized system and eliminating sectional barriers.



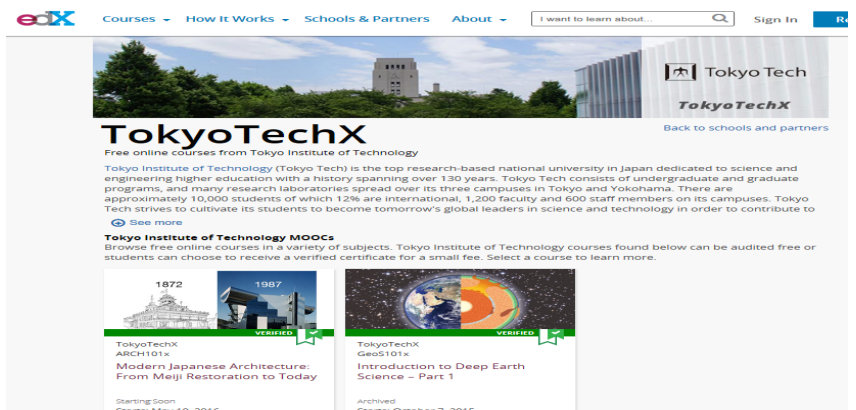
##### Education reforms

###### Establishment of new Schools

As part of its education reforms, Tokyo Tech will be the first university in Japan to combine its undergraduate and graduate schools into six new Schools in April 2016. Preparatory committees of each of the Schools and the Institute for Liberal Arts (ILA) held meetings throughout the year. A new working group in the Education Planning Office focusing on the implementation of education reforms worked closely with these preparatory committees to create new curricula for the Schools and ILA. To promote independent study with a new internationally compatible curricula, preparations continued regarding the improvement and Japanese and English publication of syllabi, the adoption of a numbering system to indicate level of study, the introduction of a quarter system to further facilitate study abroad and internships, and the teaching of classes in English.

###### International initiatives at Center for Innovative Teaching and Learning

With educational assessment, professional development of faculty, and improvement of the learning environment as its three pillars, the Center for Innovative Teaching and Learning (CITL) was established in April 2015 with two professors at its helm. Since then, CITL has carried out training sessions on teaching methods in English, published MOOCs on the edX platform, and held symposiums with prominent international researchers.



TokyoTechX page on edX platform

## ■ University's own indicators and targets

### Administrative reforms

With a focus on creating a system that supports the president's leadership, administrative reforms also progressed. The president, advised by a human resources committee, was granted increased discretionary authority over faculty personnel affairs. A personnel advisory committee, the Office of Institutional Research and Decision Support, and the Tokyo Tech Advisory Board were established to advise the president, who now selects deans and directors from a pool of appropriate candidates to ensure more centralized human resource management. The creation of a stronger system will promote other reforms such as the introduction of an annual salary system and a cross-appointment system. Quantitative and qualitative performance indicators and targets are being achieved as planned.

## ■ Initiatives for the enhancement of international reputation

### Tokyo Tech Advisory Board

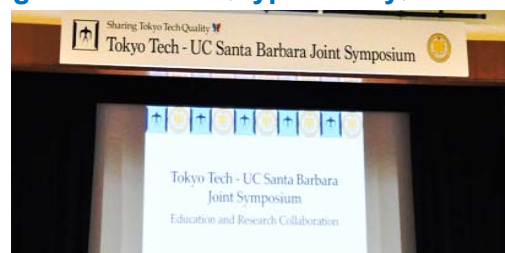
The Tokyo Tech Advisory Board, a group of renowned leaders from universities and other organizations around the world, was created in December 2015 to provide Tokyo Tech advice on its globalization efforts, strategies in advancing research and international exchange, and policies and evaluation. As a result of the first Board meeting held in February 2016, Tokyo Tech continues to strive towards university management with a more international perspective.

### Lectures by government officials and symposiums with top university management

Symposiums involving executives from top overseas universities and lectures by US government officials were held several times, providing faculty and students with an international perspective.

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

The Tokyo Tech-UC Santa Barbara Joint Symposium held at Tokyo Tech in August 2015 further strengthened the university-wide agreement between the institutions. Visitors from UCSB included the chancellor, faculty from various fields, and students. The 3-day event included university overviews, research presentations by Tokyo Tech and UCSB faculty, field meetings, and a student workshop.



Joint symposium with University of California, Santa Barbara



2nd Uppsala University-Tokyo Tech Joint Symposium

The 2nd Uppsala University-Tokyo Tech Joint Symposium was held at Tokyo Tech in November 2015. Under the theme Emerging Technologies and Systems for a Sustainable Society, participants shared findings and exchanged views on next generation solar cells, industry-academia collaboration, and the establishment of startups.

The NTU-Tokyo Tech Joint Workshop, held in Singapore in February 2016, gave Tokyo Tech researchers a chance to exchange views on collaborative research with counterparts at Nanyang Technological University.



Joint workshop with Nanyang Technological University

## ■ Free description

### Departments within the Office of Institutional Planning

With the decision to establish the Office of Institutional Planning in April 2016, two departments under this office will also be set up — a Top Global University Project planning and management department, and a planning department for the program for promoting the enhancement of research universities. These departments will hold joint meetings to share information on the planning of Tokyo Tech's education and research activities, and will work together to develop and enhance Tokyo Tech's international strategy.

## 4. FY2016 Progress

【Tokyo Institute of Technology】

### ■ Common indicators and targets

#### Internationalization

##### Expansion of exchange programs

- In addition to the traditional summer programs, new winter programs brought in more international students from leading universities in Asia, North America, Europe, and Oceania.
- Tokyo Tech implemented short-term study abroad programs in 10 countries for outbound exchange students. A new leadership training program was implemented in collaboration with Georgia Institute of Technology. A credit transfer and scholarship system was developed for outbound exchange students participating in partner university summer and language programs.
- The Global Scientists and Engineers Course was implemented for bachelor-level students, and adjustments were made to expand the course to facilitate graduate-level students' participation from AY2017 onwards.



Leadership training program with Georgia Institute of Technology



Internal HR support website in English

##### Improved international environment

To supplement Tokyo Tech's bilingual website and personalized email and information support systems, an internal English-language human resources website was launched to support English-speaking faculty and staff with administrative and other work-related issues.

#### University reform

##### Office of Institutional Planning (Strategic Management Council) established

The Office of Institutional Planning, a central decision-making body to rapidly and accurately handle issues regarding education, research, international activities, human resources, and finances was established in April 2016, two years ahead of schedule. To more clearly indicate its central role in strategic decisions, this body was renamed the Strategic Management Council in April 2017.

#### Education reform

##### New education system

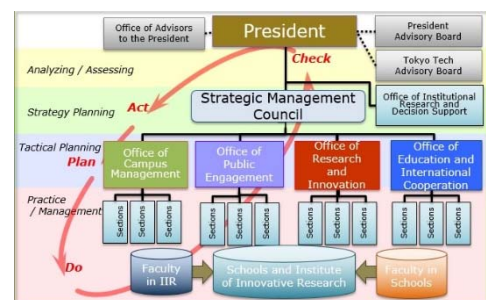
With the aim of providing all students with a world-class education, Tokyo Tech launched its new education system in April 2016, beginning with the joining of its 3 schools and 6 graduate schools in the previous system to form 6 new Schools that make up the new model.



Symposium on education reform

##### Continued professional development

- Various forms of professional development continued in 2016. Many faculty members joined training in English instruction provided by the University of Queensland.
- With the aim of sharing and learning current overseas and future trends in professional development, Tokyo Tech hosted a symposium on education reform on Nov. 1, 2016. With a University of California, Berkeley expert on teaching and learning providing one of the keynote speeches, the event attracted approximately 100 educators from both within and outside Tokyo Tech.



Centralized governance with Strategic Management Council



■ University's own indicators and targets

**Institute-wide management of resources**

- Faculty posts are centrally managed, and new posts filled in 2016 were made into president's discretionary posts. As a result, the number of such posts increased from 94 in the previous academic year to 160, making up 15% of all posts.
- In line with the promotion of university reforms, the Institute-wide budget was reviewed, a new budget policy was decided on, and funding at the president's discretion was increased from 4.0% in the previous year to 4.25%.
- Based on the education and research reforms in effect from AY2016, space being used by newly established research hubs was designated as "president's discretionary space." As a result, this space increased from 866 Units at the close of FY2015 to 1,326.5 units in March 2017.



President's discretionary space

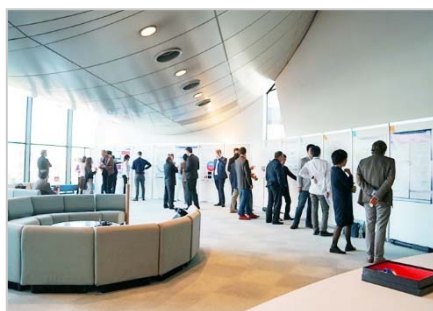
■ Initiatives for the enhancement of international reputation

**International accreditation working group launched**

- The international accreditation working group was established under the Educational Planning Office, with members consisting of faculty members from each of the Institute's six Schools, the Institute for Liberal Arts, and the Center for Innovative Teaching and Learning.
- Five faculty members also participated in the 9th International Engineer Education Workshop jointly hosted by JABEE and the Japanese Society for Engineering Education.

**Results for the promotion of collaboration with foreign universities**

- The Imperial College London – Tokyo Tech Joint Workshop on Bioscience and its Interface with Technology was held on November 4, 2016 at Tokyo Tech. Faculty members, researchers, and students in the fields of bioscience, gene network engineering, brain science, cognitive neuroscience, and data science participated in the workshop.
- Tokyo Tech hosted a second joint workshop with Nanyang Technological University, Singapore (NTU Singapore) on November 17 and 18, 2016. The workshop included 29 faculty members from Tokyo Tech along with a delegation of 21 faculty members from NTU. Representatives from the Japanese robotics industry also participated.



Poster presentations at Imperial College London – Tokyo Tech joint workshop



2nd Joint Workshop between Nanyang Technological University and Tokyo Tech

■ Free description

**Tokyo Tech 2030 workshop**

In order to visualize the Tokyo Tech of the future, and to create an action plan to realize this image, the students, faculty, staff, and management of the Institute held several workshops over the academic year to brainstorm Tokyo Tech's unique strengths and societal impact. As a result, the Tokyo Tech 2030 statement was formulated.



Tokyo Tech 2030 workshop

## 5. FY2017 Progress

【Tokyo Institute of Technology】

### ■ Common indicators and targets

#### Internationalization

##### New doctoral student exchange program

In an effort to continuously diversify its overseas exchange programs, Tokyo Tech implemented the 1st Imperial-Tokyo Tech Global Fellows Programme, the inaugural doctoral student exchange program between the two institutions. Through group discussions, special lectures by experts, poster presentations, field trips, and other joint activities focusing on eradicating poverty, the initiative aimed to build a collaborative network between young researchers while developing their leadership and communication skills. Of the 39 participants (19 from Tokyo Tech, 20 from Imperial College London), 95 percent believed their ability to collaborate in diverse groups had improved upon completion of the program, while 97 percent said they would recommend the program to other students.



Self introductions through poster session



Symposium report on Tokyo Tech Website

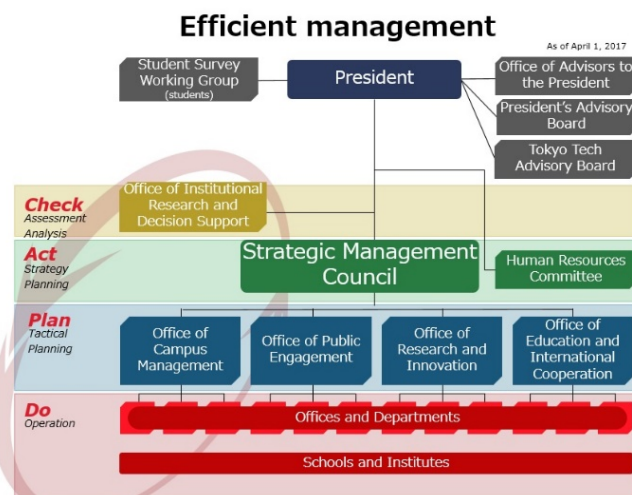
##### Molecular Frontiers Symposium

The Molecular Frontiers Symposium, initiated by the Royal Swedish Academy of Sciences in 2006, was held at Tokyo Tech to connect Japanese high school students with internationally acclaimed scientists. Through lectures by Nobel laureates and other pioneers from both Tokyo Tech and abroad, group work mentored by Tokyo Tech students, and hands-on experiments, the event raised public appreciation of molecular science and engaged the youth who will lead the breakthroughs of tomorrow.

#### Enhanced governance

##### Strategic Management Council

The former Office of Institutional Planning, Tokyo Tech's central decision-making body, was renamed the Strategic Management Council in April 2017. In addition to strategic planning, its functions were enhanced to ensure more rapid, accurate handling of Institute-wide issues. The previous 18 Planning and Management Offices were streamlined into four new Offices—the Office of Campus Management, the Office of Public Engagement, the Office of Research and Innovation, the Office of Education and International Cooperation—directly under the Strategic Management Council, which now includes the heads of administrative departments (in addition to the traditional directors of Offices, School deans, and Institute directors) to ensure a more inclusive, efficient Institute management system.



#### Education reforms

##### Guidance on securing employment in Japan for international students

In November 2017, the Student Career Support Section at Tokyo Tech's Student Support Center held a Guidance Seminar on Job Hunting for International Students. The event, held in English by Tokyo Tech career advisors and representatives from Japan's International Students Support Network, aimed to assist and encourage international students to seek employment in Japan by outlining the basics of the local job hunting process and the support system offered by Tokyo Tech. Feedback from the 120 participants at Ookayama Campus and 70 students at Suzukakedai Campus was positive, with many expressing hope that similar sessions be held on a regular basis.



■ University's own indicators and targets

**President's discretionary funds**

During the formulation of Tokyo Tech's annual budget policy, and after review of the results from the previous fiscal year, the President's discretionary funds were increased from 4.25% in FY2016 to 4.5% in FY2017.

**Ratio of female faculty/staff in managerial positions**

In FY2017, the ratio of female faculty and staff members in managerial positions increased to 20.4% from 14.3% in the previous fiscal year.

■ Initiatives for the enhancement of international reputation

**International accreditation**

Tokyo Tech's Vice President for Education, members of the international accreditation working group, and several administrative staff members visited The University of Melbourne, which has been recognized as an outstanding institution by EUR-ACE and other international accreditation bodies, to exchange opinions with specialists. In March 2018, Tokyo Tech applied for a preliminary review by the Japan Accreditation Board for Engineering Education.

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

Tokyo Tech held its 3rd Joint Workshop with Singapore's Nanyang Technological University on September 11 and 12, 2017. Participants included the executive vice president for research, vice president for education, vice president for research development, and nine outstanding Tokyo Tech researchers specializing in new molecular chemistry, hydrogen energy, recycling of materials and separation of elements or nuclides, and engineering technologies for combating infectious diseases. Faculty members and students of the Education Academy of Computational Life Sciences were also present.

■ Free description

**Tradition meets innovation—Tokyo Tech visuals**

In its efforts to boost its global presence, Tokyo Tech created *ukiyo-e*-esque illustrations that represent the synergy of tradition and innovation at the Institute. These creations are now used to represent Tokyo Tech in various media including pamphlets targeting international students, QS World University rankings, etc.



**Workshops to envision the future of Tokyo Tech**

Tokyo Tech held a series of workshops to brainstorm and share the future image and identity of the Institute. While working as a unified team, a total of 207 executives, faculty, staff, and students also considered how they can contribute individually to the realization of a better future society through their efforts at Tokyo Tech.



Workshops attracted a total of 207 participants





# Top Global University Project (Type A) : Outline of Nagoya University's Approach

## 1. Concept Outline

### 【Concept Name】

Asian Hub University contributing to a sustainable society in the 21st century

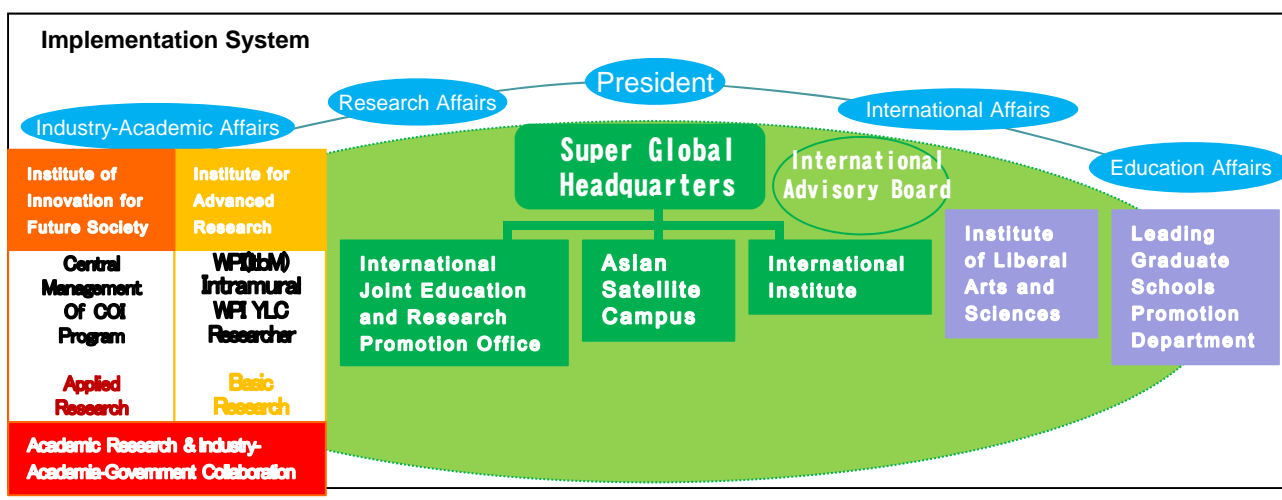
### 【Future Vision of Nagoya University through the TGU Project】

Nagoya university defines the Academic Charter with the fundamental principles of "Contributing to the well-being and happiness of humankind through research and education in all aspects of human beings, society, and nature under a free and vibrant academic culture". Our university plans on becoming the "Hub University of Asia" by setting the research objective of "Supporting World-Class Advanced Research" and educational objective of "Becoming an Attractive Global Nagoya University", and implementing those goals throughout Asia. We will play a role as the hub university of Asia which creates a sustainable society by realizing these aims, and consequently become an undisputed "Top Global University" with the spirit and capability to contribute to human society in the 21th century.

### 【 Concept Outline 】

Nagoya university promotes the following four strategies to implement various approaches on a global scale in a multi-layered and multi-polar fashion and develop into a Top Global University that leads the world within the next 10 to 20 years.

- (1) Supporting World-Class Research      (2) Developing Joint Degree Programs with Top Universities  
 (3) Cultivating Global-Minded Leader      (4) Expanding Academic Network in Asia



## **【10 years Plan Summary】**

In creating this plan, we established the research objective of “Supporting World-Class Research”, the educational objective of becoming an “Attractive Global Nagoya University”, and by implementing these throughout Asia, the objective of becoming an Asian Hub-University.

### **Strategy 1 : Supporting World-Class Research**

In addition to the TGU project, the Ministry of Education has selected Nagoya University for other large-scale research projects such as WPI and COI. Inspired by our six Nobel Prize laureates, faculty are contributing to the development of an innovation hub and one of Japan’s top research institutions. Despite high quality research output however, Nagoya University performs less well than might be expected in many of the world university rankings. Hereafter, we will engage in activities that will allow us to utilize our maximum potential and increase our world ranking.

### **Strategy 2 : Developing Joint Degree Programs with Top Universities**

To join the upper rankings of the Top 100 universities in the world by 2020, Nagoya University seeks to first, increase our faculty members’ peer-reviewed publications with international co-authors and second, to raise the percentage of international faculty on our campus. To make it easier for our researchers to collaborate with those in foreign nations we are establishing an “International Joint Education and Research Unit for the Establishment of Joint Degree Programs”.

### **Strategy 3-1 : Cultivating Global-Minded Leaders “Educational Reinvention”**

In addition to increasing the number of international students and courses taught in English, the goal of Nagoya University is to also improve the learning environment. We aim to be a university where the quality of teaching is recognized to the extent that it can attract excellent students from all around the world.

- Improving our educational system so that it is consistent with current international best practices
- Improving educational quality

### **Strategy 3-2 : Cultivating Global-Minded Leaders “Global Interaction”**

To foster a new generation of students with a global mindset, Nagoya University is establishing a new “International Institute” to collaborate more deeply with partner universities, increase student mobility, and develop new international educational programs. We provide a step-by-step process to encourage our students to study abroad. To increase our international students to 3000 by 2020, we are focused on increasing the availability of discipline-specific English-taught courses.

### **Strategy4 : Expanding Academic Network in Asia**

Nagoya University has always been at the forefront of cultivating Human Resources from various Asian countries in areas such as Law, Medicine, and International Development, and is held in high regard both at home and abroad. It forms part of Nagoya University’s Human and Intellectual Networks, and we have established 14 alumni associations overseas and are working to strengthen our networks. Through such efforts to expand our engagement in education and research within an environment of diversity, we aim to become a Hub University that grows together with a Developing Asia. The Asian Satellite Campus Institute has commenced the “Education Program for the Development of Core National Human Resources of Asian Nations” and is currently implementing high quality Ph.D. programs on both the main campus and the Asian Satellite Campuses. Our next objective is to establish Satellite Campuses in 8 countries (Current: Cambodia, Mongolia, Vietnam; Planned: Indonesia, Laos, Uzbekistan, Myanmar etc.) by 2016, and cultivate 50 or more Core National Human Resources across 5 areas (Law, Medicine, Bio-Agriculture, International Development, Environmental Studies) within 10 years.

### **【Characteristic Activities (Internationalization, Governance Reinvention, Education Reinvention etc.)】**

We are streamlining the internal decision-making process to make it easier for the President’s leadership to be effective. Specifically, the President, Administrative Executives, and Deans will be meeting more often, and interdepartmental sharing of information and awareness of issues. The Internet will be utilized as well for the exchange of suggestions (JAM Sessions). Collection of external data, analysis of the university’s strengths, and monitoring of the Strategy Planning Procedures (Departmental Participation) and their effects will also be carried out. Suggestions and opinions from an international perspective as provided by the International Advisory Board and other international advisors will be included.

### **【Measures to promote collaboration with overseas universities】**

Due to the internationalization of university education, world-famous universities promote collaboration in research and education with overseas universities. We have already been engaging in various ways in response to the internationalization of research and education, but there is a need for renewed efforts from graduate departments. In February 2014, the Graduate School of Medicine signed a Joint Degree Program with the University of Adelaide in Australia. We hope to use this as a model to expand our partnerships with approximately 20 other research universities with which we have a history of exchange including the University of Freiburg (Germany), University of Muenster (Germany), Strasbourg University (France), Johns Hopkins University (US), University of Michigan (US), University of Edinburgh (UK), and Kasetsart University (Thailand). To effectively implement these objectives, we have established an international joint research program center, to promote international joint degrees and research projects.

## 2. Progress of our activities (Year 2014)

### ■ Common Performance Indicators and Objectives

#### Internationalization

##### 1. The Asian Satellite Campus Institute's "Education Program for the Development of Core National Human Resources" Inauguration

We established satellite campuses and started accepting students in Mongolia, Cambodia, and Vietnam. Local residents were actively employed as designated lecturers and administrative staff. Environmental preparations were made as necessary with the cooperation of local partner universities, such as the construction of educational and research facilities. Our institute enables students to study as NU students without needing to be away from their workplace in their home countries, providing easy access to our programs and thus contributing to the internationalization (diversification) of NU.



<Campus opening ceremony in Cambodia>

##### 2. Joint Degree Activities

The International Joint Education and Research Program Promotion Office was founded to establish International Joint Education and Research Unit in Western and Asian major universities. Throughout this we aim to foster human resources who can work around the world, and help the level of our research and education be recognized by the world best educators and researchers. In March 2014, The graduate school of Medicine signed a memorandum of understanding including the conferral of Medical Doctor degrees, in joint programs with the University of Adelaide and University of Freiburg, and have since been discussing specifics for the implementation of International Research Strategies and Joint Education Programs. In March 2015, we submitted an application for the establishment of a Joint Degree Program with the University of Adelaide, and is the first Japanese university.

##### 3. Increase of English-taught courses

We are now in the process of increasing English-taught courses, responding to increasing overseas undergraduate students. There were 850 courses in 2013, and now there are over 1,000 courses that are English-taught. The G30 English education program accepted 200 undergraduate students overseas in 2014. Additionally, as part of overseas students recruitment, we performed trial lectures in China, Indonesia, and Thailand, to demonstrate the quality of our lectures. As for support of Japanese students, we created IELTS and ILETS-IBT intensive courses for students who want to study abroad, and are currently preparing infrastructure that will allow them to enroll in English-taught courses together with international students, which is expected to contribute to the internationalization of students.

#### Governance reinvention

##### 1. Open symposium for our faculty members

We held a symposium in May 13, 2015 for all faculty members to share information and better understand our strategies and goals for becoming a leading university in the world. Each member in charge fully explained each strategy and action plan (strategies to implement in 2015-2017), and over 550 members attended the symposium. We also invited 4 members from the International Advisory Board (IAB), including foreign teachers, and had a panel discussion about our strategies and their problems with the president and department directors. The symposium was successful to the point that it was necessary to extend the time due to the large number of questions.



<President and directors listening to IAB>

##### 2. Preparation for project operation

To actively promote this project, we established the TGU project head office, and prepared the various committees and organizations required for the implementation of the project. 4 individuals with many years of experience in the operations of foreign/domestic universities or international institutes were selected as members of the International Advisory Board (IAB) to establish a system that includes international perspective. Also, we created and presented the Action Plan I (2015-2017) to clarify its objectives to the project members.

#### Education reinvention

##### 1. Activities to enhance international applicability of our education system

- We introduced a quota system-based flexible school term to make it easier for our students to study abroad. We established a educational reform WG, the system of which will be designed within 2015, and will be prepared for implementation by 2016.
- Along with systemizing and structuring curriculums, we will implement a course numbering system which makes it easier for our student to transfer credits from foreign universities, and create a visualization of where each individual course stands in relation to all curriculums.
- We are preparing a guideline for creating syllabus in English, so that graduate courses may provide syllabus in both Japanese and English.

##### 2. Activities to enhance international applicability of our educational content

- We are implementing various policies for the international standardization of liberal arts education, increasing graduate school general education courses, enhancing English-standardization of graduate courses, and promoting students' independent study. From 2015, we have begun offering a training camp-style active learning course on the subject of "Academic Writing and Research Ethics".
- To enhance academic writing education, we will be hiring two native English speaking teachers for the academic writing education department in the liberal arts institute (to be employed in October 2015).
- We extended the university library's night and holiday opening hours to promote students' independent study.



## ■ Common Performance Indicators and Objectives of Nagoya University

### 1 Number of Joint Degree Units

Beginning with the establishment of an international joint education and research unit by the Graduate School of Medicine in collaboration with the University of Adelaide and the University of Freiburg, we are pursuing collaboration with Top Universities across all graduate departments, and are aiming to have established 5 units by 2017.

### 2 Utilization of Study Abroad Savings Accounts

Savings Account system, in which students interested in studying abroad save 10 thousand yen a month, was established in 2015. In case the deposit is not enough for studying abroad, he/she can borrow the necessary amount from the university's loan system without interest. Over 200 people attended the orientation held for parents and guardians in May 2015. This system began in 2015 and we estimate that about 400 students will have utilized this system by 2017.



<Orientation on Savings Accounts system for studying abroad>

### 3 Number of Students Studying Abroad through NU Overseas Take-off Initiative(NU-OTI)

To encourage students to study abroad, Nagoya University is pursuing the expansion of short term exchange programs with well-defined curriculums. In February of 2015, with the help of our regional office in Bangkok, Thailand, internships with local Japanese companies were implemented on a trial basis. As a result, we were able to offer several new programs in 2014, and increased the number of dispatched students by 25% (from 123 to 155). And, as of June 2015, with the improvement of the Summer exchange program, we are expecting to dispatch 70% more students compared to last year (59 to 98).

## ■ Approaches Enhance Nagoya University's Reputation in the World

### 1 UBIAS – Intercontinental Academia

UBIAS (University-Based Institutes for Advanced Studies) is an organization that aims to promote a network between national institutes of advanced studies of universities around the world and stimulate international research exchange. Currently, Nagoya University is playing a central role in the planning and operations of the "Intercontinental Academia" project which seeks to nurture leaders of the next generation in collaboration with the University of São Paulo Institute of Advanced Studies. A workshop was held at the University of São Paulo in April 2015 and the next workshop is planned at Nagoya University in March 2016. Nagoya University and the University of São Paulo have discussed, during 2014, the contents and management of the program, and how to recruit applicants over the internet.



<Discussion on Intercontinental Academia at NU>

### 2 Nagoya University Selected among 10 Universities under HeForShe Campaign's "IMPACT 10X10X10" Program

Nagoya University has been selected as one of 10 World Universities under the HeForShe campaign's "IMPACT 10X10X10" program of UN Women (the United Nations entity engaged in gender equality and women's empowerment). This program is a part of the HeForShe campaign which calls on men for their cooperation and involvement for women's empowerment and 10 leaders (institutions) each have been selected from the governments, corporations and universities. We were evaluated highly for our gender equality activities, especially for the educational program for women leaders' development, support for female students and researchers and preparation of the facilities inside and outside of the university. Presidents of other universities selected include those of the University of Hong Kong, the University of Leicester in the UK, and the University of Waterloo in Canada.

### 【Partnership Achievements with Foreign Universities】

In November 2015, Nagoya University dispatched representatives to the University of Freiburg in Germany, one of our partner universities, to discuss a comprehensive education and research exchange. Representatives include then Nagoya University President Hamaguchi, Trustee Kunieda and representatives from the schools of law, economics, linguistics, science and the School for Advanced Study. They mainly discussed concrete details for a cooperative system for education and research collaborations as well as the expansion of the partnership between the universities. Joint degree programs and UBIAS Intercontinental Academia mentioned above were also discussed at the time and a comprehensive cooperation system was established.

In January 2015, Nagoya University Day was held at Chulalongkorn University in Thailand. We provided some events such as a trial lesson for senior high school students and discussions by two Nobel Prize Winners and then President of Nagoya University for a potential partnership with local high schools as well as with the university.

Regarding Programs for Leading Graduate Schools (PhD Professional: Gateway to Success), Nagoya University and the University of Edinburgh in England collaborated to hold a symposium on Transferable Skills Training at the University of Edinburgh in September 2014 and at Nagoya University in February 2015.

## ■ Other

### Efforts for World-Class Research

Nagoya University has strived to promote an energy saving society since Distinguished Professor Akasaki and Distinguished Professor Amano were awarded a Nobel Prize in 2014. We have also taken the initiative to work towards the establishment of the GaN (Gallium Nitride) Consortium within 2015, in which public and private sectors jointly conduct research for the GaN crystal growth, GaN-based device development, and the organization of a research system. This effort attracts a great deal of interest and 40 organizations, including over 20 companies, participated in the discussion meeting for the GaN Consortium establishment.



<Distinguished Professor Akasaki (right) and Distinguished Professor Amano (left)>

## 3. FY2015 Progress

### ■ Common Indicators and Targets

#### Internationalization

##### 1. Asian Satellite Campus

Asian Satellite Campuses were newly established in Uzbekistan, the Philippines, and Laos. Together with the 3 that were established last year, a total of 6 different countries are host to our Satellite Campuses. Beginning with the Graduate School of Environmental Studies in 2015, a total of 5 graduate schools currently provide the “Education Program for the Development of Core National Human Resources of Asian Nations” with access to their doctoral degree programs. Expanding the number of campuses and graduate schools involved has allowed us to provide more programs for more fields, to more countries.

##### 2. Joint Degree Activities

Our university's Graduate School of Medicine launched an International Joint Degree Program with the University of Adelaide, Australia, as the first Japanese university to do so with official recognition from MEXT in October of last year. And in commemoration of this achievement, we invited faculty responsible for international agreements from the University of Adelaide and other universities to participate in a Commemorative Symposium on October 16, 2015, where we discussed our future plans for joint degrees. We will continue to actively pursue, establish, and develop partnerships with Top Universities from overseas with whom we have a history of exchange (University of Freiburg, University of Strasbourg, University of Edinburgh, Kasetsart University, North Carolina State University, etc.)

##### 3. Increase of English-taught Courses

To provide international students with more access to our renowned academic programs, we have opened courses taught entirely in English across the Humanities and Sciences such as Mathematics, Chemistry, Physics, Biology, Automotive Engineering, Economics, Law, Literature, and Japan-in-Asia Cultural Studies. Since 2015, we have also increased the number of classes taught in English from 820 to over 1700 (Initial goal: 1000). Japanese students enrolled in these courses are provided with an environment in which to improve their English. Also provided are Intensive Courses and classes for IELTS and TOEFL-IBT to improve their English in anticipation of studying abroad.

#### University reform

##### Preparation for Project Operation

- This year, the “TGU Head Office”, established for reliable operation of the project, formed Accounting and Planning subcommittees to provide support for the project's various activities.
- The “International Joint Education and Research Promotion Office” was established to provide support for international joint academic activities. We created a framework of policies and infrastructure in which schools and graduate schools other than the Graduate School of Medicine could implement International Joint Degree Programs.
- We published and handed out a leaflet titled “Action Plan 1 (2015-2017)” to related personnel in order to clarify our objectives.
- A symposium was held on May 13, 2015, for faculty and staff, to explain the purpose of the project as well as the efforts being made. The symposium was a success with over 550 participants in attendance, and questions continued well after the time the symposium was set to finish.

#### Education reform

##### 1. Activities to enhance international applicability of our education system

- The Educational Reform Work Group drafted a timeline for Undergraduate programs that would allow for the use of quarter-term courses, prospectively from 2017.
- A Course Numbering system was implemented for most academic departments
- Templates of English syllabuses were created to implement Japanese-English bilingual syllabuses for most academic departments.
- The decision was made to establish the “Educational Foundation Coordination Headquarters” for educational quality assurance as well as the integrated reform, based on the 3 educational policies, of the admissions process.

##### 2. Activities to enhance international applicability of our educational content

- The Educational Reform Work Group examined the international standardization of our grade evaluation system, including the revision of the symbols used to show the evaluation results.
- The “Academic Writing” course, a common course for all graduate schools, was reformulated to the new and improved “Research Skills” course which addresses thinking skills, writing skills, speaking skills, and research ethics.
- To stimulate autonomic learning by the students, the open hours of the affiliated libraries in the late hours and on the weekends has been extended, in continuance from last year. The number of students using the library over the weekends has increased by 50% (From 100,000 to over 150,000), and survey results show that students consider this measure an important factor in improving their educational environment.



〈 Opening ceremony of Asian Satellite Campuses in Laos 〉



〈 A Commemorative Symposium on October, 2015 〉

## ■ University's own indicators and targets

### 1. Number of Joint Degree Units

Beginning with the establishment of an international joint education and research unit by the Graduate School of Medicine in collaboration with the University of Adelaide and the University of Freiburg, we are pursuing collaborations with Top Universities across all graduate departments, and are aiming to have established 20 units by 2023.

### 2. Utilization of Study Abroad Savings Accounts

Savings Account system, in which students interested in studying abroad save 10 thousand yen a month, was established in 2015. In case the deposit is not enough for studying abroad, he/she can borrow the necessary amount from the university's loan system without interest. Over 200 people attended the orientation held for parents and guardians in May 2015. This system began in 2015 and we estimate that about 400 students will have utilized it by 2017.

### 3. NU Overseas Take-off Initiative(NU-OTI)

In 2015, programs consisting of coursework both inside Japan and overseas were opened as Liberal Arts and Sciences courses (4 Liberal Education Courses in Interdisciplinary Fields, 3 Literary and Cultural Studies). To take the 4 Liberal Education Courses in Interdisciplinary Fields for example, they were designed to each consist of clear and unique content and implemented with the expansion of the program (USA, Uzbekistan, Thailand, UK). Participants were able to achieve objectives such as experiencing the global expansion of the place of learning (USA) and acquiring the fundamental attitude towards future academic research (Uzbekistan, Thailand, UK). These achievements have been shared both internally and publicly through publications or oral presentations, etc. 101 students participated in NU-OTI courses in 2015, and the total number of students dispatched from Nagoya University this year reached 1,013 (Last year, 605).



〈 Overseas study tour in Uzbekistan 〉

## ■ Initiatives for the enhancement of international reputation/ Featured initiatives based on the characteristics of the university

### 1 Academic Consortium; AC21

An Academic Consortium(AC21) with our university serving a central role was formed in June 2002 amongst 24 world leading universities and research institutions at an international forum attended by their representatives with the objective of establishing an academic network. The list of members include North Carolina State University(USA), the University of Adelaide(Australia), or the University of Strasbourg (France), just to name a few. The principle theme of the inaugural forum, "The Role of Universities in the 21<sup>st</sup> Century", continues to guide AC21's activities to this day. Last year's activities include hosting the Student World Forum in Strasbourg (France) and Freiburg (Germany). The forum's theme was "The European Experience in Local and Regional Democracy", and 38 students from 18 member universities participated in group discussions etc., which student surveys showed to have provided the participants with a great opportunity to enhance their awareness of cooperation and coexistence that transcends national boundaries.

### 2 RENKEI(Research and Education Network for Knowledge Economy Initiatives)

RENKEI was established in March 2012 as a consortium between 12 Japanese and UK universities (6 Japan, 6 UK). Its objective is to promote collaboration between universities or with private sector industries in areas of education and research, and has created workgroups to engage in various activities. In 2014, Nagoya University collaborated with the University of Bristol and the University of Southampton to hold the "2014 RENKEI Japan-UK Joint Workshop on Aerospace Engineering", in which 20 Japanese and UK students and young researchers participated in a week-long workshop. We also dispatched students to each of the workshops held by the University of Southampton, University College London, and Osaka University.

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

Our faculty are conducting "Visiting Lectures", focusing mostly on partner universities in developing countries, with the aim of encouraging research and education collaborations as well as acquiring talented graduate students. We are especially active in China where, with the assistance of our Shanghai Office, the Visiting Lectures are conducted under the name "Nagoya University Lecture Series". In 2015 alone, over 500 participants attended Visiting Lectures in Zhejiang University, Nanjing University, Jilin University, Northeastern University, and Huazhong University of Science and Technology. As a result, numerous applications to enter our graduate schools in 2016 were submitted by students from the schools that were visited. We also conducted the Visiting Lectures in Vietnam and Thailand, and we look forward to applications from talented students from those countries as well.

## ■ Free description

### Efforts towards World-Leading Research

Nagoya University was selected to be included in MEXT's 2016 Project "Research and Development of Advanced Semiconductors that Contribute to Establishing an Energy-Efficient Society" for our efforts in utilizing the GaN Research Consortium which was established in October 2015 with involvement from all around Japan. Henceforth, Prof. Hiroshi Amano of the Institute of Materials and Systems for Sustainability will become our research representative and work to accelerate the research through Academia-Industry-Government collaborations towards the early applications of advanced materials such as GaN, etc., with Nagoya University as the center of such efforts.



〈 Public symposium 〉



## 4. FY2016 Progress

[Nagoya University]

### ■ Common Indicators and Targets

#### Internationalization

##### 1. Asian Satellite Campus

The satellite campuses established in six Asian countries (Mongolia, Vietnam, Cambodia, Uzbekistan, Philippines, and Laos) accepted 16 students in 2016 (with inaugural students in Uzbekistan); the total number of students is now 30 in total. In addition, a South East Asia Coordinator has been appointed to strengthen collaboration with international research organizations, such as SEARCA and IRRI in the Philippines, and to support the institute's activities. The institute will steadily continue to implement these programs in the future.

##### 2. Implementation of Joint Degree Programs

The International Collaborative Programme in Science was established between the University of Edinburgh (UK) and the Nagoya University Graduate School of Science, and each school started accepting students in October 2016. In commemoration of the program's establishment, a kickoff symposium was held during the same month, to which professors in charge of the program at the University of Edinburgh were invited and more than 200 persons participated in the symposium from both within and outside of the university. The symposium provided an opportunity to promote greater awareness and deeper understanding of the International Collaborative Programme. In November 2016, Nagoya University received approval from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for the establishment of an International Collaborative Program in Comprehensive Medical Science between Lund University (Sweden) and the Nagoya University Graduate School of Medicine. Following this, in initiating another International Collaborative Program in Comprehensive Medical Science established with the University of Adelaide (Australia) in October 2015, three international collaborative programs were established in April 2017. Furthermore, to establish an International Collaborative Program in Bioagricultural Sciences between Kasetsart University (Thailand) and the Nagoya University Graduate School of Bioagricultural Sciences, the University has begun preparation on a request for approval to be submitted to MEXT in August 2017.

#### University reform

##### 1. Activities of the Institute of International Education & Exchange

The Institute of International Education & Exchange, established at the end of last year, conducted implementation of international education programs and close investigations of their current status, overseas travel risk management, etc. Especially for the measures against world-wide instability, a risk management advisor has been appointed to enhance risk management for students studying abroad.

##### 2. Hosting an International Symposium

On February 17, 2017, the University hosted an international symposium to recognize and share the results of the efforts made for these programs during the previous two and a half years, inviting an International Advisory Board composed of former university presidents. The members shared many valuable opinions and words of encouragement directed at the programs, such as: "The University's aspirations and strategies in implementing these programs are all outstanding. I can see the university has already been making significant progress, and it seems you are proceeding in the right direction. I would like to give you all a big round of applause."; "These joint degree programs will not only result in doctoral degree conferment, but I expect the university will be able to enhance both the quantity and quality of research collaboration with overseas universities, and create a cycle for improving the quality of research papers, promoting education and research funding, and attracting talents."



<International Symposium on Feb 17, 2017>

#### Education reform

##### 1. Appointment of Academic Writing Instructors

In order to improve the thesis writing skills of undergraduate students, which will be the foundation of writing papers in English for graduate students, the University employed Academic Writing Instructors in March and started investigating measures to contribute to improving the thesis (including report) writing skills of undergraduate students enrolled from the next academic year onward.

##### 2. Grading Criteria Reform

Upon consideration of the situation in overseas universities, necessary agreements have been obtained in order to change the current five-level evaluation system into a six-level evaluation system for undergraduate schools, incorporating new evaluation symbols, evaluation criteria, and GPA (planned for introduction when the Student Affairs Information System is changed in AY2020).

##### 3. Implementation of FD seminars

Over the course of three FD seminars, 42 faculty members participated in total. In participant questionnaires there were many positive responses, such as: "It was a good opportunity to learn the English language teaching methods systematically, as I have hardly had chances to do so."; "Now I better understand how to approach group work, and I would like to put the methods into practice."

## ■ University's own indicators and targets

[Nagoya University]

### 1. The Number of Joint Degree Program Units

Two International Collaborative Programs established between the University of Adelaide (Australia) and the Nagoya University Graduate School of Medicine, and the University of Edinburgh (UK) and the Nagoya University Graduate School of Science have already started accepting students. The university continues to seek and promote establishment of International Collaborative Programs with overseas leading universities.

### 2. Study Abroad through the NU Overseas Take-off Initiative (NU-OTI)

So far 97 students have participated in Liberal Arts and Sciences courses with overseas training components in Thailand, Scotland, Indonesia, Uzbekistan, Australia, US, Germany, Switzerland, and South Korea; the courses have been well received by students. These courses, which are unique in their overseas training components, may not be properly handled by preexisting systems and administrative procedures in some cases. However, these issues have been clarified.

## ■ Initiatives for the enhancement of international reputation

### 1. Academic Consortium; AC21

An Academic Consortium(AC21) with our university serving a central role was formed in June 2002 amongst 24 world leading universities and research institutions at an international forum attended by their representatives with the objective of establishing an academic network. The list of members include North Carolina State University(USA), the University of Adelaide(Australia), or the University of Strasbourg (France), just to name a few. The principle theme of the inaugural forum, "The Role of Universities in the 21st Century", continues to guide AC21's activities to this day. Recent activities include hosting the 8th International Forum in Chemnitz, Germany in May 2016. The forum's main theme was "Networks of Innovation for the Transformation of Society through Science" and more than 100 participants from AC21-member universities, international partner universities and other institutions attended the forum.

### 2. RENKEI(Research and Education Network for Knowledge Economy Initiatives)

RENKEI was established in March 2012 as a consortium between 12 Japanese and UK universities (6 Japan, 6 UK). Its objective is to promote collaboration between universities or with private sector industries in areas of education and research, and has created workgroups to engage in various activities. In 2014, Nagoya University hosted the "Japan-UK Joint Workshop on Aerospace Engineering" in cooperation with the University of Bristol and the University of Southampton; similarly in 2016, another workshop was hosted at the University of Bristol and the University of Southampton to complete the pair.

### 3. MIRAI Project

A three-year joint project starting from 2017 under the cooperation of seven leading universities in Sweden and eight universities in Japan. Its goal is to contribute to the collaboration in higher education between the two countries through the promotion of joint research as well as the exchange of young researchers. A workshop regarding large-scale facilities is planned to be held in Sweden in October 2017.

### [Results for the promotion of collaboration with foreign universities]

So that prospective students in foreign countries may experience classes offered by Nagoya University first-hand, and to enhance its international presence, the University offered mock lectures at several locations abroad: in China at Xi'an Jiaotong University, the University of Science and Technology of China, and Nanjing University; and in Thailand at Kasetsart University, Chulalongkorn University, and the Mahidol Wittayanusorn School. In the briefing sessions held following the mock lectures, we introduced our various study abroad programs, including NUPACE (Nagoya University Program for Academic Exchange), NUSTEP (Nagoya University Short-Term Japanese Language Program), our graduate schools, our international programs (G30), and the Chinese government-sponsored program. During the sessions we received numerous questions from the participants and provided individual consultation as much as time allowed. This resulted in receiving high praise from our partner schools.

## ■ Free description

### Participation in HeForShe

Last year Nagoya University was selected as the only Japanese university to be among the 10 World Universities participating in the "IMPACT 10X10X10" program of the HeForShe Campaign (A movement to advance gender equality led by UN Women). During the 71st United Nations General Assembly on September 20, 2016, UN Women presented the first "HeForShe IMPACT 10 × 10 × 10 University Parity Report" regarding gender equality at institutions of higher education worldwide, as part of the HeForShe ceremony held at the United Nations Headquarters in New York City. At the press conference President Matsuo, the only member in attendance from Japan, announced our university's commitment.



< HeForShe IMPACT 10 × 10 × 10 University Parity Report >

## 5. FY2017 Progress

[Nagoya University]

### ■ Common Indicators and Targets

#### Internationalization

##### 1. Asian Satellite Campus Institute

There are 29 students currently enrolled in the satellite campuses which have expanded to seven Asian countries (Mongolia, Vietnam, Cambodia, Uzbekistan, Philippines, Laos, Myanmar) and in 2017, two students from the field of law and one from the field of bioagricultural sciences received their doctoral degrees. In the future, we wish to continue carrying out these programs and further cooperation with international research institutes such as SEARCA and IRRI.

##### 2. Joint Degree Programs

In November 2017, we received notice of approval from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) to establish an International Collaborative Program in Agricultural Sciences between Nagoya University Graduate School of Bioagricultural Sciences and Kasetsart University, Thailand. With this, four international joint degree programs (ten courses) will have been established as of April 2018. Additionally, in March 2018, documents were submitted to MEXT to establish an international joint degree program between Nagoya University Graduate School of Medicine and the University of Freiburg, Germany.

Furthermore, the Graduate School of Bioagricultural Sciences has begun to prepare a request to be submitted to MEXT in August 2018 regarding the establishment of an international joint degree program between Nagoya University and the University of Western Australia, Australia. The Graduate School of Humanities has continued its negotiations with University of Warwick, England towards the goal of establishing an international joint degree program between them.

#### University reform

##### 1. Shared Governance

In an effort to contribute to society by delivering world-class education and research and in order to become a world leading research university, the university has formulated a "shared governance" plan, a collaborative system for sharing information, objectives, and strategies between the board of trustees, graduate school executives, faculty and staff members of the university, launched several working groups, and started creating concrete plans. Through this system, the university fosters an environment of reliance and responsibility and is able to implement a form of governance that responds to the changing needs of society in a more flexible way.

##### 2. Institute for the Promotion of Doctoral Education, Applied Social System Institute of Asia

The "Institute for the Promotion of Doctoral Education" has been established to provide interdisciplinary education in cooperation with cutting-edge research centers to produce doctoral researchers in various fields who are equipped with research ability, international reach, and power to connect with society in order to take on new challenges, and are capable to play a leading role in the knowledge-based society.

In addition, the "Applied Social System Institute of Asia" has been established to provide a platform to bring together various humanities and social sciences researchers in Asia and, depending on issues, invite science and engineering researchers as well to conduct joint research for finding solutions to problems facing the Asian region and across the world.

We hope to conduct postgraduate education that stands out to researchers and students worldwide through the activities of these organizations.

#### Education reform

##### 1. G30 Program

Graduates of the G30 program, a program with classes conducted entirely in English, have gone on to attend graduate schools at top ranking Western institutions such as University of Oxford and University of Michigan. This reflects the high level and internationally competitive standards of our university's education and its ability to produce results.

##### 2. Quarter system

In 2017, the university adopted a four-quarter system for all departments, offering a simpler alternative of taking classes in one of four quarters a year, in Spring 1, Spring 2, Fall 1, or Fall 2. The quarter system marks the completion of a more flexible academic calendar.

##### 3. FD seminars

In total, 34 faculty members participated in two rounds of FD seminars. Participants responded favorably about the seminars in a survey, stating that "It was practical, and I thought it was great to hold such a seminar" and "The instructor used the actual techniques during the class which was very helpful. (I often thought that I did not know that I could proceed better with a class using those techniques in those ways)." Faculty were able to learn a lot about the kind of teaching methodology necessary for conducting classes in English.





## ■ University's own indicators and targets

### 1. Number of Keynote Speeches at International Conferences

One of the goals was to increase the number of key note speeches, an indicator of international recognition, and a subsidy system to promote holding international conferences has been introduced. As a result, the number of keynote speeches rapidly increased from 289 in 2013 to 502.

### 2. NU Overseas Take-off Initiative (NU-OTI)

In 2017, 90 students enrolled in the NU-OTI program. As educational and course operational results, this extracurricular activity (overseas training) has been implemented with the cooperation of offices in the Uzbekistan, Mongolia, Europe, North Carolina (US). This year marks the third year since the program's inception, and the offices in Japan and overseas have reached a stable understanding on the levels of student advisement and training operation policies.

## ■ Initiatives for the enhancement of international reputation

### 1. Academic Consortium; AC21

With the objective of establishing an academic network, an Academic Consortium (AC21) with our university serving a central role was formed in June 2002 at our international forum attended by the representatives of 24 world leading universities / education and research institutions, which currently has 18 participating universities.

On July 11-15, 2017, the "International Graduate Schools (IGS)" program was implemented at Gadjah Mada University, Indonesia, targeting graduate students from participating universities. Also, as one of six universities, our university participated in "Fostering Collaboration in Future Particle Physics" Detectors, one of the three projects selected by the Special Project Fund (SPF), founded eight years ago in order to promote the development of research and educational exchange, and international networking among AC21 members.

### 2. RENKEI(Research and Education Network for Knowledge Economy Initiatives)

The RENKEI academic consortium was established in March 2012 with twelve participating universities, six each from Japan and the UK, including our own, with the objective of promoting the collaboration among universities and the industry in education and research. Member universities create working groups and each plans and carries out its own events. Many researchers and students from our university participated in these workshops, which included "Digital Cultural Heritage Business and Open Data: Bringing Rome to Japan" held in June 2017 by The University of Southampton, Newcastle University, and Ritsumeikan University and "RENKEI PAX SCHOOL 2017 -Emancipating the Mind: History, Politics and Heritage" held the same year in August by the University of Liverpool and Ritsumeikan University. Furthermore, the university attended the annual general meeting held on November 15-16 that same year in the University of Southampton.

### 3. MIRAI Project

This is a three-year collaborative project launched in 2017 conducted with the cooperation from seven prestigious universities in Sweden and eight in Japan. Through promoting joint research and networking between young researchers, the project aims to strengthen the coordination of higher education between Japan and Sweden. On October 16-19, 2017, "Seminar 2017-Large-Scale Research Facilities and their Potential for Research and Society" was held at Lund University. At the same time, sectional meetings were held for three fields: Innovation (17th), Materials Science (17-19th), and Sustainability (17-19th). "Seminar 2018" is planned for next year in Japan as one of the projects to commemorate 150 years of diplomatic relations between Japan and Sweden.

### 4. APRU

This is a cooperative project between universities with the aim of resolving pressing problems facing the Pacific Rim through education and research. Since its establishment in 1997 at the University of California and other institutions, its membership has increased to 50 universities (as of March 2018). In 2017, Nagoya University became a member. More than ten international symposiums and conferences are being held in a year, with themes such as health, aging, and the digital economy. Our university attended the "Provosts' Forum" on March 11-13, 2018 and plans to attend the "Annual Presidential Meeting" next year in June.

## [Results for the promotion of collaboration with foreign universities]

Nagoya University has expanded its presence with its visiting lectures held at Huazhong University of Science and Technology, Tongji University, Northeastern University, and Dalian University of Technology. An informative talk is given at the end of each lecture introducing the various international exchange programs available at our university, such as NUPACE (Nagoya University Program for Academic Exchange), NUSTEP (Nagoya University Short-Term Japanese Language Program), G30 International Programs, and other Chinese government-sponsored programs. We received favorable evaluations by giving proper explanations to any questions and concerns voiced by individual participants.

## ■ Free description

### Campus management

Our university strives to realize a sustainable campus that meets global standards through collaborative work between faculty and staff members for a comprehensive management system, from the planning and designing stages of campus maintenance to its implementation and application.

These initiatives received favorable evaluation and were awarded the first MEXT Infra-maintenance award established by MLIT, MIC, MEXT, MHLW, MAFF, and MOD.



< Current conditions >



< Thirty years later >

# Top Global University Project (Type A) Kyoto University

## 1. Outline

### 【 Name of project 】

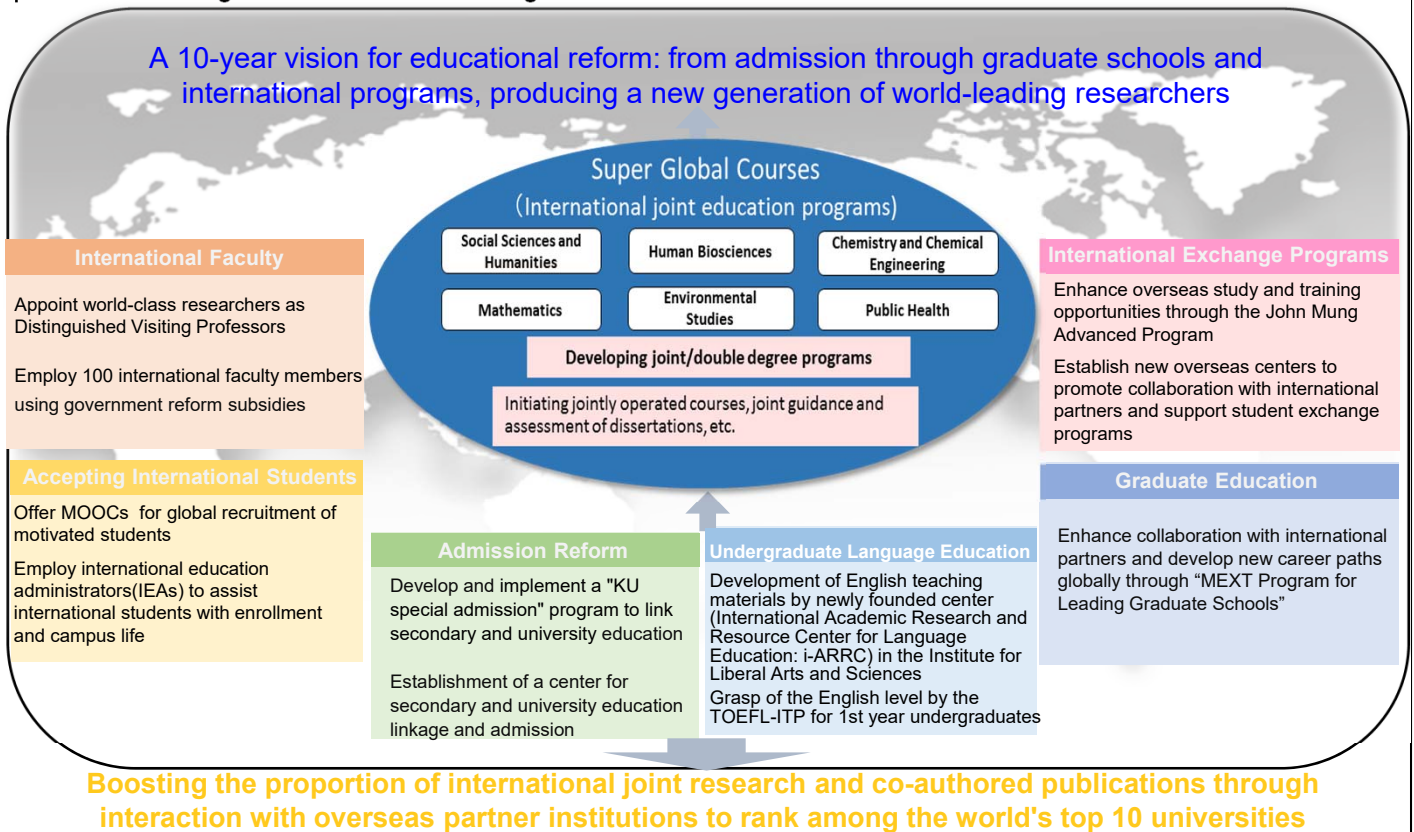
Japan Gateway: Kyoto University Top Global Program

### 【 Future vision of the university planned in TGU project 】

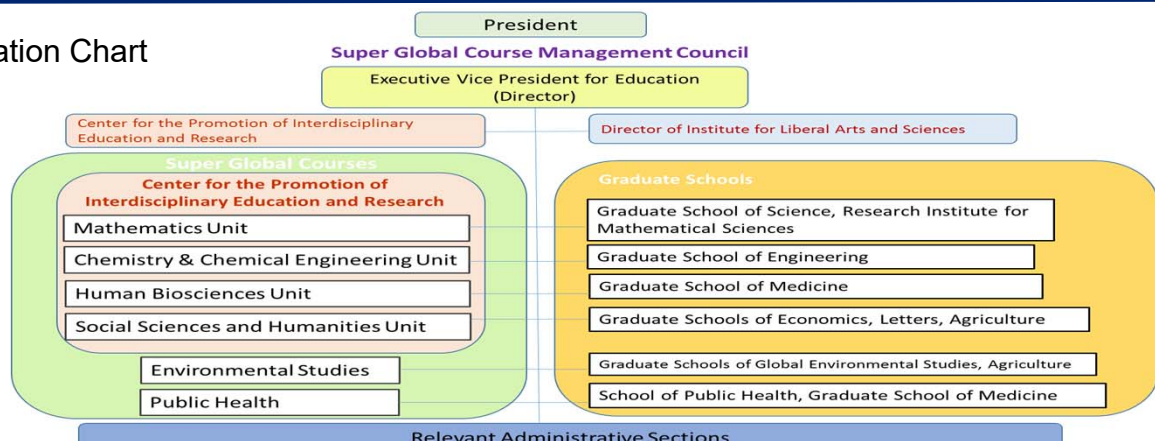
- Education reform from admission to graduate schools with a 10-year vision in tandem with internationalization to produce the next generation of world-leading researchers
- Boosting the proportion of international joint research/internationally co-authored publications through interaction with overseas 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.



## Organization Chart



## **【Summary of the 10-year plan】**

### **[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] Phase1- 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/double 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. Internationalization

##### (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】

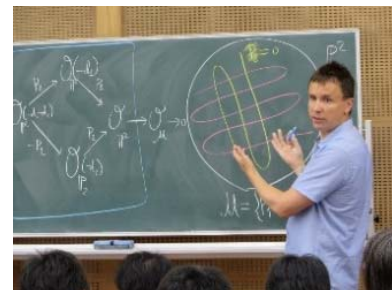
Massachusetts Institute of Technology (MIT) and McGill University

【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.



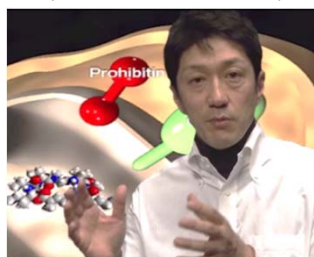
< Special lecture by a Fields Medal awardee >

##### (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 effectively and professionally 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).



< MOOCs offered by KU faculty members >

##### (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 80 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).

## ■ University's own indicators and targets

### (1) Internationally co-authored papers by students

In the 2014 academic year, we continued to encourage and support students going abroad or presenting papers at international conferences (193 in 2013 => 512 in 2014). 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. (107 in 2013 => 132 in 2014)

## ■ 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.

December: -2014 Kyoto University & National Taiwan University workshop on business analysis

January: -The first international workshop on "Micro/Flow Chemistry & Engineering" (four faculty members and four postdoctoral fellows were invited from partner institutions)

February: -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

March: -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 (Netherlands), 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) Improving the educational environment which enhances students' international mindset by offering more lectures conducted in English

We provided special lectures and courses conducted in English by distinguished visiting professors and visiting guest lecturers, including Fields Medal awardees, and strengthened the lineup of liberal arts and general education courses conducted in English offered by the Institute for Liberal Arts and Sciences. As a result, a total of 885 courses conducted in foreign languages were provided in AY 2015 (including 854 in English).

###### (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]** • 1<sup>st</sup> 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)

**[Public Health]** • 2015 Kyoto Global Conference for Rising Public Health Researchers (December 2015)



## 【 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, enabling us to attract a diversity of students (108 enrollees sought; 616 applications received; 82 students admitted). For 2017 admissions, the number of departments offering these programs was expanded (from 14 to 19), as was the number of enrollees sought (from 108 to 145). The programs were also revised to allow evaluation of IELTS and International Baccalaureate results in addition to TOEFL.

##### (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.

## ■ University's own indicators and targets

### (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

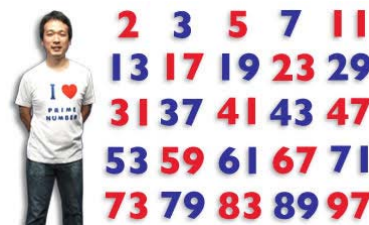
### ○ Initiatives in Super Global Courses

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

[Kyoto University]

### ■ 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.



Joint degree signing ceremony with McGill University

##### (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.



Research presentation as part of a press tour for overseas media outlets

##### (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 Womans 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.

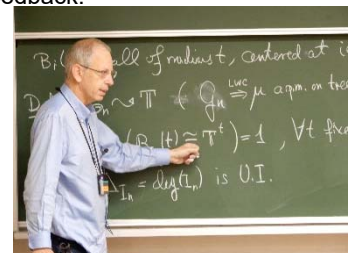
#### University reform

##### (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.



Lecture by a distinguished visiting professor

#### 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.

## ■ University's own indicators and targets

### (1) Number of students dispatched overseas under the John Mung Program

In AY 2017, forty-three 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 the International Research Purpose Travel Support and 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 forty-three students were supported to study abroad.

### (2) Strategic international development of alumni associations

There are twenty-eight alumni associations operating in seventeen countries outside Japan as of March 31, 2018, and we are working to expand this network. Alumni are also involved in efforts to attract international students through initiatives such as the development of systems for cooperating with overseas alumni associations in the context of promotion and recruitment for Kyoto iUP.



Discussions at an international student workshop

## ■ Initiatives for the enhancement of international reputation

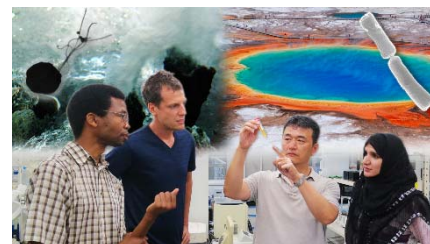
### ○ Initiatives in Super Global Courses

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. 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.

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)

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.



A MOOC offered on edX

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

### [ 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.

### [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).

### [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.

### [Chemistry and Chemical Engineering]

Five Kyoto University students were sent to study at Massachusetts Institute of Technology (USA) and other international partner universities. The students engaged in international joint research internships, and systems were instituted for granting course credit for these internships. We are also developing a cooperative relationship with the University of California, Davis, extending beyond student exchange and including such activities as faculty development sessions delivered by UC Davis faculty members for their counterparts at Kyoto University.

### [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.

### [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.

### [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.



# Top Global University Project (Type A) Osaka University

## 1. Outline

### 【 Name of project 】

Global University “World Tekijuku”

### 【 Future vision of the university planned in TGU project 】

Osaka University looks to deliver relevant impact to modern society with its original research and education as a center of scholarship. Our world-class academics are based in the spirit of free and open exchange and driven by the motivation to ascertain the true essence of things. We look to continue offering multilevel, intergrated education that fosters proactive learning in an atmosphere of friendly competition. In this way we will nurture a generation of leaders capable of tackling global challenges and problems, surpassing outdated preconceptions for real solutions. Our institution aims to become one of the world's top 30 comprehensive research universities by the completion of the Top Global University Project in 2024 and a world top 10 comprehensive research university by our centenary in 2031. In the globalized world of the 21<sup>st</sup> century, Osaka University strives to foster a flourishing and peaceful society, born of harmonious diversity, through its contributions to our global society through the World Tekijuku Initiative.

### 【 Summary of Project 】

The World Tekijuku Initiative at Osaka University will cultivate leaders for the global society, top researchers and specialist technicians. It is expected to lead to the development of cutting-edge science and technology, setting forth solutions to complex, global-scale problems, thereby contributing to a flourishing global society.

## Collaborative Innovation

新たな社会的価値・研究成果の提示  
Quality research and value in society

コラボレーティブ  
・イノベーションを  
推進する人材  
Experts driving  
collaborative innovation

主体的学修の  
実践化  
Proactive,  
substantive inquiry

学ぶ意欲の  
涵養  
Motivation for  
the learning process

Synthesis  
Knowledge  
Analysis

### 次世代型人材育成に向けた教育プログラムの構築 Creating programs to educate future experts

- ①「知の統合学修」のプラットフォームを構築 A platform for integrating specialist knowledge
- ②全学の研究科に対して副専攻プログラムを提供 Graduate minor programs offered to all graduate schools
- ③新しい学位プログラムの開発 New degree program development
- ④マルチリンガルエキスパートの養成プログラムを提供 Programs to educate multilingual specialists

### 副専攻・副プログラム等の学際横断的な教育の充実 Enhancing interdisciplinary education with Graduate Minor Programs and the Graduate Program for Advanced Interdisciplinary Studies

### 国際標準の教育の保証・学習環境の向上 Guaranteeing internationally standardized education and improving the learning environment

#### 学事暦の改革 Reforming the academic calendar

- クォーター制(3学期制及び夏期講習期間)導入  
Quarter system (three terms and a summer session)
- 新AO入試の全学導入  
A new university-wide entrance examination

#### 教員の多様化 Increasing academic staff diversity

- 優秀な外国人教員の招へい  
Inviting world-class academic staff members from overseas
- 年俸制、クロス・アポイントメント制度等の人事・給与制度弾力化  
Modifying personnel systems such as the annual salary system and the cross-appointment system to allow for more flexibility

外国人・日本人の  
混住を前提とした  
「世界適塾ビレッジ」  
(国際学生・教職員寮)

A Global Village,  
a dormitory where  
Osaka University  
students and staff  
from Japan and all  
parts of the world  
will live

#### 学生の多様化 Increasing student body diversity

- 新AO入試によるIB・SGH・SSH等の人材の積極的な受入れ  
Actively accepting graduates of IB, SGH and SSH with a new entrance examination
- 新たな留学生入試の実施  
Conducting a new entrance examination for international students
- 留学生受入れ数の倍増  
Doubling the number of accepted inbound international students
- 日本語教育の充実  
Enhancing Japanese-language education

#### 国際水準の教育の質保証システムの確立 Establishing systems to assure the quality of international standardized education

- 学位プログラムを中心とした質保証体制の構築  
Constructing a framework for quality assurance with a central focus on degree programs
- ナンバリングの導入  
Unifying course numbering
- GPAを通じた厳正な成績評価  
Evaluating academic grades using the GPA system
- シラバス充実、英語化  
Enhancing syllabi and making them available in Japanese and English
- IR、学生による授業評価の充実、国際的な学生経験調査  
Carrying out institutional research, the Student Experience in the Research University (SERU) survey, and enhancing student course evaluation systems

#### 英語で切磋琢磨する環境 All-English, friendly, rigorous academic environment

- 英語学位コースの充実  
Enriching English degree courses
- 学生の海外派遣倍増  
Doubling the number of outbound students
- 英語で提供される授業科目の増加  
Increasing subjects taught in English
- TOEFL対応等の実践英語力強化  
Enhancing practical English skills, using TOEFL as a target
- UC/UCEAP大阪オフィスと連携したサマープログラム、Frontierlab@OsakaU等の国際的に魅力あるプログラムの拡充  
Expanding programs that are attractive for international students, such as Frontierlab@OsakaU and summer programs coordinated by the UC/UCEAP Osaka Office

### 世界に展開する大阪大学の教育・研究 Education and research at Osaka University expanding worldwide developments

- クォーター制を活かした外国人採用と人材交流  
Hiring international academic staff and exchanging personnel more easily on the quarter system
- UC/UCEAP大阪オフィス誘致  
New UC/UCEAP Osaka Office
- 国際ジョイントラボ  
International Joint Labs

## 推進体制の強化 Enhancing systems

### 未来戦略機構

#### Institute for Academic Initiatives

学内の多様な分野の知的資源を戦略的・部局横断的につなぎ、部局を超えた新たな学術領域の創造に取り組む。

Innovating new disciplines which cross conventional boundaries of study, strategically uniting intellectual resources from a diversity of fields.

### 世界適塾大学院(仮称)

#### World Tekijuku Graduate School (provisional name)

大阪大学ならではのトップレベルの研究力を有する分野や、未来戦略機構を介し創造された新学術領域の研究分野を基盤とした「世界適塾大学院」(仮称)を平成29年に設置。

The World Tekijuku Graduate School will be established in April of 2017, with foundations in Osaka University's top-level research and the novel fields of research developed by the Institute for Academic Initiatives.

### 学修イノベーション機構(仮称)

#### Institute for University Learning Innovation (provisional name)

「知の統合学修」に係るプログラムや、主体的学修に係る教育活動を全学的に戦略化・体系化するための教学マネジメント拠点を平成27年度中に整備。

An educational management center will be established by the end of March 2016, with the purpose of strategizing and systematizing university-wide management of educational programs to foster the proactive acquisition of knowledge and the study of integrating knowledge.

### 国際戦略推進機構(仮称)

#### Office for International Strategic Promotion (provisional name)

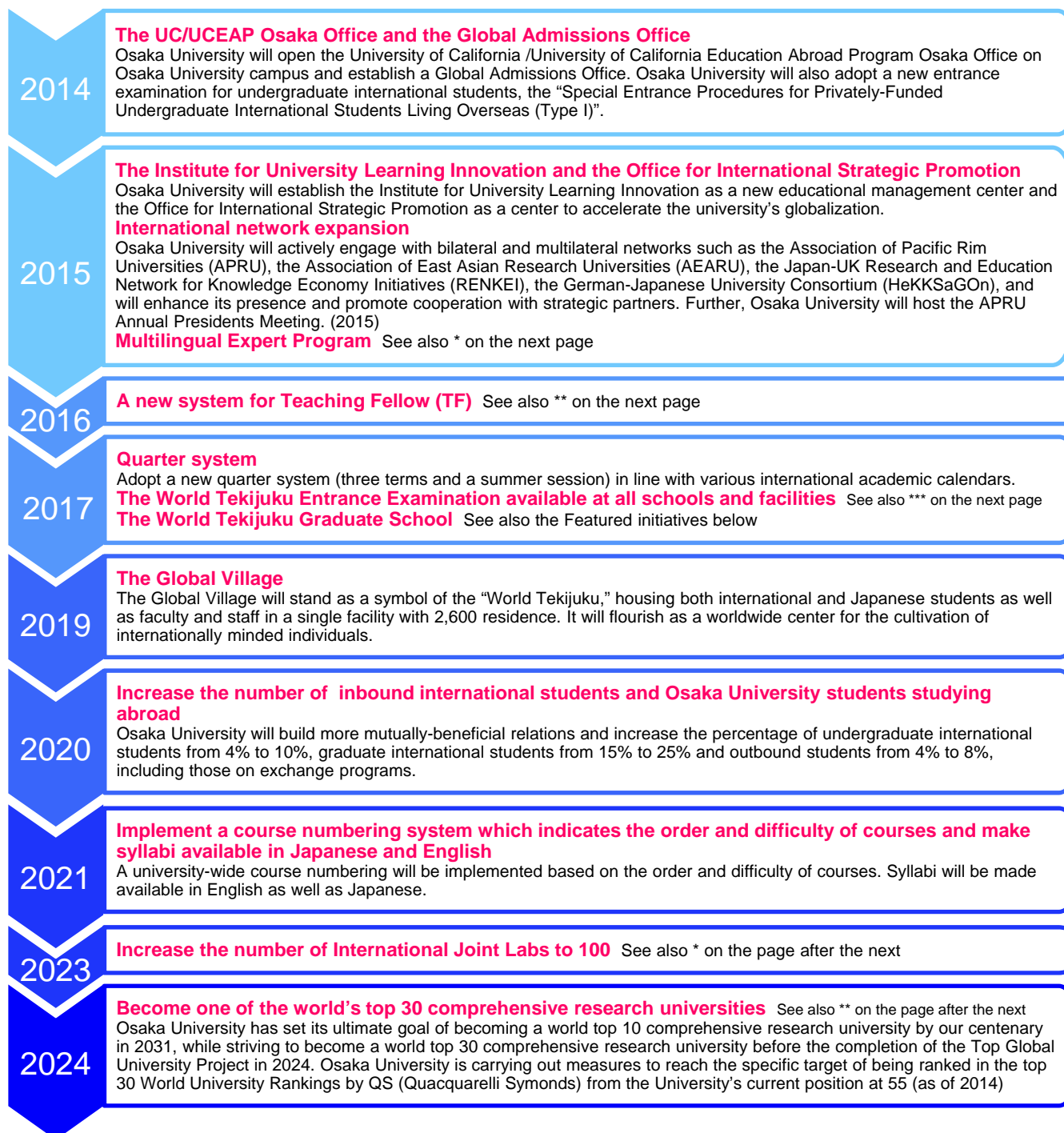
教育研究の国際交流やブランディング戦略の展開等を全学的かつ戦略的に推進する組織を平成27年度中に整備。

An Office for International Strategic Promotion will be established by the end of March 2016, tasked with strategically and comprehensively enhancing international exchange in education and research as well as branding strategy.

\*Years described in this paper is fiscal years.



## 【Summary of the 10-year plan】



## 【Featured initiatives (Internationalization, University reform, Education reform)】

### Launching a World Tekijuku Graduate School

The World Tekijuku Graduate School will be established in 2017, with foundations in Osaka University’s top-level research and the novel fields of research developed by the Institute for Academic Initiatives. Osaka University will establish doctoral programs to cultivate talented individuals who can translate research results to *the creation of value for society* in addition to carrying out cutting-edge research in a global environment of friendly competition. Osaka University will then expand a new style of education and research developed by the World Tekijuku Graduate School to all faculty members and promote reforms in graduate school education systems and the development of internationally competitive, novel academic fields.

## 【Measures for the promotion of collaboration with foreign universities】

Osaka University will increase considerably the number of International Joint Labs from 22 labs in 2014 to 100 by 2023. These labs will act as bases for international collaborative research, expanding Osaka University’s international presence and allowing for international recognition as a pioneer of novel fields of research. Osaka University will enhance cooperative systems with worldwide education and research centers by opening the UC/UCEAP Osaka Office (in December 2014); expanding the reach of Osaka University’s four Overseas Centers from a single locale to an entire region; increasing the number of Inter-university Exchange Agreements (from the current 99 to 130 by 2023); and utilizing international networks (APRU, AEARU, RENKEI, HeKKSaGOn, etc.).

## 2. FY2014 Progress

### ■ Common Indicators and targets

#### Internationalization

##### 1. Establishing Osaka University's International Strategy

Osaka University has integrated university-wide planning and implementing of globalization initiatives, promoting an organizational international strategy for education, research and international contributions that goes beyond the former focus on mere international exchange primarily limited to the exchange of individuals.

##### 2. Opening the UC/UCEAP Osaka Office

Osaka University attracted the University of California to establish its UC/UCEAP Osaka Office at Osaka University. This has led to further promotion of studying abroad program to students via UC-style interactive lectures focused on group discussion in English.

##### 3. Promoting the International Joint Research Promotion Program

As a foothold for establishing international joint labs, Osaka University has promoted the International Joint Research Promotion Program and successfully formed a total of 22 international joint labs in association with institutes and universities in 13 countries/regions including those with the University of Oxford and the California Institute of Technology.

##### 4. Establishing Short-term support for personnel expenses under the International Joint Research Promotion Program

Osaka University established a program to cover short-term personnel expenses as one of its initiatives to support international research programs to further promote international joint research and for the purpose of inviting prominent international faculty to Osaka University. 53 research projects have been selected as beneficiaries of this program.

#### University Reform

##### 1. Launching a World Tekijuku Graduate School Project

Osaka University has appointed an Establishment Examination Committee to, manage the establishment of the World Tekijuku Graduate School in April 2017. This Graduate School will integrate interdisciplinary specialist knowledge and foster the creation of novel fields of inquiry with its distinct programs. As an organization that represents the future of Osaka University, it will attract a high ratio of young and international faculty and conduct all activities in English as its official language under an annual salary system.

##### 2. Annual Salary System

Osaka University has broadened the reach of faculty under the annual salary system and reformed personnel hiring and salary systems for greater flexibility as a means to become a world top 10 comprehensive research university.

##### 3. Cross-Appointment System

Starting with the conclusion of an agreement with RIKEN and the acceptance of researchers from RIKEN, Osaka University has concluded a total of 31 agreements with research organizations including 2 domestic and 29 international agreements.

#### Education Reform

##### 1. "World Tekijuku Entrance Examination" \*\*\*

In order to attract high school graduates with experience in proactive learning (such as those with research project experience) in addition to basic knowledge and skills, Osaka University has decided to implement the World Tekijuku Entrance Examination, a comprehensive applicant selection system used by all schools and faculties starting in 2017.

##### 2. Implementing a new entrance examination for privately-funded international students

The Global Admissions Office (GAO), in charge of developing various entrance examination systems, established a new entrance examination, "Special Entrance Procedures for Privately-Funded Undergraduate International Students Living Overseas," in order to attract prominent international students. It allows international high school students to take an entrance examination in their home countries before coming to Japan.

##### 3. Developing the Multilingual Expert Program \*

This new type of educational program has been developed with foundations in Osaka University's unique strengths. It aims to contribute to society with its expertise in humanities and social sciences, educating students from a complete, global perspective in multilingual and multicultural matters. Students acquire proficiency in one or more languages in addition to English.

##### 4. Reforming the Teaching Assistant (TA) system \*\*

Osaka University is preparing a trial of a Teaching Fellow (TF) system in 2015, a pioneering system in Japan. They are endowed with the greatest responsibility within the TA system, planning additional educational activities, managing the progress of classes, and educating students directly and autonomously.

##### 5. Establishing a Double Degree Program

Osaka University has promoted the establishment of a Double Degree Program to educate globally minded human resources. Students receive degrees from both Osaka University and a university abroad on the basis of an inter-university exchange agreement. Nine new agreements with universities abroad were signed in 2014.

## ■ University's own indicators and targets

### 1. Increasing the number of subjects ranked in the top 30 in the Thomson Reuters Essential Science Indicators(ESI)

Osaka University aims to be ranked in the top 30 citation index in ten fields in the Thomson Reuters Essential Science Indicators (ESI) before the completion of the Top Global University Project in 2024. Biology and biochemistry was ranked in this range in 2014, and including the three fields that ranked previously – immunology, chemistry, and material sciences – Osaka University currently has four fields ranked in the top 30.

### 2. Increasing the number of inter-university exchange agreements

The number of inter-university exchange agreements will be increased to 130 to further develop a robust international network before the completion of the Top Global University Project in 2024. The total number of agreements in 2014 was 104, which includes the five completed in 2014 and the 99 which were previously concluded. As of June 1, 2015, the total has increased to 105, a strong indicator of growth in this area.

## ■ Initiatives for the enhancement of international reputation

### 1. Promoting International Joint Research Programs \*

Osaka University will substantially increase its number of International Joint Labs, centers of international joint research. The targets is 100 labs by 2023, from the total of 22 in 2014. These labs are expected to further research in their respective regions and expand Osaka University's international presence. This includes pioneering novel fields of inquiry to provide impact on the global scale.

### 2. Enhancing the international public relations

Osaka University has hosted the Academic Initiatives Forum “Global University Rankings and Excellence Indicators Reexamined” and promoted the University utilizing international universities rankings and journals.

### 3. Hosting the Association of Pacific Rim Universities (APRU) Presidential Retreat and the 19<sup>th</sup> Annual Presidents Meeting in Osaka.



1. 2014 International Joint Research Promotion Program Workshop

## 【Cooperation with Universities Abroad】

- ◆ The UC/UCEAP Osaka Office was opened in cooperation with the University of California at Osaka University in December 2014.
- ◆ Osaka University established a program to cover short-term personnel expenses as one of its initiatives to support international research programs. 53 of the proposed programs were selected for support.

In addition, Osaka University provided financial support to international joint conferences (supporting 15 events), research abroad programs (supporting 9 events), and visiting scholar programs (supporting 3 programs). This funding was made possible by the Program for Promoting the Improvement of Research Universities, funded by the Ministry of Education, Culture, Sports, Science and Technology.



2. Academic Initiative Forum “Global University Rankings and Excellence Indicators Reexamined”



UC/UCEAP Osaka Office Opening at Osaka University



3. Association of Pacific Rim Universities (APRU) 18<sup>th</sup> Annual Presidents Meeting



## 3. FY2015 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. International Strategy Promotion Office (reorganized as the Center for Global Initiatives on April 1, 2016)

The International Strategy Promotion Office is a new organization established by Osaka University to coordinate university-wide activities related to global communications, the global cloud, and global collaboration.

- A new portal site for international students was released.
- It has enhanced the dissemination of research results to the international community, which in turn has increased significantly the number of hits to Osaka University's research information portal (an increase of 60% compared to the previous year and an increase of more than 70% from English-speaking countries).

##### 2. Academic exchange with the University of California (UC)

Osaka University held the UC/UCEAP Osaka Office First-year Anniversary International Symposium in collaboration with the UC/UCEAP Osaka Office. (Refer to the \*1 on the next page.)

Osaka University offered two summer programs mainly targeted at UC students and registered approximately 50 students. In addition, two UC faculty members were employed as specially appointed faculty members (full-time) at Osaka University through our cross-appointment system.

A special lecture series was conducted by Dr. John Hampton Ino, Professor Emeritus at UC San Francisco. This special English series involved nine lectures and was conducted in an interactive seminar style, based on group discussions. A total of 130 Osaka University members (students, faculty, and staff) attended.

##### 3. International Joint Research Program

Osaka University's International Joint Research Promotion Program has successfully created 35 International Joint Labs in association with 41 institutes/universities in 16 countries/regions, including the University of Oxford and the California Institute of Technology.

#### University Reform

##### 1. Osaka University Vision 2021

Osaka University has presented the "Osaka University Vision 2021" in anticipation of the 90th anniversary of its founding. The 6-year period from 2016 to 2021 is viewed as an "evolution period," and the "Osaka University Vision 2021" provides guidelines for self-reform.

##### 2. Center for the Study of Co- Design

Osaka University is preparing to establish a new university-wide center in order to cultivate leaders who can develop their expertise and innovate in the real world. These leaders will be able to promote innovation and solve complex social issues by integrating knowledge into society.

##### 3. Annual Salary System

Osaka University has expanded the eligible faculty members to be applied to performance-based annual salary system to secure talented and diverse individuals. In 2015, over 200 faculty members were newly applied to this system.

##### 4. Cross-Appointment System

Osaka University has promoted education and research by concluding 46 agreements for this system with research organizations, which include 10 domestic and 36 international agreements.

#### Education Reform

##### 1. Top Global University Project International Symposium (Refer to the \*2 on the next page)

##### 2. Improvement of language education to strengthen English proficiency

Osaka University has improved its English education curriculum by implementing the TOEFL-ITP test and considering this score (30%) in the grading of students in general education English classes.

Osaka University has offered interactive small-size advanced English classes for students with high English proficiency to further enhance their speaking and writing skills. Moreover, the Intensive Practical English Program was offered to Japanese students to improve their language proficiency.

##### 3. Making syllabi available in Japanese and English

Osaka University is preparing to provide all syllabi in both Japanese and English. In order to support this initiative, the manual for syllabus creation—originally in Japanese—has been translated into English, and an English glossary of frequent words in has been created.

##### 4. Development of the Multilingual Expert Program (MLE)

MLE started the educational program in which students of the School of Foreign Studies are able to take one of the courses which are designed as a minor in the following schools of the humanities or social sciences in Osaka University: School of Letters, School of Human Sciences, School of Law and School of Economics. In 2015, the first year of this program, 32 students were successfully selected and registered for the courses.

Additionally, MLE created the Academic English Support Desk Program, an English presentation tutorial. This program is aimed at enhancing the academic presentation skills of students, faculty and staff members, mainly for international conferences, through the tutorial conducted by an English native lecturer.

##### 5. Advanced collaboration with high schools

Osaka University has improved collaboration with prefectures and high schools by organizing and co-hosting events for high school students.

## ■ University's own indicators and targets

### 1. Increased in the number of Double Degree Programs

Osaka University has promoted the establishment of a Double Degree Program to educate globally minded human resources. Students receive degrees from both Osaka University and a university abroad on the basis of an inter-faculty exchange agreement. 12 new agreements with universities abroad were signed in 2015.

### 2. Increased in the number of inter-university exchange agreements

The number of inter-university exchange agreements will reach 130 in 2024 as a way to further develop a robust international network before the completion of the Top Global University Project. The number of agreements signed in 2015 was five, which added to the previously concluded 104 agreements makes for a total of 109 agreements.

## ■ Initiatives for the enhancement of international reputation

### 1. Held two remarkable international symposiums

#### (1) UC/UCEAP Osaka Office First-year Anniversary International Symposium "Career Development and Globalization" (December 2015) \*1

In collaboration with the UC/UCEAP Osaka Office, Osaka University held the international symposium. The symposium included a keynote speech by the Director of the Career Center at the UC Irvine and a panel discussion composed of four panelists from Japan and overseas.

#### (2) Top Global University Project International Symposium "New Learning of Liberal Arts and Quality Assurance (Quality Liberal Learning)" (January 2016) \*2

Osaka University held the international symposium, to which it invited speakers from Japan and overseas. The symposium included keynote lectures, case reports, and the introduction of Osaka University's educational system and some unique Osaka University programs to become a world-class educational institution and promote globalization. A lively discussion took place among panelists and audience addressing key issues and solutions regarding liberal education and assessment.

### 2. Increased in the number of International Joint Labs

Osaka University will substantially increase its number of International Joint Labs, centers of international joint research. The target is 100 labs by 2023, from a total of 22 in 2014. These labs are expected to further research in their respective regions and expand Osaka University's international presence by pioneering new fields of inquiry to create an impact on a global scale.

### 3. Enhancing international public relations

Osaka University's website has started to offer "Research Highlights," a compilation of articles containing the research findings of International Joint Labs. Additionally, these findings were made accessible to researchers in Japan and overseas by e-mail.

Furthermore, the proceedings of the forum\*3, held in 2015, were published in March 2016.

\*3 For details on the forum, please refer to item 2 of the "Initiatives for the enhancement of international reputation" on the second preceding page.

### 4. Hosting the prestigious Association of Pacific Rim Universities (APRU) 19th Annual Presidents Meeting in Osaka

Osaka University is a member of the Association of Pacific Rim Universities (APRU), comprised of top research universities in the Pacific Rim area. In June 2015, Osaka University hosted prestigious APRU's Annual Presidents Meetings with the theme "University as an Agent for Global Transformation." The meeting hosted 106 guests—including 25 presidents—and composed of panel discussions that revisited the mission of universities in the 21st century and discussed the university's role as a proactive instrument of global transformation.



1-(1). Panel Discussion at the UC/UCEAP Osaka Office First-year Anniversary International Symposium



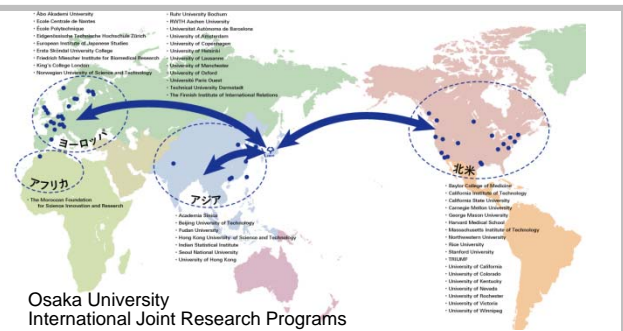
1-(2). Keynote Lecture at the Top Global University Project International Symposium



4. Association of Pacific Rim Universities (APRU) 19th Annual Presidents Meeting

## [ Cooperation with Universities Abroad ]

- ◆ Osaka University selected 54 projects to receive short-term personnel expenses coverage, as a measure to support international research programs.
- ◆ Moreover, Osaka University provided financial support as follows. These supports were made possible by the Program for Promoting the Improvement of Research Universities, funded by the Ministry of Education, Culture, Sports, Science and Technology.
  - 12 international joint conferences
  - Seven research programs overseas
  - One visiting scholar program



## ■ Osaka University has been rated the most innovative university in Japan, and 18th in the world.

Reuters, one of the leading international ranking organizations, announced the World's Most Innovative Universities in September 2015. Osaka University was ranked 18th in the world and 1st in Japan.

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Center for Global Initiatives

Composed of three sections – Global Outreach, Global Collaboration and Global Exchange Support – the Center for Global Initiatives coordinated international PR strategies, the global cloud, as well as international cooperation throughout the university, reinforced and promoted study abroad programs and the risk management system, and carried out surveys to promote collaborative projects with international institutions.

##### 2. International Joint Research Program

In addition to the existing 33 International Joint Labs, 23 International Joint Labs were newly opened to conduct joint research with the world's leading researchers.

##### 3. Academic exchange with the University of California (UC)

Two UC faculty members were invited to Osaka University under a Cross-Appointment System, who collaborated with the university's faculty members while teaching graduate and undergraduate students.

#### University Reform

##### 1. Center for the Study of Co\* Design (Established on July 1, 2016)

The Center for the Study of Co\* Design was established to develop new academic realms and nurture leaders with advanced comprehensive skills (ability to identify problems, find solutions, and implement the solutions for society). The Center leads the educational activities of the university in line with OU Vision, which aims to integrate academic expertise with society.

##### 2. Cross-Appointment System

Osaka University has signed cross-appointment agreements with 58 organizations including national university corporations, inter-university research institute corporations and national research and development agencies (19 domestic and 39 foreign organizations) to conduct education and research under this system.

##### 3. Center for Gender Equality Promotion (Established on April 1, 2016)

Osaka University established the Center for Gender Equality Promotion on April 1, 2016 and issued the "Osaka University Gender Equality Declaration," and was selected for the "Initiative for Realizing Diversity in the Research Environment (Collaboration Type)," a subsidy project of MEXT for the development of human resources in science and technology for FY2016. Under this project, the university provided support to five joint research programs and 17 female researcher training programs, thereby strengthening the leadership of female researchers and their research capabilities.

#### Education Reform

##### 1. Introducing a new academic calendar

To encourage students to take the initiative in their studies and offer them a wider variety of learning opportunities, the university prepared for the introduction of a four-term system from April 2017.

##### 2. Implementing World Tekijuku Entrance Examination and reinforcing the high school/university connection project

- The university implemented World Tekijuku Entrance Examination in cooperation with the Center for the Study of Higher Education and Global Admissions, an organization engaged in the study of holistic admissions. A total of 332 applications were received for the quota of 270, and 118 were admitted.
- The university organized various events to strengthen links with high schools and proceed with reforming the high school/university connection system.

##### 3. Improving language education to strengthen English proficiency

The university revised its grading system to better comply with the international standard by considering the score of the TOEFL-ITP test in the grading of students in general education English classes, and designed a framework for proficiency-based English classes to be introduced in FY2019 based on an analysis of the score data. To help students improve their English proficiency, the university also offered a course on improving English test scores for students wishing to participate in the study abroad program, to study abroad, or to improve English proficiency in the academic field (attended by 184).

##### 4. Multilingual Expert Program

This undergraduate program allows students of the School of Foreign Studies to take courses offered by schools of humanities/social sciences as minors. In FY2016, 73 students applied for the program and 31 were accepted. A total of 63 students, including the 32 accepted in FY2015, studied in this program and acquired advanced knowledge in humanities, human sciences, law/political science, and economics/business administration. As part of the Academic English Support Desk Program, which is designed to enhance English presentation and discussion skills at international conferences, English presentation tutorials were provided by native English instructors on a trial basis in FY2015. In FY2016, the tutorials were offered to students, faculty and staff university-wide throughout the year at four support desks. A total of 149 people studied in this program and 97 of them gave research presentations at international conferences during FY2016.



## ■ University's own indicators and targets

### Increase in the number of Double Degree Programs

The number of Double Degree Programs reached 23 in FY2016. The university also signed a double degree agreement with National Tsing Hua University (Taiwan).

### Continued increase in the number of inter-university exchange agreements

Osaka University aims to sign inter-university exchange agreements with 130 universities during the Top Global University Project period to build an international network. As of FY2016, the number of exchange agreements exceeded the target of 105, and reached a total of 113.

## ■ Initiatives for enhancing international reputation

### 1. Academic exchange with the University of California (UC)

Following FY2015, the university invited two faculty members of UC under a Cross-Appointment System, who taught two "UC Frontier Science" courses in English to 20 undergraduate and graduate students. Also, a total of 123 students attended the special lecture given monthly by a Professor Emeritus of UC San Francisco in English, a practical seminar "Case Based Critical Thinking."

### 2. Summer Program to accept UC students

Following FY2015, the university implemented the FrontierLab@OsakaU Summer Program, accepting 21 UC students at the university's scientific laboratories. The UC students conducted various research at the university's laboratories for eight weeks from mid June to early August. At the end of the program, a final presentation session was held where the UC students gave presentations on the results of their eight weeks' research. Japanese students of the laboratories also attended the session.

### 3. Social Innovation Action 2016

In this program, participants, including foreign lecturers, made various recommendations for building new collaborative networks from various perspectives, while participants also engaged in networking discussions. The program was attended by 81 people involved in social innovations in industry, government, academia and the private sector, and new collaborative opportunities were offered. Especially, the presentation by the participant in the global talent development program, which the university implemented jointly with UCL, garnered high praise.

### 4. International public relations

Osaka University participated in the "New Scientist Live" exhibition organized by a British science magazine, *New Scientist*, as an exhibitor along with seven Japanese organizations. In its booth, the university showcased its research achievements and gave a talk on robotics, which attracted many visitors. The university actively publicized its research achievements by issuing 74 press releases for foreign media and publishing *Osaka University Research Profile*, which outlines the research activities underway in the university. The university also carried out more effective PR by publishing *Osaka University Prospectus*, a PR magazine for overseas, updating the Chinese and Korean pages of its official website, and utilizing its official Instagram account to make more foreigners interested in Osaka University.

## Cooperation with universities abroad

- Osaka University continued to carry out the International Joint Research Promotion Program (Support for Short-term Personnel Expenses) and selected 49 projects for the program in FY2016.
- Under the Program for Promoting the Improvement of Research Universities, Osaka University provided financial support for organizing 14 international joint conferences, sending three researchers overseas and inviting five foreign researchers to the university.

## ■ Other initiatives and achievements

### New framework for industry-university co-creation

Immunology Frontier Research Center (IFReC) signed a comprehensive collaboration agreement for advanced immunological research with Chugai Pharmaceutical Co., Ltd. in May 2016 and Otsuka Pharmaceutical Co., Ltd. in February 2017. Both of these agreements are long-term spanning 10 years, which will enable IFReC to maintain an academic environment that allows researchers to pursue their own basic research and share the latest immunological research achievements with society.

### External Advisory Council

The External Advisory Council was held in November 2016 and the university obtained useful advice on the university's initiatives to achieve the targets set for the Top Global University Project and received evaluation on the progress.



(1) Lecture given by a UC professor



(3) Social Innovation Action 2016



(4) The Japanese booth in New Scientist Live held in London

## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Preparations underway for establishing ASEAN Campuses!

In December 2017, a signing ceremony for the establishment of a joint campus office, along with an opening ceremony, was held at the Vietnam Academy of Science and Technology, and a signing ceremony was held at Mahidol University in Thailand. These ceremonies were attended by many people from the Japanese embassies in respective countries as well as university staff. In Brunei Darussalam, an opening ceremony for a joint campus office was held in February 2018 with the attendance of the Japanese ambassador and university staff, and it was agreed to sign an academic exchange agreement between Brunei Institute of Technology and Osaka University.

##### 2. Academic exchange with the University of California (UC)

Two UC faculty members were invited to Osaka University under the Cross-Appointment System, where they worked with the university's faculty and taught a total of 133 graduate and undergraduate students in two classes of a course titled "Frontier Lectures from University California."

##### 3. International Advanced Research Institute established in April 2017

Building on the track record of the Immunology Frontier Research Center (IFReC) in organizational management, Osaka University established the International Advanced Research Institute (IARI) to work on creating strategic and effective research hubs, and incorporated IFReC as the first research hub of IARI.

##### 4. International Joint Research Promotion Program

Under the International Joint Research Promotion Program launched to conduct joint research with the world's leading researchers, eight International Joint Labs were newly opened in FY2017 in addition to the existing 49 Labs.

#### University Reform

##### 1. Co-Creation Bureau established in January 2018

The Co-Creation Bureau was opened on January 1, 2018 for conducting strategic, university-wide research and education to produce innovations through collaboration between the university and society, and for strengthening the structure of such efforts.

##### 2. Senior Executive Vice President post and Osaka University Council established in August 2017

To reinforce the management structure of the university, two persons were appointed to the new post of Senior Executive Vice President (Osaka University's equivalent of provost) responsible for coordinating issues that require university-wide decision-making such as university management, education and research. To strengthen the university's ability to develop strategies better tailored to the nature of each field of study, the Osaka University Council was established in three fields: humanities and social sciences; science, engineering and information; and medical, dental, pharmaceutical and life sciences.

##### 3. Employment of international faculty under the Cross-Appointment System, etc.

In FY2017, Osaka University signed cross-appointment agreements with 82 organizations, including five private companies, up 24 (41%) from the previous year. Of these 82 organizations, 39 are foreign research institutions, including 16 parties to the International Joint Research Promotion Program. Combined with 33 faculty members employed under the Support Program for International Faculty Employment, the number of international faculty at Osaka University reached 254 as of January 2018, up 24 (10%) from the same month of the previous year. The number of faculty working under the annual salary system, including specially appointed academic staff, has increased by 157 (15%) from the previous year, reaching 1,234 as of the end of FY2017.

#### Education Reform

##### 1. FY2018 AO and recommendation examinations (World Tekijuku Entrance Examination)

In FY2017, Osaka University introduced AO and recommendation examinations (World Tekijuku Entrance Examination) in cooperation with the Center for the Study of Higher Education and Global Admissions, an institution established to conduct studies and research on a holistic admission process. In FY2018, the second year of this examination, 565 people applied and 178 were admitted, increases of approximately 1.7 and 1.5 times respectively from the previous year.

##### 2. Large increase in course numbering system

In order to make the educational program visually easier to understand in line with the international standard system and to review and update the ongoing structure of the program, Osaka University established a numbering system for courses and fields of study based on the degree programs in FY2016. The university also revised the Student Information System earlier than scheduled and completed assigning numbers to all the courses, thus making the course numbering system ready to apply university-wide from FY2017. As a result, the rate of implementing the course numbering system increased greatly from 7.7% in the previous year to 91.5%.

##### 3. Multilingual education

Under the Multilingual Expert Program, Osaka University has continued to offer the Academic English Support Desk service, while introducing "English and Anglo-American Culture" as a new minor program. The university also prepared to establish the Center for Multilingual Education (opened in April 2018) for the centralized supervision of language education at the university and continued promoting reforms in language education. The Center will develop, manage, implement, and evaluate advanced educational methods and systems for studying English and other foreign languages as well as Japanese, with the aim of establishing Japan's language education model for the global era.



## ■ University's own indicators and targets

### Increase in the number of Double Degree Programs

During FY2017, Osaka University signed a double degree agreement with Shanghai Jiao Tong University (China), Universiti Sains Malaysia (Malaysia), Mahidol University (Thailand), Macquarie University (Australia), and Tianjin University of Traditional Chinese Medicine (China), with the total number of Double Degree Programs reaching 28.

### Continued increase in the number of inter-university exchange agreements

Osaka University aims to sign inter-university exchange agreements with 130 universities during the Top Global University Project period to build an international network. In FY2017, the number of exchange agreements increased by 12 from the previous year to 125 in total.

## ■ Initiatives for enhancing international reputation

### 1. AEARU Advanced Material Science Workshop 2017 (November 2017)

As part of the activities of the Association of East Asian Research Universities (AEARU), Osaka University hosted the Advanced Material Science Workshop 2017 for students of member universities. This event was attended by more than 50 students and academic staff from Japan and abroad, who deepened their expertise in the specialized fields while acquiring knowledge in non-specialized fields and enjoying meeting other participants.

### 2. HAO Training Program (August and November 2017)

The Center for the Study of Higher Education and Global Admissions (CHEGA) implemented the HAO (Handai Admission Officer) Training Program to facilitate admission reform at each university by helping university staff acquire a wide range of knowledge and skills concerning higher education and admissions and apply it to implementing holistic admissions or improving the admission process. The first session in August and the second session in November were attended by 66 people and 39 people (or 84 people counting the participants in related events) from all over Japan, who underwent training under the guidance of a Senior Fellow of the Association of American Colleges & Universities who serves as a Specially Appointed Professor at CHEGA under the Cross-Appointment System, and the Director of Admissions at the University at Oregon, as well as academic staff of CHEGA. This Program was covered by national newspapers and also reported by the National Association for College Admission Counseling in the U.S., and garnered high praise.

### 3. Public lecture hosted by the Center for Global Initiatives (November 2017)

On November 16, 2017, a lecture titled "How good are Japan's research universities in global terms, and how much does it matter?" was given at the Convention Center of Osaka University by Dr. Simon Marginson, Professor of International Higher Education at University College London's Institute of Education and Director of the Centre for Global Higher Education. Intended for university staff and students, this lecture was attended by more than 50 people from both inside and outside Osaka University and was followed by a lively exchange of opinions.



1. AEARU Advanced Material Science Workshop



2. HAO Training Program



3. Public lecture by the Center for Global Initiatives

## Cooperation with universities abroad

- Osaka University continued to carry out the International Joint Research Promotion Program (Support for Short-term Personnel Expenses) and selected 41 projects for the program in FY2017.
- Under the Program for Promoting the Improvement of Research Universities, Osaka University provided financial support for organizing nine international joint conferences, sending four researchers overseas and inviting two international researchers to the university.

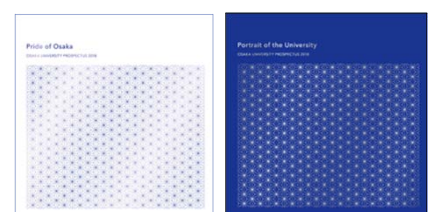
## ■ International public relations and world university ranking

### Osaka University ranks 1st in Japan (31st globally) in the Nature Index 2017 Innovation Tables

In August 2017, *Nature*, a British science journal, announced the Nature Index 2017 Innovation Tables that rank academic institutions in terms of the influence of research on the development of innovations. In these tables, Osaka University ranks 1st in Japan and 31st in the world, thus showing the university's significant contribution to innovation.

### PROSPECTUS 2018

Osaka University published Prospectus 2018, an English PR brochure including two booklets, containing selected information through pictures and data. Their covers are designed to resemble *furoshiki*, traditional Japanese wrapping cloth.



PROSPECTUS 2018 consisting of two booklets



# Top Global University Project (Type A) Hiroshima University

## 1. Outline

### 【 Name of project 】

**Hiroshima University Global Campus Expansion and Innovation Initiative**

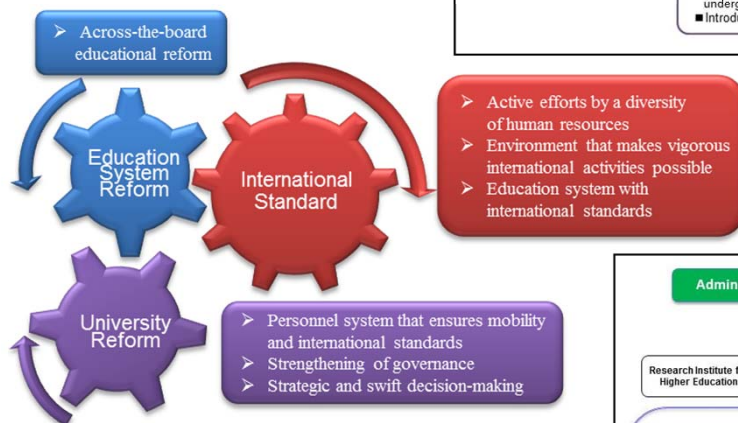
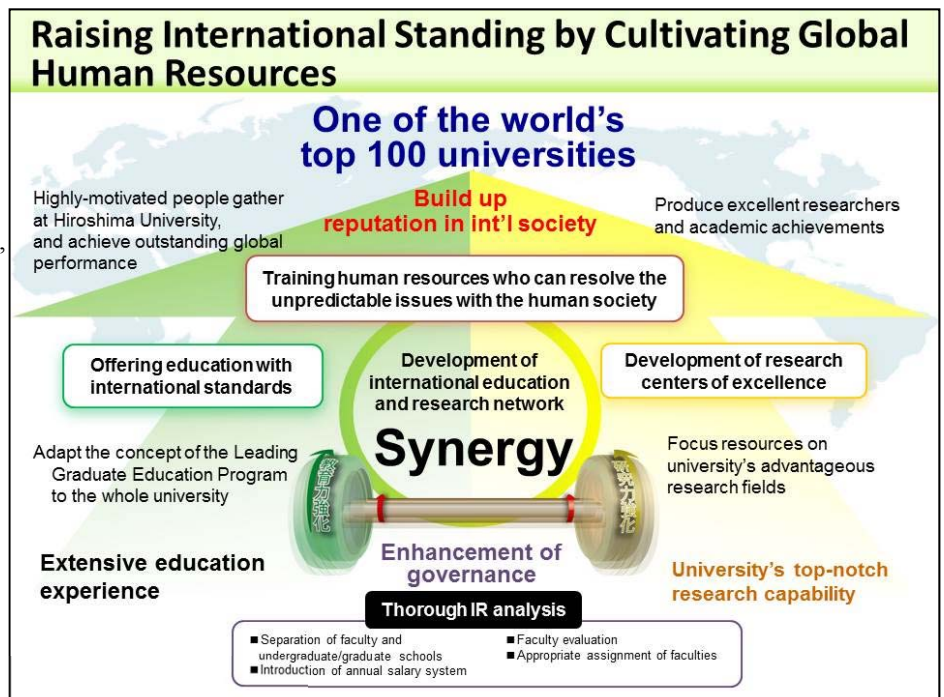
### 【 Future vision of the university planned in TGU project 】

In order to strengthen the two axel wheels of educational capability and research ability, Hiroshima University will interlock the three gear wheels of reform (strengthening of governance through system reform, revolutionizing the education system, and ensuring international standards), becoming a Top Global University.

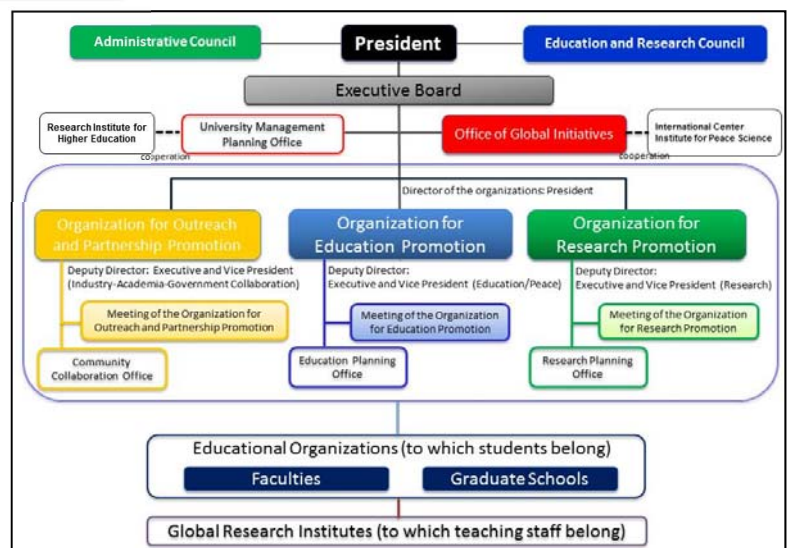
### 【 Summary of Project 】

In accordance with Hiroshima University's guiding principle of "Continuous Self-Development", information has been gathered across-the-board regarding the university's performance in education, research, and social contribution, and based on the accumulated objective big data, not only were the characteristics, strengths, and weakness of the university as a whole clearly identified, but also analysis was carried out to enable the faces of individual researchers to become visible.

Furthermore, through its independent development of A-KPI (Achievement-motivated Key Performance Indicators), Hiroshima University has not only constructed a mechanism for monitoring its degree of achieving membership amongst the world's Top 100 universities, but also at the same time developed a mechanism for implementing optimum positioning of education and research. Based on these across-the-board and unique IR, in addition to strategically deciding concrete quantitative targets and qualitative objectives that it should meet in the future, Hiroshima University will interlock the three gear wheels of reform and pursue university reform,



thereby cultivating human resources who can contribute to the resolution of the unpredictable issues facing humankind.



## 【Summary of the 10-year plan】

### Strengthening Governance through System Reform

#### 1. Introduction/Implementation of A-KPI (Achievement-motivated Key Performance Indicators)

Objective monitoring of the overall performance of education and research in the university as a whole and in each faculty using A-KPI will enable optimum allocation of teaching staff and campus resources by the Executive Board in addition to the realization of revolutionary changes in the awareness of faculty members and in campus culture.

#### 2. Swift Implementation of Reforms by the University President and Executive Board

The strategic leadership of the University President will be strengthened, such as through the separation of teaching staff system, educational system, and research system; and personnel appointments, etc., by the Executive Board.

By implementing a system of evaluating teaching staff individually, focusing on international indicators, in addition to monitoring the performance of the university as a whole using A-KPI, not only the university's governing structure but also the university overall will achieve internationalization and reform.

### Education System Reform

#### 3. Providing Education with High International Standards

In order to guarantee the international quality of the education it provides, Hiroshima University is a member of the SERU (Student Experience in the Research University) Consortium; in addition, through the introduction of a hierarchical TA system and use of e-learning portfolios and active learning, the university will ensure students have high-quality study time, amply facilitating students' independent study.

#### 4. Constructing an Educational System Enabling Students to Study Freely on Campuses Spread throughout the World

In order to resolve issues obstructing study abroad, through industry-university-government collaboration, Hiroshima University will establish scholarship programs and introduce the Quarter System, as well as enhance and expand joint degree/double degree (JD/DD) programs. By advertising positions internationally whenever hiring teaching staff, a teaching team comprising more than 50% foreign-nationals will be created, and courses taught entirely in English will be expanded and enhanced so that they are offered in all faculties and graduate schools.

In addition to newly establishing satellite campuses overseas, Hiroshima University will establish an educational system by strengthening research exchange with world-class universities with which it has concluded agreements.

### Ensuring International Standards

#### 5. Education Program

In order to implement education programs that ensure international standards, Hiroshima University will reorganize syllabuses to be educational guidelines, ensuring that classes can be improved and their standards raised, in addition to carrying out class numbering and clarifying program systemization. Furthermore, the GPA-centered education system will be systemized and interlocked with the substantiation of units. In order to assure education quality, Hiroshima University will not only promote HiPROSPECTS (the university's achievement target program modeled on the British QAA (Quality Assurance Agency), but also carry out HiPROSPECTS international quality assurance evaluations through a consortium of America's top research universities in order to implement international quality assurance.

#### 6. Teaching Staff / Students

Hiroshima University will increase foreign-national and other teaching staff numbers, thereby increasing the number classes taught in foreign languages. At the same time, the university will promote the globalization of Japanese students through such measures as implementing entrance examinations emphasizing foreign languages, introducing classes for students who have undergone International Baccalaureate education, sending Japanese students abroad to study, and ensuring students' linguistic capabilities.

Furthermore, in order to ensure the diversity of Hiroshima University campuses, international students will comprise approx. 20% of the overall student body; to achieve this target, diversification will be promoted through such measures as the internationalization of teaching staff/courses; overseas recruitment of international students; further expansion of exchange student programs; and expansion short-term inbound summer programs.

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### (University Reform)

To enable utilization of the skills of individual teaching staff as a system, strategic allocation of teaching staff across faculties and graduate schools will be carried out through strengthened governance. The possibility of realizing such teaching staff allocations will be ensured through the separation of teaching staff (faculty) systems and education/research systems, objective indicators/targets established using A-KPI (Hiroshima University's independently developed performance indicator system), and the University President's leadership.

### (Education Reform)

With regard to university entrance examinations, multiple examination styles will be implemented, including the use of external examinations and AO examinations. By introducing the Quarter System, Hiroshima University will set flexible entrance/graduation periods, both creating a system that can respond flexibly to the different academic calendars of education systems around the world and ensuring the improvement and deepening of study quality through the implementation of intensive classes. Educational programs will also be provided at Hiroshima University's satellite campuses overseas. As for academic path options, it will be possible for students to choose their courses of study to suit their chosen paths, including early graduation or obtaining a doctoral degree through a 5-year integrated doctoral program as well as "minor programs" and "specified programs".

## 【Measures for the promotion of collaboration with foreign universities】

Hiroshima University is a member of SERU Consortium, which was established with the University of California, Berkeley, at its core and has grown into an international consortium of top American research universities and other world-renowned universities such as Oxford University (joined in 2014). Hiroshima University proposed that SERU implement a program for SERU member institutions to strictly evaluate each other's activities and/or carrying out projects that merit international recognition; as a result, it was decided to implement the "SERU-International Consultancy Project" (tentative title) with UC Berkeley in the central role. As the institution that proposed this project, Hiroshima University is to play a sub-leader role when constructing indicators and standards for external evaluations, and HiPROSPECTS will undergo quality assurance evaluations from an international perspective.

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### Holding of a Study Abroad Fair

In order to attract outstanding international students, Hiroshima University not only took part in six study abroad fairs in Japan and overseas, but also held an independent study abroad fair in Indonesia in March (306 attendees).

##### Implementation of Negotiations/Liaison and Coordination Activities with Collaborative Institutions in Order to Improve/Newly Establish Overseas Bases

Surveys, coordination, and negotiations were conducted with candidate locations for overseas bases, including Cambodia, Mexico, and The Netherlands.



Study Abroad Fair

#### University reform

##### Strengthening the Functions of the Office of Global Initiatives

To ensure that implementation of Top Global Universities program activities proceeds smoothly, Hiroshima University established a Office of Global Initiatives headed by the University Vice-President in charge of program activities. In addition, with regard to issues related to the internationalization of education—international evaluations of the university, implementation of Programs taught in English, and collaboration with overseas universities, etc.—surveys were conducted both in Japan and overseas, and at the same time a symposium was conducted (attended by Ministry of Education, Culture, Sports, Science and Technology representatives, the Pro Vice-Chancellor of the University of Melbourne, the Vice-President of Hokkaido University, and other experts).

##### Internationalization of the Administrative Council

Negotiations were carried out for inviting an overseas expert (with ministerial experience) to join the Administrative Council, and preparation were made for receiving the new overseas member.

##### Utilization of A-KPI/Individual Evaluations

The A-KPI system was introduced for use in personnel affairs decided by the Executive Board. In addition, a system for evaluating individual teaching staff whereby research/teaching performance is reflected in compensation, was introduced in October.

#### Education reform

##### Preparations for System Reform

**Quarter System:** The academic calendar was changed, beginning with the 2015 academic year, and preparations were made for introducing the Quarter System for the university overall.

**Numbering:** In accordance with course levels and content, preparations were made for re-introducing numbering (which is easy to understand in terms of curriculum policy) for all course subjects in the 2015 academic year.

**Syllabus Anglicization:** With the introduction of numbering, syllabus content was reorganized and streamlined. Preparations were carried out for the Anglicization (Englishing) of syllabus content for all undergraduate/postgraduate course subjects by the 2016 academic year.



FD Training

##### Implementation of FD Training

Teaching staff were invited from an Australian University with which Hiroshima University has concluded an agreement and FD training on methods for teaching classes in English was conducted. In addition, a symposium was held on the theme of developing English-taught classes and courses.

##### Preparing for the Construction of a Hierarchical TA System

With regard to a hierarchical TA system, in addition to gathering information on/from other universities, deliberations were held concerning the process of constructing the system and implementation.

##### Implementation of a Class Video Recording System and Improvement of the Learning Portfolio/Online System

A class video recording system was introduced, and an environment was prepared to enable recording of web video feed, which facilitates flip-teaching.

In addition, the Learning Portfolio System, which had been used by some departments, was upgraded to enable all university faculties and graduate schools to use it.



## ■ University's own indicators and targets

### Notification of Performance Indicators within the University

With regard to the implementation of Hiroshima University's independently developed A-KPI system, in addition to the system being approved by the Executive Board (July 28, 2014), performance for the 2012 and 2013 academic years were reported to the Education and Research Council (November 18, 2014) and targets to strive for in order to achieve the performance indicators were presented. In addition, teaching staff in each department were also informed of the results of these evaluations through explanations provided at staff liaison meetings.

### Implementation of an Informal Meeting with Teaching Staff of Other Universities to Discuss the Performance Indicators

A discussion was held with members of the Institutional Research Institute of Kyushu, contributing to the consideration of indicators for evaluating university management.

### Status of Achievement of Performance Indicators

A-KPI (a performance indicator) comprises (a) Staff responsible for the course; (b) Training of doctoral human resources, (c) Number of SCI papers, (d) Receipt of external funding; and (e) Internationality. Compared with the previous academic year, scores for (b), (d), and (e) increased while scores for (a) decreased; the overall total score increased, however, indicating that Hiroshima University is approaching its targets through various initiatives, including its TGU activities.

## ■ Initiatives for the enhancement of international reputation

### Holding of a Kick-off Meeting (Symposium)

In March, Hiroshima University invited the Pro Vice-Chancellor of the University of Melbourne, the Vice-President of Hokkaido University and other experts from Japan and overseas to participate in panel discussion on the themes "Development of English-Taught Education Programs and Issues Surrounding Them" and "Issues Surrounding Japanese Universities in a Globally Competitive Age". The symposium was attended by approx. 100 participants.

### Participation in a SERU-related Conference

In October through December, in addition to participating in meetings between SERU member universities in Japan held at Osaka University, Hiroshima University took part in discussions on the international quality assurance of education and the construction of SERU Consultancy that took place during the SERU conference held at UC Berkeley in the United States.

### Discussions with Organizations that Formulate Global Rankings

In October, Hiroshima University's President and Vice-President visited TIMES Higher Education and QS in London for discussions regarding raising the university's rankings.



Kick-off Meeting

## 【 Results for the promotion of collaboration with foreign universities 】

### International Educational Collaboration (Including JD/DD)

Between October and March, Hiroshima University representatives visited ten JD/DD partner universities to liaise and negotiate regarding program implementation. In addition, DD agreements in two fields were concluded with National Chengchi University, Taiwan.

### Collaboration with Regard to International Quality Assurance in Education

Hiroshima University is a member of SERU Consortium, which was established with the University of California, Berkeley, at its core and has grown into an international consortium comprising top (mainly state-level) American research universities and other world-renowned universities (joined in 2014). Hiroshima University proposed that SERU implement a program for SERU member institutions to strictly evaluate each other's activities and/or carrying out projects that merit international recognition; as a result, it was decided to implement the "SERU-International Consultancy Project" (tentative title) with UC Berkeley in the central role. As the institution that proposed this project, Hiroshima University is to play a sub-leader role when constructing indicators and standards for external evaluations, and HiPROSPECTS will undergo quality assurance evaluations from an international perspective.

## ■ Free description

### Translation of Syllabus/Variou Curriculum Information into English

With regard to liberal arts subjects, the complete translation of the syllabus into English has been completed.

### Notification Regarding the Top Global University Project within the University

In addition to holding two internal explanation meetings for teaching staff, six explanation meetings were held on campus for students and discussions were held regarding sharing of information and promoting the program within the university.

## 3. FY2015 Progress

### ■ Common indicators and targets

#### University reform

##### Academy of Hiroshima University

In December 2015, Hiroshima University approved to adopt a new “Academy” system beginning in April 2016. The entire academic staff of the university, who have traditionally belonged to separate graduate schools and faculties, will be now placed under the single unified control of the Academy of Hiroshima University, which will then assign them to schools, graduate schools, institutes, the university hospital or other education and research organizations within the university. Based on the idea that the activities of academic staff—who constitute important intellectual resources—are the resources of the university as whole, the new system aims to maximize the performance of academic staff members. Hiroshima University will be able to establish a new way to enable all of its academic staff members to pursue education and research under the leadership of the President, transcending the boundaries of their individual education and research organizations.

The Academy of Hiroshima University will be comprised of 35 units, classified according to academic specialties. All academic staff members will be grouped into one of these units. Within and among each unit, flexible and effective human resource management will be maintained to enhance the education and research functions of the entire university.

##### Utilization of A-KPI

By making effective use of A-KPI, Hiroshima University monitored the degree to which it had achieved the quantitative targets toward becoming one of the world’s Top 100 universities, and confirmed that the university was getting closer to these targets.

##### Internationalization of the Administrative Council

An overseas expert (with ministerial experience) was invited to join the Administrative Council. At the same time, the Education and Research Council established a quota for foreign faculty members.

#### Education reform

##### System Reform

**Quarter System:** Beginning with the 2015 academic year, Hiroshima University changed the academic calendar, and introduced a quarter system for the university as a whole.

**Course Numbering:** In accordance with course levels and content, a course numbering system was introduced in the 2015 academic year. (All numbering was completed in the beginning of the 2016 academic year.)

**Syllabi in English:** Preparations were carried out for English syllabi for all undergraduate/graduate courses in the 2015 academic year. (The task was completed in the beginning of the 2016 academic year.)

##### Establishment of a Hierarchical TA System

Hiroshima University re-organized its TA system to better help graduate students to gain knowledge and skills related to educational activities other than research. By working with teaching staff as Teaching Assistants (TAs), these students will be instrumental in strengthening the university’s education as a whole. After the conventional TA system was reviewed, a new “Hirodai\* TA” system was set up, under which TAs are divided into three hierarchical levels based on their experience and expected responsibilities. TAs receive training in stages according to these levels. By offering such phased training, the TA system aims to enable TAs to gradually develop their ability to understand the fields of their specialization from a broad perspective and learn effective teaching methods. The university’s ultimate goal with the Hirodai TA system is to help TAs become independent educators.

In the 2015 academic year, two departments introduced the hierarchical TA system on a pilot basis. Also, briefing sessions, training seminars and workshops were held in various departments to publicize the hierarchical TA system within the university. Moreover, a leaflet about the system was created and distributed.

\*Hirodai is a common name for Hiroshima University.

#### Internationalization

##### Study Abroad Fair

In order to attract outstanding international students, Hiroshima University held independent study abroad fairs targeting students of top universities in Indonesia and Vietnam, after making direct approaches to them via SNS. These fairs attracted 598 participants in Indonesia and 344 participants in Vietnam. For the Indonesian students who had attended the fairs and showed interests in studying at Hiroshima University, the matching arrangements were made by telephone and other means. Then the university’s corresponding graduate schools’ academic staff visited universities in Indonesia to interview the students in person. They identified a total of 72 students who wish to apply to one of the graduate schools. In addition, Hiroshima University took part in six study abroad fairs in Japan and overseas.

##### Collaboration with Overseas Partner Institutions and Establishment of New Overseas Bases

The President of Hiroshima University held a meeting with the President of Cairo University, at which they signed an International Exchange Agreement (University Level) and decided to establish an overseas base within Cairo University.

To contribute to the development of higher education in Cambodia and Myanmar, Hiroshima University became Japan’s first university to conclude academic exchange and cooperation agreements with the education ministries of these two countries. The university is planning to set up overseas bases in both Cambodia and Myanmar.



Photo: Hiroshima University President Ochi and the President of Cairo University at a press conference, held in front of the Great Sphinx of Giza near Cairo  
The press conference was also attended by Ambassador Extraordinary and Plenipotentiary of Japan to Egypt Takehiro Kagawa, the Archaeological Minister of Egypt, the Minister of Higher Education in Egypt, and other guests

## ■ University's own indicators and targets

### Notification of Performance Indicators within the University

To encourage the university's academic staff to better understand A-KPI, they were informed of their own A-KPI performance in the form of numerical values. These numbers were published in each member's main portal in the In-house Information Sharing System "IROHA."

### Status of Achievement of Performance Indicators

A-KPI (a performance indicator) is comprised of (a) Teaching responsibilities; (b) Training of doctoral students, (c) Number of SCI papers, (d) Receipt of external funding; and (e) Internationality. Compared with the previous academic year, the scores for (b), (c), and (e) increased while the scores for (a) and (d) decreased; however the overall total score increased indicating that Hiroshima University is approaching its targets through various initiatives, including its Top Global Universities activities.

## ■ Initiatives for the enhancement of international reputation

### Implementation of SERU student survey

In the 2015 academic year, a SERU survey was carried out at two faculties of Hiroshima University, on a trial basis. The SERU surveys gather information about the actual student experience within major research-intensive universities. The Center for Studies in Higher Education (CSHE) at the University of California, Berkeley in the United States plays a central role in conducting SERU surveys of students belonging to the world's top research universities, including the University of Michigan, the University of Minnesota, and Osaka University.



Photo: Presentation by Dr. Ronald Huesman, SERU-AAU Principal Researcher and Director of Institutional Assessment Office of Institutional Research, University of Minnesota

By participating in these globally common surveys, Hiroshima University can evaluate the quality of education in comparison with overseas top research-intensive universities. Survey results will help the university make self-improvements, and continue to provide education that meets high international standards.

In January 2016, a SERU workshop was held on campus, to promote students' and academic staff members' understanding as to the significance of the SERU surveys and how to make effective use of the data.

### Participation in NAFSA and EAIE

Hiroshima University had a booth at the Association of International Educators (NAFSA) annual conference, at which staff members promoted the university's programs geared to international students. In addition, at the European Association for International Education (EAIE), a Vice President of Hiroshima University delivered a presentation in four sessions and also served as the session chairperson, so as to share the university's efforts and achievements.

## 【 Results for the promotion of collaboration with foreign universities 】

### International Educational Collaboration

In the 2015 academic year, the President of Hiroshima University visited China, Indonesia, Egypt, Myanmar, Cambodia and other countries, and concluded new international exchange agreements with 16 overseas universities. Furthermore, for the first time as a Japanese institution, Hiroshima University signed cooperation agreements with the Ministry of Education, Youth and Sport of the Kingdom of Cambodia, and with the Ministry of Education of Myanmar.

Meanwhile, in response to an invitation from the National Taiwan University Consortium, the deans of six graduate schools of Hiroshima University visited six national universities in Taiwan in October, to liaise and start negotiations regarding the development of joint degree/double degree (JD/DD) programs.

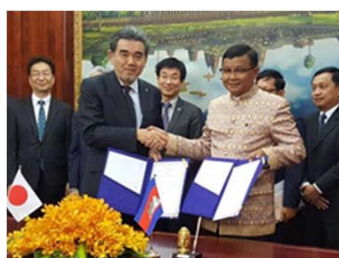


Photo: Signing Ceremony with Dr. Hang Chuon Naron, Minister of the Ministry of Education of Cambodia



Photo: Signing Ceremony with Dr. Thein Win, Director-General for the Department of Higher Education, Ministry of Education, Myanmar

As of the end of the 2015 academic year, Hiroshima University has a total of 172 international exchange agreements (160 institutions in 41 countries). At the inter-departmental level, Hiroshima University had newly signed agreements with 49 departments, with the total number reaching 307 (289 institutions in 49 countries).

### JD/DD

In the 2015 academic year, Hiroshima University newly established a joint graduate program with Capital Normal University, China. Under this joint program, after taking an undergraduate course at Capital Normal University, students can use the double degree (DD) program to pursue two master's degrees from both universities, and then continue a doctoral course at Hiroshima University. Enrollment limits are 100 students for undergraduate courses, 30 students for the master's courses, and 15 students for doctoral courses.

## ■ Free description

### Strengthening the Functions of the Office of Global Initiatives

A University Education Administrator (UEA) was hired to take charge of planning and data analysis, to ensure a smooth implementation of Top Global Universities program activities.



## 4. FY2016 Progress

### ■ Common indicators and targets

#### University reform

##### Establishment of the Academy of Hiroshima University and Personnel Integration

Since April 2016, Hiroshima University has adopted a new “Academy” system to maximize the performance of the university as a whole. It has enabled Hiroshima University to establish a new way to allow all of its teaching staff to pursue education and research under the leadership of the President, transcending the boundaries of their individual education and research organizations. Additionally, the Hiroshima University Personnel Committee was set up in AY 2017, forming a framework for recruitment and promotion of all teaching staff from a university-wide perspective.

##### Utilization of AKPI® and Development of a New Indicator

Making effective use of its own AKPI®, Hiroshima University continuously monitored the degree to which the entire university, respective faculties/graduate schools and individual faculty members had achieved the quantitative targets toward becoming one of the world’s Top 100 universities. As a result, the university confirmed that it was getting closer to these targets (from 440 points to 500 points). Moreover, Hiroshima University newly developed a Basic Effort Key Performance Indicator (BKPI®), which visualizes the activities of individual teaching staff, and used the new indicator unique to the university on a trial basis.

##### Evaluation by the External Evaluation Committee and the Advisory Board

To objectively evaluate the progress made by Hiroshima University, two groups were set up, both consisting of those who had been university presidents or had held other similar positions in Japan or overseas—the External Evaluation Committee and the Advisory Board. They performed evaluations and exchanged opinions regarding the progress of programs and initiatives undertaken by the university.

##### Establishment of a System to Facilitate the Organization for Education Promotion, etc.

Hiroshima University established a system to further advance educational reform, particularly so that the Organization for Education Promotion, which was set up to promote university-wide educational internationalization, could organically coordinate with various organizations of the university, including the Headquarters for Education, which governs educational affairs as a whole.

#### Education reform

##### Establishment of a Hierarchical TA (Teaching Assistant) System

Hiroshima University adopted the hierarchical TA system in earnest university-wide in the AY 2016. Under the new “Hirodai\* TA” system, TAs are divided into three hierarchical levels based on their experience and expected responsibilities, and they receive training according to these levels.

Along with the introduction of the hierarchical system, a TA Support Desk was established. To educate TAs, the TA Support Desk organized the Qualifying TA (Q-TA) Program, which is compulsory for those who wish to work as a Qualified Teaching Assistant (QTA), opened the Preparing Future Faculty Course, and held the TA Luncheon Mixer, an exchange meeting for TAs.

\* Hirodai is a common name for Hiroshima University.

##### Setting Target Scores for TOEIC (expected)

As part of its efforts to motivate students to improve their language skills, in the AY 2016, Hiroshima University set target scores for TOEIC (expected) for individual students. Based on their English ability at the time of enrollment, the university set the target TOEIC scores for individual students to be attained every six months until graduation, to help them reach the language skill level they are expected to obtain by graduation. These target scores for TOEIC (expected) were announced on the websites for individual students, along with their academic records.

##### Introduction of the Global Entrance Examination (for International Baccalaureate Holders)

In the entrance examination for the AY 2017 enrollment (held in the AY 2016), Hiroshima University introduced the AO (Admission Office) entrance examination method using a selection system based on applicants’ background (for international baccalaureate holders). Those who have the international baccalaureate (IB) diploma are internationally recognized as being eligible for university entrance.

#### Internationalization

##### Negotiations/Liaison and Coordination Activities with Collaborative Institutions in Order to Improve/Newly Establish Overseas Bases

In the AY 2016, Hiroshima University established the Hiroshima University Myanmar Center in May 2016 in Yangon, Myanmar, the Hiroshima University Guanajuato Center in March 2017 in Guanajuato State, Mexico, and the Cambodia MoEYS-Hiroshima University Collaboration Center in March 2017. The university further strengthened its overseas functions through these centers.



Opening ceremony of Guanajuato Center

##### Study Abroad Fair

Hiroshima University held an independent study abroad fair targeting students of top universities in Indonesia, after making direct approaches to them via SNS (with 479 participants). For Indonesian students who had attended the fair and showed interest in studying at Hiroshima University, matching arrangements were made. Academic staff from the university’s corresponding graduate schools then visited universities in Indonesia to interview the students in person.

In addition, Hiroshima University organized seven study abroad fairs and Japanese essay speech contests at its overseas bases, and took part in nine study abroad fairs held in Japan and overseas.

## ■ University's own indicators and targets

### Status of Achievement of Performance Indicators

AKPI® is comprised of (a) Teaching responsibilities; (b) Training of doctoral students, (c) Number of SCI papers, (d) Receipt of external funding; and (e) Internationality. Compared with the previous academic year, all the 5 scores increased indicating that Hiroshima University is approaching its targets through various initiatives, including its Top Global Universities activities.

### Notification and Effective Use of Performance Indicators within the University

The AY 2015 results indicated by AKPI® were reported to the Executive Discussion Group and to the Education and Research Council, and the content of the performance indicators and targets to strive for in order to achieve them were presented. Also, to remind all teaching staff of AKPI®, the university informed them of the purpose of AKPI® and each member's own AKPI® performance in the form of numerical values, via the main portals for individual teaching staff in the In-house Information Sharing System "IROHA." As a result, the number of SCI papers increased 202 from the previous year. Further, Hiroshima University newly developed its own Basic Effort Key Performance Indicator (BKPI®), which visualizes the activities undertaken by the faculty staff. As in the case of AKPI®, BKPI® was announced at in-house meetings to notify all teaching staff of this new indicator. In the light of comments from the Advisory Board, the university will continue to discuss how to more effectively use AKPI® to achieve the intended targets.

## ■ Initiatives for the enhancement of international reputation

### Implementation of SERU Student Survey

Between December 2016 and February 2017, Hiroshima University carried out a SERU survey of students of all faculties. SERU surveys, which gather information about the actual student experience, are conducted by SERU Consortium member universities around the world. The university is also planning to have its unique undergraduate education program, HiPROSPECTS®, undergo a peer review conducted by a group of reviewers from major member universities of the SERU Consortium in the AY 2017.

### International Educational Collaboration

In the AY 2016, the President of Hiroshima University visited Indonesia, Egypt, Mexico, Cambodia and other countries, and concluded new international exchange agreements with 66 overseas universities. Furthermore, for the first time as a Japanese institution, Hiroshima University signed cooperation agreements with the Ministry of Education, Youth and Sport of the Kingdom of Cambodia, and with the Ministry of Education of Myanmar.

As of the end of the AY 2016, Hiroshima University had 236 international exchange agreements (215 institutions in 45 countries), up 37% from 172 agreements at the end of the AY 2015. At the inter-departmental level, Hiroshima University newly signed agreements with 32 departments, with the total number reaching 337 (312 institutions in 50 countries).

## 【 Results for the promotion of collaboration with foreign universities 】

### Morito Higher Education Institute

Hiroshima University inaugurated the Morito Higher Education Institute 3+1 Program, a new program for accepting international students in response to the Quarter System. This new education program meets the needs of students from overseas, and expects the program participants, upon their completion of the 3+1 Program, to continue their studies at the graduate schools of Hiroshima University. In AY 2016, 26 international students studied under this program.

### Collaboration with Cairo University

Hiroshima University promoted programs to deepen its interaction with Cairo University, at which the Hiroshima University Cairo Center was newly established in the AY 2015. Twice a year, members from both universities visit each other's institutions, with the holding of research exchange workshops and Japanese essay speech contests.

#### JD/DD

Hiroshima University started a Joint Graduate School program with Capital Normal University, China.

Under this joint program, after taking an undergraduate course at Capital Normal University, students can use the double degree (DD) program to pursue two master's degrees—one at each university—and then take a doctoral course at Hiroshima University. In the AY 2016, seven students enrolled in the DD program.

In the AY 2016, the university concluded new eight agreements with partner institutions.



Workshop with Cairo University

## ■ Free description

### PHP Shinsho Book: *Hiroshima Daigaku wa Sekai TOPPU 100 ni Haireru no ka (Can Hiroshima University become one of the global top 100 universities?)*

A new "Shinsho" book was released, in which the author, Ms. Yumi Yamashita, a writer and columnist, summarizes the activities of Hiroshima University that are aimed at helping it become ranked among the top 100 universities in the world.

### Lecture Delivered by a World-Renowned Researcher



Beginning in the AY 2015, Hiroshima University has held a lecture titled "From Hiroshima University to the World: Wisdom from World-Renowned Researchers" inviting a Nobel laureate as the lecturer. In the 2016 academic year, the lecture was delivered by the Nobel Laureate in Physics 2015, Dr. Takaaki Kajita of The University of Tokyo.

Dr. Kajita delivering his lecture



## 5. FY2017 Progress

### ■ Common indicators and targets

#### University reform

##### ○ Establishment of the Academy of Hiroshima University and Personnel Integration

Hiroshima University has established a governance system, under which, after an Executive Board meeting, the President decides the processes from personnel assignment to candidate selection, to ensure that activities of teaching staff are effectively utilized to enhance the university's functions. The Hiroshima University Personnel Committee, set up under the President, holds discussions regarding point management of personnel expenses and teaching staff assignments. The university also takes advantage of the "Academy," a new system that integrates all teaching staff members independently of their individual education and research organizations, and the university's own Achievement-motivated Key Performance Indicator (AKPI®), which help visualize the performance of individual teaching staff members regarding their education and research activities. It has therefore become possible for Hiroshima University to assign faculty members in a well-planned way from a university-wide perspective, transcending the boundaries of their education and research organizations. As a result, in AY 2017 the university actively employed teaching staff, specifically 40 foreign members, 42 females, and 125 young members.

##### ○ Formulation of the SPLENDOR PLAN

In its new long-term vision "SPLENDOR (Sustainable Peace Leader Enhancement by Nurturing Development of Research) PLAN 2017" formulated in April 2017, Hiroshima University declared that it would implement "Science for Sustainable Development" in order to fulfill its role in creating a free and peaceful global community.

One of the university's three visions is "Cultivating individuals who can oversee a changing world and can challenge existing norms on a global scale." To realize this vision, Hiroshima University intensified its efforts to provide education that meets international standards, to cultivate globally competent human resources who can take on challenges in the international arena, and to enhance its evaluation system for globalized and standardized quality education.



##### ○ Establishment of the Hiroshima University Control Center of Education

Hiroshima University and its centers possess intellectual resources in a wide spectrum of academic disciplines. To make effective use of these resources at a higher level for teaching classes and for other purposes, and to further upgrade the university's education and research capabilities, the Hiroshima University Control Center of Education was established in the Headquarters for Education in April 2017.

#### Education reform

##### ○ Establishment of a Hierarchical TA System

In AY 2016, Hiroshima University introduced a hierarchical TA system called "Hirodai TA" university-wide. Under the Hirodai TA system, TAs (Teaching Assistants) are divided into three levels, with TF (Teaching Fellow) ranked at the top. To qualify as a TF, students must meet the highest requirements. Hiroshima University implemented the TF program on a trial basis by opening the Preparing Future Faculty Course, designed for acquiring TF qualification.

In February 2018, Hiroshima University held the International Forum to present an outline of the university's TA development and structural reforms as well as related initiatives, inviting guest lectures from the University of Colorado at Boulder, which acts as a model for the TA system in the United States. The forum had 71 participants.



##### ○ Efforts to Improve Students' English Ability

###### ▪ Implementation of the Global Peace Leadership Program

AY 2017 saw the inauguration of the Global Peace Leadership Program, a specific program that enables students to participate in undergraduate courses offered by schools other than their own. The program requires students not only to take language classes and peace education subjects, but also to study abroad.

###### ▪ Establishment of the Department of Integrated Global Studies, School of Integrated Arts and Sciences

In April 2018, Hiroshima University will establish the Department of Integrated Global Studies (IGS) in the School of Integrated Arts and Sciences.

This new department is designed for both Japanese and foreign students, with an enrollment capacity of 40. IGS enables students to graduate by taking courses taught only in English. The mission of IGS is to foster internationally-minded human resources who can contribute to identifying and resolving various challenges and problems confronting the international community, transcending national, ethnic, cultural, religious, and other differences.

###### ▪ Preparation for Opening the English-Taught Undergraduate Program (16 Courses)

Preparations are currently underway to open 16 courses of the English-taught undergraduate program in AY 2019, based on the model of the Department of Integrated Global Studies.

##### ○ Establishment of the Pre-Enrollment Scholarship System

In AY 2017, Hiroshima University began offering pre-enrollment scholarships, which are financed by the Hiroshima University Fund.

Recipients of the scholarship are selected from among foreign nationals who have been admitted to a graduate school of Hiroshima University under the pre-arrival admission system. Selected recipients are fully exempt from tuition fees and awarded a monthly scholarship of 50,000 yen for one year after their arrival in Japan (excluding the period of absence from the university).

#### Internationalization

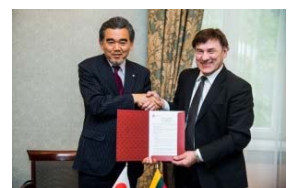
##### ○ Negotiations/Liaison and Coordination Activities with Collaborative Institutions in Order to Improve/Newly Establish Overseas Bases

In May 2017, the Hiroshima University Lithuania Center was established at Vytautas Magnus University, Lithuania (VMU). In the same month, the Hiroshima University Saarland Center was set up in Saarland, Germany. The establishment of these new bases has further strengthened overseas functions of Hiroshima University.

##### ○ Japan-Mexico Rectors Summit

The Japan-Mexico Rectors Summit was held in Hiroshima on the theme "Collaboration for Innovation: Academy, Industry and Government Working Together." The purposes of the summit were to hold discussions on industry-academia-government collaboration, research collaboration, and student exchange, and to promote interaction between universities in Japan and Mexico.

Altogether, about 150 delegates from 30 Japanese universities/institutions and 37 Mexican universities/institutions participated and enjoyed lively discussions. The event concluded with the adoption of a joint statement that the Japan-Mexico Rectors Summit would be continued, in order to promote quantitative expansion of industry-academia-government collaboration between the two countries.



Agreement concluded at  
Lithuania Center



## ■ University's own indicators and targets

### ○ Status of Achievement of Performance Indicators

Hiroshima University has established its Achievement-motivated Key Performance Indicators (AKPI®) to visualize the activities of teaching staff and to clarify the steps that need to be taken to achieve their respective goals. AKPI® is comprised of (a) Teaching responsibilities; (b) Training of doctoral students, (c) Number of SCI papers, (d) Receipt of external funding; and (e) Internationality. Compared with the previous academic year, all the 5 scores increased indicating that Hiroshima University is approaching its targets through various initiatives, including its Top Global Universities activities.

### ○ Notification and Effective Use of Performance Indicators within the University

The AY 2015 results indicated by AKPI® were reported to the Executive Discussion Group and to the Education and Research Council, and the content of the performance indicators and targets to strive for in order to achieve them were presented. Also, to remind all teaching staff of AKPI®, the university informed them of the purpose of AKPI® and each member's own AKPI® performance in the form of numerical values, via the main portals for individual teaching staff in the In-house Information Sharing System "IROHA." As a result, the number of SCI papers increased 84 from the previous year. Further, Hiroshima University newly developed its own Basic Effort Key Performance Indicator (BKPI®), which visualizes the activities undertaken by the faculty staff. As in the case of AKPI®, BKPI® was announced at in-house meetings to notify all teaching staff of this new indicator. The results indicated by AKPI® and BKPI® were utilized as reference materials for systematically assigning faculty staff from a university-wide perspective, transcending the boundaries of their education and research organizations. Hiroshima University also made effective use of these results in making part of its initial budgetary allocation for AY 2018.

## ■ Initiatives for the enhancement of international reputation

### ○ Implementation of SERU Peer Review

In AY 2017, Hiroshima University had its unique undergraduate education program, HiPROSPECTS® (Hiroshima University Program of Specified Education and Study), undergo a peer review conducted by a group of reviewers from major member universities of the SERU Consortium. The proposals and suggestions offered by these reviewers will be utilized to further improve HiPROSPECTS, which is a goal-oriented educational program meeting international standards.

At the same time, Hiroshima University shared information with Osaka University to prepare for conducting the AY2018 SERU Student Survey.



### ○ International Educational Collaboration

In the AY 2017, the President of Hiroshima University visited Lithuania, Germany and other countries, and concluded new international exchange agreements with 65 overseas universities. As of the end of the AY 2017, Hiroshima University had 301 international exchange agreements (274 institutions in 47 countries), up 28 % from 236 agreements at the end of the AY 2016. At the inter-departmental level, Hiroshima University newly signed agreements with 33 departments, with the total number reaching 363 (330 institutions in 49 countries).

## 【 Results for the promotion of collaboration with foreign universities 】

### ○ Morito Higher Education Institute

In AY 2016, Hiroshima University inaugurated the Morito Higher Education Institute 3+1 Program, a new program for accepting international students in response to the Quarter System. With the aim of further expanding the Program, the university recruited students from its overseas partner universities/institutes. As a result, in AY 2017 the program was able to accept 90 students, an increase of 64 students from the previous academic year.



Completion ceremony of Morito Higher Education Institute

### ○ Cooperation via HUGLIs

From among its overseas bases (Hiroshima University Centers) set up at overseas partner institutes, Hiroshima University places particular emphasis on the centers in Egypt, Indonesia, and others as university's global campuses, and opened its educational centers, "Hiroshima University Global Learning Institutes" (HUGLIs), there. Hiroshima University will continually dispatch faculty members to these HUGLIs to give classes related to Science for Sustainable Development Goals (SDGs). These faculty members will also teach classes in multiple languages, in response to requests from local partner institutes (e.g. the Cairo Center requests peace studies-related classes, the Indonesia Center requests Japanese language-related classes). Through these activities, Hiroshima University will be better able to provide its high-quality education in various parts of the world.

### ○ JD/DD

Hiroshima University started a Joint Graduate School program with Capital Normal University, China. Under this joint program, after taking an undergraduate course at Capital Normal University, students can use the double degree (DD) program to pursue two master's degrees—one at each university—and then take a doctoral course at Hiroshima University. In the AY 2017, nine students enrolled in the DD program. In the AY 2017, the university concluded new five agreements with partner institutions.

## ■ Free description

### ○ Lectures Delivered by World-Renowned Researchers

Beginning in AY 2015, Hiroshima University has held a lecture titled "From Hiroshima University to the World: Wisdom from World-Renowned Researchers," inviting a Nobel laureate as the lecturer. In AY 2017, the lecture was delivered by Sir Paul Nurse, who won the Nobel Prize in Physiology or Medicine in 2001. The event attracted approximately 600 people, including high school students, all of whom attentively listened to the lecture from the world-renowned researcher.

The university also organized a forum that featured a lecture by Dr. Muhammad Yunus, the laureate of the 2006 Nobel Peace Prize. He talked about social businesses that address social issues through business practices. Approximately 130 students and residents attended and listened intently to his talk.



Sir Paul Nurse delivering his lecture

### ○ Providing BEVI-j, a Test for Objectively Measuring the Effects of Studying Aboard, to Other Universities

The Beliefs, Events, and Values Inventory (BEVI) is a clinical psychometric instrument that measures the outcomes of studying abroad. To objectively measure the effects of study abroad programs and implement the PDCA (Plan-Do-Check-Act) cycle based on data, a Japanese version of BEVI (BEVI-j) was created. In AY 2017, Hiroshima University held 22 workshops on BEVI-j. As a result, eight national, prefectural/municipal, and private universities adopted the BEVI-j test. About 2,500 tests were conducted and their results can now be used for comparing data between universities in Japan and abroad, as well as for PDCA activities (the results were also provided to overseas partner universities/institutes).



Dr. Muhammad Yunus delivering his lecture

# Top Global University (TGU) Project (Type A) Kyushu University

## 1. Outline

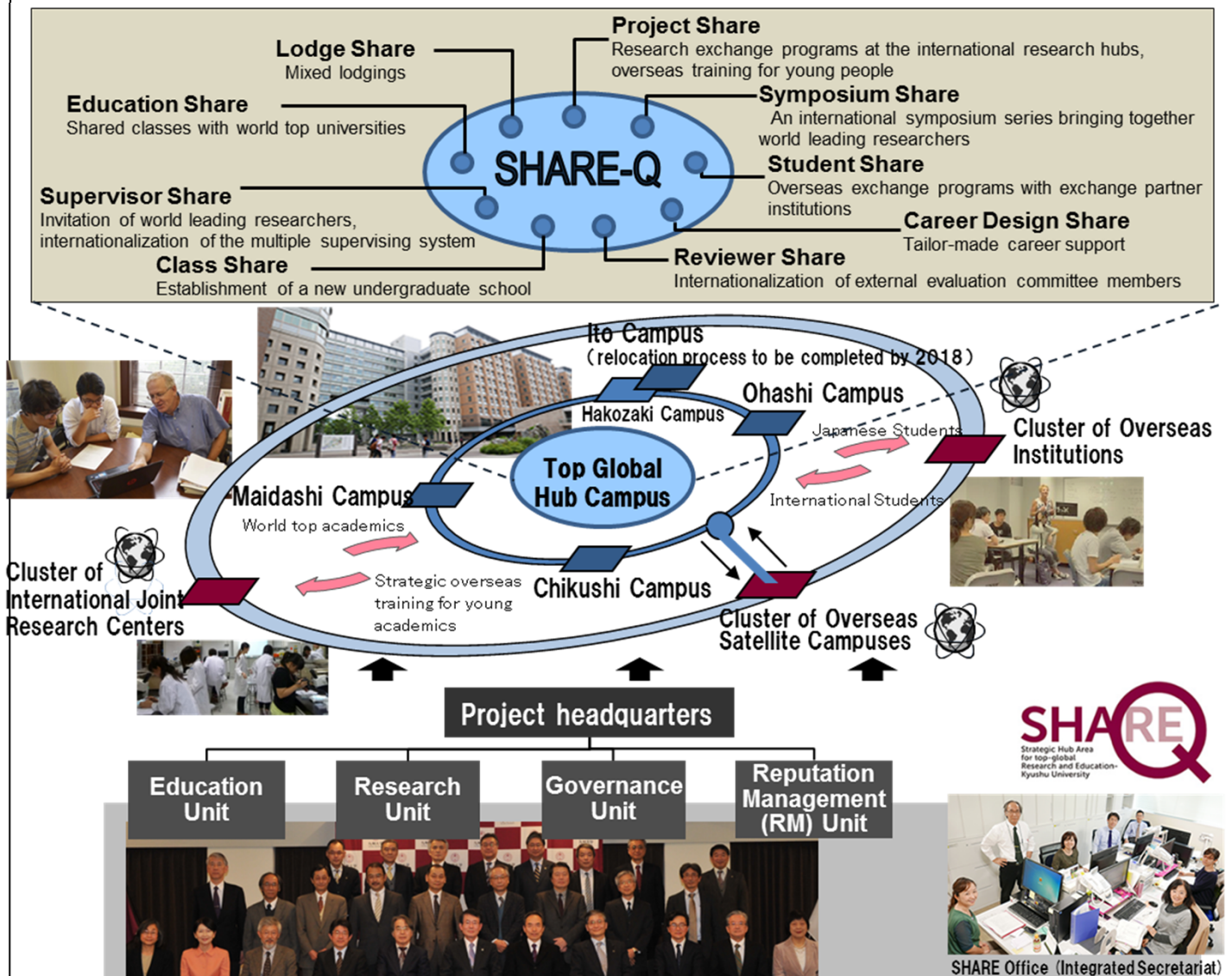
### Strategic Hub Area for Top-Global Research and Education--Kyushu University (SHARE-Q)

#### Building Kyushu University's future through the TGU project

Kyushu University is endeavoring to become a globally leading education and research hub in Kyushu District, Japan. We are implementing major reforms in research, education, and governance as well as enhancing our capacity for strategic information delivery based on our particular institutional strengths—our *comprehensiveness*, which permits international collaboration in a variety of disciplines and fields of academic research; our *resourcefulness*, which facilitates multifaceted approaches to research and education; and our *global openness*, which supports a broad, diverse engagement in education and research with all corners of the world, and drawing specifically upon our considerable experience in Asia. The construction of, and relocation to, a new main campus at Ito--site of the new hub area that will attract the world's leading minds, and that will shape and ensure the University's future--will conclude in 2018.

#### Project summary

“SHARE-Q” is a package of enhancements and reforms in research, education, and governance. The initiatives are intended jointly to achieve the following goals: ①internationalization of education, ②internationalization of research, ③governance reforms to support internationalization, ④enhancement of international visibility and strengthening of reputation management, ⑤improvements for an internationalized campus, and ⑥development and greater use of overseas offices. Establishment of the “Top Global Hub Campus” by the time of project completion will derive from the synergistic effects of nine “SHARE” components, centered on the new campus, as shown below:



## Summary of the 10-year plan

STAGE I	STAGE II	STAGE III
<b>Begin</b> implementation of reforms	<b>Expand</b> Implementation of Reforms	<b>Complete</b> Implementation of Reforms
<b>Education System</b> <ol style="list-style-type: none"> <li>① Introducing KIKAN (basic) education curricula</li> <li>② Expanding the International Undergraduate Degree Programs</li> <li>③ Promotion of student mobility (enhancement of support systems for students)</li> <li>④ Promotion of internationalization of multiple supervisory system</li> <li>⑤ Establishment and enhancement of the "Global Zone"</li> </ol>	<b>Education System</b> <ol style="list-style-type: none"> <li>① Introduction of the quarter system</li> <li>② Establishment of a new undergraduate school</li> <li>③ Increasing classes taught in English (over 25%)</li> <li>④ Introduction to international GPA system and setting graduation requirement score</li> <li>⑤ Introduction to joint/double degree programs with overseas universities</li> </ol>	<b>Education System</b> <ol style="list-style-type: none"> <li>① Establishment of "School on the Move" program</li> <li>② Establishment of world standard, high-quality international education programs and various systems for degree seeking student</li> <li>③ Increasing student mobility in Asia and Europe</li> </ol>
<b>Research Organization</b> <ol style="list-style-type: none"> <li>⑥ Setting priority areas of research and expanding internationally</li> <li>⑦ Promotion of globally leading international research collaborations</li> <li>⑧ Promotion of overseas training for younger scholars</li> <li>⑨ Establishment of Center for Asia-Pacific Future Studies (CAFS): Gateway for internationalization of the University's humanities and social sciences departments</li> </ol>	<b>Research Organization</b> <ol style="list-style-type: none"> <li>⑥ Promotion of world's leading international research collaboration</li> <li>⑦ Strategic information delivery of research outcomes of the humanities and social sciences studies</li> <li>⑧ Strategic information delivery of outcomes of overseas training for younger scholars</li> <li>⑨ Increasing international co-authored papers</li> <li>⑩ Planning and conducting to reform of research portfolios</li> </ol>	<b>Research Organization</b> <ol style="list-style-type: none"> <li>④ Increasing actively exchanges of world class education and research through SHARE-Q</li> <li>⑤ Improving international reputation of research of the university's humanities and social sciences studies department</li> <li>⑥ Increasing faculty mobility in Asia and Europe</li> </ol>
<b>Governance • System Reform</b> <ol style="list-style-type: none"> <li>⑩ Establishment of Project Headquarters for Globalization. Enhancement of URA function</li> <li>11 Actively recruiting domestic/international faculty under the annual salary system; obligation for all new faculty members to conduct classes in English</li> <li>12 Establishment of Reputation Management Unit(RM)</li> <li>13 Development and further use of overseas offices</li> </ol>	<b>Governance • System Reform</b> <ol style="list-style-type: none"> <li>11 Promotion of reputation management by RM unit</li> <li>12 Enhancement of overseas offices' function (Stanford University, University of Illinois etc.)</li> <li>13 Actively recruiting young/ international/ female faculty under the annual salary system</li> <li>14 Relocation project to the new campus completed</li> </ol>	<b>Governance • System Reform</b> <ol style="list-style-type: none"> <li>⑦ Increasing international faculty</li> <li>⑧ Increasing faculty and staff meetings on campus conducted in English</li> <li>⑨ Increasing international research grants</li> <li>⑩ Reaching top-100 status in world university rankings</li> </ol>
2014 (H26) ~2015 (H27)	2016 (H28) ~2021 (H33)	2022 (H34) ~2023 (H35)

### Featured initiatives in SHARE-Q internationalization, University reform, and education reform:

#### 1. Establishment of a new undergraduate school

Implement "Class Share" synergies through Japanese students and international students studying together.

#### 2. Recruiting of international faculty, and requirement for new appointees to teach classes in a foreign language.

Double the number of international faculty by 2018. Require all new teachers to conduct classes in a foreign tongue.

#### 3. Establishment of priority research areas

Increase internationally co-authored papers through establishment of priority areas for world-leading research.

Sponsor serial international symposia in the priority areas.

#### 4. Reform of research portfolios

Enhancement of research capabilities of each department through organizational and other reforms: Implement external evaluations by committees that include world-leading researchers.

#### 5. Enhancement of strategic reputation management

Improve international visibility and status through strategic reputation management, achieving top-100 standing in global university rankings.

### Measures for the promotion of collaboration with foreign universities

#### 1. Standardize curricula through increased double degree and joint degree programs

Increase number of double degree/joint degree programs (from six to sixteen over 10 years) and frequency of courses taught jointly with partner universities.

#### 2. Increase student mobility through short-term student exchange

Launch new short-term student exchange programs for global human resources development.

#### 3. Utilize overseas offices

Establish overseas offices to function as hubs for collaborative research and education, to promote the exchange of graduate students and young researchers, and to sponsor international symposia.

#### 4. Facilitate administrative staff development

Enhance administrative staff capabilities for institutional globalization through training programs in collaboration with partner institutions, internal training, qualification testing, and training tours in overseas offices.



## 2. FY2014 Progress

### ■ Meeting common indicators and targets

#### Internationalization

##### 1. Increase of international student and academic staff recruitment

- Clarification of fundamental policy and regulations for academic staff recruitment
- Expansion of overseas student recruitment efforts
- Discussions on possibility of new short-term student exchange programs with foreign institutions.



〈 Student recruitment in Taiwan 〉

##### 2. Enhancement of support for international students

- Support for international student career planning: Hiring of new coordinators for career counseling of international students; held job-hunting guidance workshop and a recruiting fair with Japanese companies eager to hire international students.
- Improvement of housing options for students: Opened new dormitories to house both international and Japanese students together, providing accommodation for more than 1,300 residents on the main campus.



〈 International and Japanese students living together 〉

##### 3. Strengthening of education abroad management

- Establishment of Global Student Exchange Center: Center staff now offer study abroad advising services at every campus. Eleven students were selected by the Japanese Government as full-scholarship recipients under the *TOBITATE Japan* program.



〈 Send-off meeting for Japanese government Study Japan Program 〉

##### 4. Promotion of education and research internationalization

- Change of academic calendar: Discussions on shifting to the quarter system, to start in 2017.
- Multi-lingualization of classes: Set fundamental policy for promotion of conducting classes in foreign languages, with goal to hold 25% of all classes in an another tongue.

#### University reform

##### 1. Personnel system reforms

- Introduction and application to 13 tenured professors of a new annual salary system, consisting of base and performance-related compensation. To be gradually extended and applied to senior faculty members according to age from 2015.
- Introduction of a faculty joint appointment system to promote cross-departmental collaboration by talented faculty members.

##### 2. Governance Reforms

- Revision of University rules defining the President's leadership authority and clarification of regulations establishing the role of faculty councils. Reorganization of committee system to enhance efficiency.
- Holding of intensive English training programs for administrative staff, who were TOEIC-IP tested. Implementation for all administrative staff of TOEIC e-learning courses and TOEIC-IP testing in 2015.

#### Education reform

##### 1. Education System Reforms

- Launching of new undergraduate "KIKAN Education" curricula to nurture "active learners" who will continue to learn independently throughout their lifetime.
- Various internationalization-related reforms including review and restructuring of the GPA system, reworking of the course numbering system, and revision of standardized syllabus formats.
- In response to the growth of MOOCs, offering of first online course—"Global Social Archaeology," produced by the Innovation Center for Educational Resource and approved by JMOOC—as part of "OpenLearning, Japan."



〈 Learning materials making at the university studio 〉

##### 2. Student participation in university governance

- Student Committee for Internationalization of Kyushu University (SCIKyU) held the workshop to discuss various topics on "Internationalized university." The report of the discussion was introduced to the university president.



〈 the President and SCIKyU 〉

## ■ University's own indicators and targets

### 1. Efforts to raise standing in world university rankings

a. Launching of the Reputation Management Unit to improve the university's visibility, establish its "brand," and improve its global ranking through strategic dissemination of information about education and research achievements and enhancing of internal communications.

### 2. Internationalization of educational system

a. Concluding of MOUs promoting double-degree programs with Institut Teknologi Bandung, Indonesia and Ateneo de Manila University, Philippines. Conclusion of first Campus Asia Program double-degree master's course, a joint effort of Pusan National University, Shanghai Jiao Tong University, and Kyushu University.

### 3. Internationalization of research

- a. Reorganization of the University Research Administration Office into the Industry-University-Government Collaboration Management Center to support pursuit of competitive funds—the Center promotes international joint research grants—and to enhance project management.
- b. 135 international symposiums and academic conferences hosted or co-hosted by Kyushu University were held, such as the International Japan-Egypt Conference on Electronics, Communications and Computers co-hosted by Egypt-Japan University of Science and Technology (E-JUST).

### 4. Creation of the future-oriented campus

- a. Construction on Ito Campus and in the Global Zone of Ito Kyosokan (Harmony House) and Dormitory 3, where, together with Dormitories 1 and 2 and Ito Guest House, over 1,300 international and Japanese students now live together.
- b. Construction begun on the Internationalization Library, which has a variety of facilitative learning features such as the Active Learning Space. Scheduled for partial opening and use in FY2016.



〈 Ceremony in Shanghai Jiao Tong University 〉



〈 Dormitory 1 and 2, and Ito Harmony House 〉

## ■ Initiatives for the enhancement of international reputation

### 1. Survey and analysis for improving international reputation:

- a. World university rankings analysis
- b. Strategy formulation (regional branding, university branding, global approach, marketing programs)

### 2. Website renewal:

- a. Strategic dissemination of information
- b. Rapid, effective information-provision system
- c. Widespread accessibility for the world-wide user

### 3. Become a member of "the World 100 Reputation Network":

- a. Expanding international networking with professionals for visibility among world-class universities
- b. Strategic promotion overseas

Results of promotion of collaboration with foreign universities

### 1. New style of overseas office in Australia

Establishment of branch of Institute of Mathematics for Industry (IMI) at La Trobe University in March 2015. Serves as hub for promoting activities such as joint research and student exchanges with institutes and industry in the Oceania area. Unique in that office staff are jointly selected by both universities—hired by La Trobe and assigned to work as IMI branch staff.

### 2. Cyber-Security Center

Established to enhance research and education on cyber-security in collaboration with the University of Maryland.

### 3. ASEAN in Today's World

Two-week international study program focusing on ASEAN and East Asian affairs, held most recently in March 2015 at Hanoi National University, with students from six partner universities attending.



〈 Opening ceremony of IMI Australia branch in La Trobe 〉



〈 AsTW Closing Ceremony in Hanoi 〉

## ■ Breaking news!

### Japan-Australia Universities Symposium

Event to promote and strengthen university partnerships between institutions in Japan and Australia, to be held in Sydney on 24 November 2015.

## 3.FY2015 Progress

### ■ Common indicators and targets

#### Internationalization

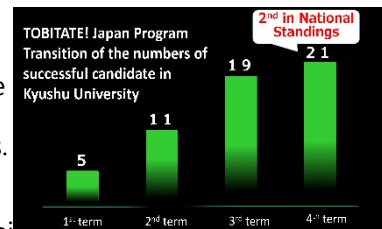
Increase staffing in international offices; enhance the visibility of Kyushu University abroad; raise the level of student exchange activity and reception of foreign guest instructors, using dedicated grants.

##### Installation of study-abroad coordinators

Study-abroad coordinators have been placed on all campuses. Steps have been taken to encourage and facilitate overseas study by Japanese students in diverse academic fields.

##### Ranked second nationally in TOBITATE Japan Program awards!

Kyushu applicants were awarded the second highest number nationwide of TOBITATE government scholarships during the program's 4<sup>th</sup> round. This success in part reflects the efforts of the study-abroad coordinators.



##### Invitations to foreign faculty

Foreign instructors and researchers, and especially faculty eminent in their respective fields, have been welcomed, through international exchange agreements with partner institutions, to join or spend time with various academic units.

#### University Reforms

Facilitate systemic reform and administrative staff development under the President's Action Plan.

##### Employment through Cross-Appointment System

We introduced the Cross-Appointment System to personnel management in the Medical Science, Pharmacy, Humanities, and Social Science divisions. An expert authority on border studies, for example, received joint appointments in Humanities and Social Science.

##### Expansion of new annual salary system for tenured professors

Many senior (211) and special project faculty members were brought within the new annual salary system, which will expand eventually to include all faculty.

##### Administered TOEIC-IP to all administrative staff under age 55

Approximately 700 took the test and 19.8% of them earned scores above 600.

##### Implemented staff training at the University of Sydney

Dispatched five staff for a month of administrative training at the University of Sydney to broaden awareness of international practices and further their global and inter-cultural competencies.



#### Education Reforms

Reforms for educational internationalization

##### Formulation of draft plans for the establishment of a new undergraduate school (to be established in FY2018)

Principles, issues, and implementation schedules were identified in three policy areas: admissions, curricula, and diplomas.

##### Introduction of academic calendar quarter system

Reforms were implemented to the syllabus, GPA, course numbering and rubric systems; in FY2017, the University academic calendar will change to a quarter system.

##### Classes to be taught in a foreign language

In the near future, 25% of University classes will be conducted in a foreign language exclusively or in a combination with Japanese.

##### Syllabi in English

Course syllabi published originally in Japanese are being translated comprehensively into English for greater accessibility.

##### Support for individual English study through the Self-Access Learning Centre (SALC)

SALC was established in 2014. In 2015, 2722 students used SALC, tripling the number of users from the first year.





## University's own indicators and targets

### Efforts to raise standing in world university rankings

We implemented benchmarking for comparisons with both domestic and foreign universities, in the areas of branding, reputation management, and research. We also conducted close inspections of data submitted to the THE and QS evaluators.

### Expansion of double degree programs



We established double-degree programs with the Egypt-Japan University of Science and Technology E-JUST), National Taiwan University, and several others. Similar arrangements now exist with 11 universities, exceeding the target (10) for FY2016. We also conducted a forum to develop better understanding of double-degree programs and their role in international education cooperation.

### Building a future-oriented campus

The new General Science Research Building on Ito Campus was opened in October. Work was begun on the Central Library, the Humanities and Social Sciences Research and Teaching Building, and the Agriculture Research and Teaching Building. All are expected to be completed by 2018, when the University's relocation to Ito Campus also concludes.

## Initiatives for the enhancement of international reputation

### Sponsored Japan-China University Presidents Conference

The theme of the conference was "Internationalization of Chinese and Japanese Universities in the Global Era"; We adopted the "Fukuoka Declaration: Internationalization of Universities in China and Japan."

### Participated in "the World 100 Reputation Network"

We joined the World 100 Reputation Network, which links people in charge of reputation management at the world's top universities.

We attended the Network annual meeting, presented our university, and began to build our own network.



### Efforts of RM

We held a reputation management seminar for our board members led by the president of World 100 Reputation Network, and a science writing seminar conducted by an expert from Kyoto University.

## Promoting collaboration with foreign universities

### UQ-KU Project

We launched a project with the University of Queensland, Australia, to facilitate further interchange. Through an activity center and coordinator placed at UQ, we are promoting academic exchanges, educational cooperation, and industry-academia collaboration.

## Inviting researchers and units from World Top 100 universities

We invited to Kyushu University 46 researchers in nanomaterials, Japanese humanities and other fields, from World Top 100 universities such as MIT, Stanford University, and UCSB. And we are collaborating in the area of research education.

### Educational cooperation with MJIT (Malaysia-Japan International Institute)

We opened at the University of Technology Malaysia, as one of several ODA projects, the office of MJIT, which hosted a discussion to establish a double degree program.

## Free Discription

### "Japan-Australia University Symposium Towards Successful Partnerships: Learning from Experiences"

This symposium, which took place in Sydney, was held with the objective of fostering strong relationships between universities in the two countries. It contributed to the promotion of Kyushu University and other TGU universities. The event has resulted in the start-up of joint research with the University of New South Wales and in a colloquium with La Trove University in the humanities and social sciences.



the next six years that identify and determine the fundamental directions our university will take.

### Institute of Energy Research and Education

We established, as a priority undertaking based on the President's Action Plan, the Institute of Energy Research and Education. Faculty/personnel points were allocated for this as part of the University activation system.

### Initiation of review of ways to reorganize and strengthen the humanities and social sciences divisions

These are designated important concerns, as based on the President's Action Plan.

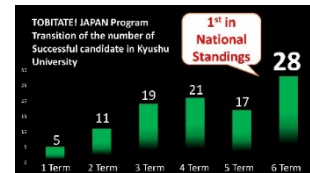
## 4.FY2016 Progress

### ■ Common indicators and targets

## Internationalization

### Kyushu University ranked first in number of full-scholarship recipients for the TOBITATE Japan Program 6th award cycle

Support and encouragement of students by study abroad coordinators of the Global Student Exchange Center produced this impressive result. The University's cumulative award success since the inception of TOBITATE Japan places it 2<sup>nd</sup> among all national institutions.



### International Courses

Beginning in FY2018, and following the successful precedent and experience of the Schools of Engineering and Agriculture, six more Kyushu departments will establish international courses using English as the medium of instruction.

### Closer Relationship with Egypt

We jointly organized with the Japanese Embassy in Egypt an educational recruiting event, attended by 750 people, called the "Exchange Program Fair." And in another important collaborative effort, the Center for Japan-Egypt Cooperation in Science and Technology Kyushu University (E-JUST) launched an innovative new double degree program.



## University Reforms

### Formulation of Internationalization, RM, and Media Strategies

Various strategies necessary to internationalize Kyushu University and based on the President's 2015-2020 Action Plan were developed.

### The Office of Institutional Research (IR)

The Office for Information of University Evaluation was reorganized to IR office and a massive amount of data is being collected. Introduction of SciVal and Pure enables us to analyze international research more effectively.

### Personnel-System Reforms

The University developed and implemented the Joint Hiring System, which is designed to attract and employ highly talented researchers from both Japan and abroad.

### Translating into English of University Rules and Regulations

In response to the University participation and needs of growing numbers of foreign faculty and international students, we are progressively translating into English, and thereby making more accessible, many of Kyushu University's rules and regulations.



## Education Reforms

### Establishment of a Major New School

The School of Interdisciplinary Science and Innovation, to be launched in April 2018, will have as its primary objective the cultivation of individuals with a global outlook and possessing knowledge and skills appropriate for playing active roles in the international community.



### Joint Usage Center

In line with its dual aims to develop liberal science education and promote programs fostering the development of specialists, MEXT recently designated Kyushu University a Joint Usage Center for education.

### Education with ICT (Information-Communication Technology)

The University is striving to enhance educational performance through ICT-enabled measures, including implementation of the M2B System. This innovative approach was recognized with the 2016 E-Learnin Award, and consists of complementary e-learning ("Moodle"), e-portfolio ("Mahara"), and digital textbook distribution ("BookLooper") systems, jointly intended to improve instructional support, student learning, and the analysis of educational data.

## University Indicators and Targets

### Formulation of a Basic Action Plan for World University Ranking Improvement.

Based on the Task Force, of which the president A University task force, commissioned by the President, developed a basic action plan to elevate Kyushu's standing in the leading world university ranking systems. An all-campus FD/SD seminar addressing the topic and related issues was also held.



### Enhancement of Double Degree (DD) Programs

With this year's establishment of a DD program through E-JUST, the number of double degree agreements with partner universities reached 12 in total, exceeding the target for FY 2017.

## Initiatives for the Enhancement of University International Reputation

### Enhancing and Promoting Institutional Strengths

Kyushu University positioned itself as an innovative energy research leader in the rapidly shifting technology-industry-society environment through the establishment of the Inter/Transdisciplinary Energy Research Platform. In another initiative, it sponsored, in February 2017, the "Energy Week" international symposium, attracting a large and professionally diverse number of international researchers.



### Organization of World Social Science Forum

Kyushu University is planning to sponsor and host the World Social Science Forum in 2018. This is a primary event in the annual calendar of the International Social Science Council (ISSC), one the most prestigious of social science research associations.

### Establishment RM Strategy

Kyushu University's RM Unit developed a formal RM strategy to elevate the institution's international reputation. Efforts are being coordinated with the University's internationalization and media strategies, in the interest of improving our standing in world university rankings and overall global reputation.

## Promoting Collaboration with Foreign Universities

### Strengthening of Cooperation with Australian Universities

The Japan-Australia University Symposium held in 2014 promoted cooperation with Australian universities. Several of the



joint projects that resulted include: collaborative research in "Hydrogen and Cyber Security" with the University of New South Wales; student and faculty exchanges through the "UQ-KU Research Education Exchange Project" with the University of Queensland; and workshops and colloquia in the humanities and social sciences with La Trobe University, mainly through the Australia Branch of the Institute of Mathematics for Industry.

### Consortium with Swedish Universities

The first Japan-Sweden University Presidents Conference, held in 2015, resulted in Kyushu University joining the "MIRAI Project," a pilot undertaking designed to establish a platform for collaboration between institutions from both countries, and allowing younger researchers especially new opportunities for joint research.

## Free Description

### Global Advisory Board Meeting

Five outstanding scholars from leading higher education



institutions abroad, including Stanford University and the University of Oxford, joined a convening of the Kyushu University's Global Advisory Board. The participants offered invaluable opinions and advice and on the School of Interdisciplinary Science and Innovation, to be launched next year, and on the strengthening of the University's international competitiveness, among other topics. Reflections collected from international faculty regarding University management were presented and discussed.

### Launching of Self-Driving Bus Field Trials

Field trials of a self-driving bus have begun on Ito campus. It is hoped this new technology might help to resolve mobility issues related to the ultra-aging of Japanese society. Regular use of the bus on campus is planned for the future.





## 5.FY2017 Progress

### ■ Common indicators and targets

## Internationalization

### Double Degree Programs with overseas universities

The Graduate School of Human Environment reached agreement of establishing a new double master degree program for architecture with Busan University, Korea and another with Tongji University, China. The number of graduates from our degree programs reached 81 (KU students: 22. Partner institution students: 49).

### Overseas Offices

The university Hanoi Office organized "Power of Research –Kyushu University Symposium Hanoi 2018," attended by more than 90 people, to showcase the attractiveness as a research university. Also, as last year, Cairo Office, Egypt held recruiting events in Cairo and Alexandria. Approximately 950 people participated.

### Symposium in Stockholm

Kyushu University organized "International Symposium on Self-Assembly, Colloid and Nanomaterials Chemistry" in Stockholm with the aim of improving the recognition of our university. We invited prominent scientists from all over the world.



## University Reforms

### Institutional Research (IR)

The IR Office collected massive fundamental data to publish "Kyushu University Fact Book" both in Japanese and English. The IR office analyzed the various data through SciVal, Pure and the BI (Business Intelligence) software. The analytics result has been shared to the headquarters and relevant members in the university. It allows the information to be monitored over the years to be visible for management of university.



### External Evaluation Committee

We held an external evaluation committee with four outside well-experienced individuals including one foreign national as a place to examine past achievements of Kyushu University TGU Project (SHARE-Q).

## Education Reforms

### School of Interdisciplinary Science and Innovation

Following the governmental approval to establish the new school, the managing system to run the school, such as the administrative office to support faculties and students, has been set up. 486 applicants to 105 spots shows the success of recruiting activities.

### New Entrance Examination System

In the new school, we conducted all four types of entrance exams listed in our new entrance examination "QUBE". We will verify the achievements and aim to develop to all schools.

### Education Innovation Initiative

The initiative was established as a university's academic management organization that aims to improve the quality of education by planning and promoting policies of the whole school education reform.

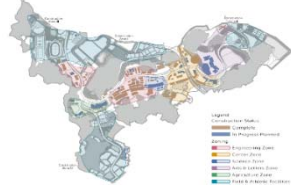


- ▶ Assessment of aptitude for university (Admissions Office Entry System)
- ▶ Assessment of achievements in independent activities, etc. (Recommendation-based Entry System)
- ▶ International experience/communication (International Entry System)
- ▶ Test of multifaceted thinking capabilities (General Admission System)

## University Indicators and Targets

### Global campus

On Ito campus, we started on-demand bus simulation experiment using smartphone application. Kyushu University, Itoshima City and three companies entered into a collaboration agreement on "Itoshima-shi Kyushu University international village concept". We aim to make communities as international science and research cities that are attractive by setting neighboring districts as accepting bases for foreign students and foreign researchers.



### 5th place in THE Japan University Ranking

In the main ranking which is the main index of educational comprehension, we made a leap from the seventh place of last year to the fifth place. "Educational outcomes" earn high points.

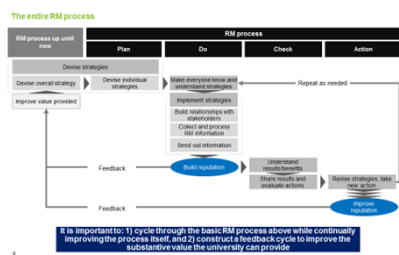
## Initiatives for the Enhancement of University International Reputation

### Promotion of reputation management (RM)

In collaboration with Deloitte & Tohmatsu which is an international think tank, based on the RM strategy formulated last year, we held a workshop by executive members and another workshop by RM unit members. Through the results of overseas university benchmark survey, international student survey and global enterprise survey, the current situation and extract issues have been shared to the members. Among the issues, The executive members exchanged opinions with members of the Globalization Advisory Board on clarification of research flagship and enhancement of dissemination of overseas information.



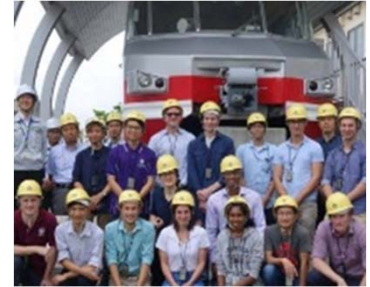
Need to clarify to-be state of the entire RM process and PDCA cycles in order to implement strategies



## Promoting Collaboration with Foreign Universities

### Cooperation with the University of Queensland

As a part of the "UQ - KU Project" initiative, we started accepting 15 UQ students. The program cooperates with private enterprises, acquires knowledge of a wide range of engineering fields, history of development of Japanese engineering technology including the current situation of industry, business manners and others.



### ASEAN International Study Program at Malaya University

We held a program consisting of ASEAN specialized subjects and an introduction course for Asian culture at University of Malaya, Malaysia for undergraduate students of ASEAN countries. 32 people from 11 universities in seven countries including Japan and Malaysia participated.

## Free Description

### The first simulated UN camp in Japan

Students from the International Student Committee of Kyushu University(SCIKyu) held the summer camp at the university campus, together with volunteers such as the Oxford University United Nations Association and Ritsumeikan Asia Pacific University. It aimed to equip students with the skill to become a global leader by providing an environment for learning international sense of debate and cross-cultural understanding. 40 university students and high school students inside and outside the university participated.



### Innovation Club starts

Students aiming to create venture businesses "Kyushu University Innovation Club" was established. A software development company that supports artificial intelligence (AI) to determine the presence or absence of disease from a microscopic image was launched as the first venture.



# Outline of the Top Global University Project (Type A) at Keio University

## 1. Proposal for TGUP at Keio University

### Program Name

Enhancing Sustainability of Global Society Through *Jitsugaku* (Science)

### Keio's Aspirations for the Top Global University Project

Keio University will continue to educate the next generation of leaders who will play active roles on the world stage. Based on the spirit of *jitsugaku* (science), an educational philosophy espoused by Keio founder Yukichi Fukuzawa, we will make positive contributions to world development as an institution of higher education that can propose innovative social systems to the world. By achieving this, Keio University will gain recognition as a top global research university among the world's top 100 in the world university rankings.

### Summary

The Top Global University Project at Keio integrates education and research in the humanities and sciences to enhance the sustainability of global society through *jitsugaku* (science). Keio aims to strengthen ties with international academic communities and industry while making positive contributions to the world. In this way, we hope to bolster Keio University's international reputation by building on our existing strengths and achievements. Specifically, under the integrative theme of Sustainable Development of a Super Mature Society, Keio has established three global initiatives: Longevity, Creativity, and Security.

The Headquarters for the Top Global University Project is currently consolidating University resources in each initiative to better support world-class education and research across the disciplines. Within each initiative, Keio will greatly improve its human resources management and educational systems; improvements include changes to the faculty salary policy, new cross appointment and tenure track positions, expanded degree programs offered in English, and a new visiting research co-advisor scheme for doctoral candidates. The University hopes that these human resources and academic policies will help increase international jointly authored research and the number of academic papers written in English, which in turn will lead to more citations and better representation of Keio's research abroad. The University will revamp its research information infrastructure in order to share its research findings with the world. This will enhance the University's international presence and reputation for education and research, which are measured by the number of citations and worldwide reputation surveys.

In order to reinforce university governance and presidential leadership, Keio will establish the Global Advisory Council as well as a discretionary fund that the president can use to distribute swiftly and flexibly in order to accelerate reform. Presidential leadership will promote new initiatives in Keio University's endeavors to become a world-leading research university.

### Keio's Global Initiatives Across the Disciplines



#### Reaching Out to the World

Extensive Network of World-leading Partners  
Pioneer of Double/Joint Degree Programs  
Keio's Education and Research Abroad

#### Diversifying Our Education

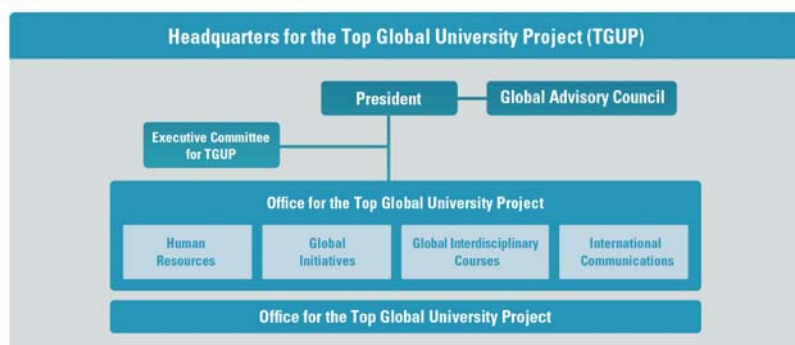
Doubling the International Student Population  
Degree Programs Offered in English  
Short Programs in Tokyo & Yokohama

#### Welcoming Internationally-Minded Researchers

New Tenure Track Opportunities for Young Researchers  
Cross Appointment Opportunities for International Research Experts  
Recruitment of Qualified Academic Faculty

#### Bolstering Our Research

Firm Ties with Industry  
Creating and Protecting Intellectual Property  
Sharing the Wealth





## Summary of 10-Year Plan

### ○ Establishment of Keio's Global Initiatives

The University will launch the three initiatives of Longevity, Security, and Creativity to conduct transnational, transdisciplinary education and research to be shared with the world. These three initiatives form the basis of the Top Global University Project at Keio University.

### ○ Expansion of Double/Joint Degree Programs

As of 2014, Keio boasted 23 double degree programs with many leading universities around the world—the most of any university in Japan. The number of programs will increase to 35 in ten years' time.

### ○ Improving Overseas Research Hubs

Keio has plans to expand its overseas research hubs from 3 to 15 in fields spanning the natural and social sciences, humanities, and medicine. The University plans to use these hubs to promote partnerships for global research and define Keio's position as a world-leading research university.

### ○ Increased Employment of Foreign Faculty

The proportion of foreign academic faculty employed under the annual salary system/cross-appointment system and Japanese faculty who have either conducted research or earned a degree at an institution overseas will increase to 67.5%, or over two-thirds of the total academic faculty. The University will effectively play to these individuals' strengths to promote organic internationalization of the University's education and research systems.

### ○ Development of Degree Programs Offered in English & Increasing Inbound/Outbound Student Exchange

The University will launch the Global Interdisciplinary Courses (GIC) Program, an English curriculum across Keio's undergraduate faculties and graduate schools. Each faculty and graduate school will expand upon the common GIC platform with its own specialized curriculum to increase the number of courses available in English, which will lead to an increase in the number of degree programs available to international students. Combined with newly designed short-term summer programs, Keio will greatly increase its international student population. Within the next ten years, the University aims to create an environment where all Keio students have international experience of some kind, through short-term and long-term study abroad, internships, or otherwise.

### ○ Implementation of Initiative-based Human Resources Management

The University will formalize visiting research co-advisor appointments, which have been piloted by Keio's All-Round Program for Leading Graduate School, making the appointments available to all graduate schools. Moreover, under this framework, the University will devise a system within each initiative that supports and encourages joint research and jointly authored papers with researchers from Keio's partner institutions overseas. By 2023, foreign researchers will participate in doctoral candidates' research across the entire university.

Additionally, the University will establish a tenure track system that employs around five foreign faculty members per initiative to be the catalysts for joint research and jointly authored academic papers. Tenure track candidates must be highly motivated to conduct research and author academic papers.

## Defining Characteristics of TGUP at Keio University

### ○ Giving Back Through Education/Research Findings

Under the integrated theme of Sustainable Development of a Super Mature Society, Keio will create three global initiatives: Longevity, Creativity, and Security. The University will consolidate university resources within each initiative to conduct practical, globally-applicable education and research that transcend traditional disciplinary boundaries and integrate the natural sciences, social sciences, and humanities. The University will serve as a model of social service and contribution to the world and gain prominence as a top world-leading research university. The initiatives form a university-wide system for research where academic faculty members from Keio's undergraduate faculties and graduate schools can engage in both basic and applied research.

### ○ Global Interdisciplinary Courses (GIC)

The Global Interdisciplinary Courses (GIC) Program, Keio's first university-wide English curriculum across the undergraduate faculties and graduate schools, will offer general education and specialized courses in English in an environment where students of all nationalities from different faculties and graduate schools can learn together. Moreover, the GIC Program will incorporate activities from each of Keio's global initiatives to foster students' ability to conduct research in English and author internationally relevant research.

## Policies for International Collaboration

The University will utilize the cross appointment system and quarter system to invite foreign researchers and conduct international collaborations in research and education in capacities such as visiting research co-advisor. At the same time, Keio University faculty may also go abroad to serve as visiting research co-advisors for graduate students conducting research under foreign faculty and offer opportunities to advise joint research. This system will not only dramatically increase the mobility and international contributions of Keio's academic faculty, but will also make it possible to produce a new generation of academic researchers who are ready to succeed globally due to prior collaborative research and joint authorship.

Moreover, the University will work closely with its overseas partner institutions, who are some of Keio's most important assets, to promote the establishment of overseas research hubs for the purpose of collaborative research. The University will leverage its research and technological assets to form institutional relationships with universities and industries overseas that promote international collaboration. This signifies a move away from the volatility that researchers may experience when personally organizing joint research to a more stable mechanism that allows the University to provide the organizational support necessary to bolster new international developments. In addition to these measures undertaken by Keio University leadership, each undergraduate faculty and graduate school is also encouraged to pursue international collaborations of their own.

## 2. Keio's Current Progress Concerning Top Global University Project Initiatives (as of June 2015)

### ◆ Common Performance Indicators for TGUP

#### International Initiatives

##### ○ Platform for Keio Research Released

The Keio Research Highlights website was released as a platform to deliver the latest information about the innovative research and revolutionary findings in the natural and social sciences and humanities at Keio, thereby increasing Keio's international research presence.

Visit the site: <http://research-highlights.keio.ac.jp/>

##### ○ Establishment of All-English Global Interdisciplinary Courses (GIC)

The Global Interdisciplinary Courses (GIC) Center was established in 2014 to design the GIC Program, which started in April 2015. Keio's first university-wide curriculum conducted in English, the GIC Program is available to students across all of Keio's undergraduate faculties and graduate schools and will function as a platform that works towards developing courses which allow more students to study and graduate in English. The GIC Program launched with 13 Core Courses and 172 Research Courses that offer GIC credit.



Keio Research Highlights

##### ○ A University-wide GPA Standard

Many of Keio's undergraduate faculties and graduate schools already use the grade point average (GPA) scale as an evaluation tool for advancement and graduation, academic advisement, scholarships and awards for academic excellence, and study abroad. In 2014, the University decided to formulate an institutional standard of evaluation to be implemented upon consensus among undergraduate faculties and graduate schools.

#### Governance Reforms

##### ○ Appointment of Tenure Track Faculty

As defined by Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT), the "tenure track system" is a mechanism that enables young researchers to gain the experience needed to establish themselves in their field during a fixed term of service before obtaining a permanent tenure position. The research they produce during this period is strictly evaluated when considering them as candidates for tenure. While tenure track positions already exist within some undergraduate faculties and graduate schools, the University has now established "Regulations for the Top Global University Project Tenure Track System" in order to implement a university-wide tenure track system. As of Spring 2015, the University employs 36 tenure track faculty members, surpassing its tenure track target for 2020.

##### ○ Establishing the Global Advisory Council

In 2014, the University established the Global Advisory Council (GAC), which acts as an advisory body to the Keio president, the university's head decision-maker. The University hopes to benefit from the expert opinions and international standpoints of GAC members, all of whom are presidents of distinguished universities overseas.

##### ○ Establishment of a Presidential Discretionary Fund

The University has established a discretionary fund for the President to use swiftly and flexibly in order to inject funding and accelerate reform. This fund has made it possible for the University to prioritize and selectively consolidate resources on exceptional projects in need of funding. This fund helped bring together leaders from the business, academia, and government from throughout the Asia-Pacific region for candid discussions concerning key issues for the future of the Internet at the Association of Pacific Rim Universities' (APRU) Internet Business Offsite: "The Internet in the Asia-Pacific – Looking Ahead to 2025," which was held from March 10-11, 2015, at Keio University.



The Internet in Asia: Looking Ahead to 2025

#### Academic Reforms

##### ○ Increased Number of Degree Programs Offered in English & Introduction of Third-Party Test Scores on Entrance Examinations

The Faculty of Economics has announced the "Programme in Economics for Alliances, Research and Leadership (PEARL)," a brand-new economics program offered entirely in English. The Faculty of Economics will begin accepting applications for the inaugural September 2016 admission in October 2015. This program, coupled with the Global Interdisciplinary Courses (GIC), will offer students a comprehensive education entirely in English, from general education requirements to areas of specialization. Designed to foster global economic leaders of tomorrow, PEARL equips students with a global perspective and a specialized knowledge of economics. PEARL students who qualify also have the opportunity to earn both their bachelor's and master's degree within a five-year period. Selection for the program will be based on overall academic readiness and English ability. Applicants' overall academic readiness will be evaluated using assessment tools such as the International Baccalaureate (IB) and SAT. English ability will be assessed using scores from the TOEFL, IELTS, and other approved third-party tests.

Additionally, the GIGA Program, which was launched at Shonan Fujisawa Campus (SFC) in 2011 under the Faculty of Environment and Information Studies, will expand to include the Faculty of Policy Management in September 2015.

## ◆Keio University's Original Performance Indicators for TGUP

### ○ Visiting Research Co-Advisors

The University has developed a new scheme to invite researchers from abroad under a cross-appointment system as visiting research co-advisors to advise doctoral candidates. During a short-term pilot program in late 2014 and early 2015, the University invited over thirty visiting research co-advisors. In a post-pilot survey that reviewed outcomes of advisement, all parties involved—primary advisors, visiting research co-advisors, and doctoral candidates—expressed a high degree of satisfaction with the scheme. The University hopes to build enduring relationships with visiting research co-advisors who will contribute to joint research, joint editorship, and/or joint authorship with Keio's academic faculty and doctoral candidates, thereby helping to raise Keio's international reputation in the future.

### ○ Research Growth

In 2014-2015, Keio's research greatly exceeded many of its research targets. For example, the total amount of commissioned research grew 23% to 64 billion yen, and the total number of domestic/foreign patents grew 53% to 988. The University also established a hub for collaborative research with the U.S. National Institute on Aging, a world leader in aging and longevity research.



Open Research Forum

### ○ Double Degrees & Joint Degrees

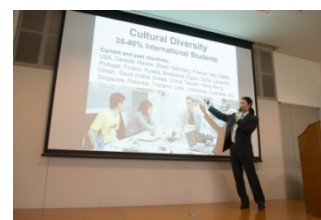
The University added three new double degree programs to bring the total number of double degree programs to 26—more than any other university in Japan. This surpasses Keio's target for 2016. The three new programs are between the following:

- Graduate School of Economics and Bocconi University;
- Graduate School of Science and Technology and the Free University of Brussels; and
- Graduate School of Science and Technology and Université catholique de Louvain.

Keio continues to promote active collaboration in education and research with universities overseas.

### ○ Keio's Global Initiatives

In 2014-2015, the University launched the three transdisciplinary initiatives of Longevity, Security, and Creativity. Kick-off symposiums for each initiative marked the beginning of advanced education and research within and between initiatives. As of June 2015, research centers for each initiative have been set up within Keio Advanced Research Centers (KARC) with a total of nine initiative-based research projects currently selected to receive internal research funding. This research will serve as the basis to attract other research projects and obtain external research funding to invite exceptional researchers from overseas for joint research. Keio expects to attain better international visibility by publishing high-quality papers jointly authored with international researchers and ultimately boost the University's international dimension.



Keio Creativity Initiative Symposium

## Partnerships with Universities Overseas

In 2014-2015, Keio University leadership played a leading role in strengthening ties with universities overseas by instating a pilot cross-appointment scheme for visiting research co-advisors, establishing the Global Advisory Council (GAC), and developing new overseas research hubs. Keio's faculties and graduate schools have also driven efforts to strengthen collaboration with universities abroad. One of these programs is the "Joint Project Based Global Learning" between Master's students at Keio Media Design (KMD) and the Stanford University's Graduate Schools of Engineering and Education. This program gives students the opportunity to engage in a short-term collaborative project related to the application of new media and involves two-week stays at both Stanford University and KMD. Faculty members from each participating graduate school are appointed as project advisors. Though brief in duration, students encounter the distinctive educational methods of each of the graduate schools and experience the cultures and lifestyles of both the Silicon Valley and Tokyo. The program is intended for students to take their first steps on the road to global citizenship.

## Commemorative Events

### ○ Keio Delegation to Harvard University: Celebrating 125 Years Since the Establishment of the First University Departments at Keio

The history between Keio and Harvard dates back to 1890, when then-President of Harvard, Charles Eliot, nominated three professors to head Keio's first three university departments of literature, economics, and law. To celebrate the 125 years since the first departments were established, a Keio delegation to Harvard in March 2015 was made possible with the cooperation of Harvard's Reischauer Institute of Japanese Studies and the Program on U.S.-Japan Relations, the Weatherhead Center for International Affairs.

President Seike met with Harvard President Drew Faust before giving a lecture as part of Keio's Longevity Initiative, titled "Japan's Aging Society and the Role of Higher Education," to a large audience which included many researchers and students. At the reception that followed, researchers from both institutions discussed opportunities to strengthen the Harvard-Keio relationship through joint research and academic exchange. Many Harvard students also showed a keen interest in studying in Japan at the information sessions held by Keio staff the following day.



President Seike gives a lecture at Harvard



# The Top Global University Project at Keio University in AY2015-2016

## Project-wide Performance Indicators and Target Goals

### International Initiatives

#### Establishment and Operation of All-English Global Interdisciplinary Courses (GIC)

The Global Interdisciplinary Courses Program started in earnest across undergraduate faculties and graduate schools in AY2015-2016. As of May 1, 2016, a total of 1,162 students are enrolled in 75 core courses established within the GIC Center. This total increases to 8,337 students enrolled in 471 courses when all other GIC courses (international center courses, research courses, etc.) are included. We expect even higher enrollment with the incoming class in Fall Semester. The GIC Program is Keio's first university-wide curriculum conducted almost entirely in English and is available to students across all of Keio's undergraduate faculties and graduate schools. It functions as a platform for English-language courses that allows more students to graduate entirely in English.

#### International Student Dormitories

Keio has gradually added international housing with the increase in international student numbers, and in March 2016 the university opened the doors to the Okurayama Dormitory, the university's newest housing complex designed with international students in mind. In March 2017, Hiyoshi International Dormitory\*, the university's first attempt at a truly international dormitory, is slated to open. Additionally, Keio has plans to open another international student dormitory at Tsunashima Sustainable Smart Town in Yokohama by March 2018.



3D rendering of Hiyoshi International Dormitory\* (\*Name tentative)

#### Increasing International Partner Institutions

In 2014, the total number of partner institutions at Keio University was 261. This number includes both department-level and university-wide partnerships for academic exchange and joint research. As of May 1, 2016, this number has increased to 310. As partnerships continue to thrive and grow, Keio has placed particular emphasis on increasing the number of exchange students through university-wide agreements by partnering with selective institutions abroad, which are limited to the most selective universities in the world. Partnership agreements are signed only after confirming real possibilities for exchange, and, as a result, we have experienced a steady but incremental net increase in student exchange numbers. Moreover, Keio is committed to strengthening its relationships with current partners by revisiting former agreements and negotiating increased student quotas.

### Governance Reforms

#### Development of a Medium-Term Plan

Keio has raised objectives and guidelines for a medium-term plan, which formed the basis for individual policies established as short-term measures. Keio's selection for the Top Global University Project made the institution reflect on what Keio should look like by the end of the project in 2023 and resulted in the Keio Vision for 2023, which divides the years up to 2023 into three periods. First unveiled in 2015, the plan is in the midst of the first of these periods. This first period, dedicated to the promoting the Top Global University Project at Keio, focuses on communications, internationalization, and personnel system reform. Keio has committed to a proactive communications strategy in order to better convey its interdisciplinary, international strengths in advanced education and research, which are firmly rooted in the three initiatives of Longevity, Security, and Creativity.

### Academic Reforms

#### Development of Short-Term Programs

The development of short-term programs is underway to increase the number of international students who come to Keio. Thesis@Keio, a program geared towards graduate students, began in 2015. Graduate students at the master's or doctoral level who are accepted to the program are allowed to conduct research at Keio and gain access to university resources. They may conduct fieldwork and interviews and receive advisement from Keio faculty members for their research. This new system provides students from other universities direct access to Keio academic faculty in order to further their research while Keio benefits by building an international academic network with talented graduate students and early-career researchers from abroad. Additionally, numerous new programs are slotted for Summer 2016 and beyond across many different faculties and graduate schools.



Keio Short-Term Japanese Studies Program

#### PEARL Applications Begin

The Faculty of Economics began accepting applications for the "Programme in Economics for Alliances, Research and Leadership (PEARL)," a brand-new economics program offered entirely in English. The university has received a large volume of applications from students of various backgrounds from Japan and abroad. As of June 2016, inaugural applicants are finishing their final admissions procedures.

## University-specific Performance Indicators and Target Goals

### Improving and Increasing Overseas Research Hubs

Keio is dedicated to building an environment that makes it easy to deliver world-leading research findings and promote international joint research. The university is enhancing collaboration with research hubs abroad to improve its visibility abroad and increase its number of internationally co-authored publications. Since 2014, Keio has increased its number of research hubs abroad from four to sixteen. The university will continue to increase these hubs in both quality and quantity and provide the high degree of mobility essential to successful joint research.

#### International Partnerships (As of May 1, 2016)

Australia	University of New South Wales	Singapore	Keio – Nus CUTE Center
Australia	University of Sydney	Switzerland	The European Organization for Nuclear Research
Austria	University of Vienna The Faculty of Historical and Cultural Studies	USA	National Institute on Aging Intramural Research Program
Austria	University of Vienna The Faculty of Psychology	USA	Broad Institute of MIT and Harvard
France	The Centre National de la Recherche Scientifique	USA	Georgia Institute of Technology
France	Commissariat à l'énergie atomique et aux énergies Alternatives	USA	University of California, Berkeley Precision Manufacturing Center in the Department of Mechanical Engineering
France	The ITER International Fusion Energy Organization		
India	Indian Institute of Technology Hyderabad		
Korea	Yonsei University Center for Information Technology and Governance	USA	Washington University in St. Louis School of Medicine

### Visiting Research Co-Advisor Scheme in Full Swing

The university commenced full operation of its cross-appointment scheme to employ researchers from abroad as visiting research co-advisors to advise doctoral candidates at Keio. In AY2015, Keio welcomed a total of 60 co-advisors. Just as the year before, all parties involved—main research advisors, visiting research co-advisors, and doctoral candidates—expressed a high degree of satisfaction with the scheme. Several joint research and co-authored papers have been or are currently in the process of being published. The university expects their contributions will have a positive impact on citation and ranking indices.



A visiting research co-advisor meets with a Ph.D. candidate

## Expanding Global Visibility

### Communicating Keio Research Better Than Ever

In November 2015, Keio implemented Pure, a researcher information system made by Elsevier, to announce the findings and contributions of Keio research to the world. The research findings of full-time academic faculty recorded on Scopus, the world's largest abstract and indexing database of research information, are released on Pure. Making this information readily available to other institutions and researchers, especially those abroad, joint research.

### Keio Ageing Week

Keio Ageing Week was held from Sunday, October 4, to Friday, October 9, 2015. Organized by Keio University with the collaboration and cooperation of various organizations, including the World Economic Forum (WEF), the World Health Organization (WHO), and Osaka University, the week consisted of an international conference and various events including lectures focused on healthy ageing, or more specifically, exploring solutions to challenges related to an ageing society. World-leading researchers convened to discuss issues related to a super-ageing population and cognitive decline as part of Keio University's ongoing research on longevity, one of Keio's global initiatives and a field in which Keio has long had a strong reputation. This meeting provided new insights needed to spark joint research on building a society that can cope with an ageing population through ongoing interdisciplinary and international research.



International Conference on Cognitive Decline and its Economic Consequences Co-hosted by Keio University and the World Economic Forum

## 4. The Top Global University Project at Keio University in AY 2016

### ■ Project-Wide Performance Indicators and Target Goals

#### Internationalization

##### ○ Courses Delivered on FutureLearn

Keio University signed a Course Distribution Agreement with FutureLearn, the UK-based MOOC provider, making it an official member and the first from Japan to join the platform. In the 2016 academic year, two courses were provided: “Japanese Culture Through Rare Books” which looks at Japanese culture through writings from the earliest period in which books were written in Japan (8th century) to the Meiji Period (1868–1912), and “An Introduction to Japanese Subcultures” in which students study Japanese youth culture from the 1970s onwards. Both courses were taken by many people from around the world and received good reviews.



FutureLearn registration page

##### ○ Hiyoshi International Dormitory Opened

At the Hiyoshi International Dormitory, international students from around the world and Japanese students live together in units. It is Keio's first dormitory of this type, which is designed to allow students to interact and learn from each other on a daily basis to foster international mindedness. There are a total of 200 rooms (4 students per unit × 50 units) in the building. Each unit contains four highly soundproof private rooms (two for Japanese students and two for international students) and a shared living space, shower room, and wash basin. This setup ensures that the students have both their own private space and a space for interaction. Furthermore, there is a courtyard, meeting room, lounge, etc., where they can plan various exchange activities by themselves. A shared kitchen, dining room, a large communal bath, laundry room, etc., are also available inside the facility for students to use.

Two additional international dormitories, the Motosumiyoshi International Dormitory (tentative name) in Nakahara Ward, Kawasaki City and Tsunashima SST International Dormitory (tentative name) in Kohoku Ward, Yokohama City, will open in March 2018. When these are open, Keio University will operate 10 dormitories with a total capacity of 1,524 residents.



Hiyoshi International Dormitory

#### Governance Reforms

##### ○ Development of a Medium-Term Plan for the Second Period

Following on from the medium-term plan for the first period, a three-year medium-term plan for the second period, from the 2017 to 2019 academic years, was developed and announced. The medium-term plan for the first period focused on communications, internationalization, and personnel system reform. It was decided to continue focusing on these three areas to promote the Top Global University Project at Keio University, but the medium-term plan for the second period also makes reference to concrete numerical goals. In order to achieve the various goals that center on globalization, the medium-term plan, which is designed to bring about the university's progress in stages, will be boldly and steadily implemented.

#### Academic Reforms

##### ○ Law School: Master of Laws (LL.M.) in Global Legal Practice

In addition to its existing Juris Doctor (J.D.) program, Keio Law School (KLS) launched a new Master of Laws (LL.M.) program in Global Legal Practice. This new program will permit a select number of students to obtain an LL.M. degree in one year, with instruction entirely in English, and is the first of its kind offered at a law school in Japan. The LL.M. program welcomes lawyers who aspire to work globally and legal staff of global corporations and international institutions. It also welcomes Japanese lawyers and law school graduates who wish to improve their practical skills using English, international students who are interested in Japan and Asia, and university graduates who wish to work in an international institution in the future.

##### ○ Partnership with Washington University in St. Louis

The McDonnell International Scholars Academy partnership agreement was signed between Washington University in St. Louis (WUSTL) and Keio University.

The McDonnell International Scholars Academy is managed directly by the chancellor of WUSTL and provides scholarships and an educational experience at WUSTL to talented students from around the world who have the potential to become future leaders in academia, government, and the corporate world. Currently, it has partnerships with more than 30 universities in over 20 countries, and its partner universities in Japan are the University of Tokyo and Keio University. Keio students selected for the McDonnell International Scholars Academy program are expected to develop into future leaders who will thrive and compete on the global stage.



Signing ceremony

##### ○ PEARL Launched

The Faculty of Economics launched the Programme in Economics for Alliances, Research and Leadership (PEARL), an all-English degree program, in September 2016. Admission to this program is limited to 100 students. During its first three application periods, over 300 applications were received and 99 students were admitted to the program (including students from affiliated schools). For entry in 2017, over 350 applications have been received in just the first two application periods.



## ■ University-Specific Performance Indicators and Target Goals

### ○ Expansion of Double Degree Programs

A double degree agreement between the Faculty of Business and Commerce and ESSEC Business School in France, and another between the Law School and the University of Washington School of Law in the US brings the total number of double degree programs to 28. Keio and ESSEC enjoy a long-standing history of exchange going back more than 30 years, and there is currently already a double degree program between ESSEC and the Keio University Graduate School of Business Administration. At the Law School, the Master of Laws program in Global Legal Practice has become a central program, like at the University of Washington. There are plans to develop a curriculum that takes into account studying for an LL.M abroad as well as obtaining legal qualifications overseas through the signing of double degree agreements with other partner law schools in the US and other countries.

## ■ Expanding Global Visibility

### ○ Keio University Global Research Institute Established

The Keio Global Research Institute (KGRI) was established on November 1, 2016 as a base to facilitate the further globalization of the university and become an international research university that can contribute to the betterment of society. KGRI will collaborate closely with Keio's academics and researchers whose work is related to the three transdisciplinary initiatives of Longevity, Security, and Creativity, and extensively share these research findings with the international community.



Inaugural symposium

### ○ World's First InterNational Cyber Security Center of Excellence (INCS-CoE) Established

In November 2016, Keio University established the world's first InterNational Cyber Security Center of Excellence (INCS-CoE) in collaboration with US, UK, and Japanese universities. Researchers from 13 universities, five from the US, four from the UK, and four from Japan, have been invited as members. Cyberspace is effective and unique in that it is a borderless environment, but this also makes it difficult for any one nation or organization to adequately monitor and take countermeasures against cyberthreats. It is essential, now more than ever, to strengthen and advance international collaborations to collectively address and solve these issues. INCS-CoE's initial mission is to make use of the neutral environment that universities are known to provide to contribute a space that allows researchers to take on challenges and work on issues that span beyond organizational and national confinements. The future goal of INCS-CoE is to expand out towards a multi-stakeholder environment, collaborating internationally with governments, academia, and corporations.

### ○ Research-Intensive Universities from around the World Voiced the Need for Continued Support for Frontier

The "Global Network of Research-Intensive University Networks: 2016 International Annual Meeting" international conference was held at Keio University's Mita Campus for two days from November 7 to 8, 2016. The purpose of this conference was to bring representatives from research-intensive university networks from different countries and regions of the world together to discuss common issues, and work towards solutions through mutual collaboration. RU11 (Japan), of which Keio University is a member, has been part of this global network since 2014. In addition to RU11 members, approximately 30 representatives from networks including, AEARU (East Asia), C9 + HK3 (China), German U15, Group of Eight (Australia), LERU (Europe), and U15 Canada participated. Keio University, which is in charge of international matters of RU11, hosted and chaired the conference.



Tokyo Statement signing ceremony

At this conference, which was held in Japan for the first time, it was reaffirmed that although it has become more difficult worldwide to get research funding, research-intensive universities are playing a vital role to create innovation and to contribute to the growth of the world economy. Through the release of the Tokyo Statement, an appeal to governments of member institutions was made to make sufficient long-term investments in cutting-edge frontier research.

## [International Partnerships]

The university added two new double degree programs to bring the total number to 28, 13 new universities with agreement on academic linkage and collaboration to bring the total to 323, and four new overseas research hubs to bring the total number to 20. The university is working to further strengthen individual exchange between researchers by making these agreement-based international joint researches between the organizations. In November 2016, a joint workshop on the topic of Longevity was held at King's College London (KCL) in the UK. A total of 18 researchers from KCL and Keio University who work in different fields, such as medicine and economics, participated in the event. In addition, President Seike gave a talk about Japan's ageing society. Similar activities have been carried out at other overseas universities Keio University visits and it is believed that these efforts will lead to stronger partnerships in the future.

## ■ Other Activities

### ○ Study Abroad Program for Keio's Affiliated Schools

This program sends excellent students from Keio's five affiliated high schools to study abroad for one year at a prestigious boarding school in the US or the UK. Students are screened by both the high schools and host schools and those selected are awarded scholarships to cover tuition and other fees at the host school.

The program was launched in 2014, and in July 2016 a debriefing meeting was held with members of the first group of students who participated in the program. It was apparent that by living with the brightest students from around the world and interacting with them through studying and extracurricular activities, the students were able to not only improve their English, but gain new perspectives and the ability to proactively take action and seek new challenges. It is hoped that these students will create a ripple effect of inspiration among their classmates.



Study abroad debriefing meeting

## 5. The Top Global University Project at Keio University in AY 2017

### ■ Project-wide Performance Indicators and Target Goals

#### International Initiatives

##### Enhancing Overseas Partnerships

We are working to enhance our partnerships with overseas universities and research institutions centered on the Keio Global Research Institute (KGRI), which was established in November 2016. Keio research teams visit overseas universities and deploy projects such as the “Keio Caravan” in every region of the globe through exchange with counterpart researchers, to build collaborative relationships in education and research. These projects are facilitating steady outcomes, such as the conclusion of a collaborative research agreement with the Einaudi Center for International Studies in Cornell University in March 2018.

##### Opening of International Student Dormitories

In March 2018, two new international student dormitories, the Motosumiyoshi International Dormitory and Tsunashima SST International Dormitory, both located in the vicinities of Hiyoshi Campus, were opened. Both facilities allow students from around the world and from Japan to live together and learn from and interact with one another to hone an international mindset. Between the two dormitories there are a total of 319 single-residency dormitory rooms. One of the dormitories, the Tsunashima SST International Dormitory is located in the next-generation smart town, Tsunashima Sustainable Smart Town (Tsunashima SST). Electricity for the dormitory is supplied by an energy center in the town, and Tsunashima SST is also uniquely characterized by being partially run on solar energy. It is anticipated that the exchange studio in the first-floor town management center will go on to become a base for collaborative research between Keio and Panasonic as well as with the local area. This studio is intended to be a hub for SST experimental facilities which will facilitate cutting-edge demonstration experiments. With this, Keio University now has a total of 10 student dormitories with an overall capacity of 1,524 residents. There are ongoing plans to strategically maintain and expand Keio University's international dormitories to ensure the seamless hosting of students from countries throughout the world, the numbers of which are increasing year-on-year, and to enhance Keio's global outlook.



Inside the Dormitory

#### Governance Reforms

##### The Global Engagement Office

The Keio University Office for the Top Global University Project; the KGRI Office; the Planning Section, Office of the President; and functions for promoting international public relations and global ties have been strategically integrated, and a reorganization to officially institute mutual allocation and sharing of duties has been implemented. This agenda takes in the integration of education, research, and informational content; improving international public relations content; and the enhancement of brand management. Further, the mid-term plan for the 2018 academic year lays out particulars for the planned establishment of the Global Engagement Office (provisional name), which will optimize the effects of this structural reorganization, and encourage closer ties and more flexible administrative responses. Preparations towards implementation of this plan have now begun.

#### Academic Reforms

##### Questionnaire Survey on Global Interdisciplinary Courses (GIC)

The Global Interdisciplinary Courses (GIC) has gotten on track and increased its number of registered students since its inception in the 2015 academic year. A questionnaire survey focusing on the approximately 70 core subjects offered as part of the course was conducted this year to mark the three years which have passed since GIC began.

##### Survey Questions

1. Could you understand the English in classes?
2. Were classes in line with your expectations?
3. Was the content of the classes international and transdisciplinary as per the GIC objectives?
4. Would you rate this class as worthwhile overall?

(Answer: 1. Not at all 2. Not particularly 3. Somewhat so 4. Very much so )

Approximately 90% of students surveyed responded with 4. or 3., which indicates a high degree of satisfaction with the classes being deployed. Meanwhile, in terms of class administration, ongoing challenges such as disparities in the levels of participant student English proficiency and the relative English proficiency of educators have also been identified.



GIC class

##### Renewing International EQUIS Accreditation

On June 17, 2017, the Keio University Graduate School of Business Administration was reaccredited under the European Quality Improvement System (EQUIS) as issued by the European Foundation for Management Development (EFMD; headquarters Brussels), a body which evaluates the global quality of management education. This is the second renewal of the accreditation, following the renewal in 2014. Both the EQUIS reaccreditation and accreditation by the Association to Advance Collegiate Schools of Business (AACSB), an American organization for the evaluation of education standards, first granted in 2000 (since renewed), indicate the widespread international recognition for the quality of education and research at KBS, as well as for the activities of faculty members, current students, and alumni.

## ■ University-specific Performance Indicators and Target Goals

### Expansion of the Visiting Research Co-Advisor Scheme

This scheme, which has been in place since the Top Global University Project commenced, this year again successfully invited many researchers from abroad under a cross-appointment system, in the capacity of visiting research co-advisors advising doctoral candidates. While short-term anticipated outcomes include the generation of internationally-visible academic papers, since the 2018 academic year, the call for applications under this scheme has expanded its scope to include implementation of classes and workshops in graduate schools which give consideration to internationalization in the mid- to long-term. This will facilitate master's-level students also having access to tuition by visiting research co-advisors.

## ■ Enhancing Keio's Reputation Abroad

### Global Dissemination of Information by KGRI (Research PR)

New international public relations projects have been initiated by the Keio Global Research Institute (KGRI) to provide the infrastructure for renewed progress facilitated by internationalization of the university's activities and to allow Keio to become a research university capable of contributing globally. One of these projects is called Research Frontiers. Research Frontiers introduces video clips in which researchers give simple summaries in their own words of the latest research papers which have been released into the world, in order to facilitate deeper understanding of the research and researchers. Subsequently, by directly targeting this information to the media, journalists, and researchers in every region of the world, rather than only putting it on the web, we have begun to see its inclusion on a myriad of news sites, with enquiries also now beginning to be fielded from overseas.



Research Frontiers

### Transfer of APRU-Aging Research Hub Functions

Jurisdiction for the Population Aging Program (PAP) of the Association of Pacific Rim Universities (APRU) has now been transferred from the University of New South Wales (UNSW) to Keio University. Research relating to longevity is currently being promoted as part of the university's Longevity Initiative towards the solution of challenges associated with a super-aging society, with which society is now directly confronted. This research ties together various fields including medicine, economics, and engineering. APRU implement programs which leverage the collective research capacities of member schools, under respective themes to contribute solutions to the challenges of the pan-Pacific region. PAP, which is one of these programs, concluded its 1st phase of 2015-2017, with UNSW as its research hub. Further expansion and development which succeeds and builds upon the research foundation laid down by UNSW will be pursued, with the aim of enhancing networks for research on aging societies and realizing research outcomes which have a societal impact, centered on the Graduate School of Medicine and KGRI.

### Asia's Sole IBM Q Network Hub

An IBM Q Network Hub was established as a center for cutting-edge quantum computer research within the Quantum Computing Center at the Faculty of Science and Technology at Yagami Campus. IBM Q is a cutting-edge quantum computer for general use developed at IBM (United States), and this will become the sole hub in Asia enabled to use IBM Q's cloud computing system. The hub will contribute alongside four corporate members to quantum computer studies, skill development, and implementation, with the aim of facilitating advances in quantum computing. Keio University, with developers from participating corporations, will access the 20-quantum-bit commercial IBM Q quantum computing system equipped at the New York State hub through the cloud, and thus promote development of quantum applications in close cooperation with educators, researchers, and students.



Common Room of the IBM Q Network Hub

## Outcomes of Partnerships with Universities Overseas

In the past academic year, Keio University added one new double degree program to bring the total number to 29; 22 new universities with agreement on academic linkage and collaboration to bring the total to 345; and four new overseas research hubs to bring the total number to 24. Research teams from Keio have been placed at universities overseas, and outcomes from the activities of the Keio Caravan, which were anticipated to deepen exchange among fellow researchers and facilitate systematic joint international research, are coming to fruition. Meanwhile, research teams from overseas have also been hosted at Keio and activities intended to encourage exchange with our researchers implemented. In February 2018, a Japanese art research team from the University of Vienna was hosted and the relationships among researchers deepened, by means of an international symposium and other endeavors, with discussions also conducted on potential future joint research and double degrees. We are steadily enhancing ties with universities overseas through these kinds of activities.

## ■ Other Activities

### Holding of International Cybersecurity Symposium "Cyber3 Conference Tokyo 2017"

This symposium, jointly hosted by Nikkei Inc., Nikkei Business Publications, the Cyber Security Research Center at Keio University, and other entities, saw many lectures, panel discussions, and workshops with various themes. These included: "Next Generation Security Operation Center for the AI Era"; "Leadership for Cybersecurity Management"; and "Roles and Responsibilities of the Government and Private Sectors." A signing ceremony was also held at the opening of the symposium proceedings for an academic partnership agreement with the Georgia Institute of Technology as part of the activities of INCS-CoE. Lively industry-government-academia exchanges, bringing together governmental actors and prominent experts in the cybersecurity field and delegates from universities participating in INCS-CoE from Japan and overseas, were seen at the venue.



During the symposium



## 1. Summary of the Concept

[Concept Name]

### Waseda Goes Global: A Plan to Build a Worldwide Academic Network that is Open, Dynamic and Diverse

[Future University Vision Aimed for in SGU Initiatives]

Waseda University founder Shigenobu Okuma described the school's mission as nurturing individuals who "contribute to the world, rather than only to one's own, one's family or one's country." Sending out into the world graduates who contribute as global leaders has been Waseda's goal ever since. To make that founding vision a reality in the present age, the Waseda Vision 150 was drawn up in 2012 to indicate the kind of school we are aiming to be twenty years later, when we celebrate the 150th anniversary of the University's establishment. Two core strategic objectives of Waseda Vision 150 are "Cultivating global leaders who passionately desire to contribute to the world with a strong sense of humanity and the power of insight" and "Advancing original research that will contribute to world peace and human happiness." This medium- to long-term plan calls for restructuring education and research and for carrying out radical reform of University governance. The ten years of SGU initiatives are intended to accelerate the reforms of Waseda Vision 150.

[Concept Summary]

The Waseda Ocean concept, aimed at making Waseda University a school that leads the world and that continually contributes to the world, is intended to achieve three goals:

(1) Developing research and education programs to solve global challenges and innovate the future

(2) Promoting the full internationalization of education and research

(3) Fundamentally reforming the faculty recruiting system and university governance

Regarding (1), innovation measures will be implemented in six model areas, and the resulting education and research system reform knowledge and practices will be spread to the rest of the University. A human resource development structure will be built taking maximum advantage of the education and research network between Waseda and its partner universities.

Regarding (2), working with the world's pioneering universities, a high-quality learning system with an international interface will be built to enable free exchange of education and research guidance, and to attract excellent students from around the world.

Regarding (3), mechanisms will be devised for recruiting high-quality faculty members from around the world, and governance will be reformed so that the undergraduate and graduate schools have authority matching their responsibilities.

This concept is aimed at producing 100,000 global leaders within 10 years, and at achieving global top 100 ranking in at least 18 of the University's 25 research fields.

### A university that leads and contributes to the world

Producing **100,000** global leaders within 10 years

Cultivating global leaders with a strong desire to contribute to the world, a sense of humanity and the power of insight

Achieving global top **100** ranking in 18 research fields within 10 years

Advancing original research that will contribute to achieve world peace and human happiness

Opening the University to the world, and in the dynamic global flow of minds, dramatically raising the quality and quantity of its education and research programs  
Offering an open and diverse environment whereby world-class students and researchers will have greater flexibility to move dynamically across borders.

Develop education and research programs to solve global challenges and innovate the future

- 1-Starting from model units over 6 research areas for a university-wide change
- 2-Utilizing academic networks with partners to foster human resources

Globalize education and research programs

- 3-Removing national borders or structural differences for greater flexibility by international networks
- 4-Attracting excellent students from around the world

Fundamentally reform the faculty recruitment system and university governance

- 5-Recruiting world-class faculty
- 6-Drastically change the management structure within the university





# Top Global University Project (Type A) Waseda University

## 【Outline of Ten-Year Plan】

Plans for specific initiatives are indicated in line with the three major goals indicated in the previous figure.

- (1) Starting from six model areas with world-class reputations, spread reforms to the entire University
- (2) Build an educator and researcher development system drawing on Waseda's worldwide network with its partner universities

In the initial year of the program, support will be focused on six model areas where Waseda is internationally competitive (Global Japanese Studies / Empirical Analyses of Political Economy / Health Promotion: The Joy of Sports and Exercise / Frontier of Embodiment Informatics: ICT and robotics / New Horizon Materials for Life and Energy Devices / Multiscale Analysis, Modeling and Simulation), and expand education and research programs jointly with its partner universities. Taking advantage of the joint and double appointment (JA/DA) system and quarter system, an environment will be established enabling cross-university classes, student guidance, and degree examination (4th year). Knowledge gained in the six model areas will be spread to related undergraduate and graduate schools (6th year), with the intention of expanding to the entire University by the ninth year while also creating new interdisciplinary fields. The human resources developed jointly with its partner universities will ultimately go on to become key players in the flow of the next-generation network, making the world more dynamic and establishing an education and research system where the knowledge of the world's universities becomes part of Waseda.

- (3) Build a learning system with international interface
- (4) Attract the world's top level students

From the second year of the program, the whole University aims to offer quarterly subjects in its courses. Classes taught in English will be expanded, mainly in the six model areas (3rd year), and by the tenth year English-based degree programs will be available throughout the University. From the first year, honors programs targeted for top-level students will be launched, and from the second year each school will begin offering doctoral programs, five-year courses that integrate undergraduate and master's programs. International Baccalaureate (IB) Diploma Programme scores, TOEFL and other international standards will be used as admission basis starting in the third year. At the same time, measures will be implemented for obtaining excellent students from around the world jointly with its partner universities. The conventional study abroad program will be greatly enhanced in quantity and quality in three years, and by the tenth year, all students will be required to have study abroad experience. To enhance the scholarship program when admission is approved, educational programs for accepting international students will be developed in cooperation with overseas foundations and corporations, etc. (2nd year).

- (5) Attract the world's top level faculty members
- (6) Carry out thoroughgoing university reform

From the second year of the program, funds will be budgeted for strategic hiring and the personnel system of the entire University will be overhauled. At the same time, JA / DA (Joint/Double Appointment) systems will be developed. In addition, a tenure-track system will be introduced throughout the University (8th year). Annual salary and faculty ratings will be introduced for non-tenured faculty members from the second year, with the aim of introducing these for all faculty members by the fourth year of the program. Various incentives for university personnel will be expanded from the second year and established throughout the University by the eighth year. From the first year, a system for setting and removing organization and personnel quotas will be developed to integrate it with organization assessment and incentives (6th year). New fund-raising methods will be put into practice to strengthen the financial base (3rd year).

## 【Major initiatives ( Globalization, Governance reform, Educational reform, etc.) 】

### ● Globalization

For the sake of faculty diversity, outstanding faculty members will be obtained making use of Waseda's overseas network. An FD (Faculty Development) program will be developed and implemented in cooperation with the University of Washington. The faculty members with foreign nationals will be boosted to make up 75 percent. For staff diversity, basic plans for gender equality promotion adopted in the medium- to long-term plan will be carried out faithfully, and staff development will be enhanced. For student diversity, we will promote international student acceptance and study abroad programs taking advantage of the quarter system, aiming for 20 percent international students (10,000 students). All students will be required to have overseas study experience by graduation. The weight will be shifted to the graduate schools, aiming for a 10 percent reduction in undergraduate students and 20 percent increase in graduate students. "Learning commons," places for learning all over the campus, will be developed and increased; and career support will be strengthened by expanding overseas internship programs. To improve conformity with global practices and openness, English-based degree programs will be gradually expanded, aiming for 25 percent of classes taught in a foreign language. Dormitories for international students will be expanded along with programs supporting international students. The University will aim for a 100 percent rate of public openness of educational information.

### ● Governance reform

Regarding the personnel system, reform of the personnel assessment system and salary structure will be carried out under direction of the Administrative Department. Spreading a system for internationally open faculty recruitment system and the tenure-track system throughout the University as well as introducing an annual salary system for a flexible payment structure from early on, the University seeks to obtain outstanding faculty members from around the world. The percentage of university staff with required foreign language fluency will be raised to 30 percent. As for governance, responsibilities of the Administrative Department, undergraduate and graduate schools will be clearly laid out and assessment criteria will be fixed to provide appropriate incentives will be provided. For more effective decision making by the Board of Trustees, the Board will include more members from outside the University as well as more women and foreign experts.

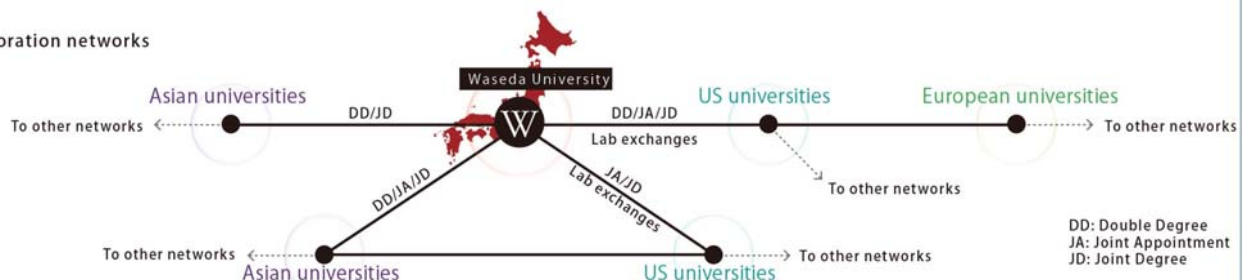
### ● Education reform

Improving the quality of educational programs, Waseda will aim to make at least 70 percent of its learning interactive. To keep continual track of learning progress of all students, a Learning Portfolio system will be adopted. Qualifying Examinations will be introduced to ensure the quality of doctoral degrees, and the research guidance system and degree examination system will be redesigned in line with international standards. Outstanding teaching assistants (TAs) will be developed and employed. The entrance exam development office will carry out an overhaul of entrance examinations, and at the same time will train admission officers. To obtain students from areas from which Waseda has never traditionally received them, entrance screening for prospective students residing abroad will be prepared along with various measures.

## 【Measures promoting partnership with overseas universities 】

As an original approach by the University for achieving the first objective of "Developing research and education programs to solve global challenges and innovate the future," the educator and researcher network between Waseda and its partner universities will be incorporated in the educator and researcher development system of Waseda. International exchange and double degree (DD) programs have gone beyond simple merging of research units and collaboration networks between Waseda and its partners have spread throughout the world, which has clearly improved education and research at both Waseda and the partner institutions. Furthermore, Waseda is preparing an environment where its faculty members and graduate students can circulate in the network, utilizing the quarter system and summer sessions. The University will start to take this approach in the six model units.

### ◆ Collaboration networks





## 2. Progress of initiatives (2014 academic year)

### Shared indicators of achievement results and future targets

#### Globalization

##### ●Diversity, dynamism, international student support, etc.

Faculty in the initial six model units directly visited Waseda's partner universities for discussions to build an education and research system that makes use of the networks with its partners, such as a joint guidance system and interchanges. Discussions were begun with the overseas partners toward introduction of joint degrees (JD) in each model unit.

Increasing the number of ISS (International Scholar Services) personnel, the researcher support structure was strengthened to accept more international researchers. A "commons room" was developed to enhance communication among faculty members, including international faculty, in a broad range of fields.

To strengthen recruiting of international students, a team of around 50 staff was formed, centering on the international admissions office, and PR trips were made to overseas locations. PR activities pointing out that Waseda is a global university with English-language degree programs in multiple undergraduate and graduate schools to encourage students to study at Waseda were carried out in key regions like Indonesia and Vietnam as well as other regions, which has successfully led to a steady increase in the number of applicants for admission. The number of students from abroad is steadily increasing, exceeding 5,000 as of May 2015.

Selected for this Top Global University Project, Waseda has obtained a new quota of 20 Japanese Government Scholarship Students.

Tutorial English designed to improve practical English communication skills was expanded, and programs to teach highly advanced level students as well as, methods to measure speaking ability were developed to further accept international students and send Waseda students abroad. With a view to expanding the quarter system other than English curriculums and improving language ability, "foreign language (German, French, Spanish) market surveys" were conducted, and various initiatives were carried out toward making the quarter system an established practice in the entire University.



Joint Workshop with Monash University

##### ●Conformity with global practices

A university-wide course numbering system was adopted, and for classes offered in the 2015 academic year, it became possible to search the web syllabus for course codes indicating academic fields and level; moreover, students can now plan their class schedules by referring to course numbers in the syllabus.

Eighteen faculty members were sent abroad to take FD program training at Waseda's partner institutions of the Great Lakes Colleges Association, Inc./Associated Colleges of the Midwest and the University of Washington.

At the University of Washington, they held discussions on the establishment of a UW-Waseda Joint CTLT Project aimed at developing high-quality, globally conformant teaching methods.

Waseda became the first Asian university to host a conference of people involved in the QTEM Consortium, where discussions were conducted with member universities from Europe and Australia regarding student exchanges and program administration with guaranteed education quality up to international

##### ●Openness

A native English website administrator was assigned to provide more and better English-language information. Website communication was also begun in 13 languages.

A new scholarship program was established for funding international students who take an entrance exam in their country of residence and receive an admission reservation (Myanmar entrance exam), and scholarship availability for emergency situations was expanded. Scholarships including tuition and fees were provided to African students from the Japan International Cooperation Center (JICE), and to students from Brazil through the Brazilian government.

#### Governance reform

##### ●Personnel system

Personnel system reform was initiated to hire non-tenured faculty with attractive benefits. The reform includes the introduction of an annual salary system for non-tenured faculty and future creation of a faculty rating system.

Waseda obtained a certain number of staff with high language proficiency through new hiring, and developed a new language-related training while continuing existing foreign language coaching. As a result of those initiatives, the number of staff members who seek greater foreign language proficiency was boosted, exceeding the planned targets.

##### ●Governance

The University established a University Strategy council, enhancing the President's brain functions, and sent the director in charge of management planning and others on visits to overseas organizations to receive advice and proposals from experts on university administration, human resource development, greater research excellence, and globalization.

At the Waseda Center for Higher Education Studies, IR-related surveys and analysis, development of guidelines for classes, MOOC course development, and data analysis were carried out, which has led to the improvement of higher education studies and R&D on educational methods.

#### Education reform

##### ●Education quality transformation and self-driven learning

Learning commons (CTLT Classroom and W Space) were provided to promote a shift to interactive learning and to problem discovery and solution learning.

Waseda Vision 150 Student Competition was held in which students freely set themes relating to Waseda Vision 150 and propose specific measures.

##### ●Entrance exam reform and academic path

Toward introduction of diverse entrance exams, entrance exam development office explored ways to use public English exams for admissions along with other various exam styles through investigations and system design.

A six-year integrated undergraduate-graduate school doctoral course (honors program) was introduced and outstanding students were selected for the program.



Waseda Vision 150 Student Competition



## University-specific indicators of achievement results and future targets

### ●Extent of results indicator achievement

The numerical targets were mostly achieved. The number of fields in the top 100 of the QS World University Rankings by Subject remains unchanged at five, but the number ranking in the top 200 grew from 13 fields in the previous academic year to 21. The number of Grants-in-Aid for Scientific Research (KAKENHI) adoptions increased by 5 percent over the previous academic year to 929. Waseda was number one in adoptions in 10 subcategories, showing its strength in the humanities and social sciences.

### ●Provision of joint research and education environments with leading overseas universities

Leading university faculty members were invited mainly in the six model units to engage in joint education and research projects as well as to set up a cooperative degree examination structure.

For researchers accepted from overseas, priority was placed on readying a research and education environment, administrative support, and housing support. The number of graduate students in the doctoral program sent overseas for medium-term periods of three months or more amounted to 25 in the six model units, a good showing for the initial academic year of the program.

### ●Provision of institutional support for research and education system development

Human resources specializing in outreach were hired to strengthen international communication of research efforts, and press releases on research results for domestic and overseas media were planned and carried out.

In the area of research ethics education, an on-demand education system was established and was offered for faculty, staff, and graduate students. University personnel went to Indiana University for training in fund raising.

## Initiatives for raising international reputation

### ●Improvement in reputation from concentrating support on model areas

Selecting six model units where Waseda is competitive through quantitative and qualitative analysis, funding and human resources support were concentrated on these research areas. Faculty in the initial six model units directly visited Waseda's partner universities for discussions on collaboration. Toward building of an education and research system that makes use of the partner school network, progress was made on determining specific details of a joint guidance system and design of a JA system. As part of efforts to have graduate students and others become active outside Japan, the University promoted programs to send researchers and interns to overseas research institutions and corporations while looking for new internship opportunities.

Aiming to increase the number of paper adoptions by high-level academic journals, the University held international communication seminars with Nature Japan aimed at faculty members and graduate students in the four model units relating to science and technology.

### ●Provision of research and education environment and incentives

New research facilities were established, making use of programs such as the Ministry of Education, Culture, Sports, Science and Technology "International Science Innovation Center Development Project as a Joint Effort between Industry and Academia, Utilizing Local Resources, etc."

The Ryusaku Tsunoda Center of Japanese Culture was newly established, aimed at fostering world-class researchers on Japanese culture studies.

Teaching Awards to commend faculty members who worked to further raise the quality of education by spreading outstanding teaching methods and creative approaches, and Research Awards to commend researchers who played leadership roles in large-scale research projects and young researchers who achieved research accomplishments with strong international appeal were established as ways of providing incentives to faculty and researchers.



Nano-Energy Materials Research and Research Facilities

### [Success in forming partnerships with overseas universities ]

Inviting faculty members from Columbia University and UCLA and sending Waseda faculty and staff to both schools, the University began talks on partnerships for establishing an international network promoting education in Global Japanese Studies and for R&D in this area (Global Japanese Studies Model Area). In the partnership with UCLA, a strong organizational structure was formed together with the Tadashi Yanai Initiative for Globalizing Japanese Humanities that started in Waseda. Faculty members from Columbia University and Stanford University were invited for research guidance and lectures, and also for exchanging views on educational exchanges and on faculty JA, etc. ("Empirical Analyses of Political Economy" Model Area). Faculty from the Hungarian University of Physical Education were invited to lecture at Waseda and also discussions to sign a partnership agreement were held ("Health Promotion: The Joy of Sports and Exercise" Model Area). Waseda explored ways to collaborate with Technische Universität München on DA and other topics, and the two universities agreed to share information with a view to Horizon 2020 ("Frontier of Embodiment Informatics: ICT and Robotics" Model Area). Inviting faculty from Monash University, joint education and guidance were held and also talks on JA/JD collaboration were started. The University reached informal agreement on JA appointment to Waseda in the 2015 academic year ("New Horizon Materials for Life and Energy Devices" Model Area). Through visits on the University of Pittsburgh, Waseda explored ways to collaborate in joint education and guidance with the institution. Receiving a JA proposal involving exchange of faculty members from Pittsburgh, the University began working out the timing and other details ("Multiscale Analysis, Modeling and Simulation" Model Area).



International Symposium with Columbia University

## Other

### ●PDCA cycle application by the Waseda Vision 150 Executive Council, Waseda Vision 150 Executive Conference and TGU Steering Conference

In the Committee, projects are being carried out with the PDCA cycle in mind. By providing a forum for all those responsible for the six model units to gather, the University is able to confirm progress regularly and learn and discuss future directions, in such ways accelerating the advancement of the Waseda University education and research system.

### ●Advice and encouragement from global leaders

At the international symposium, "The Torch Has Been Passed: JFK's Legacy Today", students heard words of advice and encouragement from Ambassador Caroline Kennedy, former President Bill Clinton, Prime Minister Shinzo Abe and other global leaders on the importance of actively playing a role as global leaders. The symposium was a significant step toward raising the presence of Waseda University in attracting excellent students from around the world.



International Symposium "The Torch Has Been Passed: JFK's Legacy Today"

### 3. Progress of initiatives (2015 academic year)

#### Shared indicators of achievement results and future targets

##### Globalization

###### ● Design of international Joint Degree (JD) program

We devised a trial joint education program toward implementing a joint degree (JD) program. Following visits to Monash University in Australia and Korea University in South Korea, we began education program design including such specifics as the length of student residency, course registration and number of credits, extent of research guidance, and requirements for joint dissertation writing.

###### ● Participation in online education platform (edX) and course distribution

We joined the edX and began distribution of online courses, all in English. Making courses available on line is expected to motivate international students interested in study abroad at Waseda and to help with building an international network.

###### ● Creation of new Double Degree (DD) program

Based on a DD agreement with GLCA/ACM (Great Lakes Colleges Association, Inc. and the Associated Colleges of the Midwest), we began recruiting students and prepared to recruit students to be sent from Waseda to other schools.

###### ● Faculty Development (FD) programs

We invited instructors from the University of Washington for a summer FD program (half-day course; attending active learning sample classes) aimed at expanding the number of English-language classes as more English-based Degree programs are to be added, and at learning high-quality teaching methods that meet global standards. We also sent faculty to GLCA/ACM schools and the University of Washington for FD sessions of around two weeks.



WasedaX



Summer FD program

##### Governance reform

###### ● Promotion of university-wide reform by the TGU Steering Conference

The TGU Steering Conference responsible for carrying out this funded project met six times, deliberating and deciding the operation plans, budget allocation, results report, and assessment of model units and each department, and performing PDCA cycle management. In the TGU Expanded Steering Conference including people in charge of model units, and in the Waseda Vision 150 Expanded Executive Conference including the Deans of Faculties, progress of the project was confirmed, know-how from model units operation was shared, and startup funding of joint-appointment (JA) faculty members was decided, moving quickly to reflect the voices of those directly involved in the projects. With this university-wide organizational structure for TGU promotion, reforms are being carried out flexibly and powerfully.

###### ● Allocation of positions for strategic faculty member increases

We drew up a statement on coming changes to education and faculty policy, including plans to increase the size of the faculty by 160 persons in 10 years and add more non-Japanese faculty members. The proposals for educational reform and hiring from each Faculty were appraised by the University executive branch, and allocation of positions for strategic faculty member increases was decided. Utilizing this allocation, we established posts for the Leading Initiative for Excellent Young Researchers program and set in motion plans for hiring young faculty members in the medium to long range.

###### ● Raising the level of administrative staff

In anticipation of increases in various international administrative tasks, we sent seven administrative staff members to overseas partner schools, where they underwent language training and also accumulated experience in operations involved in taking in international students and expanding overseas. In addition, nine administrative staff members joined training sessions at an affiliated institute of De La Salle University (Philippines), aimed at improving their practical language skills.

###### ● Design of IR integrated database

We completed basic design of a centrally managed database that visualizes various education-related data now dispersed in the University (curricula, grades, scholarships, experience in study abroad, etc.). We also evaluated analysis tools to be introduced at the same time, using as examples their ability to extract the extent of student understanding of class content and correlation factors.

##### Education reform

###### ● Launch of Joint Appointment (JA) System

We succeeded in hiring two JA faculty members from Case Western Reserve University (Cleveland, Ohio) and from the Italian Institute of Technology (Istituto Italiano di Tecnologia) (Genoa). For the JA faculty members, we established an education and research guidance system, clarifying details such as the subjects to teach, startup fees, research office assignment, assignment of graduate students.

###### ● Implementing admission examination reform

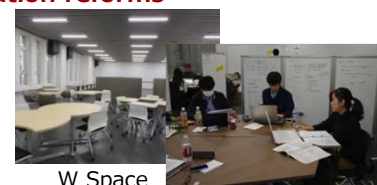
- In the School of Political Science and Economics, the existing AO Entrance Examination was reformed to recruit students who aspire to obtain global leadership and act on the world stage. Aiming to increase the variety and diversity in the prospective students, in addition to the TOEIC and the IEL TS (Academic), the TOEFL became included in the application requirements. Requisites for overseas university admissions such as the International Baccalaureate and the Abitur were also added to the admission requirements.
- New admission examination approaches were adopted (for April 2017 admissions) in three schools, the School of Culture, Media and Society, the School of Humanities and Social Sciences, and the School of Human Sciences. In the School of Culture, Media and Society and the School of Humanities and Social Sciences, the general entrance examination will use outside English proficiency tests (the four-skill tests). The system adopted for the School of Human Sciences will make use of the Fundamental Academic Competency Test (FACT).

###### ● Establishment of a steering committee for high school/university articulation reforms

To integrate the admission examination and educational reform efforts, a steering committee for high school/university articulation reforms was established, chaired by Vice President for Academic Affairs. Under this committee, high school/university articulation reforms will be accelerated throughout the University.

###### ● Enhancement of "learning commons"

To accommodate diverse learning styles, we established and enhanced W Space learning commons and began provision in two Waseda campus locations in November.



W Space



## University-specific indicators of achievement results and future targets

### ● QS Graduate Employability Ranking No. 33 globally and No. 1 in Japan

- In the QS World University Rankings by Subject 2016, Waseda ranked in the global top 100 in three research fields. The number of research fields in the top 200 was unchanged from a year earlier, when it rose sharply to 21. Of the 18 fields for which our original plans are to reach the top 100, 16 are in the top 200, making our goal quite achievable.
- In the QS Graduate Employability Rankings 2016, we achieved the very high ranking of 33rd globally and number one in Japan. This is a strong endorsement of our efforts to build ties between the University and corporations, and of our students' activities following graduation.

### ● Acceptance of Grants-in-Aid for Scientific Research (Kakenhi) and outside research funding

- Kakenhi adoptions increased slightly in the 2015 academic year to 946, from 929 in the previous year. The number of "research fields" for which Waseda had the most adoptions rose to 13 from 10 in the previous year, ranking fifth nationwide.
- Outside funding was nearly the same as the previous year at 10.8 billion yen.

### ● International fund-raising

Thanks to an exchange agreement with the Ting Hsin International Group (Taiwan) in 2007, long-term supply of scholarship funds (2009 to 2021 academic years) was achieved; and in the 2015 academic year 26 persons (cumulative total 335 persons) were chosen as scholarship students.

### ● Medium- to long-term acceptance/sending of researchers

The number of researchers accepted in the University rose to 819 from 789 in the previous academic year, while those sent to other institutions declined slightly from 180 to 177. These numbers are closely tied to the JA system and to establishment of an organizational structure for joint education and research guidance of doctoral program students with overseas researchers. They also lead to improvement in our academic reputation. We will therefore continue to take measures to raise these numbers.

## Initiatives for raising international reputation

### ● Joint CTLT Project with the University of Washington

We concluded an agreement with the University of Washington on a joint project aimed at developing and verifying new teaching methods. In the APRU (Association of Pacific Rim Universities) Provost Forum, an Innovations in Teaching and Learning project was jointly proposed, building on the initiatives of both schools. Pointing out these efforts to the Vice-Presidents of APRU universities and others, we worked to promote the spread of the project and to build an educational network.

### ● International communication centering on initial model units

- In the six initial model units, efforts were made to raise the international presence and expand the human network, by actively planning and holding international symposiums and workshops in Japan and other countries. Students and young researchers accumulated experience of giving presentations in English, communicated their research results, and furthered exchanges with overseas researchers.
- We expanded the amount of English information on the University website, issuing nearly the same number of news items in Japanese and English, and raising the number of English news announcements to approximately 450 a year. On the occasion of a TGU special issue of *Science*, the Vice-President introduced Waseda TGU initiatives in that issue, and also described the research being carried out in three model units relating to science and technology, to the science community and researchers around the world.



International workshop with Columbia University

### ● Organizational tie-up with the University of Birmingham

To expand joint international study, we began a tie-up with the University of Birmingham in the UK at the research organization level. The agreement covers Shakespeare studies, sports science, robotics, and linguistics. Concerning Shakespeare studies, a memorandum of understanding was concluded between the School of English, Drama and American & Canadian Studies and the Waseda University Tsubouchi Memorial Theatre Museum, Faculty of Letters, Arts and Sciences. Cooperation was begun based on the agreed contribution fund and joint researchers.

## Success in forming partnerships with overseas universities

- An academic exchange agreement was concluded between the Donald Keene Center at Columbia University and the Ryusaku Tsunoda Center of Japanese Culture, aimed at invigorating education and research collaboration and promoting exchanges between researchers and graduate students. In addition, we drew up specific plans for an English-based Degree program to be established in the Faculty of Letters, Arts and Sciences in the 2017 academic year, based on discussions with Bard College, Columbia University, and the University of Chicago (Global Japanese Studies).
- The research being carried out in the political economy lab, with its leading-edge facilities, has won praise among international researchers. After being approached about use as a site for a summer school in Japan program by the University of Essex, agreement was reached and details are being worked out (Empirical Analyses of Political Economy).
- Students are being recruited for an English-based Degree program in the Doctoral Program of the Graduate School of Sports Sciences, to be newly established in September 2016. Outstanding students from such schools as Peking University, National Taiwan Normal University, and Chulalongkorn University (Bangkok) are among those seeking admission (Health Promotion: The Joy of Sports and Exercise).
- An authority in computer science from the University of Delaware was invited for joint guidance. Leading faculty members from such schools as the University of North Carolina, Italian Institute of Technology, and Tsinghua University were also invited to administer qualifying examinations to doctoral students (Frontier of Embodiment Informatics: ICT and Robotics).
- Two JA faculty members, hired from Case Western Reserve University and from the Italian Institute of Technology, through education and research guidance as well as seminars, helped raise the educational level and foster a global mind in students (Energy and Nanomaterials).
- Regarding joint appointments with overseas universities, agreement was reached with a faculty member of Darmstadt University of Technology (Technische Universität Darmstadt), and negotiations are proceeding with a faculty member of the University of Pisa. Faculty members from the Max Planck Institute and from Hamburg University of Technology and other schools were invited for joint guidance to doctoral students (Multiscale Analysis, Modeling and Simulation).

## Other

### ● Encouragement from global leaders

At a panel discussion "Carlos Ghosn on 'Ningenryoku'", Nissan CEO to visit Waseda for dialogue with students", Carlos Ghosn stressed the importance of being able to assess the present situation properly and raise issues. The event provided the approximately 1,000 students attending with a valuable opportunity to learn about the convictions of a leader active on the world stage.





## 4. Progress of initiatives (2016 academic year)

### Shared indicators of achievement and future targets

#### Globalization

##### ● Establishment of international joint degree program

- Our Graduate School of Asia-Pacific Studies and Université Libre de Bruxelles (ULB) (the Free University of Brussels) discussed creation of a cotutelle program, in which those completing a jointly supervised doctoral degree program will receive a diploma indicating that they received research supervision at both universities. We decided to exchange one student from each university from April 2017 and begin joint research supervision. The aim is to go from this step to an eventual joint degree (JD) program.

##### ● Start of international joint education program

- With a view to future realization of a JD program, joint supervision (JS) programs were created between the Waseda School of Advanced Science and Engineering and Monash University, Korea University, and the University of Bonn. Those completing international joint studies under the joint supervision with partner universities have the names of the presidents or school deans of both universities on their completion certificate. During the 2016 academic year, the first three students to complete this program were granted completion certificates.



Students completing JS Program

##### ● Enhancement of English-based degree courses

- An English-based degree course was officially created in the Doctoral program of the Graduate School of Sports Sciences, and began accepting students in September 2016. Faculty members went to partner universities in Asia to recruit for the course, successfully attracting outstanding students.

- It was decided to introduce an English-based degree course (the Global Studies in Japanese Cultures Program) in the Waseda School of Culture, Media and Society, and to admit 29 students in April 2017. In addition, detailed design of a Global Japanese Studies course to begin in the 2018 academic year (Doctoral program) was begun with the cooperation of faculty from Columbia University, UCLA, and the University of Chicago, among others.

##### ● Enhancement of study abroad programs

- In the exchange program that is a core of long-term study abroad, the shortage of openings especially in North American schools was addressed by adding 239 new slots (135 of them in the US), bringing the number to 1,021. To offer a wider choice of when to study abroad, a short-term study abroad program for new students, timed with the holidays in early May and with a focus on experiencing different cultures, continued to be offered. Each of the programs, in Malaysia, Vietnam, and Taiwan, attracted nearly twice as many students as in the previous year.

#### Governance reform

##### ● Reorganization of the Office of the President (creation of an External Affairs and Fund-Raising Section)

- An External Affairs and Fund-Raising Section was added to the Office of the President, to strengthen its leadership role in obtaining funds from outside the University. The new section, while retaining the existing functions for obtaining donations and for communication, also serves as a general contact for outside institutions wishing to collaborate with the University, channels funding-related matters inside the University, and performs management functions.

##### ● Management Strategy Headquarters meetings

- The Management Strategy Headquarters met to discuss initiatives relating to world university rankings, requirements for enhancing globalization, utilization of diverse international researchers and staff, and other matters for making the university more international. Advice was obtained from overseas experts regarding specific initiatives for obtaining donations and grants-in-aid in the United States and for building relations with alumni to promote fund-raising, as well as the organizational structure for these purposes.

##### ● Strengthening of President assistance functions (Waseda Vision 150 Acceleration Task Force)

- Regular conferences taking up major issues for the University with close cooperation by the Executive Vice-Presidents repeatedly discussed areas needing to be strengthened in the University and governance functions for education and research. These functions have been taken over by the Waseda Vision 150 Acceleration Task Force, chaired by the head of the Academic Affairs Division, strengthening the President assistance functions. With cooperation by the Academic Affairs Section, Strategic Management Planning Section, Center for Research Strategy and other organizations, the Task Force is accelerating strategic and decision-making speed to promote University-wide reform, including this project.

##### ● Study of priority support measures for accelerating Waseda Ocean Concept and its University-wide acceptance

- As priority support measures, with the SGU Steering Committee playing a central role, in addition to the six model units promoted up to now, six policy measures for actively supporting research fields to be strengthened by the University (JA/JD promotion, joint international study supervision, international symposium support, etc.) were deliberated jointly by the Academic Affairs Division, International Affairs Division, and Research Promotion Division, and it was decided to begin implementation of the measures from the 2017 academic year. Ahead of studies on numerical targets of internationalization to be given more attention, it was decided to have headquarters departments strengthen their SGU program promotion measures from the same year.

#### Education reform

##### ● Expansion of quarterly semester system to whole University

- A Guide to the Quarterly System (making known short-term study abroad during summer quarter, reduction in tuition for students whose graduation is delayed due to study abroad, etc.) was made available for smoothing transition to the quarterly system adopted as standard throughout the University from the 2017 academic year, and system reform was carried out to give faculty and students more flexibility in switching between Japan and other countries.

##### ● Addition of Doctoral course in mathematical and physical sciences

- A Doctoral course in mathematical and physical sciences was created in the Faculty of Science and Engineering in April 2017, for which 4 students were selected. Through interdisciplinary cooperation by researchers in mathematics and physics, and in such fields as information science and applied engineering, this original education program aims to realize free thinking and interchange with mathematics as key word, not limited by existing disciplines, and to foster multiple fields of vision and creative "comprehensive knowledge."

##### ● Startup of dedicated building aimed at improving language proficiency

- A new educational wing (3,975m<sup>2</sup>) went into use in March 2017, aimed at having students acquire the language proficiency for discussing in foreign languages. Featuring classrooms for tutorial English and Chinese, it can be used also as a TOEFL exam venue.



New language studies building

## University-specific indicators of achievement results and future targets

### ● Nine fields in top 100 of QS World University Rankings by Subject; ranked 19th in world and No. 1 in Japan in Sports-related Subjects

- In the QS World University Rankings by Subject announced in March 2017, the number of fields in the top 100 rose from three fields in the previous year to nine. Much of the improvement in ranking was in subjects related to the model units, with Sports-related Subjects, closely connected to the Health Promotion: The Joy of Sports and Exercise model unit, rising to 19th in the world and 1st in Japan. The active efforts in the model units have led to steady gains in outside assessment.

### ● QS Graduate Employability Ranking 26th globally and No. 1 in Japan

- In the QS Graduate Employability Rankings 2017, we achieved the very high ranking of 26th globally and No. 1 in Japan. The domestic No. 1 ranking is for the second straight year. This is a strong endorsement of our efforts to build ties between the University and corporations, and of our students' activities following graduation, as well as of the University's global leader education.

### ● Acceptance of Grants-in-Aid for Scientific Research (Kakenhi) and outside funding

- Kakenhi adoptions increased to 982 in the 2016 academic year, from 946 in the previous year. Of the "research fields" for which we were No. 1 in adoptions, six, mainly in the humanities and social sciences, were No. 1 for the third consecutive year.  
- Outside funding was down slightly to 10.4 billion yen, affected by the overall scaling down of funded projects. Revenue from Kakenhi and from commissioned joint research increased, however, leading to an increase in funding for indirect costs needed for self-supporting research framework.

### ● International fund-raising

- Personnel from the Alumni Affairs and External Affairs and Fund-Raising Sections, along with local staff, visited partner schools on the US West Coast to get their views on fund-raising, gaining insight into networking among local alumni.

### ● Medium- to long-term acceptance/sending of researchers

- The number of researchers accepted in the University increased to 839 from 819 in the previous academic year, while those sent to other institutions rose from 177 to 190. Toward further increases, improvements are being made to the web page for application by visiting researchers and to the environment for their stay, as well as to the internal funding system for sent researchers, including its PR.

## Initiatives for raising international reputation

### ● International symposium for communicating reforms in the Waseda Ocean Concept

- A symposium was held in January 2017 based on the Waseda Ocean Concept interim report. The focus of the symposium was on JA faculty hiring and international joint supervision (JS) programs. Inviting Vice-Presidents from partner schools Monash University, Korea University, and the University of Bonn, strategies were shared on building a framework for educating global leaders. The attendees, many of them from companies and embassies, had high praise for the reports by students who participated in the JS program, as the event helped raise our international presence.



International symposium

### ● Establishment of Global Asia Studies research unit (7th model unit)

- One of our goals being to have 18 fields in the top 100 of the QS World University Rankings by Subject, we decided to create a new Global Asia Studies research unit, since Asia plays a major role in our international strategy. The new unit will seek to raise the international reputation of Waseda by developing academic knowledge and conducting education in global governance, global history, and media studies, and by actively communicating research results and offering policy proposals.

### ● Realization of international joint supervision by offering in summer school

- For the first time, the University of Essex conducted summer school classes in Japan in political science. Consisting of lectures and seminars in English on statistical analysis, the classes adopted the same content as taught at Essex, for a large improvement in educational quality. The same program is being held in the 2017 academic year with more classes.  
- The 2016 Summer Program of the Bai Xian Education Foundation (Hong Kong) was held at Waseda. Taking part were around 130 of the Foundation's scholarship students, 15 Waseda scholarship students, and 14 "student buddies" (tutors), making the Program an international joint education.

## Success in forming partnerships with overseas universities

- Mutual exchanges between doctoral students of Waseda and UCLA are more active than ever. While Waseda students are stimulated by international Japan studies taking place in the US, UCLA students are now able to study at Waseda for residency periods suited to their individual needs (Global Japanese Studies).  
- We negotiated actively with leading overseas universities on hiring JA faculty members, carrying on specific negotiations with faculty of the University of Southern California and the University of Arizona, and in the case of USC moving close to final contract signing between the two schools (Empirical Analysis of Political Economy).  
- We visited leading overseas universities, discussing new educational cooperation with Loughborough University, world No. 1 school in Sports-related Subjects in the QS World Rankings, and concluded partner agreements with Thammasat University and National Taiwan Sport University (Health Promotion: The Joy of Sports and Exercise).  
- We visited leading schools in the ICT and robotics field including Columbia University, UC Berkeley, and the University of Rochester, discussing overseas networking toward joint supervision of doctoral students and research collaboration (Frontier of Embodiment Informatics: ICT and Robotics).  
- Two JA faculty from Case Western Reserve University (CWRU) and the Italian Institute of Technology (IIT) continued from the previous academic year, while three new ones were hired (Uppsala University, CWRU, IIT) and conducted joint supervision (New Horizon Materials for Life and Energy Devices).  
- One JA faculty member each was hired from Technische Universität Darmstadt and the University of Pisa, conducting joint supervision. Negotiations on partner agreements for joint supervision were also begun with Imperial College London and Technische Universität Hamburg (Multiscale Analysis, Modeling and Simulation).

## Other

### ● Encouragement from global leaders

- A guest lecture by German President Joachim Gauck was held. Addressing students, the President urged them to go out actively into the world and seek to better their lives.  
- Waseda signed a comprehensive agreement with the United Nations Development Programme (UNDP). Prior to the signing ceremony, Izumi Nakamitsu (UN Under-Secretary-General of Disarmament Affairs and UNDP Assistant Administrator, a Waseda alumna) talked to students about the importance of acting based on their own independent thinking.



## 5. Progress of initiatives (2017 academic year)

### Shared indicators of achievement results and future targets

#### Internationalization

##### ● Launch and expansion of international joint degree programs

- The Graduate School of Asia-Pacific Studies and Université Libre de Bruxelles finalized an agreement for the *cotutelle* program, in which doctoral students are jointly supervised and conferred diplomas from both universities with a mention of the cotutelle collaboration. The program began accepting students in April 2017. The Graduate School of Information, Production and Systems and the Warsaw Institute of Technology also agreed to start a cotutelle program, further expanding our international joint degree programs.

##### ● Expansion of international joint education programs

- In addition to Monash University, Korea University College of Science, and the University of Bonn, The Graduate School of Advanced Science and Engineering established Joint Supervision (JS) programs with Korea University College of Engineering and Uppsala University. Students receive joint supervision and are conferred upon completion a certificate signed by presidents of both universities in the JS programs. We continue to improve the quality of international JS programs as well as the aforementioned cotutelle options.

##### ● Enhancement of English-language degree programs (13 courses in 7 departments)

- The School of Culture, Media and Society launched the Global Studies in Japanese Cultures Program (JCuLP) in April 2017 and enrolled 42 students in the 2017 academic year. In preparation for the September 2018 launch of the new Global Japanese Literary and Cultural Studies (Global-J) doctoral course in the Graduate School of Letters, Arts and Sciences, we invited faculty from partner universities to hold concrete discussions on the program's admission process and curriculum.

##### ● Enhancement of study abroad programs

- As part of our efforts to expand the study abroad framework, we concluded new agreements with 27 universities, creating 71 new spots for students interested in study abroad. 50 spots were also created in the Global Asia Studies' Campus Asia Program (Japan-China-South Korea) exchange framework. In the 2017 academic year, 624 Waseda students took part in study abroad programs, an 18% increase from the 529 in the previous year.

##### ● Strengthening network of overseas alumni

- Following its inaugural meeting in Beijing last year, the Waseda University China Alumni Association held its 2nd Annual Meeting in Shanghai. Counting 250 attendees, the event successfully strengthened the network of overseas alumni. The first Regional Exchange Forum in China also took place alongside the alumni meeting, providing a venue to discuss Waseda admissions and curricula with prospective students and their families, as well as to conduct fundraising activities.



China Alumni Association (Shanghai)

#### Governance reform

##### ● Interim evaluation by external experts at the Management Strategy Headquarters

- In the advisory board meeting of the Top Global University Project at the Management Strategy Headquarters, 4 experts from external parties gave an interim evaluation of the first 3 years of the project. They also offered advice on how to improve Waseda's international strategy and incorporate new developments into our education and research programs.

##### ● Priority measures to help increase university-wide adoption of reforms and the 7th model unit

- We started to apply the knowhow accumulated by model units and instituted support measures to strategically enhance certain fields (support activities such as Joint Appointment (JA) faculty hires, Joint Degree (JD) programs, creating other types of international joint supervision systems, inviting academic leaders, holding international symposia, publishing in high-impact journals, etc.). These targeted enhancement measures allowed the JA hiring of faculty from overseas universities and supported events such as symposia with Nobel Prize winning scholars, which in turn advance the internationalization of education and research at the University as a whole.

- We established Global Asia Studies, the 7th model unit, in order to further enhance the humanities and social science fields. This interdisciplinary unit received the Grants-in-Aid for Scientific Research (Kakenhi) funding in the Scientific Research on Innovative Areas (Research Area: Creation of the Study of Reconciliation) Program and the Core-to-Core Program. Other achievements include developing subjects related to the Sustainable Development Goals and committing to establish joint programs with overseas universities.

##### ● Strengthening the University's financial base with the Waseda Endowment

- To improve the financial base of the University's administration and proactively manage funds on a long-term basis, partial reforms were made to the fund management policy, and a part of the funds has been designated as the Waseda Endowment. Financial management of the endowment will follow a carefully graded progression while the majority of Waseda's funds will continue to be managed under the previous investment policy. This allows the University to have a more balanced financial portfolio.

#### Education reform

##### ● Introduction of the Waseda Civic Engagement and Leadership Admissions system

- The Waseda Civic Engagement and Leadership Admissions system was introduced to attract highly motivated students from all over the country that have a global mindset as well as an interest in contributing to their communities in a social, cultural, or academic way. In addition to undergraduate coursework, this system allows students to participate in university-wide activities under the theme of civic engagement, and connects students' aspirations even before coming to Waseda to their learning once they are here. This way, the new system encourages continuous civic engagement throughout high school and university.

##### ● Introduction of the new Teaching Assistant (TA) system

- In order to improve teaching effectiveness and to support self-study, the TA system was overhauled to include new categories of TA in the 2017 academic year. This includes new positions such as Advanced TAs, who contribute to the overall quality of the course subjects by supporting learning and through class management, and Learning Assistants, who support students' independent study. Online and in-person advanced training courses were introduced for Advanced TAs, and a certificate has been made available to encourage interest in the training.

##### ● Launch of the WASEDA NEO Project

- The continuing education project WASEDA NEO was established at the Nihonbashi Campus as a center for innovation and exchange. The program offers adults a practical training program that confronts contemporary topics and issues as well as promote inter-personal and business-to-business interaction.



WASEDA NEO classroom



## University-specific indicators of achievement results and future targets

### ● 8 fields in top 100 of QS World University Rankings by Subject; Political Science climbs to top 50

- In the QS World University Rankings by Subject announced in February 2018, 8 fields were ranked in the top 100. The number of fields in the top 50 rose by one, making a total of 4 fields. 3 of them have a strong connection to the model units, and the units' initiatives have been consistently tied to these high evaluations.

### ● 26th globally in QS Graduate Employability Rankings, 2nd in Japan

- In the QS Graduate Employability Rankings 2018, we achieved a very high ranking of 26th globally and 2nd in Japan. This can be seen as a result of an objective assessment of the educational reforms aiming to produce global leaders, which are demonstrated by our students' post-graduation activities, under the Waseda Vision 150 strategic plan.

### ● Acceptance of Grants-in-Aid for Scientific Research (Kakenhi) and outside funding

- In the 2017 academic year, 964 projects were selected to receive the Kakenhi funding. The number of research fields for which we were ranked 1st in projects greatly increased from 8 to 16, placing Waseda 5th nationally. In addition to the humanities and social science fields which have shown such results in the past, mathematical analysis ranked 1st for the first time due to the efforts by the model unit.

- Outside funding rose to 10.6 billion yen due to the uptick in the number of funded projects. Funding for indirect costs needed for self-supporting research frameworks successfully remained the same as the previous year.

### ● International fundraising

- Discussions were held regarding joint projects, such as the Ting Hsin International Group funded joint project with Peking University and the Qatar government funded joint project with Qatar University. We are aiming to activate both projects fully in the 2018 academic year.

- We implemented a new multilingual (Japanese, English, Chinese, Korean) approach to ask for donations from parents of international students (living overseas). This initiative has helped to generate more contributions from the United States, China, South Korea, Taiwan, Hong Kong, Thailand, Singapore, the Philippines and others.

### ● Mid-to-long term researcher exchange

- We hosted 859 overseas researchers and dispatched 174 Waseda researchers abroad on a mid-to-long term basis. The increase in the number of researchers coming to Waseda is linked to improvements in research space and in the housing environment. In terms of dispatched researchers, having better PR of and improving the internal funding systems, and implementing the quarter system are all measures intended to further increase the number of faculty on exchange.

## Initiatives for raising international reputation

### ● Strategic partnership with the University of Birmingham

- In 2016, we concluded a Memorandum of Understanding with the University of Birmingham and strategically advanced joint research, resulting in 4 joint applications for public research funds. In October 2017, the Tsubouchi Memorial Theatre Museum, in conjunction with Global Japanese Studies, and the University of Birmingham's Shakespeare Institute held the "Ninagawa Shakespeare: A Memorial Symposium" at the Japanese Embassy in the United Kingdom. In an effort to improve Waseda's reputation in the UK, we informed the English media about the program, invited drama critics and other practitioners to participate, and visited each foundation and research institution.

### ● Summer school with overseas partner universities and expansion of Waseda Summer Session

- The University of Essex Summer School at Waseda expanded in comparison to the previous year. A globally engaged young scholar of political science from Essex taught courses to upper level undergraduate and graduate students, offering a world-class educational experience.

- Taking advantage of the quarter system, we began to offer the Waseda Summer Session during the summer quarter (June-July). The program is a combination of language and other subject courses geared toward undergraduates studying abroad at Waseda. 154 students from 70 universities in 13 different countries participated in the program.

### ● Success in forming partnerships with overseas universities

- In addition to faculty from Columbia University and the University of California, Los Angeles (UCLA), Waseda hosted visiting faculty from the University of Southern California (USC) and sent faculty to Stanford University to hold lectures and supervise research. In the 2018 academic year, we hired a USC professor as a Joint Appointment (JA) faculty. (Global Japanese Studies)

- One JA faculty was hired from State University of New York (SUNY) Binghamton, offering students high-quality training under joint supervision. In addition to retaining this faculty member in the 2018 academic year, new JA faculty members were hired from the University of Arizona and the University of Washington. (Positive/Empirical Analysis of Political Economy)

- We are making arrangements to conclude *cotutelle* program agreements with the German Sport University Cologne, the University of Bordeaux, and Shanghai University of Sport. In addition to this, we decided to move forward with preparations to conclude graduate student exchange Memoranda of Understanding with the Hungary University of Physical Education and National Taiwan University. (Health Promotion: the Joy of Sports and Exercise)

- Through international joint supervision from Waseda faculty and researchers from the Nanyang Technological University and Singapore University of Technology and Design, Waseda graduate students were able to submit co-authored papers. Arrangements to finalize a Double Degree (DD) program agreement with the University of Westminster are also in development. (Frontier of Embodiment Informatics: ICT and Robotics)

- Along with plans to expand the Joint Supervision (JS) programs we offer in conjunction with Korea University and Uppsala University, faculty from Monash University, the Italian Institute of Technology, Case Western Reserve University, and Virginia Polytechnic Institute and State University (Virginia Tech) were hired as JA faculty members. (Energy and Nanomaterials)

- This year, we hired JA faculty members from Technische Universität Darmstadt, the University of Pisa, National Taiwan Normal University, and Rice University. We negotiated with the University of Pisa regarding a *cotutelle* program, held conferences with the Imperial College London about partner agreements, and continued to promote our international joint supervision programs. (Multiscale Analysis, Modelling and Simulation)

- Through mutual campus visits, we discussed joint education and research opportunities with Harvard University, as well as formally agreeing to host the Harvard-Yenching Institute training program at Waseda. (Global Asia Studies)

## Other

### ● Inspiration from global leaders

- We welcomed President Alpha Condé of the Republic of Guinea, who presented a lecture on Africa's challenges and Japan. President Condé spoke about the current state of Africa and the importance of Japan's assistance, giving participants an opportunity to learn directly from the leader of nation about the challenges his country and others in Africa face.

- Governor of the Bank of France, François Villeroy de Galhau spoke about the present outlook of the international political and economic environment in Europe in his special lecture "Challenges of the Multilateral Economic Order." Following his lecture, the participating students were able to engage in a lively discussion with Mr. Villeroy de Galhau.



# Top Global University Project (Type B) Chiba University

## 1. Outline

### 【 Name of project 】

Chiba University : Inspiring Leaders with a Global Perspective

### 【 Future vision of the university TGU project 】

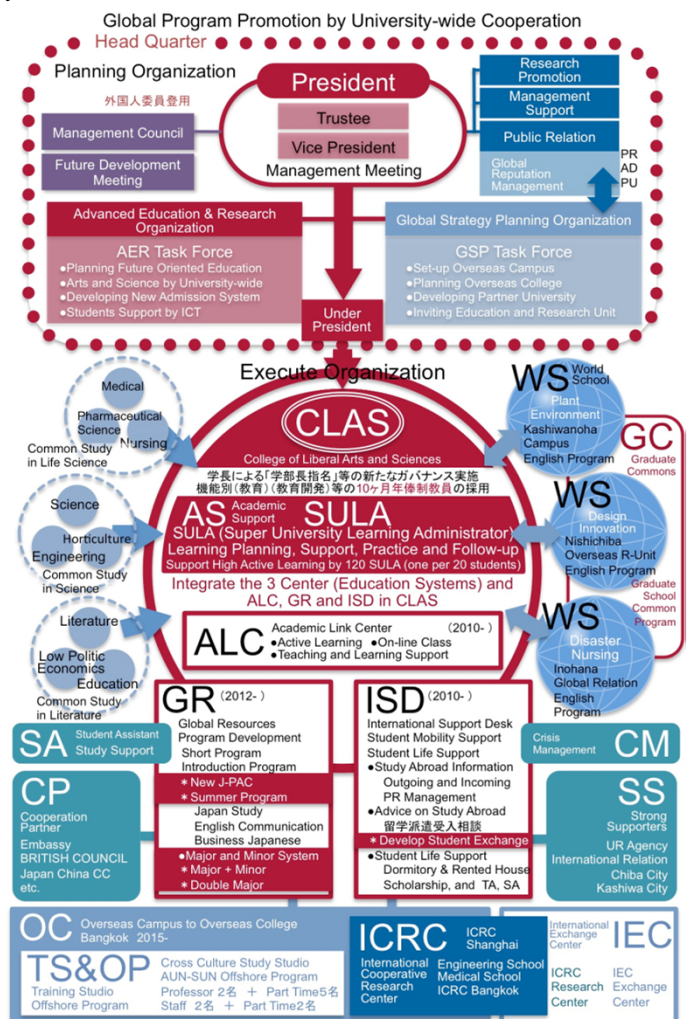
Chiba University drew up the Chiba University Reform Initiative in April 2014. Within the three main fields of study in Chiba University, namely sciences and engineering, life sciences and arts, we aim to educate students to be top level professionals in technology, medicine and business under the umbrella of our [TRIPLE PEAK CHALLENGE]. Considering that the global leaders of the future should be educated with a global perspective, we are designing educational programs to cultivate the intellectual abilities of forming an overview, discovering new perspectives and finding practical solutions, which are fundamental to the development of such leaders. (a globally oriented education). Under the name Rising Chiba University, we will promote the regeneration of Chiba University, establishing a new organization capable of providing a fusion of sciences and humanities, together with professional education. This will enable students to deal flexibly with dynamic changes in society and economy responding to the worldwide demands for globally aligned and innovative human resources.

### 【 Summary of Project 】

This project aim is to undertake a reform of Chiba University by providing tailor-made education to domestic and overseas students in the new College of Liberal Arts. To do so, we are committed to governance reform, learning system reform and program reform, while carrying out a global network reform, with the goal of opening an extension campus overseas. Above all, Chiba University will introduce a unique program called International Liberal Arts, which is a new early admission system for allowing students to save time by gaining early admission in order to utilize that time for overseas study. For this program, we will create new positions with the title of SULAs (Super University Learning Administrators), who will promote the tailor-made education created to support this program. Ad well as this, we will carry out integrated programs at the postgraduate level for “discovering new perspectives”, and establish various study units for “finding practical solutions”, in order to foster expert, globally-aligned human resources. For this purpose, we have set the following goals: to offer over 700 liberal arts subjects taught in English; to annually send 1200 students, accounting for 50% of one undergraduate year, overseas to study; to accept 3000 overseas students per year; and to enroll 120 students through special entrance examinations per year, (10% of the annual intake). Ultimately, we aim to become a globally-oriented university.



( Fig 1 Outline of Project )



( Fig 2 Outline of System )



## 【Summary of the 10-year plan】

○ 2014 : RISING program is implemented (“skipwise” for fostering global human resources is also continued), together with internationalization of the school calendar.

The “skipwise” program, which was implemented in 2012 for fostering global human resources, is expanded to become a bidirectional program, sending and accepting overseas students. The Rising program starts this year. With International Japanese Studies as the core, we are continuing to send students overseas, and increase the number of overseas students we accept. To this end, we will increase the number of partner schools and internationalize our school calendar to conform with overseas universities.

○ 2016 : “College of Liberal Arts and Sciences” is established

The “College of Liberal Arts and Sciences” will be established. This is the main project of this program and will be a driving force for fostering global human resources in Chiba University. This College, in which students study a blend of global studies, Japan studies, and science, will be developed from the program of “International Japan Studies”.

○ 2018 : New Global Learning System (Major, Minor, and Certificate programs) is implemented

The three major subjects in the College of Liberal Arts and Sciences, namely: Global Studies, Japan Studies, and General Science will be made available to the entire university, and new minor programs and certificate programs will be offered. Chiba University as a whole will promote the study of integrated arts and science to develop the wide perspective required for leaders in a global environment.

○ 2019 : Promotion of internationalization through the expansion of the early admission system to all faculties.

The early admission system, which is one of the characteristics of Chiba University, is implemented in all faculties. A new entrance examination for the early admission system will be introduced. This will coincide with the start of the planned reforms to the general entrance examination. Under the new early admission examination system, Chiba University is planning to add an entrance examination designed especially for overseas students in order to promote an increase in diversity in Chiba University.

○ 2021 : Summer (Spring) program is fully implemented across all faculties.

The “summer program and spring program”, introduced in 2013 as the new orientation program for students from overseas, will be implemented for all the faculties with a wide range of programs. We aim to accept 1200 overseas students for short terms of study.

○ 2023 : An overseas school is established for realizing the global campus.

We plan to build an overseas school, which is another of the main projects of this program. After establishing a campus in 2016 we aim to achieve our ultimate goal of establishing an overseas school. We intend to send 200 to 300 students to the campus per year.

## 【Featured initiatives (Internationalization, University reform, Education reform)】

This program will conduct four reforms to transform Chiba University.

### ■ Transformation through Governance Reform.

The College of Liberal Arts and Sciences will provide integrated art-and-science programs through which students can learn a wide range of subjects from arts to sciences under the key concepts of “global perspectives” and “innovation”. In this new College, an organization called “Academic Support” (AS) will support education operations in all faculties of this university. The AS will train the SULAs (Super Academic Learning Administrators), who will be in charge of academic administration.

### ■ Learning System Reform from Governance Reform

We will start the International Liberal Arts program, which is a new program for encouraging students to save time by entering university one year early and to spend the time saved on studying abroad. The slogan of this program is “Early enrolment for study abroad”. The school calendar will change to have 6 terms a year, thereby indirectly synchronizing with those of overseas universities, and a system of earning credits will be created.

### ■ Program Reform from Learning System Reform

We will develop undergraduate and post-graduate programs with the main purpose of integrating arts and sciences for both

Japanese and overseas students in order to allow students to study a wide range of subjects. In particular, cross-faculty World-School programs based on double-major programs for the undergraduate level, and MEXT’s Re-Inventing Japan Project programs for the postgraduate level will be extended to all faculties.

### ■ Global Network Reform

In the global network reform, we will conduct two major activities: establishment of an overseas campus and interaction among the group of universities affiliated with Chiba University. We will open an overseas campus at Mahidol University in Thailand. The overseas campus will offer experience-type short-term study abroad (training studio) programs, professional education programs, Off-Shore programs, double-degree programs, and joint-degree programs for undergraduate students, and provide international joint research labs (horticultural science, bioscience).



Fig 3 11 Aims for Globalization



## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Programs by Globalization of Teaching Staff

We have employed 12 lecturers so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.



〈English Communication Class〉

##### ○ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA

SULAs (Super University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. In 2014, we selected candidates for the position of SULA in preparation for the future.

##### ○ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students

We have developed and carried out two experimental short programs. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. A video for a PR campaign for the programs has been made. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.



〈Short Program PR Video〉

##### ○ Internationalization of the School Calendar and Registrar System

Starting in April 2016, we will implement a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, the second term (June to July) will have no compulsory subjects so as to promote overseas summer programs, and the third term (August to September) will include programs for overseas students, making it possible to accept them from September. Accordingly, a curriculum map of each department will be created to allow for a clear understanding of our subject system, and English version syllabi are being prepared.

#### University / Governance reform

##### ○ Preparation for Establishing the College of Liberal Arts and Sciences as a Driving Force for Globalization

Based on the “International Japan Studies program for major subjects (minor subject)”, which is a unique facet of Chiba university, we will establish a new College in which arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination, thereby pushing forward our goal of globalization. The newly formed college will be the driving force for the new education system of Chiba university, including fostering global human resources. Preparation for its inauguration in 2016 has been completed.



〈Announcement of CLAS on Website〉

##### ○ Global Personnel System

We have introduced an annually reviewed salary system since 2014. As a result, more than 50 people in the staff are under this salary system so far. A cross appointment system, which will be implemented from 2015, will facilitate employment of lecturers from overseas.

##### ○ Cultivation of SULAs and creation of Training System

SULAs, highly-specialized staff in academic administration (mainly for learning support and overseas study), will be recruited and trained. so that Approximately 120 SULAs will be posted in Chiba University's educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staff less than 35 years old accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staff in the partner schools. We have already dispatched 8 persons, thereby increasing their international experience and language skills.

#### Education reform

##### ○ Promotion of Strong Active Learning Skills (Advanced Active Learning)

In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

##### ○ Consideration of a Double Major, Minor, and Certificate System

We have begun deliberations for establishing various systems such as a double major involving the study of both arts and science for a 3 year Bachelor's course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to Global and Japan studies taught in English, general minors for subjects taught in a general way and certificates, which will have lower criteria to earn credits than minor courses. These courses will be offered alongside the current system.

##### ○ Academic Pathways combining Early Admission and Early Graduation

We are planning a program to make it possible for students to obtain a Bachelor's and Master's degree at the age of 22 (3 year Bachelor's course (early graduation) + 2 year Master's course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the ongoing B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has moved on from the pilot stage to program implementation.

## ■ Chiba University's own indicators and targets 753+1 (Shichi Go San plus Ichi) Plan

### ○ "7" 700 subjects taught in English

Over 700 subjects in English will be offered in the "new" college of liberal arts. In order to do so, we will increase the ratio of foreign teaching staff and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. **All newly employed teaching staff from 2015 will teach a liberal arts subject in English.**

### ○ "5": 50% of each new intake (1200 students) will have an opportunity to study abroad

We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and improve the short-term overseas study programs. We will expand this program in cooperation with alumni living overseas. **In the fiscal year of 2014, five new short term study abroad programs were established under the BOOT program.** Approximately 140 students studied abroad under these programs in that year. Various similar programs will be developed in future.

### ○ "3": Accept 3000 foreign students

By the final fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we will develop various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. In the fiscal year of 2014, **we welcomed 60 overseas students onto short trial programs, one in the summer and one in the winter.**

### ○ "1" 10% 10% of our intake (240 students) will be accepted through alternative entrance examinations

We will further promote the "early admittance" system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we will introduce an International Baccalaureate-based entrance examination and overseas entrance examinations. We will select 10% (=240 students) of the quota via such diversified examinations. **For the College of Liberal Arts and Sciences, which will be established in 2016, it is planned to select 11% of the quota via alternative entrance examinations in English.**

**4 original goals for Chiba University**

**7** We will carry out classes in English for a total of 700 subjects at the NEW LIBERAL ARTS FACULTY. In order to do that we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

**5** We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

**3** We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and in addition, run a summer program concurrently.

**1** Chiba University is known for "early university entrance" and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the International Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

**753+1 Plan**  
(Shichi Go San plus Ichi)

<753+1 Planning Brochure>

## ■ Featured initiatives based on the characteristics of the university

### ○ Establishment of College of Liberal Arts and Sciences

In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. **Preparation for the establishment of this College started in the fiscal year of 2014, with the aim of opening it in 2016.**

### ○ Implementation of Special Staff, SULA

Current staff entitled "Amanuensis" have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff. **Preparations for the introduction of SULAs in 2016 started in 2014.**

### ○ "International Liberal Arts Program" featuring double major courses and overseas study

The early admission examination, which is currently running, is focused on science courses. Therefore, this program will implement this early admission examination for new combined literature and science courses. ¶ This early admission examination and early graduation will make it possible to obtain a Bachelor's and Master's degree by the age of 22, including long-term study abroad. In addition, **the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) has moved on from the pilot stage to program implementation.**

### ○ World School Postgraduate Major·Minor Program

We will establish the "World School" program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. **In 2015 we will convert the "plant environment designing program", which has been a part of the MEXT Re-Inventing Japan Project, into the World School. In order to do this, we have summarized the achievements so far to design the program.**

## ■ Free description

### ○ Construction of a Global Network

In order to strengthen ties with Mahidol University and open a satellite campus, we are pursuing various cooperative activities with this university in Thailand. We will send over 200 undergraduate students per year, establishing a strong coalition with them.

### ○ Establishing a Network with other Domestic Universities

The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto), which started in 2014, has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with overseas alliances.



<Study Program PR Video in Mahidol>

### 3. FY2015 Progress

#### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Programs by Globalization of Teaching Staff

We have employed 12 lecturers so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.



〈English Communication Class〉

##### ○ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA

SULAs (Super University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. In FY 2016, we selected two (Chiba University) people as SULAs who were assigned to the College of Liberal Arts and Sciences.

##### ○ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students

We have developed and carried out two experimental short programs. In FY 2016, we distributed our pamphlets to our partner universities and we will start 13 programs. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. A video for a PR campaign for the programs has been made. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.



〈Short Program PR Video〉

##### ○ Internationalization of the School Calendar and Registrar System

Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, the second term (June to July) has no compulsory subjects so as to promote overseas summer programs, and the third term (August to September) includes programs for overseas students, making it possible to accept them from September.

A numbering system and a curriculum map of each department were created in FY 2015 and introduced in FY 2016. These allow for a clearer understanding of our subject system. English version syllabi are being prepared, and have already been prepared in the faculties of Medicine, Pharmaceutical Sciences and Engineering.

#### University / Governance reform

##### ○ Establishing the new “College of Liberal Arts and Sciences” as a Driving Force for Globalization

Based on the “International Japan Studies program for major subjects (minor subject)”, which is a unique facet of Chiba University, we established a new College in spring 2016., in which, arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination. This will push forward our goal of globalization. The newly formed college will be the driving force for the new education system of Chiba University, including fostering global human resources.



〈CLAS 's Website〉

##### ○ Global Personnel System

We have adopted an annually reviewed salary system since FY 2014. As a result, more than 100 people in the staff are under this salary system so far. We will also prepare a cross appointment system which will facilitate employment of lecturers from overseas.

##### ○ Cultivation of SULAs and creation of a Training System

SULAs, highly-specialized staff in academic administration (mainly for learning support and overseas study), will be recruited and trained. Approximately 120 SULAs will be posted in Chiba University's educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staff accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staff in the partner schools. We have already dispatched 12 persons, thereby increasing their international experience and language skills.

#### Education reform

##### ○ Promotion of Strong Active Learning Skills (Advanced Active Learning)

In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

##### ○ Consideration of a Double Major, Minor, and Certificate System

We have begun deliberations for establishing various systems such as a double major involving the study of both arts and science, for a 3 year Bachelor's course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to Global and Japan studies taught in English; general minors for subjects taught in a general way and certificates, which will have lower criteria to earn credits than minor courses. These courses will be offered alongside the current system.

##### ○ Academic Pathways combining Early Admission and Early Graduation

We are planning a program to make it possible for students to obtain a Bachelor's and Master's degree at the age of 22 (3 year Bachelor's course (early graduation) + 2 year Master's course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the ongoing B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has moved on from the pilot stage to program implementation.



## ■ Chiba University's own indicators and targets 753+1 (Shichi Go San plus Ichi) Plan

### ○ "7": 700 subjects taught in English

Over 700 subjects in English will be offered in the new "College of Liberal Arts and Sciences". In order to do so, we will increase the ratio of foreign teaching staff and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. **All newly employed teaching staff from FY 2015 will teach a liberal arts subject in English.**

### ○ "5": 50% of each new intake (1200 students) will have an opportunity to study abroad

We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and increase the short-term overseas study programs. We will expand these program in cooperation with alumni living overseas. **In the FY 2015, approximately 220 students studied abroad under short term study abroad programs including beginners program for study abroad called "BOOT".** Various programs will be developed in future.

### ○ "3": Accept 3000 foreign students

By the final fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we will develop various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. **In FY 2015, we welcomed 60 overseas students onto short trial programs, one in the summer and one in the winter.**

### ○ "1": 10% of our intake (240 students) will be accepted through alternative entrance examinations

We will further promote the "early admittance" system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we will introduce an International Baccalaureate-based entrance examination and overseas entrance examinations. We will select 10% (=240 students) of the quota via such diversified examinations. **For the College of Liberal Arts and Sciences established in FY 2016, 11% of the quota were selected via alternative entrance examinations in English.**

**4 original goals for Chiba University**

**7** We will carry out classes in English for a total of 700 subjects at the NEW LIBERAL ARTS FACULTY. In order to do that we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

**5** We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

**3** We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and in addition, run a summer program concurrently.

**1** Chiba University is known for "early university entrance" and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the International Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

**753+1 Plan**  
(Shichi Go San plus Ichi)

<753+1 Planning Brochure>

## ■ Featured initiatives based on the characteristics of the university

### ○ Establishment of College of Liberal Arts and Sciences

In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. **Preparation for the establishment of this College started in FY 2014, and it was established in 2016 with the approval of the Japanese government.**

### ○ Implementation of Special Staff, SULA

Current staff "Amanuensis" have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff. **In FY 2016, we selected two persons as SULAs who have been recruited from Chiba University, and they were assigned to the College of Liberal Arts and Sciences.**

### ○ "International Liberal Arts Program" featuring double major courses and overseas study

The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor's and Master's degree by the age of 22, including long-term study abroad. In addition, **we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015 .**

### ○ World School Postgraduate Major·Minor Program

We will establish the "World School" program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. **In 2015 we will convert the "plant environment designing program", which has been a part of the MEXT Re-Inventing Japan Project, into the World School. In order to do this, we have summarize the achievements so far to design the program.**

## ■ Free description

### ○ Construction of a Global Network

In order to strengthen ties with Mahidol University and open a satellite campus, we are pursuing various cooperative activities with this university in Thailand. We will send over 200 undergraduate students per year, establishing a strong coalition with them. Also, we have established a Berlin campus in Charité - Universitätsmedizin Berlin/Humboldt Univ. (Germany) and a San Diego campus for life science in University of California, San Diego (USA). We have begun to operate 3 overseas campuses from FY 2016.

### ○ Establishing a Network with other Domestic Universities

The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto), which started in FY 2014, has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with overseas alliances.



<Study Program PR Video in Mahidol>

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Programs by Globalization of Teaching Staff

We have employed 12 lecturers so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.



〈English Communication Class〉

##### ○ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA

SULAs (Special University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. In FY 2016, we assigned two staff members to SULAs of the College of Liberal Arts and Sciences.

##### ○ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students

Number of Coeducation Programs with Japanese Students we carried out 13 short programs and accept 300 overseas students in FY 2016. We distributed our pamphlets to our partner universities and made PR videos for a campaign. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.



DESIGN FIX & PREPARE FINAL PRESENTATION  
〈Short Program PR Video〉

##### ○ Internationalization of the School Calendar and Registrar System

Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, in the second term (June to July) there are no compulsory subjects as to promote overseas summer programs, and the third term (August to September) includes programs for overseas students, making it possible to accept them from September. We have introduced a numbering system and a curriculum map and have operated a digital portfolio system. These allow for a clearer understanding of our subject system. Around 1200 subjects of English version syllabi have been prepared, and it overtook the expected target.

#### University / Governance reform

##### ○ Establishing the new “College of Liberal Arts and Sciences” as a Driving Force for Globalization

Based on the “International Japan Studies program for major subjects (minor subject)”, which is a unique facet of Chiba University, we established a new College in spring 2016, in which, arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination. This will push forward our goal for globalization. The newly formed college will be the driving force for the new education system of Chiba University, including fostering global human resources.



〈CLAS 's Website〉

##### ○ Global Personnel System

We have adopted an annually reviewed salary system since FY 2014. As a result, more than 100 people in the staff are under this salary system so far. We have also prepared a cross appointment system since FY 2017 and adopted lecturers from overseas university. That system will facilitate employment of lecturers from overseas.

##### ○ Cultivation of SULAs and creation of a Training System

SULAs, highly-specialized staff in academic administration (mainly for learning support and overseas study), are recruited and trained. We assigned 2 members of staff to SULAs. Approximately 120 SULAs will be posted in Chiba University's educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staff accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staff in the partner schools. We have already dispatched 13 people, thereby increasing their international experience and language skills.

#### Education reform

##### ○ Promotion of Strong Active Learning Skills (Advanced Active Learning)

In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

##### ○ Consideration of a Double Major, Minor, and Certificate System

We are deliberating establishing various systems such as a double major involving the study of both arts and science, for a 3 year Bachelor's course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to Global and Japan studies taught in English; general minors for subjects taught in a general way and certificates, which will have lower criteria in which to earn credits than minor courses. These courses will be offered alongside the current system.

##### ○ Academic Pathways combining Early Admission and Early Graduation

We have created a system to make it possible for students to obtain a Bachelor's and Master's degree at the age of 22 (3 year Bachelor's course (early graduation) + 2 year Master's course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has been implemented. 5-7 students graduate early and go on to master course using this system every year.



## ■ Chiba University's own indicators and targets 753+1 (Shichi Go San plus Ichi) Plan

### ○ “7”: 700 subjects taught in English

Over 700 subjects in English will be offered in the new “College of Liberal Arts and Sciences”. In order to do so, we will increase the ratio of foreign teaching staff, (It has increased by 5.5% in FY2016), and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. **All newly employed teaching staff from FY 2015 have to teach a liberal arts subject in English.**

### ○ “5”: 50% of each new intake (1200 students) will have an opportunity to study abroad

We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and increase the short-term overseas study programs. We will expand these programs in cooperation with alumni living overseas. **In the FY 2016, approximately 330 students studied abroad under short term study abroad programs including a beginners program for study abroad called “BOOT”.** Various programs have been and will continue to be developed.

### ○ “3”: Accept 3000 foreign students

By the final fiscal year of this program, we have aimed to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we developed various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. **In FY 2016, we welcomed 300 overseas students onto short programs.**

### ○ “1”: 10% of our intake (240 students) will be accepted through alternative entrance examinations

We will further promote the “early admittance” system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we introduced overseas entrance examinations and will continue to expand them. Also we plan to introduce an International Baccalaureate-based entrance examination. We will select 10% (=240 students) of the quota via such diversified examinations. **For the College of Liberal Arts and Sciences established in FY 2016, 11% of the quota were selected via alternative entrance examinations in English, 6% were by Admission Office entrance examination. It will be expanded into other faculties.**

The graphic features a vertical stack of numbers 7, 5, 3, and 1 on the left side, each with a corresponding colored background (red for 7, yellow for 5, purple for 3, and blue for 1). To the right of these numbers are four text boxes explaining the goals for each number. At the bottom, the text '753+1 Plan (Shichi Go San plus Ichi)' is displayed in a large, bold font.

**4 original goals for Chiba University**

**7** We will carry out classes in English for a total of 700 subjects at the NEW LIBERAL ARTS FACULTY. In order to do that we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

**5** We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

**3** We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and in addition, run a summer program concurrently.

**1** Chiba University is known for “early university entrance” and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the International Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

**753+1 Plan**  
(Shichi Go San plus Ichi)

<753+1 Planning Brochure>

## ■ Featured initiatives based on the characteristics of the university

### ○ Establishment of College of Liberal Arts and Sciences

In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. **It was established in 2016.**

### ○ Implementation of Special Staff, SULA

Current staff “Amanuensis” have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff.

### ○ “International Liberal Arts Program” featuring double major courses and overseas study

The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor's and Master's degree by the age of 22, including long-term study abroad. In addition, **we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015 .**

### ○ World School Postgraduate Major-Minor Program

We will establish the “World School” program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. We have built the “Plant Environment Designing” program, “Post Urban Living Innovation” program “Campus Asia Plant Environment innovation” program had been a part of the MEXT Re-Inventing Japan Project. In order to convert them into the World School, **we have organized a Design Innovation Center** as the mother body.

## ■ Free description

### ○ Construction of a Global Network

In order to strengthen ties with Mahidol University, we are pursuing various cooperative activities with this university in Thailand, and **we will finally open a satellite campus in FY 2017.** We will send over 200 undergraduate students per year, establishing a strong coalition with them. Also, we have established a Berlin campus in Charité - Universitätsmedizin Berlin/Humboldt Univ. (Germany) and a San Diego campus for life science in University of California, San Diego (USA). We have begun to operate 3 overseas campuses as of FY 2016.

### ○ Establishing a Network with other Domestic Universities

The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto) has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with potential future overseas alliances.



<Study Program PR Video in Mahidol>



## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Programs by Globalization of Teaching Staff

We have employed 17 academic staffs so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.



〈English House〉

##### ○ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA

SULAs (Special University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. We assigned 12 staff members to SULAs (It has increased by 10 people in FY 2017).

##### ○ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students

We carried out 7 short programs and accepted approximately 200 overseas students in FY 2017. We distributed our pamphlets to our partner universities and made PR videos for a campaign. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.



〈Food Safety : Short Program〉

##### ○ Internationalization of the School Calendar and Registrar System

Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, in the second term (June to July) there are no compulsory subjects as to promote overseas summer programs, and we set up our own summer programs. Using this gap term, more than 120 people have studied abroad over the last two years at the College of Liberal Arts and Sciences where study abroad is mandatory. And the third term (August to September) includes programs for overseas students, making it possible to accept them from September.

#### University / Governance reform

##### ○ Establishing the new “College of Liberal Arts and Sciences” as a Driving Force for Globalization

Based on the minor program called “International Japan Studies”, which is a unique facet of Chiba University, we established a new College in spring 2016, in which, arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination. This will push forward our goal for globalization. The newly formed college will be the driving force for the new education system of Chiba University, including fostering global human resources.



〈CLAS 's Curriculum Construction〉

##### ○ Global Personnel System

We have adopted an annually reviewed salary system since FY 2014. As a result, more than 330 people in the staff are under this salary system so far. We have also introduced a cross appointment system since FY 2015 and accepted academic staffs from overseas university. That system will facilitate employment of academic staffs from overseas.

##### ○ Cultivation of SULAs and creation of a Training System

SULAs, highly-specialized staffs in academic administration (mainly for learning support and overseas study), are recruited and trained. We assigned 12 members of staff to SULAs. Approximately 120 SULAs will be posted in Chiba University's educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staffs accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staffs in the partner schools. We have already dispatched 16 people, thereby increasing their international experience and language skills.

##### ○ Foreign language education reform

We established a working group aiming for reform of foreign language education in FY 2017. We will implement curriculum reform in FY2020.

#### Education reform

##### ○ Promotion of Strong Active Learning Skills (Advanced Active Learning)

In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

##### ○ Consideration of a Double Major, Minor, and Certificate System

We are deliberating establishing various systems such as a double major involving the study of both arts and sciences, for a 3 year Bachelor's course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to International Japan Studies taught in English; general minors for subjects taught in a general way, and certificate programs which have lower level requirements. Starting in April 2018, these courses are offered alongside the current system.

##### ○ Academic Pathways combining Early Admission and Early Graduation

We have created a system to make it possible for students to obtain a Bachelor's and Master's degree at the age of 22 (3 year Bachelor's course (early graduation) + 2 year Master's course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has been implemented. 5-7 students graduate early and go on to master course using this system every year.

## ■ Chiba University's own indicators and targets 753+1 (Shichi Go San plus Ichi) Plan

### ○ “7”: 700 subjects taught in English

Over 700 subjects in English will be offered in the new “College of Liberal Arts and Sciences”. In order to do so, we will increase the ratio of foreign teaching staff, (It has increased by 2% in FY2017), and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. **All newly employed teaching staff from FY 2015 have to teach a liberal arts subject in English.**

### ○ “5”: 50% of each new intake (1200 students) will have an opportunity to study abroad

We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and expand the short-term overseas study programs. We will expand these programs in cooperation with alumni living overseas. **In the FY 2017, approximately 750 students studied abroad under a variety of short term programs including a beginners program called “BOOT”.** Various programs have been and will continue to be developed.

### ○ “3”: Accept 3000 foreign students

By the final fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we developed various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. **In FY 2017, we welcomed approximately 200 overseas students onto short programs.**

### ○ “1”: 10% of our intake (240 students) will be accepted through alternative entrance examinations

We will further promote the “early admittance” system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we introduced overseas entrance examinations and will continue to expand them. Also we plan to introduce an International Baccalaureate-based entrance examination. We will select 10% (=240 students) of the quota via such diversified examinations. **For the entrance examination of FY 2018 in the College of Liberal Arts and Sciences, 11% of the quota were selected via alternative entrance examinations in English, 6% were by Admission Office entrance examination. It will be expanded into other faculties.**



## 753+1 PLAN Shichi Go San plus Ichi

We will carry out classes in English for a total of 700 subjects at the COLLEGE OF LIBERAL ARTS AND SCIENCES. In order to do that, we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and in addition, run a summer program concurrently.

Chiba University is known for “early university entrance” and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the International Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

〈753+1 Planning Brochure〉

## ■ Featured initiatives based on the characteristics of the university

### ○ Establishment of College of Liberal Arts and Sciences

In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. **It was established in 2016.**

### ○ Implementation of Special Staff, SULA

Current staff “Amanuensis” have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff.

### ○ “International Liberal Arts Program” featuring double major courses and overseas study

The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor's and Master's degree by the age of 22, including long-term study abroad. In addition, **we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015 .**

### ○ World School Postgraduate Major-Minor Program

We will establish the “World School” program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. We have built the “Plant Environment Designing” program, “Post Urban Living Innovation” program “Campus Asia Plant Environment innovation” program “Future Agriculture with Russian Far east Pre-Master to PhD” Program had been a part of the MEXT Re-Inventing Japan Project. In order to convert them into the World School, **we have organized a Design Innovation Center** as the mother body.

## ■ Free description

### ○ Construction of a Global Network

In order to strengthen ties with Mahidol University, we are pursuing various cooperative activities with this university in Thailand, and **we opened a Bangkok campus in September 2017.** We will send over 200 undergraduate students per year, establishing a strong coalition with them. Also, we have established a Berlin campus in Charité - Universitätsmedizin Berlin/Humboldt Univ. (Germany) and a San Diego campus for life science in University of California, San Diego (USA). We have begun to operate 3 overseas campuses as of FY 2016.

### ○ Establishing a Network with other Domestic Universities

The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto) has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with potential future overseas alliances.



〈Bangkok Campus Opening Ceremony〉

# Top Global University Project (Type B) Tokyo University of Foreign Studies

## 1. Outline

### 【Name of project】

TUFS CONNECTS resources worldwide

### 【Future vision of the university planned in TGU project】

In May 2014, TUFS President Hiroataka Tateishi declared that the university aims to serve as a key network university in 10 years. Specifically, it means becoming a university that: (1) develops multilingual, competent global human resources; (2) helps enhance Japan's global presence; and (3) uses its knowledge of and experience in various regions of the world to provide consulting service on globalization of Japanese universities. These three goals represent the university's vision that the project aims to achieve. The realization of this vision will contribute to the development of not only TUFS but also Japanese universities in general and eventually of the country.

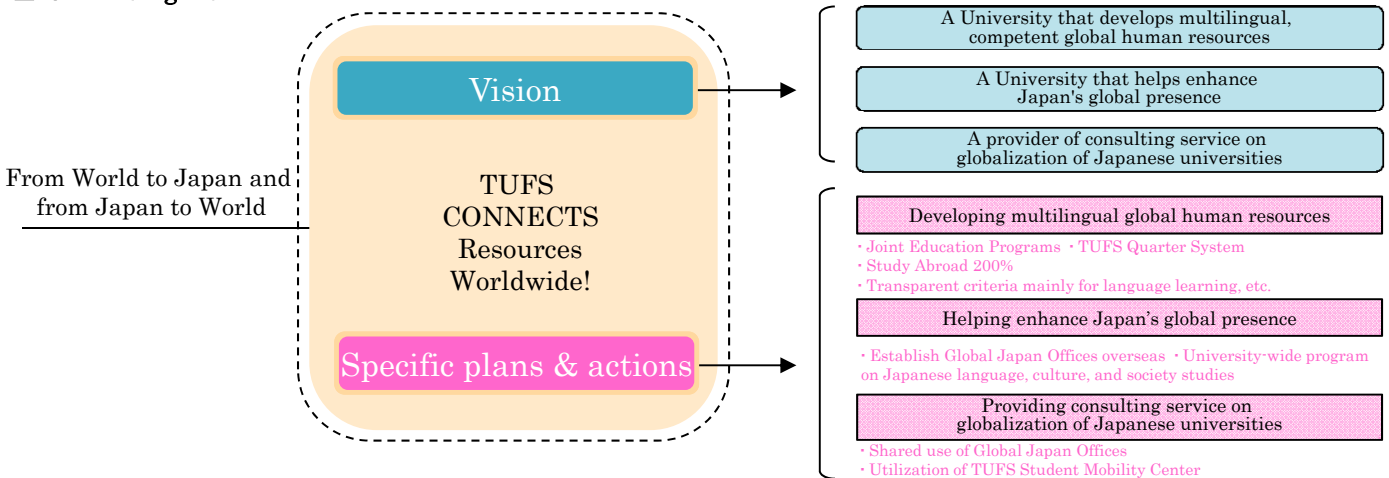
### 【Summary of project】

Using its accumulated knowledge of and experience in Japan and various regions of the world, TUFS will serve as a key network university in an increasingly diverse global society and lead the globalization of Japanese universities by taking on and accomplishing innovative initiatives that comprehensively address the three areas described above: developing multilingual global human resources, helping enhance Japan's global presence, and providing consulting service on globalization of Japanese universities.

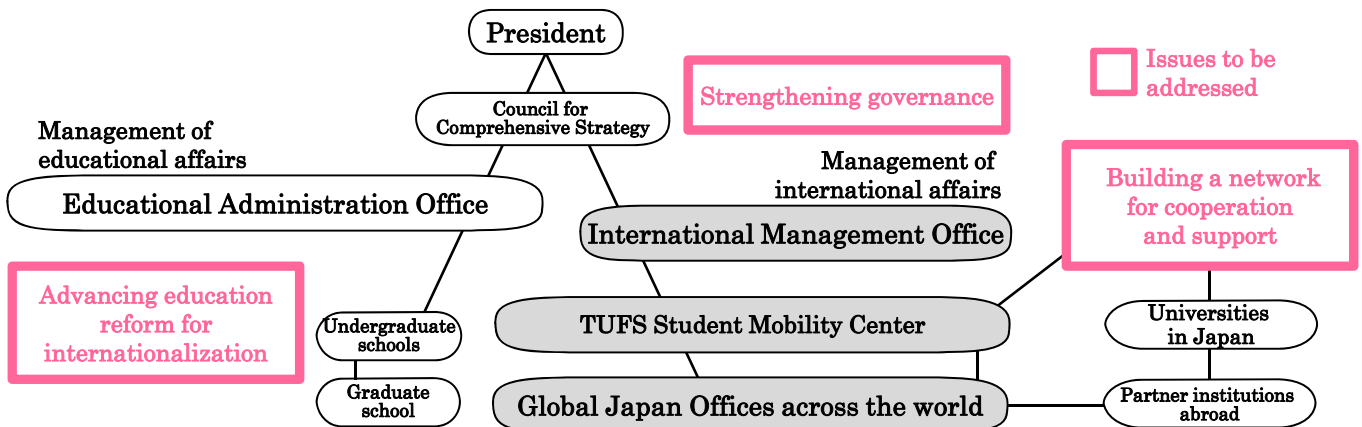
"Multilingual global human resources" refers to personnel who have deep knowledge of not only English but also a highly diverse range of languages, cultures, and communities that make up the real society and are able to take effective action in the era of globalization. To cultivate such human resources, the university will introduce the TUFS Quarter System, work toward the Study Abroad 200% target, and implement Joint Education Programs, as well as other initiatives. To help enhance Japan's global presence, the university will establish education on Japanese language teaching and on Japanese culture and society that Japanese students need to pursue an active career on the global stage. Furthermore, Global Japan Offices will be established at overseas partner institutions as bases for carrying out such activities as offering Japanese language education and introducing local people to various aspects of Japan. To provide consulting service on globalization of Japanese universities, the university will use the Global Japan Offices, which will be established at partner institutions abroad, and TUFS Student Mobility Center, which is to be set up at TUFS, to share with other universities intellectual resources and knowhow that TUFS has accumulated through interaction with people in various regions of the world.

The realization of the project through the above initiatives will help attain the university's objective of conducting education and research on the world's languages as well as on the development of cultures and societies based on those languages, while contributing to globalization of Japanese universities.

### ■ Outline figure



### ■ Implementation system





Note: Numbers before and after the arrows indicate the numbers as of 2013 and targets for 2023. Targets that are more ambitious compared to an average university covered by the MEXT project are **shown in bold**.

## 【Summary of the 10-year plan】

### ○ Diversify and improve levels of teaching and administrative staff

- Hire foreign nationals or Japanese nationals with experience in education and research abroad to promote the initiatives under the project smoothly and diversify teaching staff.
- Provide language training and overseas training for administrative staff to enhance the framework to support globalization of universities.

◆ Number of foreign teaching staff: 38 → 65 **Percentage of teaching staff incl. Japanese with overseas experience: 81% → 94%**

### ○ Increase numbers of international students at TUFUS and TUFUS students studying abroad

- Increase the number of overseas partner universities and expand short-term programs, etc., including the Joint Education Program.

◆ Annual total no. of international students studying at TUFUS: 698 → 1,216 **Percentage out of all TUFUS students: 15% → 26%**  
◆ Annual total no. of TUFUS students studying abroad on partnership agreements: 310 → 1,672  
**Percentage out of all TUFUS students: 7% → 36%**  
◆ Number of Joint Education Programs implemented: 3 → 50

### ○ Enhance foreign language acquisition

- For English, give students guidance to score at least 800 points on the TOEIC test as a minimum level of English proficiency that has to be attained before graduation. For other languages, set criteria to assess competency based on international standards such as CEFR.

◆ No. of undergraduates attaining TOEIC 800 points or more: 1,077 → 3,907  
**Percentage out of all TUFUS undergraduates: 27% → 83%**

### ○ Internationalize university registrar

- Shift to the TUFUS Quarter System to increase flexibility in the academic calendar for more effective learning.
- Advance the revision of the Grade Point Average (GPA) system, provision of syllabus in English, etc.

### ○ Enhance marketing capabilities

- Enhance marketing to overseas audiences by providing more information in English on the TUFUS website, disseminating information on Global Japan Offices in English, etc.

### ○ Carry out university reform

- Establish a Council for Comprehensive Strategy to expedite decision-making under the president's leadership. Create a framework to ensure smooth communication of decisions and policies and their prompt implementation.
- Expand the introduction of the annual salary system and the tenure track system to raise the quality of education and research and to increase flexibility in the employment of teaching staff.
- Appoint non-Japanese external members to the Management Council to receive advice and proposals on education and research from international viewpoints.

### ○ Create Global Japan Offices at overseas partner universities and utilize TUFUS Student Mobility Center

- Create Global Japan Offices at partner universities abroad (see "University-Specific Initiatives" below for details).
- Utilize TUFUS Student Mobility Center to provide: education for Japanese students from other universities in Japan before and after they study abroad; and community support for international students who study at other universities in Japan, in Japanese and in their mother tongue.
- Enhance follow-up surveys on international students who have studied at TUFUS and the TUFUS Global Community Project to establish a framework for supporting Japanese students studying abroad and cooperation for overseas internships, etc.

◆ No. of Global Japan Offices around the world: 0 → 38

### ○ Revamp TUFUS university structure; Creation of new schools and reform of graduate school etc.

- Use a university-wide program on Japanese language, culture, and society studies and a program for International Japanese Studies to equip students who are to work on the global stage after graduation with higher abilities to help enhance Japan's global presence.
- Promote diversification of entrance examinations by introducing exams for applicants from International Baccalaureate-accredited schools and screening of overseas applicants before they come to Japan.
- Establish a new master's course on global and Japan studies in FY2016, with the aim of producing highly professional personnel including researchers with advanced Japanese language skills as well as comprehensive and practical abilities who are ready to work in the international community.

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### Creation of Global Japan Offices around the world: 38 locations in 10 years

In order to serve as a key network university that connects resources worldwide as stated in the plan name, TUFUS plans to set up Global Japan Offices in 38 locations around the world in 10 years, in other words, by FY2023. The Offices will serve as bases for providing support to local students who want to study in Japan, carrying out outreach activities to spread the Japanese language and culture, implementing Joint Education Programs, etc.

### Joint Education Programs: Diverse programs provided in cooperation with overseas partner institutions

A diverse range of Joint Education Programs with overseas partner institutions are to be established, including summer intensive seminars at TUFUS, joint courses at overseas partner institutions, and study tours that students from both TUFUS and overseas partner institutions participate in. The plan envisions setting up 50 such programs in 10 years, by FY2023.

### Study Abroad 200%: Encouraging students to study abroad two or more times

"Study Abroad 200%" is an original target set by TUFUS to encourage students to study abroad two or more times while enrolled at the university. Student exchange programs, short-term study abroad programs, Joint Education Programs in cooperation with overseas partner universities, etc., are to be expanded to provide students more than one opportunity to study abroad while enrolled at TUFUS, with the aim of cultivating multilingual, competent global human resources. The university aims to have 90% of its students to attain the Study Abroad 200% target by FY2023.

### CEFR-J × 27 Project: Introducing a common framework for teaching, learning and assessing languages

TUFUS will introduce proficiency assessment criteria that cover all of the 27 languages it teaches. The Common European Framework of Reference for Languages (CEFR) is spreading from Europe to the rest of the world as a common criteria for language proficiency assessment. CEFR-J is a framework for English based on the CEFR, proving more detailed criteria for lower-level users. TUFUS is experimenting on multiple-language adaptation of the CEFR-J to assess proficiency levels in each language in a more transparent manner.

## 2. FY2014 Progress



Tobita-kun, the mascot for TUFS study-abroad promotion campaign

### ■ Common indicators and targets

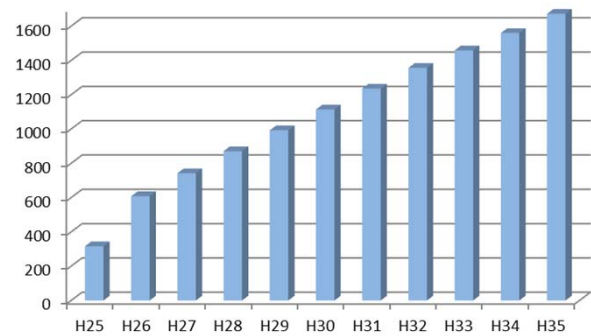
#### Internationalization

##### ○ Increase number of incoming international students

- As the number of overseas institutions in partnership with TUFS increased, the number of international students who come to study at TUFS based on agreements with such institutions increased by 37 from 196 in the previous year. The annual total number of incoming international students increased by 35 from 698 in the previous year.
- The university held a short-stay winter program (a 4-week intensive course) for students who study Japanese while being enrolled at partner institutions and awarded a certification of completion to 24 students from 5 universities.
- The above efforts have helped advance internationalization of the university and students' learning environment.

##### ○ Increase number of TUFS students studying abroad

- As a result of an increase in the number of partner institutions and the inception of a new program of short-term courses abroad in summer and winter, the number of TUFS students who studied abroad increased by 258 from 310 in the previous year.
- The university sent student teachers to teach Japanese at partner institutions, giving them an opportunity to learn basic knowledge and skills required in operating a Japanese class and teaching Japanese, and to acquire practical abilities.
- The university enhanced its framework for risk management with regard to students studying abroad, thereby promoting study abroad programs more smoothly.



Target for number of TUFS students who study abroad

##### ○ Enhance marketing

- To enhance marketing to overseas audiences, TUFS produced university brochures in 27 languages, renewed the university web pages in English, and provided information on Global Japan Offices in English, among other efforts.

##### ○ Diversify and improve levels of teaching and administrative staff

- Newly hired foreign-national teaching staff participated in the planning of classes for the Global Liberal Arts Program in the undergraduate schools and for the master's courses in FY2015, as well as being involved in programs for cooperation with high schools and PR activities, thereby contributing to improving students' international understanding and English proficiency, attracting students, and disseminating information on education and research.
- Participation by administrative staff in English training at TUFS and in duties overseas (13 staff members in 9 countries) has helped advance internationalization of the framework for supporting education and research.

### Education reform

#### ○ Implementation of Joint Education Programs with partner universities

- Toward the target of 50 programs by FY2023, 12 programs were implemented in FY2014, including:

##### ■ Moscow State Institute of International Relations of the Ministry of Foreign Affairs of Russian Federation (MGIMO)

Invited Professor Dmitry Streltsov, one of the most well-known Russian researchers on Japanese politics, for an intensive lecture and a seminar on the theme of "Issues and Prospects for Russo-Japanese Relations."

##### ■ University of Erlangen-Nürnberg (FAU)

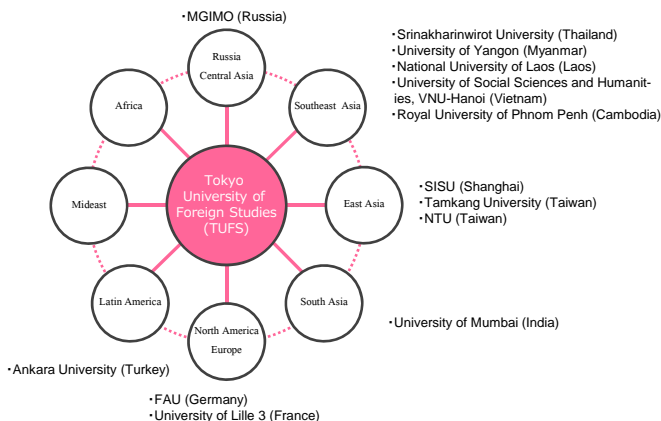
Thirty students learning Japanese at University of Erlangen-Nuremberg came to Japan and participated in a program that combined the Japan-Germany Tandem Camp and an internship program for TUFS graduate students in the Japanese-Language Education course.

##### ■ Tamkang University

TUFS students viewed classes at Tamkang University and taught Japanese as student teachers.

##### ■ Joint Education Program held at 9 partner universities

Graduate students had opportunities to receive direct instruction from the professors in the field.



Examples of Joint Education Programs

TUFS student providing educational assistance abroad

### ○ Internationalize the university registrar

Preparation was made for a shift to the TUFSS Quarter System planned for FY2015 (spring quarter Apr.–June, summer quarter July–Sept., fall quarter Oct.–Dec., and winter quarter Jan.–Mar.); with the summer quarter being implemented on a trial basis, which led to a sharp increase in the number of students going to study abroad for a short-term.

The number of courses for which the syllabus is provided in English or in other languages increased by 341 from 193 in the previous year. This has helped boost international compatibility of the university's education.

	4	5	6	7	8	9	10	11	12	1	2	3
Conventional semester system	Spring semester Apr. 1–Sept. 30						Fall semester Oct. 1–Mar. 31					
TUFSS Quarter System	Spring quarter Apr. 1–July 11			Summer quarter July 12–Sept. 30			Fall quarter Oct. 1–Jan. 23			Winter quarter Jan. 24–Mar. 31		

TUFSS Quarter System (2015)

A students' class evaluation questionnaire survey including syllabus evaluation on 3,071 courses out of 4,351 was carried out to verify educational effectiveness. The data was used to make improvements in education.

To provide transparent criteria mainly for language learning, a TUFSS portfolio was created, incorporating study abroad experience and language proficiency. As a result, a framework for giving more effective educational guidance has been put in place.

### ○ Revamp TUFSS university structure; Creation of new schools and reform of graduate school etc.

For the university-wide program on Japanese language, culture, and society studies, to be introduced from FY2015 as part of the initiative to help enhance Japan's global presence, various preparations were made, such as designing the program and producing pamphlets.

Progress was made on diversification of entrance examinations by introducing exams for applicants from International Baccalaureate-accredited schools and making preparations for screening of overseas applicants before they come to Japan.

## University reform

### ○ Initiatives for university reform

The Council for Comprehensive Strategy was established to expedite decision-making under the president's leadership. A framework for smooth communication of decisions and policies and their prompt implementation was created.

The university's original annual salary system was used for 1 more persons, in addition to 43 persons in the previous year. A new annual salary system beginning in FY2015 will help further raise the quality of education and research and to increase flexibility in the employment of teaching staff. The new system will be used for 6 more persons starting from 1 April 2015.

Dedicated staff members were assigned to the entrance exam department and the IR office, research and discussion on overseas screening of applicants were carried out, and exams for applicants from International Baccalaureate-accredited schools were introduced as the first step in internationalization of entrance exams.

## ■ University's own indicators and targets / Featured initiatives based on the characteristics of the university

### ○ Global Japan Offices and TUFSS Student Mobility Center

Global Japan Offices were set up and began operation at University of Yangon in Myanmar and Tamkang University in Taiwan in December and at University of London in February. A Global Japan Desk opened and began operation in Cairo in February. Activities to introduce Japan, remote classes via the Internet, Japanese education internship programs for TUFSS students, etc., were held at these offices.

The TUFSS Student Mobility Center was set up in January to enhance the support framework for TUFSS students studying abroad and incoming international students.



Opening ceremony for Global Japan Office at University of Yangon

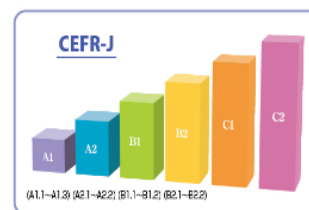
### ○ Initiatives related to language education

After a preparation period starting in October, the CEFR-J × 27 Project was launched to develop new language proficiency criteria.

The number of students who attained 800 points or more on the TOEIC test, the target set by TUFSS as a minimum level of English proficiency to be achieved before graduation, declined by 39 from 1,077 in the previous fiscal year. Among those who attained the TOEIC 800 points target, 10 students achieved the CEFR-J/C1 level for a foreign language other than English, and 348 students scored 900 points or more on TOEIC. To share such results with students and teaching staff, improvements were made to the academic information system portfolio. This will help motivate students and improve education at the university.

The number of courses held in foreign languages increased by 5 from 144 in the previous fiscal year, providing a multilingual learning environment.

Proficiency in all the 27 languages is to be assessed on unified criteria based on CEFR-J



### 27 languages taught at TUFSS

English, German, Polish, Czech, French, Italian, Spanish, Portuguese, Russian, Mongolian, Chinese, Korean, Filipino, Indonesian, Malay, Burmese, Thai, Lao, Vietnamese, Cambodian, Urdu, Hindi, Bengali, Arabic, Persian, Turkish, Japanese

CEFR-J Project

## ■ Free description

### ○ Plans for FY2015

In FY2015, the university will steadily continue working toward the realization of its vision.

The Joint Education Programs will cover not only undergraduate but also graduate students, providing more students with learning opportunities.

The number of students going to study abroad on student exchange programs with partner institutions and on short-term summer and winter programs will be increased to around 740.

Partner institutions around the world will be invited to send more students to TUFSS and short-stay programs will be expanded to increase the number of incoming students from the current level of around 40 to around 90.

A wide range of courses will be provided in the summer quarter based on the TUFSS Quarter System, for participation by not only TUFSS students but also students from other universities and partner high schools.

More Global Japan Offices will be established in a steady manner (to be set up in China [Shanghai], South Korea, Mexico, and Brazil under the current plan).



### 3. FY2015 Progress



Tobita-kun, the mascot for TUFs study-abroad promotion campaign

#### Common indicators and targets

##### Internationalization

###### ○ Increase number of incoming international students

- New partnership agreements were executed with thirteen universities, increasing the number of incoming international students based on the agreements by 21 (TUFs students studying abroad will increase by the same number).
- The number of incoming international students based on such agreements increased by 9 from 606 in the previous academic year, and the total number of incoming international students increased by 127 from 733 in the previous academic year.
- The university held short-stay summer and winter programs (3-week and 4-week intensive courses in summer and winter, respectively) for students who study Japanese while enrolled at partner institutions, and awarded certification of completion to 81 participating students.

###### ○ Increase number of TUFs students studying abroad

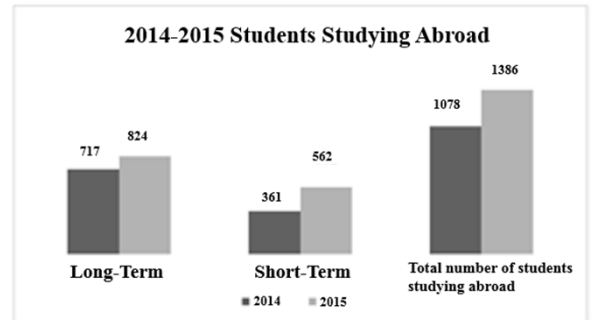
- The number of TUFs students who studied abroad increased by 229 from 568 in the previous academic year, mainly through short-term courses in partner institutions.
- To enhance safety and provide peace of mind, the university introduced Online Information System for TUFs Outgoing Students (*Tadaima Kaigai Ryugakuchu*), a unique risk management system for TUFs students studying abroad.

###### ○ Enhance marketing capabilities

- The university enhanced its capacity for creating English language web pages to increase their English content and provide quicker updates.
- The university brought greater international perspective to its marketing, distributing information on Global Japan Office activities and other content in both Japanese and English.

###### ○ Diversify and improve levels of teaching and administrative staff

- Foreign-national teaching staff was hired for the Institute of Japan Studies to prepare for the establishment of a Master's Program in Japan Studies in AY2016. The staff also taught Japanese History and Civilization as part of the International and Area Studies Course within the Master's Program in Global Studies, and taught Japanese History as part of the Global Liberal Arts Program (which is taught in English), thereby contributing to better international understanding and English ability among the students.
- Participation by administrative staff in English training at TUFs and in duties overseas (5 staff members in 4 countries) improved practical English abilities helped to make the university's framework for supporting education and research more international.



※All type of studying abroad are included



Online Information System for TUFs Outgoing Students

#### Education reform

###### ○ Implementation of Joint Education Programs with partner institutions

- The university implemented nine Joint Education Programs with partner institutions as part of the TUFs undergraduate program and 19 postgraduate students received research guidance from teaching staff in partner institutions.
- National Taiwan Normal University  
Students explored the theme of "Basics of Foreign Language Studies as a Science," learning about student psychology, the learner corpus, and basic theories of e-learning.
- University of Erlangen-Nuremberg  
22 students learning Japanese at University of Erlangen-Nuremberg and 27 TUFs students learning German participated in a program that combined the Japan-Germany Tandem Camp and an internship program for the Japanese-Language Education course.
- Joint Education Programs were made available as part of the new TUFs Open Academy program, enabling partner high school students to participate and enhance their understanding of TUFs education programs.

###### ○ Internationalize the university's administrative system

- Implementation of the TUFs Quarter System provided flexibility in school year, resulting in varied and effective learning, including more short-stays.
- The TUFs portfolio enabled effective educational guidance, including confirmation of study history and proficiency for various languages, and an accurate view of study abroad information.
- The student survey was analyzed and reports were prepared in the School of Language and Culture Studies and the School of International and Area Studies.
- The international compatibility of the university's education was boosted by providing all syllabuses in English or other foreign languages.

	4	5	6	7	8	9	10	11	12	1	2	3
Conventional semester system	Spring semester Apr. 1–Sept. 30						Fall semester Oct. 1–Mar. 31					
TUFs Quarter System	Spring quarter Apr. 1–July 11			Summer quarter July 12–Sept. 30			Fall quarter Oct. 1–Jan. 23			Winter quarter Jan. 24–Mar. 31		



○ **Revamp TUFS university structure: Creation of new schools and reform of graduate school**

- The university introduced a program enabling all TUFS students to cultivate their knowledge of Japan by studying Japanese language, culture, history and society prior to going abroad. In addition, it progressed with planning and preparations for the Japan Studies Program to be introduced in AY2016 targeting mainly incoming international students who have not studied Japanese language.
- Teaching staff were sent to overseas partner institutions to coordinate selection of students for the Japan Studies Program and admission interviews were conducted with overseas applicants using Skype and other methods.

**Governance reform**

○ **Governance reform**

- The university established the Council for Comprehensive Strategy (CCS) and set up four function-based offices with their own working groups to promote flexible university operation centering on the President of the University.
- An annual salary scheme was introduced and seven members of teaching staff were transferred to the scheme. Introduction of the cross-appointment system in AY2016 will enhance education and research, and promote mobility among teaching staff.

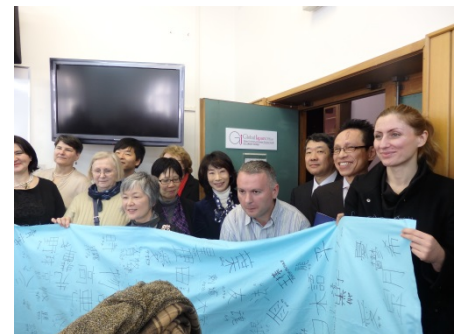
■ **University's own indicators and targets**

○ **Global Japan Office deployment and TUFS Student Mobility Center**

- New Global Japan Offices were established to start disseminating information on Japanese language and culture in Shanghai International Studies University (China), Hankuk University of Foreign Studies (South Korea), University of Salamanca (Spain), University of Guanajuato (Mexico), University of Belgrade (Serbia), and Rio de Janeiro State University (Brazil).
- Existing offices in Yangon, London, Cairo and Tamkang continued to disseminate information on Japanese language and culture, and the four initial coordinators from each of these offices were invited to Japan for an information session.
- The Yangon office asked students in the extracurricular introductory Japanese language course to write essays about their interest in Japan and these indicated a high level of interest.
- TUFS Student Mobility Center analyzed trends in overseas study during AY2014 and published the results as the White Paper on Studying Abroad. Such white papers will be used to ascertain trends in overseas study in future and to increase the number of TUFS students studying abroad.
- TUFS Global Community Meetings were held at seven locations including Cairo (Egypt), Guanajuato (Mexico) and Madrid (Spain), with 127 participants including TUFS students, alumni, and related parties, who exchanged information. A survey was conducted among those who participated in the meetings held in 2015 to confirm the outcome of the meetings.



(Opening ceremony for Rio de Janeiro State University GJO)



(Opening ceremony for Belgrade University GJO)

○ **Initiatives related to language education**

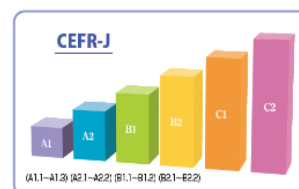
- The number of students who attained 800 points or more on the TOEIC test, the target set by TUFS as the minimum level of English proficiency to be achieved prior to graduation, increased by 388 from 1,038 in the previous academic year.  
Among those who attained the 800 points target, the number of students who attained 900 points increased by 137 from 348 in the previous academic year.
- The number of courses held in foreign languages increased by 45 from 149 in the previous academic year, providing a multilingual learning environment.

■ **Featured initiatives based on the characteristics of the university**

○ **Establishment of language proficiency criteria for foreign languages other than English using international standards such as CEFR**

- A sample language proficiency indicator was prepared in English as part of an effort to establish an indicator based on CEFR-J. CEFR-J is an adaptation of the international CEFR standard with more detailed criteria for lower-level users. In addition, discussions were held with teachers of 26 non-English languages to ask them about course curriculums, instruction methods, student assessment, and availability of teaching materials and language resources.
- External language tests were used to develop language proficiency indicators based on CEFR-J (for which 1,342 examinees took the TOEIC Secure Program Group Application test), as well as in Turkish (12 examinees), German (54 examinees), and French (62 examinees).

Proficiency in all the 27 languages is to be assessed on unified criteria based on CEFR-J



**27 languages taught at TUFS**

- English, German, Polish, Czech, French, Italian, Spanish, Portuguese, Russian, Mongolian, Chinese, Korean, Filipino, Indonesian, Malay, Burmese, Thai, Lao, Vietnamese, Cambodian, Urdu, Hindi, Bengali, Arabic, Persian, Turkish, Japanese

CEFR-J Project

■ **Free description**

○ **Plans for FY2016**

- In AY2016, the university will continue working steadily to make its vision a reality.
- New forms of Joint Education Program will be developed, including intensive seminars at TUFS, joint study tours for students from TUFS and overseas partner institutions, remote classes, and joint instruction of postgraduate students.
- The number of Global Japan Offices will be increased steadily (plans call for offices in Iran, Australia, Turkmenistan and Zambia).
- The number of students participating in exchange programs with overseas partner institutions will increase to about 260.
- The Educational Administration Office will check how the TUFS Quarter System instituted in AY2015 is operating and suggest improvements.
- Short-term study abroad courses will be established in the Master's Program to promote studying abroad.

## 4. FY2016 Progress

【Tokyo University of Foreign Studies】



Tobita-kun, the mascot for TUFs study-abroad promotion campaign

### Common indicators and targets

#### Internationalization

##### ○ Increase the diversity of teaching and administrative staff

- Hiring foreign-national teaching staff (specialized in modern Japanese literature) at the Institute of Japan Studies and having the staff teach the history of Japanese literature and such courses as Japanese Culture Studies A and B helped deepen Japanese studies and research at TUFs from an international perspective.
- TUFs hired two graduates from foreign universities, one as a teaching staff member in charge of institutional research (IR) and the other as an administrative staff member. The former promoted IR activities, such as analyzing the TUFs' global presence in studying abroad at the Institutional Research Office.

##### ○ Increase the number of TUFs students studying abroad

- In line with its international strategy, TUFs concluded new student exchange agreements with 14 institutions, and the number of TUFs students studying abroad and that of foreign students studying at TUFs is expected to increase by 31 each.
- An increase in the number of partner institutions resulted in more TUFs students studying abroad, mainly through short-term courses in Summer and Winter Quarters. The number of TUFs students studying abroad in FY2016 increased by 27 from 797 in the previous academic year.
- TUFs introduced short-term study abroad courses designed to encourage master's course students to study abroad and began to provide information on studying abroad to prospective postgraduate students, i.e., those who passed the entrance exam, enabling them to study abroad during the first year of their master's program.



Short-term course in Uzbekistan

##### ○ Increase the number of incoming international students

- The number of international students studying at TUFs under the partnership agreements increased by 13 from 615 in the previous academic year. The total number of international students increased by 30 from 860 in the previous academic year.
- TUFs offered short-stay programs for Japanese language learners in the Summer and Winter Quarters. A total of 64 students from 12 countries participated in the summer program, and 37 students from 10 countries in the winter program, both including students from partner and non-partner institutions. Those students interacted actively with TUFs students studying multicultural interactions in practice as well as those supporting Japanese language classes as training.

##### ○ Initiatives related to language education

- The number of students who attained 800 points or more on the TOEIC test, a target set by TUFs as the minimum level of English proficiency to be achieved prior to graduation, increased by 145 from 1,426 in the previous academic year. Meanwhile, the number of those who achieved a level equivalent to a TOEIC score of 900, a target specially particularly set by TUFs for its students, increased by 84 from 485 in the previous academic year.
- CEFR-J sessions, which are designed to enable students to obtain specific skills or overcome weakness with an eye on language proficiency benchmarks, were offered for nine languages on a trial basis at a multilingual lounge newly set up in the Research and Lecture Building.

##### ○ Internationalize the university's administrative system

- The introduction of the TUFs-Quarter System has resulted in greater flexibility in school year arrangements, leading to an increase in the number of students participating in short-term courses and internship programs in the Summer and Winter Quarters, and thereby fostering self-motivated, well-planned learning by. The Educational Administration Office checked the operation of the TUFs-Quarter System and put forward proposals for the effective implementation of active learning.
- TUFs portfolios have been serving as a good reference for teaching staff to check students' language learning history and level of proficiency in teaching classes, while information on the experience of studying abroad has been used to compile the White Paper on Studying Abroad. The portfolios have also been used to develop a unique language proficiency indicator based on CEFR-J.

##### ○ Enhance international openness

- For the priority enrollment of international students with financial support from MEXT as International Priority Undergraduate Program of Japanese Government Scholarship, TUFs conducted interviews via Skype or other means to screen candidates without requiring them to visit Japan. This resulted in the enrollment of five government-sponsored international students each in the School of Language and Culture Studies and the School of International and Area Studies. TUFs' Global Japan Office at Rio de Janeiro State University was utilized in the selection of students from Brazil.
- TUFs conducted the screening of candidates for master's programs in the same manner mentioned above, resulting in the enrollment of 24 students, mainly in the Peace and Conflict Studies Course and the Recurrent Course in Japanese Language Education.
- TUFs began offering the Japan Studies Program targeted at those international students who have been selected by screening at their home countries as candidates for degree programs but have yet to attain sufficient Japanese proficiency, and considered a plan to establish a School of Japan Studies (tentative name) based on the program.
- TUFs conducted the screening of candidates from International Baccalaureate-accredited schools. There were six applicants from overseas and one from Japan.

##### ○ Enhance multilingual information dissemination

- Articles featuring activities at TUFs' Global Japan Offices (GJOs) and reports on TUFs students who made a study trip to Brazil and worked as volunteers for the Rio 2016 Olympics and Paralympics were published on TUFs Today, an online magazine.
- As part of its efforts to enhancing capacity for creating website in English, TUFs published various Topics & News articles and event information in English. Also, TUFs has continued to report the activities of GJOs both in Japanese and English on its bilingual website featuring Top Global University Project. This has helped enhance TUFs' public relations from an international perspective.



1. University of Yangon, MYANMAR 2. Tamkang University, TAIWAN 3. SOAS, Univ. of London, U.K. 4. Shanghai International Studies University, CHINA 5. Hankyuk University of Foreign Studies, KOREA 6. Cairo University, EGYPT 7. University of Salamanca, SPAIN 8. University of Guanajuato, MEXICO 9. University of Belgrade, SERBIA 10. Rio de Janeiro State University, BRAZIL 11. International University for the Humanities and Development, TURKMENISTAN

Article featuring GJOs published on the online magazine 'TUFs Today'

### Governance reform

##### ○ Enhance the capabilities of administrative staff

- Attending visitors from overseas educational institutions was introduced as a new practical training program designed to improve international skills of administrative staff. A total of seven administrative staff members participated in the program implemented in four occasions.



○ Governance reform

- Two offices were established under the Council for Comprehensive Strategy (CCS), one for the management of student support and the other for the management of social contribution. Each office was operated in a flexible manner, with various working groups set up and/or abolished as needed.
- Six additional members from teaching staff were shifted to the annual salary scheme. The Institute School of Global Studies and the Institute of Japan Studies introduced a tenure track system, under which TUFs hired four teaching staff on fixed-term contracts (four years), utilizing a government subsidy designed to promote the reform of national universities by subsidizing the hiring of excellent young researchers. Furthermore, under the cross-appoint system, two teaching staff joined the Institute of Japan Studies in April 2016.
- The IR Office took the initiative to analyze the grade point average (GPA) of students by course of study for those admitted in FY2012 and FY2013, and reported the results to the CCS.

Education reform

○ Implementation of Joint Education Programs

- A total of 11 Joint Education Programs, including those in new forms, were implemented at undergraduate schools and 14 at graduate school.
- In the program with the Tashkent State Institute of Oriental Studies (TSIOS) in Uzbekistan, TUFs students were sent to Uzbekistan to work with TSIOS students and made joint presentations on themes assigned to them in advance on a group-by-group basis.
- In the program with Tamkang University in Taiwan, student teachers practiced teaching and lectures were given on East Asian cultural studies, both using a remote teaching system.
- The program with the Hankuk University of Foreign Studies (HUFS) took a new form, with students studying Polish at TUFs attending Polish language classes conducted by Polish teaching staff at HUFS.
- TUFs postgraduate students received instruction from professors of hosting partner universities as part of thesis seminars.

■ University's own indicators and targets

○ Global Japan Office deployment and TUFs Student Mobility Center

- New Global Japan Offices (GJOs) were established at International University for the Humanities and Development of Turkmenistan and Vytautas Magnus University in Lithuania to launch activities to promote and disseminate information on the Japanese language and culture.
- The existing GJOs in ten locations including Yangon, London, and Cairo continued to promote and disseminate information on the Japanese language and culture. Among the coordinators assigned to those offices, three newly appointed coordinators were invited to TUFs for briefing on the university.
- A TUFs Global Community Meeting was held in Yangon, Myanmar. Also, in an effort to build a network of those who have returned to their home countries after teaching, working as researchers, or studying at TUFs, greeting cards were sent via e-mail to a total of 294 TUFs associates (TUFs graduates living overseas for a long time, former international students, etc.) describing recent developments at TUFs. Many returned comments on the content.
- TUFs Student Mobility Center (TOBITA Center) provided community support to Filipino students living in the Tama district, thus enhancing support for international students studying in other universities.



GJO at International University for the Humanities and Development of Turkmenistan

■ Featured initiatives based on the characteristics of the university

○ Establishment of language proficiency criteria for foreign languages other than English using international standards such as CEFR

- TUFs adopted the CEFR-J as uniform proficiency assessment criteria for all of the 27 languages taught at the university, proceeded with the development of language education materials, and completed the development of vocabulary lists of up to Level A2 for 19 languages. It also began to install those vocabulary lists into language learning applications, starting from languages for which such installation is possible. Furthermore, TUFs considered ways to improve the transparency of proficiency assessment and developed a sample diploma supplement including a CEFR-J profile.
- In order to develop language proficiency indicators, TUFs had its students take external language proficiency tests. A total of 2,091 students took the TOEIC Secure Program Group Application Test, while students learning other foreign languages took proficiency tests in the respective languages, 31 students in German, 74 in French, and 18 in Turkish.



A scene from the opening ceremony for the GJO in Lithuania

■ Free description

○ Plans for FY2017

- In FY2017, TUFs will continue working steadily to turn its vision into reality.
- TUFs will seek to implement Joint Education Programs in various new forms such as intensive lectures at TUFs, joint study tours for students from TUFs and partner institutions, remote teaching programs, tandem training camps in which students from TUFs and partner institutions learning the same foreign language visit a country where the language is spoken, and the joint instruction of postgraduate students.
- The number of Global Japan Offices will be increased steadily (plans call for offices in the Netherlands, Ukraine, Russia, and Australia).

Proficiency in all the 27 languages is to be assessed on unified criteria based on CEFR-J



〈CEFR-J Project〉

27 languages taught at TUFs

- English, German, Polish, Czech, French, Italian, Spanish, Portuguese, Russian, Mongolian, Chinese, Korean, Filipino, Indonesian, Malay, Burmese, Thai, Lao, Vietnamese, Cambodian, Urdu, Hindi, Bengali, Arabic, Persian, Turkish, Japanese

## 5. FY2017 Progress



【Tokyo University of Foreign Studies】

Tobita-kun, the mascot for TUFS study-abroad promotion campaign

### ■ Common indicators and targets

#### Internationalization

##### ○ Increase the number of TUFS students studying abroad

- In line with its international strategy, TUFS newly concluded international academic exchange agreements with 23 universities (including 13 universities with which student exchange agreements were concluded). In addition, TUFS newly concluded student exchange agreements with four universities with which framework agreements had been already concluded. As TUFS newly concluded student exchange agreements with 17 universities, the number of TUFS students studying abroad and that of international students studying at TUFS are both expected to increase by 32.

- The new partner universities chosen were mainly those that can offer short-term study abroad courses. As a result, 86 courses with 162 programs were offered in FY2017 (the number of such courses and programs increased by 10 and 20 respectively from the previous academic year). A total of 609 students, mainly undergraduate freshmen and sophomores, participated in a total of 100 programs in 40 countries and regions (the number of such students increased by over 100 from 496 in the previous academic year).

##### ○ Increase the number of incoming international students

- The number of international students studying at TUFS under the partnership agreements increased by 41 from 628 in the previous academic year. The total number of international students increased by 207 from 802 in the previous year, reflecting the strategic expansion of partner universities and an increase in the number of international students under short-stay summer and winter programs.

- A total of 111 international students from 15 countries and one region participated in the short-stay summer and winter programs. These international students interacted actively with TUFS undergraduate students studying "multicultural interactions in practice" as well as those supporting Japanese language classes as training (a total of 28 students, 17 in the summer program and 11 in the winter program).

##### ○ Initiatives related to language education

- The percentage of undergraduate students who scored 800 points or higher on the TOEIC test, which is the minimum targeted level of English proficiency expected of TUFS students prior to graduation, was 40% (compared to 37.5% in the previous year), and the same percentage for graduate students was 12.5% (compared to 6.3% in the previous year).

- In FY2016, the multilingual lounge began offering language proficiency sessions for nine languages on a trial basis. In FY2017, the multilingual lounge offered 132 speaking sessions for nine languages (which were attended by 248 students) and 84 CEFR-J sessions for seven languages (which were attended by 103 students) in the spring semester. The lounge offered 212 speaking sessions for 14 languages (which were attended by 326 students) and 170 CEFR-J sessions for 11 languages (which were attended by 193 students) in the autumn semester.

##### ○ Internationalize the university's administrative system

- TUFS e-learning system "Moodle" was developed to show the radar chart of acquisition status of foreign language skills (Listening, Reading, Spoken Interaction, Spoken Production, Writing) by using the TUFS portfolio function which indicates the results of external tests on proficiency in English and other languages based on the CEFR-J.

- The development of the TUFS Record enables students to review their learning and find challenges, providing motivation for efficient learning. Furthermore, teaching staff can now confirm students' foreign language study history and their level of proficiency and can firmly grasp information on students' study abroad experiences. Therefore, teaching staff can efficiently provide study guidance to students.

#### Governance reform

##### ○ Enhance the capabilities of administrative staff

- In addition to current three-staged programs to improve international skills, one administrative staff member was sent to the United States for 10 months under the Long-Term Education Administrators Program (LEAP), a long-term training program for administrative staff in charge of international educational exchanges, one staff member was sent to Germany for two weeks to participate in training offered by the National Institution for Youth Education, and one staff member was sent to Australia for one week to participate in short-term exchange training for university administrative staff in Japan and Australia, which was hosted by the Japan Association of National Universities.

- A training program to improve abilities to handle international administrative duties was offered. The program was aimed at enabling administrative staff to obtain practical work skills by acquiring basic knowledge of technical terms necessary to understand and translate agreements and contracts written in English and create agreements and contracts in English.

- Thanks to these measures, administrative staff members were able to improve their abilities to handle English and other foreign languages in a practical manner and respond to international administrative duties. Furthermore, a system was developed to accept teaching staff from abroad, and international academic exchange agreements were successfully concluded with foreign universities. As a result, TUFS's education and research environment has been enriched.

#### Education reform

##### ○ Utilization of TAs

- For the speaking sessions and CEFR-J sessions, which are offered at the multilingual lounge as supplementary sessions for regular classes, international students who were recommended by teaching staff and went through orientation and training sessions were used as instructors.

- Two graduate students were recruited as instructors for English language supplementary lessons. They introduced methods of using e-learning and learning materials to students and evaluated and corrected students' essays, promoting English learning and autonomous learning outside regular classes.



① ヤンゴン大学(ミャンマー) University of Yangon (Myanmar)	② 清江大学(台湾) Tainkang University (Taiwan)
③ ロンドン大学SOAS(英国) SOAS, University of London (United Kingdom)	④ 上海国際語学大学(中国) Shanghai International Studies University (China)
⑤ 韓国外国語大学校(韓国) Hankuk University of Foreign Studies (Korea)	⑥ カイロ大学(エジプト) Cairo University (Egypt)
⑦ サラマンカ大学(スペイン) University of Salamanca (Spain)	⑧ グアナフアト大学(メキシコ) University of Guanajuato (Mexico)
⑨ ベオグラード大学(セルビア) University of Belgrade (Serbia)	⑩ リオ・デ・ジャネイロ州立大学(ブラジル) Rio de Janeiro State University (Brazil)
⑪ 国際人文開発大学トルクメニスタン International University for the Humanities and Development (Turkmenistan)	⑫ ヴィータウス・マグナス大学(リトアニア) Vytautas Magnus University (Lithuania)
⑬ ライデン大学(オランダ) Leiden University (The Netherlands)	⑭ リヴィウ大学(ウクライナ) Ivan Franko National University of Lviv (Ukraine)
⑮ 高等経済学院(ロシア) Higher School of Economics (Russia)	

(Fifteen Global Japan Offices)

### ■ University's own indicators and targets

#### ○ Global Japan Office deployment

- New Global Japan Offices (GJOs) were established at Leiden University (in the Netherlands), Ivan Franko National University of L'viv (in Ukraine), and National Research University Higher School of Economics (HSE) (in Russia) to launch activities to promote dissemination of information on the Japanese language and culture.

- The GJO at HSE (in Russia) also functions as an internship base for TUFS and its six partner universities in Russia.

- At University of Yangon GJO, TUFS students studying at the University served as teaching assistants for Japanese language instructors mainly for beginners at Level 1 Japanese classes by using both Burmese and Japanese.



- TUFs Global Community Meetings were held in Beijing, Yangon, Jakarta, Ho Chi Minh City, Moscow, and Vientiane. Following the establishment of the GJO at HSE in Moscow, the second TUFs Global Community Meeting in Moscow was held in November (the first was held in 2014), and a total of 35 alumni including former international students and TUFs students studying abroad, attended the meeting. At the meeting, TUFs graduates were in particular asked to strengthen the support for the provision of career consultation and internships for current TUFs students.



(TUFs Global Community Meeting in Moscow)

### ○ Students who achieved a challenging goal regarding foreign language skills

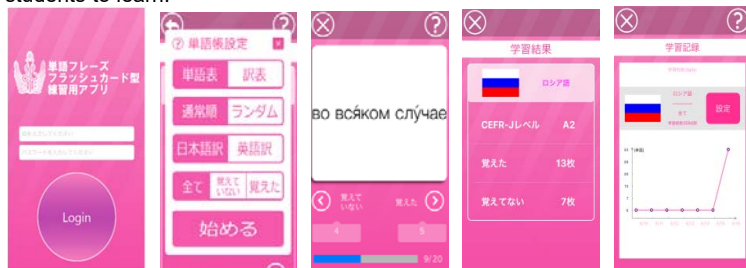
- 619 undergraduate students (compared to 569 students in the previous year) and 40 graduate students (compared to 25 students in the previous year) scored 900 points or higher on the TOEIC test, which is a particular goal set by TUFs.

### ■ Featured initiatives based on the characteristics of the university

#### ○ Establishment of language proficiency criteria for foreign languages other than English using international standards such as CEFR

- TUFs adopted the CEFR-J as a uniform proficiency assessment criterion for all of the 27 languages taught at the university and proceeded with the development of language education materials. Furthermore, to encourage students to use the vocabulary and phrase lists, TUFs developed and tested (1) Flashcard-type iOS/Android applications for vocabulary learning, (2) a Web-based CAN-DO phrase learning tool, and (3) Corpus collection tools for speech and writing, covering the 27 languages.

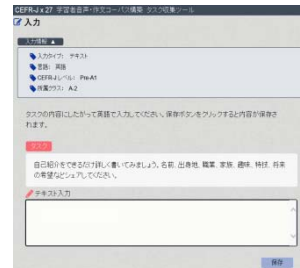
- By adopting the CEFR-J, TUFs has sent a message to students that the university will create a language learning environment that applies uniformly to all of the 27 languages. The university's attitude of aiming to create a cutting-edge language learning environment is motivating students to learn.



(1) Flashcard-type iOS/Android applications for vocabulary learning



(2) Web-based CAN-DO phrase learning tool



(3) Corpus collection tools for speech and writing

- In order to develop language proficiency indicators, in addition to English, German, French, and Turkish, TUFs began using external language proficiency tests for Czech and Russian, and 29 students took the German language, 64 took the French, 15 took the Turkish, nine took the Czech, and five took the Russian.

#### ○ TUFs Student Mobility Center

- The TUFs Student Mobility Center provided support to a student organization, TUFs Intercultural Community (TUFSCOMMU), which aims to provide community support to international students from various foreign countries, and networking meetings were held six times by countries or languages. The center asked neighboring universities to put up posters written in both Japanese and English about the student networking meetings and post relevant information on their websites, so that people outside the university could also participate in the meetings. By providing community support also to international students studying at neighboring universities, the center contributed to creating an environment where international students can study free from anxiety because they are given opportunities to meet and interact with not only students of the university that they attend but also students of other host universities in the community.

- To provide internationalization support to other universities, the center offered study abroad advice to other universities' students and responded inquires about student exchange agreements and credit transfer systems from other universities' faculty and staff members.

#### ○ Implementation of Joint Education Programs

- A total of Programs were offered to undergraduate students, and 18 Programs were provided to graduate students. TUFs students were able to deepen their interaction with students from partner universities through communal living and tandem learning. Furthermore, the program was a good opportunity for TUFs students to once think again about the Japanese language and culture through answering questions related to Japan and supporting each other for their study with students from partner universities.

- Under the Program with Srinakharinwirot University in Thailand, tandem learning was used in five curriculums, contributing greatly to enabling TUFs students to improve their Thai language skills and Srinakharinwirot University students to improve their Japanese language skills. The initial objective of improving students' language skills and deepening their understanding of each other's culture was achieved.

- Under the Program with Friedrich-Alexander-University Erlangen-Nuremberg in Germany, a tandem training camp was held in Kusatsu. Students of the two universities were divided into pairs, and they evaluated and corrected essays, did reading aloud exercises, and gave presentations regarding four themes. In addition, students wrote, practiced, and presented a short play in Japanese and German. They succeeded in improving their comprehensive language proficiency.

### ■ Free description

#### ○ Plans for FY2018

- In FY2018, TUFs will continue to work steadily to turn its vision into reality.

- To further promote interchange between Japanese students and international students at TUFs, TUFs will expand tandem learning programs, the know-how of which is being accumulated under the Joint Education Programs, and will develop various types of Joint Education Programs.

- TUFs will steadily increase the number of Global Japan Offices (plans call for offices in Pretoria (South Africa) and in Melbourne (Australia)).



(Tandem learning for Japanese and Thai students (comparison of TV commercials in Japan and Thailand))



(Tandem learning for Japanese and German students (Kusatsu Seminar House))



# Top Global University Project (Type B) Tokyo University of the Arts

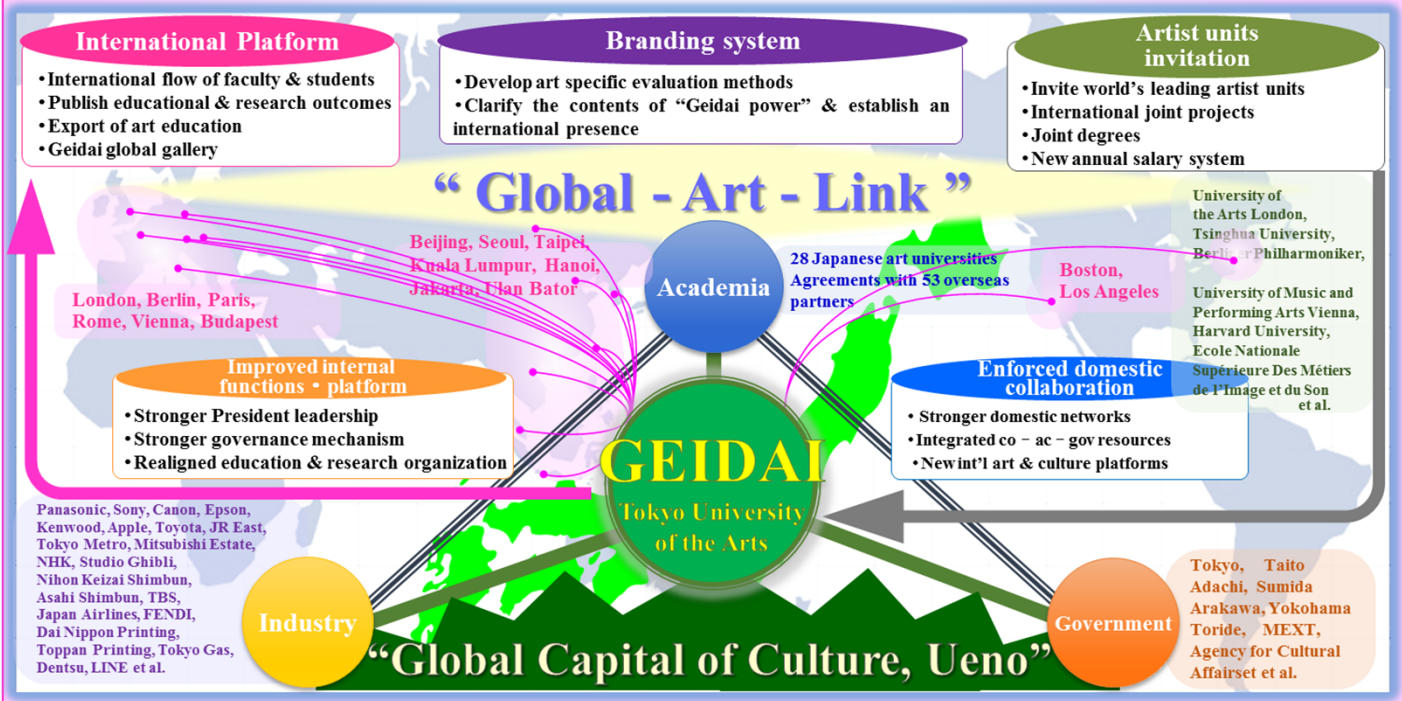
## 1. Outline



### Geidai Power Creation Initiative: Only One Global Strategy

#### Project Summary

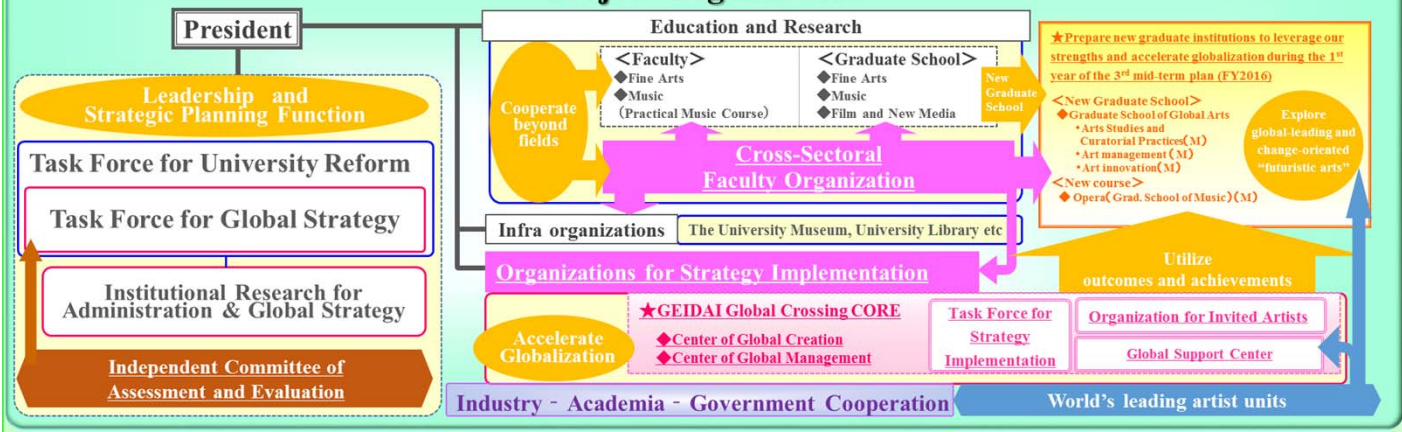
- ◆ Enhance functions to nurture global human resources through the invitation of world's leading artist units and the establishment of international joint curricula.
- ◆ As a leading institution in East Asia, leverage the collaborative platform with overseas universities and organizations to nurture world's top artists and elevate "Geidai" to an internationally recognized brand.
- ◆ Carry out own global strategies and human resource development by utilizing artistic potentials of the Ueno region and working in line with the government's initiative "Global Cultural Capital Ueno" for the 2020 Tokyo Olympic Games.
- ◆ Create a network of art and culture to gain a global recognition for the regional attractions of Ueno and develop the region as a global cultural capital.



#### Future Visions for the SGU project

- ◆ Play a leading role in global contributions and in creating/disseminating artistic culture, by leveraging Geidai-educated human resources with excellent skills, knowledge, creativity and identity.
- ◆ Clarify and internationally disseminate the strengths and unique features of the university, and establish a more international presence.
- ◆ Provide an international platform to communicate the value of the Japanese art culture through the introduction of art concierges served by the faculty and the students of Geidai.
- ◆ Make Ueno a world largest art platform, and through the integrated art resources, establish a network of art culture in the global city of Tokyo.

#### Project Organization

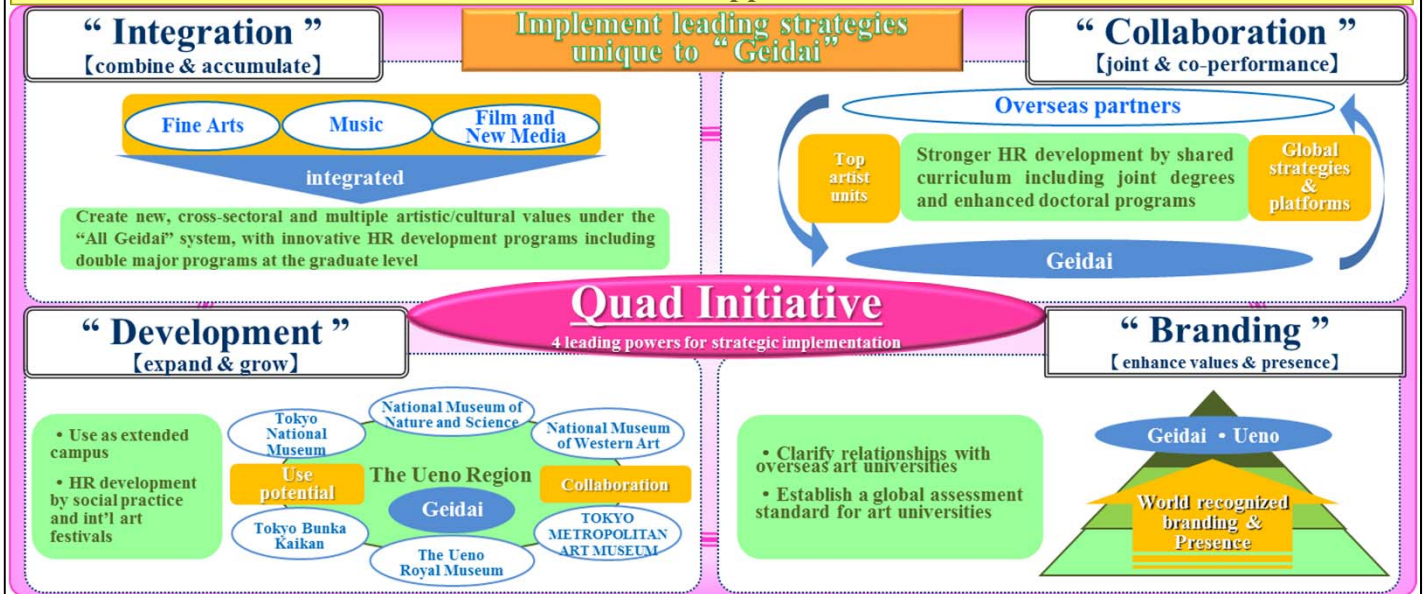


# 10-Year Plan Summary

Target category	FY2014	FY2015	FY2016	FY2017	FY2018	
<b>Strengthen internal functions and develop platforms</b>	Prepare internal systems for a global strategic promotion committee and strategic planning intelligence	University strategic organization “Global Crossing Core”				
		“Global Support Center” for int’l students, Japanese students studying abroad and invited int’l artist units				
		Shift to the annual salary system to acquire quality human resources including top artists and creators				
		“Global Strategy Assessment and Evaluation Committee” participated in by third parties				
<b>“Integration”</b>	Unit invitation (logistics and discussions)	Final coordination	Unit invitation 1: Fine Arts (Univ. of Arts London etc.), films (FEMIS etc.)			
<b>“Collaboration”</b>			Unit invitation 2: Music expressions (Berlin Philharmonic etc.), Opera (Univ. of Music and Performing arts Vienna etc.), Crafts and Cultural Property(Tsingha Univ.)			
			Start int’l joint projects	Animation (Harvard University)		
<b>“Development”</b>	Location 1: Paris, Beijing		Location 2: London, Berlin, Rome, Vienna, Budapest, Boston, Soul			
	Location 3: Los Angeles, Taipei, Hanoi, Jakarta		Location 4: Kuala Lumpur, Ulan Bator			
<b>“Branding”</b>	Collaborate with Japanese universities & businesses	Implement social practices and outreach programs with Japanese local authorities and businesses				
		Systems to carry out programs				
		Creation, exhibitions, performances at the “Ueno regional campus”				
		Art concierges, Career up programs through regional affiliation				
<b>Establish a leading branding system</b>	Start discussions with domestic/ int’l art universities	Organize Int’l art university summit	Discussions on branding related viewpoints and indices (Expert committee to establish)			
			Collect and streamline “Geidai”’s past records of achievements, awards and global contributions			
			Investigate global art universities on branding	Trial launch of branding system	Trial results assessment	Implement branding system & publish information
			Talks with art universities and institutions			
Internationally publish educational information in multiple languages as part of branding strategies and hold a global art universities summit						
<i>Combine the paved platforms and multiply the functions to develop further</i>						
<i>Implement programs in line with Tokyo2020</i>						
Complete the design, trials and assessments of the targets by FY2018. Continue individual projects and activities with ongoing self-monitoring, external reviews and policy trends in mind, following the implementation of cultural and artistic programs during the Tokyo 2020 Olympic Games						

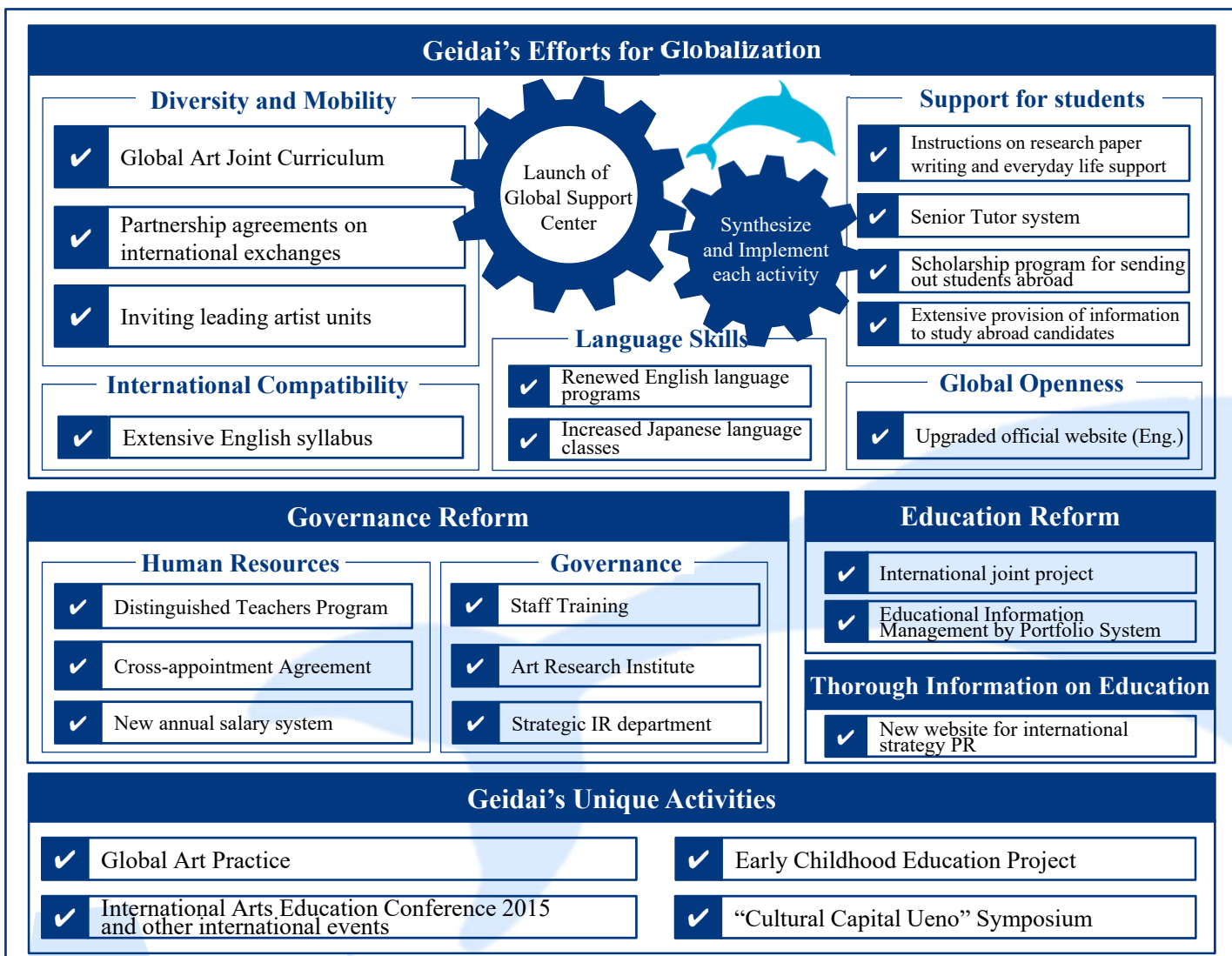
**Achieve a sustainable globalization with constant reviews along the PDCA cycle**

## Distinctive Approaches





## 2. FY2014 Progress



### Details of the activities

#### International and advanced collaborations with art institutions overseas

■ As a core organization for facilitating globalization of Tokyo University of the Arts, the **Global Support Center** was launched in 2014.

■ With the center's **newly assigned staff members who are foreign nationals or have a degree from overseas**, the university has put into effect its holistic globalization policy, which includes promotion of negotiations for international collaborations, enhanced support for international students and study abroad candidates, and improvement of international compatibility of the university's education system.

■ For further development of world-class education and practice of arts in various fields in Japan and overseas, we have concluded a **partnership agreement on the Global Art Joint Curriculum**, in the field of Fine Arts, with the **University of the Arts, London**, **École nationale supérieure des beaux-arts de Paris**, and **School of the Art Institute of Chicago**. In the field of Music, an agreement with the **UK's Royal Academy of Music** has been made for further exchanges of teaching staff and students as well as collaboration on projects between the two institutions.

■ Other than those mentioned above, we have made **many partnership agreements on international exchanges and collaborative projects** with art institutions in other countries, through which a sustainable and global education system has been developed.



↑ The Signing Ceremony for the agreement on the Global Art Joint Curriculum.

← The Signing Ceremony with the UK's Royal Academy of Music.

#### Improvement of employment system and staff training

■ We have expanded the employment of staff on a **new annual salary system**. Also, to engage in negotiations with institutions abroad, we offer programs on **practical international training and long-term English learning**.

#### Restructuring academic staff organization and governance

■ The cross-disciplinary organization "**Art Research Institute**" and the **IR Department** responsible for formulating strategies on management and branding of the university were newly formed.



## Inviting units of the world's leading artists for international collaborative projects

■ Based on the partnership with art institutions overseas, we invite **units of the world's leading artists** as instructors, using our new systems such as the **Distinguished Teachers Program** and **Cross-appointment Agreement**, for collaborative production/performance with Geidai students.

■ In the field of Fine Arts, a **collaboration project with the partner institutions for the Global Art Joint Curriculum** has just started. A team of faculty members as well as students of both Geidai and the partner institutions are brought together in Tokyo, London, Paris, and Chicago to conduct joint classes in the form of collaborative production at an international event held at each location, followed by students' presentations on their achievements.

■ In the field of Music, **members of the Berlin Philharmonic** visited our university to provide technical instructions to Geidai students and co-perform at a concert. We continue to invite instructors from institutions overseas, such as **Conservatoire de Paris, Royal Academy of Music, and Liszt Ferenc Academy of Music**.

■ In the field of Film and New Media, instructors are invited from **the University of Southern California** to give lectures on topics like virtual reality. Also, other international projects, such as **"student collaborative production"** and an **industry-academia-government collaboration project** between a **Canadian institution CDM** and the **city of Yokohama**, are planned.



← A special lecture by faculty members of École nationale supérieure des beaux-arts de Paris.

→ Technical instructions to Geidai students by a member of the Berlin Philharmonic.



← A work of "student collaborative animation production" with Communication University of China and Korea National University of Arts.

## Language Learning Program Renewal

■ Diverse renewal efforts have been made by launching **new TOEFL Courses**, introducing an **e-Learning system**, expanding **private conversational English lessons**, and offering special lectures on **English expressions as an artist**.

■ Moreover, academic staff with expertise in **teaching the Japanese language and culture** has been enhanced in order to provide more **language courses for international students**.

A holistic globalization in progress through interlocking activities

## Enhanced academic support and communication

■ To better assist student learning, a **portfolio system**, where students' records on study abroad and other international experiences, language skills, practical social activities, etc. are compiled, has been built.

■ Furthermore, the **English versions of the university's syllabus and official website** have been upgraded.

## Enhanced support for international students and study abroad candidates

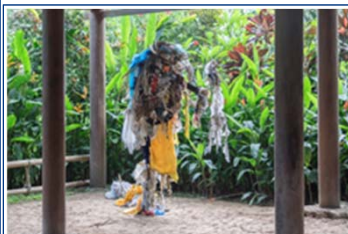
■ To provide organizational support for learning and living in Japan for international students, **Senior Tutor** assistance is now available, along with enhanced **instructions on research paper writing and everyday life support**.

■ Also, students wishing to study/training abroad can now receive more support from the university, with a **new scholarship program for sending out students abroad** and revisions on the study abroad guidelines.



## Expansion of opportunities for students' overseas activities

■ World-wide practical learning opportunities are available to students through the **"Global Art Practice" project**. Many students have so far participated in exhibitions, concerts, collaborative production, etc. which took place overseas.



↑ An exhibition in Bali, Indonesia.



↑ An exhibition at Crans Montana.

## International events (incl. education practice)

■ At the **International Arts Education Conference 2015** hosted by Geidai, members of 10 art universities from 6 Asian countries were brought together to share knowledge about art education practices. They collaborated with Geidai faculty and students to hold workshops in different fields. A concluding symposium was held to discuss their achievements through this event.



← Opening Performance by prize winners of international contests.

■ We also organized an industry-academia-government collaborative project, **International Animation Symposium 2015**, where the world's prominent educators and practitioners were brought together to discuss these two themes; human resource development and contents production.

## Early Childhood Education Project

■ Geidai faculty members provided lessons in piano, violin, and flute in Fukuoka and Sapporo for enthusiastic **elementary pupils**.



## "Cultural Capital Ueno" Symposium

■ Geidai hosted a **symposium on a new concept "Cultural Capital Ueno"**, attended by over 200 people. Participants exchanged opinions with the experts in each field.



## Enhanced PR functions

■ A **new website** providing updates on the university's global strategy has been launched.

<http://global.geidai.ac.jp/e/>



### 3. FY2015 Progress

I : Internationalization    
 U : University reform    
 E : Education reform    
 : University's own indicators and targets

#### Global Art Joint Curriculum I E

Geidai students and faculty members were teamed up with a partner institution in Paris, London, and Chicago, respectively, and visited each other to conduct a credit-awarding joint program. 20 students from each institution engaged themselves in collaborative research and production leading up to a final presentation at an occasion such as an art festival.



#### Geidai × École nationale supérieure des beaux-arts de Paris

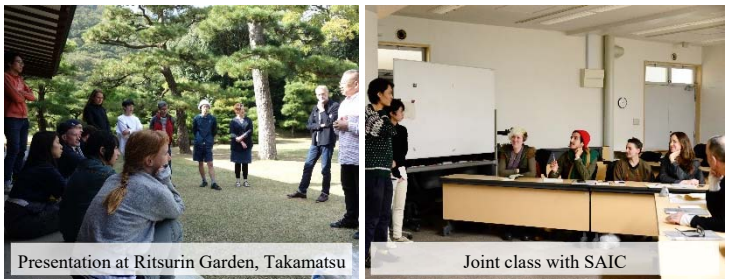
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#### Geidai × University of the Arts London

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#### Geidai × School of the Art Institute of Chicago (SAIC)

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#### Inviting units of world's leading artists I U

Some of the world's top artists in the fields of art, music, and film and new media were invited from institutions such as École nationale supérieure des beaux-arts de Paris, Berlin Philharmonic, Conservatoire national supérieur de musique, Royal Academy of Music, University of Southern California, École nationale supérieure des arts décoratifs, and Centre for Digital Media (Canada). They contributed to the diversity of Geidai's education programs by offering special lectures and master classes, as well as performing at a concert with Geidai students.



#### Arts Study Abroad Program I E

In their areas of specialization, faculty members planned and implemented world-wide projects to offer practical learning opportunities overseas, where students participated in art/music festivals or international co-production with art-related universities. Students took part in 11 projects in the fields of art, music, and film and new media, resulting in 86 participants in total. The participants received financial support from the university to cover part of their expenses such as flights and accommodations.





## Special lectures by global leaders | Promoting art-culture diplomacy



The learning environment and educational achievements that Geidai enjoys have been drawing attention of global leaders. In 2015, the university hosted some VIPs, including Prime Minister of Italy Mr. Matteo Renzi, who delivered a special speech on cultural exchanges between Japan and Italy, and Mr. Jean-Marc Ayrault, former Prime Minister of France (the current Minister of Foreign Affairs) and former mayor of the city of Nantes, who spoke about his experiences as a mayor who led various initiatives to revitalize the city through culture. Dutch Prime Minister Mr. Marc Rutte also visited the campus to have discussions with the Geidai president on partnership in the areas involving art-science collaborations.



Special address by Italian Prime Minister



Meeting with Dutch Prime Minister

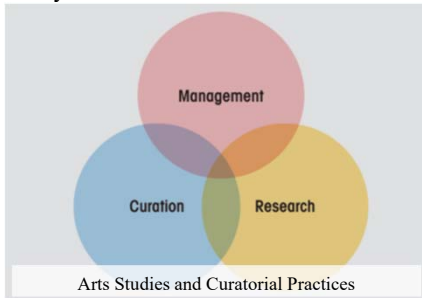


Special address by former French Prime Minister

## New graduate courses to develop global leadership



In April 2016, the Graduate School of Global Arts was launched to offer a new master's course which aims to prepare students to become professionals who are capable of establishing a new relationship between the arts and society through the programs of art management, curation, and research. Furthermore, with an aim to produce world class artists, master's courses in Global Art Practice and Opera were also newly added to the Graduate School of Fine Arts and the Graduate School of Music, respectively.



Global Art Practice

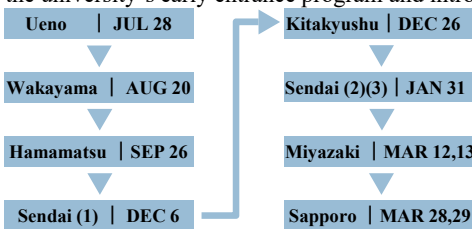


Opera

## Nationwide implementation of Early Childhood Education Project | Launch of Early Entrance Program



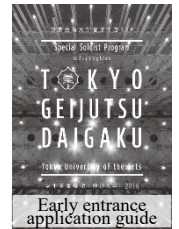
In FY2015, 9 pre-lessons in total were conducted in 7 cities, through which Geidai students along with faculty members offered guidance and performed a mini concert for participating elementary and secondary school students across the country. Also, Geidai completed designing the university's early entrance program and introduced the system for the first time.



Master class in Wakayama



Master class in Hamamatsu



Early entrance application guide

## Establishment of partnerships with world's leading arts-related institutions



### New international partners (FY2015)

- National Taiwan Normal University
- École nationale supérieure des Arts Décoratifs
- Franz Liszt Academy of Music, Budapest
- Berlin University of the Arts (UdK)
- Netherlands Institute for Conservation, Art and Science (NICAS)
- Dankook University Graduate School of Cinematic Content



Agreement with UdK



Agreement with Liszt Academy



Agreement with NICAS

## Geidai's holistic approach to promoting multiple global activities



- President's visit to art institutions in Taiwan upon invitation by the Ministry of Education
- President's speech at International Art Symposium "Art Education for Social Innovation" in Beijing
- Symposium on the future of art universities in the age of globalization
- Visit by wife of French Prime Minister to Geidai's music classes and facilities
- Cultural exchanges promoted with the Korean Cultural Center
- Events for international students to experience Japanese culture
- Intensive language courses for German, French and Italian
- International students' stories shared on the university's website in Japanese and English



Tea and Japanese culture experience



Lecture by Warden of Goldsmiths, University of London



## 4. FY2016 Progress

【Tokyo University of the Arts】

I : Internationalization    
 U : University reform    
 E : Education reform    
 : University's own indicators and targets

### New Graduate Courses for World's Leading Educational Programs

I    
 E

Tokyo University of the Arts (Geidai) offered various international collaborative programs in the newly launched graduate courses, which are the Graduate School of Global Arts, the Global Art Practice course in the Graduate School of Fine Arts, and the Opera course in the Graduate School of Music.



[the Global Art Practice course] Joint class with University of the Arts London; Presentation at Ritsurin Garden, Takamatsu



[the Graduate School of Global Arts] Lectures by guest professors

[the Opera course] Master classes by notable international artists

### Arts Study Abroad Program 2016

I    
 E

A total of 150 students from Geidai took part in 14 projects in the 4 fields of art, music, film and new media, and global arts.



Workshop on editorial design at the University of Applied Sciences Würzburg-Schweinfurt

Performance by the Tokyo Geidai Wind Orchestra at the Midwest Band Clinic

Workshops on digital film production in Malaysia

Debate session on art management at the Seoul National University

### International Specialists Invitation Program 2016

I    
 E

Geidai invited experts from various fields of arts and culture, who conducted special lectures and workshops resulting in 10 completed projects in total.



Lecture by a professor from China Academy of Art on lines and techniques of Chinese painting

Workshop conducted by an emeritus professor from University of London on urban space and its qualitative representation

Workshop conducted by a professor of composition from Royal Academy of Music on traditional Japanese instruments

Seminar conducted by a professor from Harvard University on study of music in America

Workshop conducted by a guest artist from Belgium on movement in animation

Group exhibition on landscapes by guest artists from China, Korea, and Thailand



## International Symposium | Promoting Art-Culture Diplomacy



Geidai held Global Homecoming 2016, an event for former international students, a concert and a panel discussion featuring Yo Yo Ma and his fellows, and an international symposium on the theme of Arts, Culture and the Future of the Universities. Also, Geidai faculty gave a presentation to the world leaders on Terrorism and Cultural Properties at the G7 Ise-Shima Summit.



Global Homecoming 2016



Panel Discussion by Yo Yo Ma and his fellows



Arts, Culture and the Future of the Universities



Presentation on Terrorism and Cultural Properties at the G7 Ise-Shima Summit

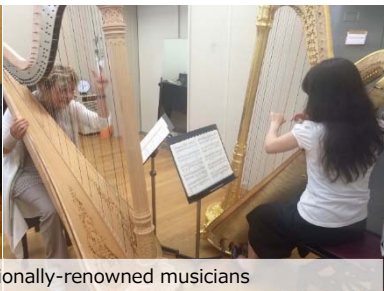
## Inviting units of world's leading artists



Some of the world's top artists in the fields of art, music, and film and new media were invited from institutions such as Berlin Philharmonic, Royal Academy of Music, Henschel Quartett, University of Southern California, La Fémis, and University of London. They offered special lectures, master classes, reviews, as well as performances at concerts with Geidai students.



Master classes conducted by internationally-renowned musicians



Review for Animation to Game

## Establishment of new partnerships



### New partner universities and institutions since FY 2016

- Die Zürcher Hochschule der Künste (ZHdK)
- La Fémis
- Victorian College of the Arts (The University of Melbourne)
- Sookmyung Women's University
- Kunstakademie Münster

## Early Childhood Education Project



In FY 2016, 12 pre-lessons were held in 10 cities in total.

## Geidai's holistic approach to promoting multiple global activities



- Establishment of Japan University Consortium for Arts (JUCA)
- Held an art exhibition and symposium for the Japan-Taiwan Art-Culture Exchange Program
- Held Challenge Art in Japan-A Circular Shore, an exchange exhibition by Japanese and South Korean students
- Participated in Experience Japan Exhibition 2016: Introducing study and work opportunities in Japan in the UK
- Conducted a collaborative research project with the Netherlands Institute for Conservation, Art and Science (NICAS)
- Attended the celebration of the 60th Anniversary of Tsinghua University Academy of Arts and Design
- Organized events of experiencing Japanese culture for international students
- Offered intensive language courses for Germany, French, and Italian
- Conducted joint classes for Japanese and International students



Experience Japan Exhibition 2016



# 5. FY2017 Progress

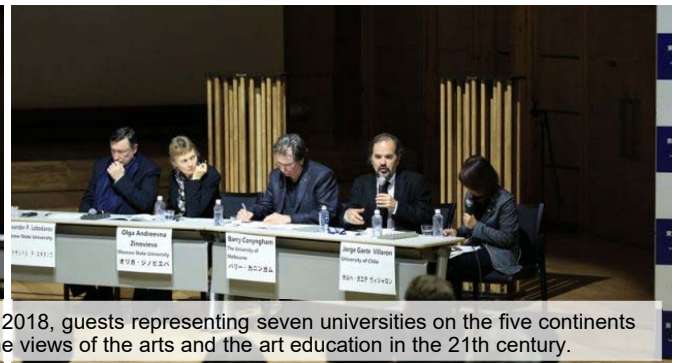
【Tokyo University of the Arts】

- I : Internationalization
- U : University reform
- E : Education reform
- : University's own indicators and targets

## Five Continent Arts Summit 2018 | Promoting art-culture diplomacy



Marking its 130th anniversary in 2017, Tokyo Geidai expressed its determination to promote further globalization of the university for the coming 10 years as part of the NEXT10 Vision. As the highlight to celebrate the anniversary, Five Continent Arts Summit 2018 was held to discuss the roles of art universities in the presence of presidents and deans from eight universities on the five continents. Besides, other related programs were held across the year, such as a special exhibition on reproduction of mural paintings along the Silk Road, and a series of concerts by Geidai Philharmonia Orchestra in cooperation with the Chilean government.



In Five Continent Arts Summit 2018, guests representing seven universities on the five continents discussed and shared the views of the arts and the art education in the 21th century.



Special concert celebrating the 120 anniversary of the establishment of diplomatic relations between Japan and Chile



## Geidai's holistic approach to promoting multiple global activities



- Held an art exhibition and symposium for the Japan-Taiwan Art-Culture Exchange Program
- Visit by Estonian Education and Research Minister discuss
- Provided special lectures on animated film in Japan for international students
- Organized events of experiencing Japanese culture for international students
- President's visit to Dunhuang Research Academy
- Established the new crisis management guideline for overseas programs
- Launched a new training program for staff members on English language skills and intercultural competence taught by international students.



President Sawa and other executives at Dunhuang Research Academy



International students tried Noh performance



Estonian Education and Research Minister

## Inviting units of world's leading artists



Some of the world's top artists in the fields of art, music, and film and new media were invited from institutions such as Royal Academy of Music, University of the Arts London, The School of the Art Institute of Chicago, University of Southern California, List Ferenc Academy of Music, and Berlin Philharmonic. They offered special lectures, master classes, reviews, as well as performances at concerts with Tokyo Geidai students.



Master classes conducted by internationally-renowned musicians



Special workshop by a professor from University of Southern California



## Promotion of Student-Mobility Environment



Tokyo Geidai has been developing the support system for international students studying at the university and for Japanese students considering studying abroad by implementing various programs such as joint classes for Japanese and international students. An intensive English training program for administrative staff was also offered in London.



English training program for administrative staff in London



Joint Class for Japanese and International Students



Study Abroad Information Session 2017

## Arts Study Abroad Program 2017



A total of 86 students from Tokyo Geidai took part in 13 overseas projects in the 4 fields of art, music, film and new media, and global arts.



Animation screening at the University of Southern California



Horn festival in Maastricht, the Netherland



Students enjoyed major art festivals in in Kassel, Venice, and Ljubljana



Research of Kizil Caves

## International Specialists Invitation Program 2017



Tokyo Geidai invited experts from various fields of arts and culture, who conducted special lectures and workshops resulting in 10 completed projects in total.



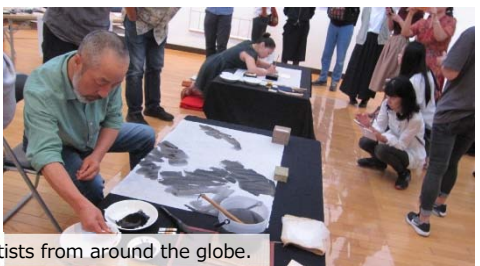
Artist talk on textile by a Chinese artist



Lecture on animation



Special class by renowned artist from India



Students attended collaborative workshops, exhibitions, and lectures provided by artists from around the globe.

## Establishment of new partnerships



### New partner universities and institutions since FY 2017

- Academy of Fine Arts Münster
- Musikhochschule Lübeck
- Athenes School of Fine Arts
- Klassik Stiftung Weimar
- University of Applied Sciences Würzburg-Schweinfurt
- Cinema and Theatre Faculty, University of Art
- Oslo National Academy of the Arts
- Shanghai University Shanghai Academy of Fine Arts

## Early Childhood Education Project



In FY 2017, Tokyo Geidai newly established its Junior Academy for promising junior high students, in addition to pre-lessons held in 11 cities.



# Top Global University Project (Type B) Nagaoka University of Technology

## 1. Outline

【 Name of project 】

**The Education Program for Innovative Global Engineers**

~Toward development of an integrated global campus with collaboration between industry, academia, and government~

【 Future vision of the university planned in TGU project 】

**The university leading the Innovative Global Engineering Education with a strong network among world-leading strategic regions in the next-generation.**

【 Summary of Project 】

This project is intended to realize “the university leading the Innovative Global Engineering Education with a strong network among world-leading strategic regions in the next-generation” as the status of Nagaoka University of Technology in ten years through the following projects that will be its pillars, looking hard at the future vision of globalization for the Japanese economy.

1. Promoting KOSEN-University of Technology (GIGAKU) Education and Research Model at the next-generation strategic regions and establishing **GIGAKU Education and Research Network**.

2. Promoting Industry-Academia Cooperation Model at overseas strategic regions and establishing **GIGAKU Techno Park Network**.

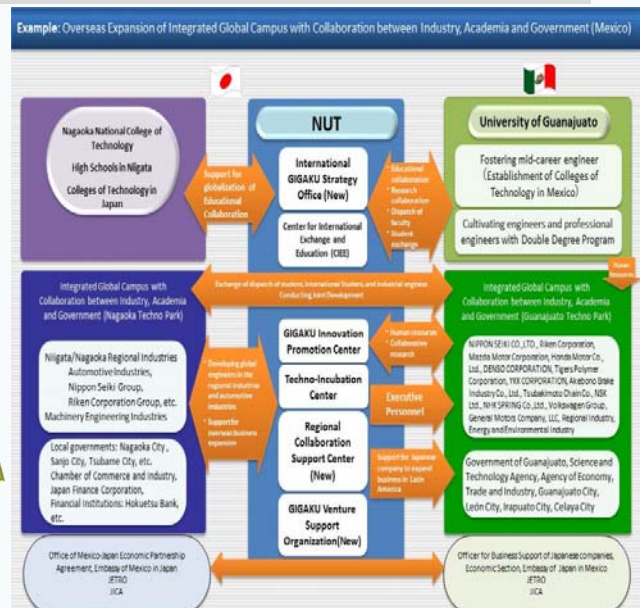
3. Promoting the world-class level research at the technology field that meets the needs of global society.

The keyword here is **GIGAKU = science of technology, which has remained the fundamental philosophy of Nagaoka University of Technology since its foundation** and which has started to attract attention from overseas partners again during the course of NUT expansion in global activities. The idea aims to realize a GIGAKU Education Model, which is attracting global attention, at base universities in strategic regions, particularly for Japan. The global education environment created in this way is simultaneously indispensable for Japanese students to develop as creative engineers who play active roles in the era of new globalization. The ultimate goal of the idea lies also in this point.

( Outline Figure etc.)

## Integrated Global Campus with Collaboration between Industry, Academia, and Government

「 GIGAKU Education and Research Network 」 + 「 GIGAKU Techno Park Network 」  
= 「 Integrated global campus with collaboration between industry, academia, and government 」



## 【Summary of the 10-year plan】

### ○ Program for **cultivating practical global engineers**

To develop science and technology education and research programs for cultivating practical engineers worldwide, we are implementing a range of collaboration programs for undergraduate students to doctoral course at overseas base schools to promote the improvement and expansion of settings with companies.

### ○ Support for **spreading education of science and technology in overseas base school**

To collaborate with universities in strategic areas throughout the world and to spread education based on science and technology, we aim to support program inception and instruction of training methods. We also aim to establish extension campuses overseas in the future.

### ○ Integrated global campus developing with **GIGAKU techno park network**

We aim to construct an Integrated global campus at each strategic area by combining industry-university-government cooperation projects and science and technology practical education through Techno-parks that have been developed globally. Especially, we intend to develop international joint research, put research seeds into effect, apply the results to product development, and promote multiple dispatch of students of universities, technical colleges and high schools, SME engineers, and faculties.

### ○ **Industry-academia collaboration research projects in each strategies country**

With our ability to develop industry-university research, we investigate national and international companies' needs and technological innovation to realize industrial innovation through global application research, we construct and operate a new system for cultivating global engineers as valuable human resources.

### ○ **Promoting interactive student and faculty exchange**

Students and faculty members in NUT experience innovation with global enterprises utilizing global integrated campus of industry-university-government in an overseas base. This type of education fosters engineering with a certain general foundation for expertise and high power of execution for solving problems by introducing practical training methods into long-term education for 15-year-old high school students to the masters (or doctoral) level.

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### ○ **Forty percent of students will experience innovation abroad by the time they complete the master's program**

Utilizing the recipients for overseas internship that NUT has cultivated and the GIGAKU Techno Park, we enable students to experience innovation abroad at each phase of college of technology, or KOSEN, faculty (internship), and graduate school (research exchange).

### ○ **The ratio of international students is to be increased to 25% by the transfer of the KOSEN model and the twinning program**

NUT supports overseas transfer of the KOSEN-style education model, which has drawn global attention, and secures international students from various backgrounds.

With the implementation of these efforts, students of NUT and GIGAKU Education Network will be provided a new learning opportunity through GIGAKU Techno Park Network. Moreover, the **Overseas Cross (Interactive) Internship** will be realized.

Nagaoka University of Technology established the **International Graduate Course for Continuing Professional Development** in 1994 and began accepting engineers who work for Japanese-affiliated and other companies to the master's program. The program is still the only **program in Japan as an engineering education course that targets working adults and which provides all lectures and research guidance in English**. In addition, NUT has made achievements such as having **dispatched 600 students to a total of 20 countries for a long period of six months as interns since 1990**. We have implemented widely diverse programs, always reviewing the future vision of globalization.

This project is to develop NUT's consistent philosophy and assets in educational programs while adding new elements, thereby responding quickly to new stages of globalization.



## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ The Five-year Integrated Doctoral Program “Department of Science of Technology Innovation” has been established.

All lectures in this major are presented in English. NUT develops world-class personnel using the system, which enables students to study abroad for more than six months, and the double degree system, which enables them to earn a doctoral degree concurrently at an overseas university. In 2015, nine members of the inaugural class are enrolled and are aiming to become excellent leaders for industries in Japan and the world.

##### ○ Clerical staff members are also making efforts for globalization.

NUT implemented training to develop English language ability for clerical staff. The improvement of language proficiency among clerical staff is necessary to address international students and clerical work with universities with which an academic exchange agreement was signed. We continue to implement practical training with actual business operations in mind.

##### ○ NUT is improving the provision of information to overseas countries and the environment in which international students can easily study and undertake research.

NUT renewed its English site to enhance its contents and provide substantially equivalent information to that of its Japanese site. In addition, English has been added to the menus in the student cafeterias, making it easier for international students and teachers to place orders. We began offering halal and vegetarian meals; the environment has become more comfortable for students from diverse cultural and religious backgrounds.

#### University reform

##### ○ Systems at NUT were improved to realize an “Integrated Global Campus with Collaboration between Industry, Academia, and Government.”

NUT reorganized the teacher organization that had been composed of nine “departments” into two teacher organizations as “research institutes” in April 2015. The reorganization activates research by combining different fields more actively. Furthermore, toward overseas expansion of GIGAKU education, we improved the systems of personnel and facilities that are intended to be the basis by establishing subcommittees on International GIGAKU Education Promotion, International Education and Research Network, International Techno Park Network, International Regional Collaboration Promotion, and Internationalization on Campus.

##### ○ For the improvement of education at NUT, various hiring methods were implemented to produce excellent teachers in various fields.

###### [Annual Salary System]

To hire internationally excellent researchers actively, NUT appointed eight teachers under the annual salary system.

###### [Cross Appointment System]

To secure practical human resources in industries, we have newly employed two teachers in March 2015 using the cross-appointment system.

#### Education reform

##### ○ To support international students, syllabus-related documents were translated into English.

To provide syllabus-related information equally for international students who have difficulty understanding Japanese language, the 2014 and 2015 syllabus presentations were translated into English. In addition, course registration guides and class timetables were posted on the English site. NUT is promoting support for international students by transforming the education system to a bilingual system.

##### ○ Instructional software was introduced to enhance English language ability among students.

NUT has introduced instructional software to enhance English language proficiency among NUT students. We continue to foster practical, global human resources through further enhancement of the students’ ability to promote overseas practical training and internships actively. In 2014, 58 students participated in overseas internships.

##### ○ Each education system is being improved.

To check the rules of subject numbering, to improve class contents and methods, and to examine the substantiation of credits, we have decided to introduce a class questionnaire system and have improved the environment.

Furthermore, to systematize the curriculum and construct an academic affairs system that secures the international interchangeability of credits based on international collaboration between KOSEN and universities of technology, we have conducted translation of the model core curriculum into English and have prepared to ensure the continuity of GIGAKU education with KOSEN established at overseas countries.



〈 The First GIGAKU Techno Park Alliance Meeting 〉

## ■ University's own indicators and targets

### ○ **Teacher diversity and mobility are being promoted through exchanges between the bases at home and abroad.**

Through GIGAKU Education and Research Network, NUT has been actively promoting the acceptance of young teachers from partner universities into our International Graduate Course for Continuing Professional Development and other courses. The number of partner university teachers who earned a degree at NUT has increased to **180** from about 150 at the end of 2013.

### ○ **NUT supports and develops international joint research involving local small and middle-sized enterprises.**

In Mexico, NUT has received applications for industry–academia joint research from **two local firms**. NUT is starting to devote specific consideration to them.

### ○ **NUT is conducting investigation and coordination to expand GIGAKU education to each base country. [Mongolia]**

Toward starting of the twinning program with Mongolian University of Science and Technology, NUT is carrying out coordination to improve the curriculum at Mongolian University of Science and Technology. In addition to dispatching teachers in charge to the site to investigate the conditions of coordination of the curriculum, implementation of lectures, and maintenance of laboratory equipment, we invite partner university teachers to visit laboratories and exchange opinions and to provide information that is expected to be useful for education and the enhancement of equipment in Mongolia. We have been striving to strengthen our mutual collaboration.

#### **[Vietnam]**

For the curriculum of **Vietnam Japan International Institute for Science of Technology (VJIIST)**, as established in Hanoi University of Science and Technology, to be equivalent to GIGAKU education at NUT, we dispatched and accepted teachers to coordinate the curriculum and other matters.

#### **[Sri Lanka]**

We **met face-to face with Sri Lankan President Mr. Ranil Wickremesinghe** and obtained his approval for the spread of GIGAKU education in Sri Lanka and an idea for the establishment of a new university to foster practical engineers based on GIGAKU.

## ■ Featured initiatives based on the characteristics of the university

### ○ **Super GI-net, a video conferencing system connectable to multi points in overseas bases, was installed.**

NUT installed Super GI-net, a video conferencing system that can support lectures and meetings by connecting multiple locations, at **University of Guanajuato (three campuses), Universidad de Monterrey, Hanoi University of Science and Technology, and Mongolian University of Science and Technology**.

In May 2015, the first Super GI-net Conference was held with participation from the four bases of UG, HUST, MUST, and NUT. An official from the Ministry of Industry and Trade of Mongolia explained the industrial circumstances in Mongolia at the conference, where we were able to share information among bases.

### ○ **GIGAKU Techno Park Office have been opened in three bases.**

NUT has opened offices in **Guanajuato Techno Park, Mongolian University of Science and Technology, and Hanoi University of Science and Technology** as overseas bases (GIGAKU Techno Park). In addition to inviting local people involved to the opening ceremony for each office to strengthen collaboration, we hired coordinators to start industry–academia activities. We were able to form the bases to construct a system to strengthen collaboration with NUT.

### ○ **GIGAKU Techno Park Alliance Meeting was held.**

**“The First GIGAKU Techno Park Alliance Meeting”** was held in Nagaoka City on March 23 and 24. We invited 21 working-level personnel from six countries to convene a study meeting and an exchange of opinions related to the Techno Park. In that successful meeting, **a total of 45 people** participated, including those involved in business enterprises. Lively discussions were held with the goal of constructing a future “GIGAKU Techno Park Network.”

## ■ Free description

### ○ **GIGAKU Global Network Promotion Office, which is intended to be a base for the dissemination of information in and out of NUT, was established.**

We established **GIGAKU Global Network Promotion Office**, which is to be a base for the dissemination of information mainly on Top Global University Project in and out of NUT. The office will be used for the dissemination of results as well as the holding of meetings with people of overseas base universities and promotes the globalization of NUT.

### ○ **NUT is holding consultations with base countries to promote overseas assignment of Japanese students and the acceptance of international students.**

In 2014, we improved the basis for promotion of overseas dispatching of Japanese students and for the acceptance of international students by encouraging companies to accept new interns in Thailand and Indonesia and to hold positive consultations related to the double degree program with universities in Malaysia and Thailand.

### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### ○ Environment Created to Deal with International Students, Foreign Teachers, and Visitors from Overseas Universities and Institutions

Many of the signs posted in NUT have been written in both Japanese and English.

In addition, English training was provided for 14 clerical staff members twice a week. Overseas SD training was provided for four people.

[ **Number of clerical staff members who meet the standards for foreign languages (as of the end of March, 2016)** ] Number of full-time staff: 21. Number of part-time staff: 8

###### ○ Foundation of Short-term Acceptance Program for International Students Promoted by Establishment of International Cooperation Associate

International Cooperation Associate considered programs to accept international students and supported the conclusion of academic cooperation agreements to address the increasing number of international students.

###### **Nagaoka Summer School for Young Engineers (NASSYE)**

has been planned as a short-term study abroad program for overseas university students. It will accept 20 students in the summer of 2016.



##### University reform

###### ○ Internationalization of Teachers Promoted through International Public Offerings of Teachers and Enhancement of Sabbatical Training System

As a result of an international public recruitment of teachers via the English version of our university's home page, a foreign teacher has been employed in the Department of Materials Science and Technology. In addition, the sabbatical training system was enhanced and a young female teacher has been dispatched to Germany for about a year. Every time a debriefing session is conducted by a person who experienced the sabbatical training, it attracts numerous teachers and other staff.

As described above, the internationalization of teachers is being promoted by improving the methods of public offering to secure excellent foreign teachers and by actively dispatching young Japanese teachers abroad.

###### ○ Institutional Research (IR) Promotion Office Established to Enhance Function of IR

With the change of the administration, we have added a vice president in charge of institutional research, evaluation, and public relations and a presidential aide in charge of IR and evaluation. In April 2016, the IR Promotion Office was established.

Enhancement of IR functions will help gather and analyze various information within and outside the university and use it for further enrichment of global strategies and education.

##### Education reform

###### ○ Subject Numbering System to be Introduced in 2016

The system helps students to choose and take appropriate subjects according to the levels and specialized characteristics of the subjects. In the future, it might be used for tasks such as the comparison of class levels with those of other universities and technical colleges and work for comparison of curricula.

#### ■ University's own indicators and targets

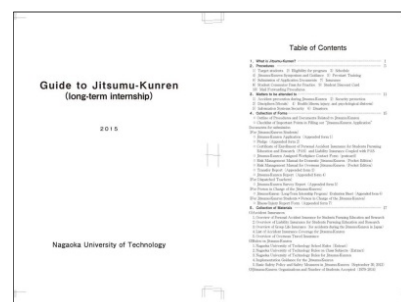
###### ○ Overseas Internship and Overseas Cross Internship Systems Expanded

The **English version of "Guidance for Internships"** was made to visit overseas companies accepting internships, etc. We are promoting the cultivation of new recipient companies.

In addition, the dispatch of overseas internship students to the Basque Country, Spain and the acceptance of international students from Mondragon University in the Basque Country started in 2015.

Overseas cross internships are also being expanded to various countries. For example, students of both universities undergo corporate training in the country to which the students were dispatched.

In 2015, overseas cross internships were implemented with universities in India, Malaysia, and Spain.



〈English version of "Guidance for Internships"〉



## ○ GIGAKU Techno Park provides continuous support for globalization of SMEs

**[Vietnam]** A workshop held jointly with Hanoi University of Science and Technology attracted more than 100 participants from universities and companies.

**[Thailand]** A joint symposium was held with Chulalongkorn University (4<sup>th</sup> Joint Symposium CU-NUT&CU-NUT GIGAKU Techno Park Office), in which 80 people from universities and companies participated.

**[Mexico]** Researchers of University of Guanajuato visited a Querétaro factory of a Japanese-affiliated, SME via the GIGAKU Techno Park of NUT and exchanged opinions on future joint research.

We invited participating companies to an innovation forum held in Guanajuato State.

As described above, we continue to promote the international expansion of SMEs using the GIGAKU Techno Park.

## ■ Featured initiatives based on the characteristics of the university

### ○ Twinning Program with Mongolian University of Science and Technology Starts

To develop human resources in engineering to meet requests of the industrial community in Mongolia, a Twinning Program with Mongolian University of Science and Technology started. At the start, we gave the training for teachers and staff invited from the Mongolia side, in addition to adjusting the curriculum, as the secretariat school of the Japanese University Consortium universities (Kitami Institute of Technology, Nagoya Institute of Technology, Toyohashi University of Technology, Kyoto Institute of Technology, Kyushu University, and Nagaoka University of Technology).

In September 2015, **the Opening Ceremony of Twinning Program in Mongolia** was held with many people present, including the Minister for Education, Culture and Science of Mongolia (a graduate of NUT), Japanese ambassador plenipotentiary to Mongolia, and attendees from universities and technical colleges. The first half of education for the first graduates students started.

### ○ Two New GIGAKU Techno Park Offices Established

As overseas bases (GIGAKU Techno Park), a joint office was newly established in **Chulalongkorn University in the city of Bangkok, Thailand and Universiti Sains Malaysia in Penang Island, Malaysia**, respectively. A coordinator is stationed in each office to promote cooperation with Japanese-affiliated companies. The offices are the fourth and fifth offices, following those of Mongolia, Vietnam, and Mexico.



〈 GIGAKU Techno Park Office in Thailand 〉

## ■ Free description

### ○ Fourth International GIGAKU Conference in Nagaoka Held

To disseminate the spirit of “GIGAKU” throughout the world, NUT has held the **International GIGAKU Conference** every year since 2011. The year of 2015 marked its fourth anniversary, in which a total of about 520 teachers, staff, researchers, and students, including 56 attendees from 13 foreign countries participated.

At the conference, our distinctive “KOSEN–University of Technology Education System” (GIGAKU education) was explained and opinions were exchanged on widely various areas, such as matters related to international joint research. The fifth conference will be held in October 2016.

### ○ Support for Education and Research Using Video Conferencing System Provided

A video conferencing system (Super GI-net) introduced at overseas bases is being used for education and research at Nagaoka University of Technology and base schools.

**[Super GI-net Conference Held between Japan, Mexico, Vietnam, and Mongolia]** Teaching staff of the bases and coordinators of the Techno Park offices exchanged opinions on the actual conditions and situations of each country in terms of industry–academia cooperation and international cooperative education, and shared the problems to be solved.

In addition, coordinators of the Techno Park offices exchange information on a regular basis using the Super GI-net.

### **[Seminars between Mongolian Office and NUT Laboratory Start]**

Laboratory of Civil and Environmental Engineering at NUT and the laboratory at Mongolian University of Science and Technology hold seminars once a week using the Super GI-net.

### **[Debriefing Session by Internship Students Dispatched to Mexico Held]**

Using the Super GI-net established at the University of Guanajuato, Mexico, a debriefing session was held with our students on overseas internship.



〈 4<sup>th</sup> International GIGAKU Conference in Nagaoka 〉

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Promoting Expansion of Programs for Accepting International Students

NUT has been implemented **Nagaoka Summer School for Young Engineers (NASSYE)** since fiscal 2016 and also implemented Summer Training and Summer Intensive Program for Twinning Program (TP), and 63 international students were accepted for Program for Short-term Studying Abroad. In order to promote the students exchange with partner university and cultivating global-minded students, we consider adding the content of “Collaborative work with NUT students” and “Experiencing traditional Japanese culture” to the education program next fiscal year and will continue to enhance these programs.



〈 Scene for the accepting students of NASSYE 〉

##### ○ Strengthening for the System to Increase Student Exchange (acceptance / dispatch)

To improve the system for accepting international students and dispatching Japanese students, and to increase the number of that students, Director of language center joined Center for International Exchange and Education as a staff and has responsibility for Program for Short-term Accepting International Students. Also we proceed the preparations for the Jitsumu-Kunren (internship) and interactive Jitsumu-Kunren.

In this results, ratio of the accepting international students (6%) based on the agreements of academic and educational collaboration is far higher that estimated values and ratio of the dispatching Japanese students is steadily increasing compare to the time its start-up.

#### University Reform

##### ○ Translation of University Rules, Documents and On-Campus Guide Plates etc. Promoted

Main University Rules (77 rules), documents (53 forms and manuals) and on-campus guide plates (64 places) have been translated into English or written in both Japanese and English. This enables international students and staff to understand procedures better, and university staff to explain necessary procedures more effectively.

By promoting internationalization, university is promoting service improvement and system development for accepting international students and staff.



〈 Guide plates are written in both Japanese and English 〉

##### ○ International GIGAKU Cooperative Education and Research Program Established

A staff sent from local bank has been accepted in Office of International GIGAKU Cooperative Education and Research Promotion and International GIGAKU Cooperative Education program has been established to acquire funds for construction of Integrated Global Campus. Staffs from local government are expected to be seconded in FY 2017, and cooperation with other institutes will be still more promoted.

#### Education Reform

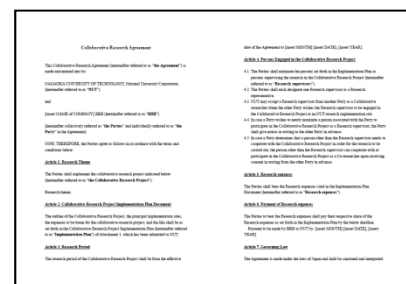
##### ○ Educational Support System by Bilingualization

Subject Numbering system has been introduced to help students choosing appropriate subjects. Other materials such as syllabus, program guide and guidebook for campus life are also translated into English; University provides campus life information and precise curricula information towards prospective international students.

### ■ University's own indicators and targets

##### ○ Institutionalization of International Collaborative Research

Joint research system has formulated to promote International collaborative research with enterprises. The definition of International collaborative research has added in rules for handling of joint research in FY 2016 and its indirect expenses has set up as 30%. In addition, the contract form of collaborative research has modified and 8 cases of international collaborative research has implemented until FY 2016. These collaborative researches has conducted through utilizing the network of GIGAKU Techno Park and this strong connection assists SMEs to expand overseas.



〈 contract form of collaborative research 〉

##### ○ GIGAKU Techno Park Provides Continuous Support for Globalization of SMEs

###### 【Vietnam】

- International collaborative research has implemented between NUT, HUST, Japanese companies and local subsidiary. In addition, we encouraged students from HUST and NUT to take part in these projects and promoted cultivation of practical engineers who have global perspectives.

### 【Thailand】

•We not only supported SMEs in the prefecture to apply for ODA, also assisted these companies to enter overseas markets through the association of local coordinator who NUT hires.

### 【Mexico】

•We provide an exhibition support for three Japanese companies in the prefecture and two Japanese companies outside the prefecture to take part in FISINNCO 2017 held in Leon city in December.  
As above examples, we continue to support overseas expansion of SMEs.

## ■ Featured initiatives based on the characteristics of the university

### ○ Promoting Industrial-Academia Collaborative Activities through GIGAKU Techno Park

International collaborative research has implemented between NUT, partner universities, Japanese companies and local subsidiary as the industry-academia collaborative activities through GIGAKU Techno Park. In this model case, these researches encourage students from NUT and partner universities to take part in collaborative researches such as sending Japanese students to local subsidiary, students from partner universities to Japanese companies respectively. It can be expected to cultivate practical engineers in both countries. We continue to promote industry-academia collaboration to cultivate globally practical engineers.



〈At Japanese local subsidiary〉

### ○ Supporting Overseas Expansion of SMEs

GIGAKU Techno Park network which established in overseas strategic regions is utilized to support SMEs companies that are already expanding overseas development or have intention to expand their business abroad. For instance, preliminary consultation has arranged to consider companies possibility of their overseas business expansion, and also supported companies to apply for ODA so far as our activities.

## ■ Free description

### ○ 1<sup>st</sup> Panel Discussion on the Future of GIGAKU Education Held

We called our university's partners that promoting distinctive **practical engineering education**, such as related universities and industries in the world and we held the 1<sup>st</sup> Panel Discussion on the Future of GIGAKU Education (22 participants from 7 countries, 12 institutes). We discussed about the methods of best practice and evaluation of the achievement for practical engineering education that meets the world demands, and possible solution for reinforcing international cooperation. Throughout this meeting, we surveyed indicator of education for practical engineers. This panel discussion was a preliminary meeting for the **International GIGAKU Education Authenticate Committee**. We are planning to hold 2<sup>nd</sup> panel discussion on October, 2017.



〈 1<sup>st</sup> Panel Discussion on the Future of GIGAKU Education〉

### ○ Utilizing Video Conferencing System for Coordinator Meeting

GIGAKU Techno Park office's coordinators exchange the information on a monthly basis using the video conference system (Super GI-net) which installed each strategic office.

Each office's coordinator explain and exchange their opinion about GTP office's progress such as international joint education and joint research project. We approach this future task from different angles and promote education for students and SME's engineers.

On October 2017, we are planning to hold 2<sup>nd</sup> GIGAKU Alliance Meeting. We will further develop the GIGAKU Techno Park Network by enhancing the linkage among strategic regions.



〈9th Web Coordinator meeting〉

### ○ Seeking the Possibility of Establishing New Offices to the Strategic Regions

For the purpose of promoting education and research based on the GIGAKU and industry-academia joint research, we are seeking the possibility of establishing new offices following existing office (Mexico, Mongolia, Viet Nam, Thailand, and Malaysia) for supporting the International Cooperative Education (GIGAKU Education and Research Network) and International Industry-Academia-Government Collaboration (GIGAKU Techno Park Network)

**【India】**Director of Indian Institute of Information Technology, Design and Manufacturing (IIITDM), Kancheepuram shows the approval of establishing new office in IIITDM. This office will be supported for IIITDM-NUT-Industry joint research and expanding our education program for future aspects.

**【Spain】**We are progressing with the preparations for establishing new office at research center in Basque (Spain) on April 2017. This new office will be the window of Europe and will be enhanced the liaison among BC3, MU, DU, and UPV/EHU.



## 5. Progress of activities (FY2017)

[Nagaoka University of Technology]

### ■ Common performance indicators and achievement goals

#### Internationalization-relationship

##### ○ Short-term study programs for international students have been expanded.

The programs such as Nagaoka Summer School for Young Engineers (NASSYE), Twinning Program Summer Intensive Program (Vietnam & China, Mexico), Japan-Asia Youth Exchange Program in Science (SAKURA Science), and other short-term study programs have been implemented since FY2016. Through these programs, we have accepted 85 international students at Nagaoka University of Technology (NUT). The ratio of international students studying in NUT for the whole year increased by 21.8% in FY2017 compared to 17.7% in FY2016.

##### ○ Overseas internship program has been expanded.

In FY2016, 59 undergraduate students were dispatched to 34 institutions in 14 countries to expand overseas internship program. In FY2017, 66 undergraduate students were dispatched to 37 institutions in 14 countries for a period of four to six months. In addition, we have expanded our student dispatch programs such as Global Leader Research Internship and Short-Term Overseas Training Program for Global Leadership. Moreover, the internship program for special auditing students from universities that have concluded academic exchange agreements was done in Japanese companies, and expanded from 8 students in FY2016 to 21 students in FY2017.

##### ○ The 6th International GIGAKU Conference in Nagaoka (IGCN2017) was held.

The 6th International GIGAKU Conference in Nagaoka (IGCN), which began in FY2011, was held on October 5 and 6, 2017, at NUT, with the purpose of disseminating the spirit of "GIGAKU" worldwide. This fiscal year, a total of 210 participants from universities, National Institute of Technology, and companies in Japan and overseas (15 countries) participated in this conference under the theme of "The Future of GIGAKU Education." The participants had an active discussions about the theme of "GIGAKU Education" and "GIGAKU Research and Development."



〈 IGCN: Poster Session 〉

#### Governance reform

##### ○ We have promoted the improvement of the language skills of our staff.

In order to improve English proficiency of staff required for dealing with the matters related to international students and universities that have concluded academic exchange agreements, English language proficiency training was conducted for staff. In FY2017, 5 new staff members met the language skills standards stipulated in this project. As a result, the number of staff who achieved this goal increased to 30 staff(20.7%), and the target value(15.8%) for FY2019 was achieved ahead of schedule.

##### ○ Division of General Information was established to unify the information in the university.

We have reorganized our office organization and established Division of General Information in order to unify Institutional Research (IR), office information, and academic information within our university. Strengthening corporate governance is promoted by establishing a system that integrates the information in the university.

##### ○ The establishment of GIGAKU Advisory Board has been promoted.

The establishment of GIGAKU Advisory Board has been promoted to evaluate the activities and management of the entire GIGAKU Education Network and GIGAKU Techno Park Network, which we have built up to now. GIGAKU Advisory Board is planned to establish in FY2018. Managers with extensive experiences of international business, and representatives from overseas collaborative universities invited to the External Evaluation Committee, will mainly be chosen as members for this Advisory Board.

#### Educational reform

##### ○ An overseas research internship program for master's degrees has established.

In order to cultivate innovative human resources who can play an active role globally in the future, we have established the Practical Study Project for Master's Student (Research Internship) related to master's research themes at overseas universities, research institutes, and companies for three months or more in master's programs. From FY2018, we will apply this system to expand the dispatch of master's students.



〈 External evaluation committee 〉

##### ○ We have increased the number of English courses in undergraduate schools.

The number of courses in English were increased from 6 courses in FY2017 to 23 courses in FY2018. In addition, we continued to introduce syllabuses and courses in English to promote bilingualization of our educational system.

■ **University-specific performance indicators and achievement goals**

○ **We established GIGAKU Global Project ~The Lamp Society 21~.**

The activities related to the promotion of Industry-Academia collaborative activities purpose at realizing the “Establishment of an Integrated Global Campus with Collaboration between Industry, Academia, and Government”, and the development of practical engineers (students and employed engineers) who will lead the global society, are regarded as GIGAKU Global Project, and in order to be given sustainable support from companies, we are working to strengthen our voluntary financial base by developing a membership system ~The Lamp Society 21~ expanded from original contribution system of GIGAKU Global Project established in FY 2016.

We will continue to promote the development of practical engineers through Industry-Academia collaboration between our university and local companies.



<The Lamp Society 21 pamphlet>

○ **The final target for the number of SME international collaborative research projects was achieved ahead of schedule.**

The final target (10 cases) for the number of international collaborative research projects with SME was achieved ahead of schedule. Some SMEs are seeking to expand overseas by recruiting foreign human resources based on international collaborative research.

■ **Featured initiatives based on the characteristics of the university (type B only)**

○ **A new office has established in Basque, Spain.**

We opened BC3-NUT office as the sixth office after Mongolia, Mexico, Vietnam, Thailand, and Malaysia, at the Basque Center for Climate Change (BC3), which is located in University of the Basque Country.

BC3-NUT office serves as a contact point for universities in Basque/Spain, such as Mondragon University, University of the Basque Country, and Europe, and provides support for the development of collaborative education programs and the acceptance of interns.



<BC3-NUT office opening ceremony>

○ **The third GTP Alliance Meeting was held.**

On Thursday, October 5, 2017, the 3rd GTP Alliance Meeting was held in Ao-re Nagaoka. Approximately 40 participants related to GIGAKU Techno Park (GTP) and NUT offices, which we have set up in its strategic overseas regions gathered together for the meeting. The purpose of this meeting is to discuss the current situation and challenge aheads, and confirm future strategies at nine GTP/NUT offices including the planned offices in 7 countries.



< GTP Alliance Meeting >

■ **Free description (please freely convey your efforts)**

○ **We participated in the United Nations Academic Impact.**



Our university expressed its commitment to support and promote the United Nations' Ten Principles of Academic Impact, and applied for participation in the United Nations Academic Impact and was approved in August 2017.

We will continue to strongly endorse the activities of the United Nations and to take active measures with a strong awareness of the role that institutions of higher education should play in supporting these activities.

○ **Hanoi-Niigata Industry-Academia Workshop was held.**

Hanoi-Niigata Industry-Academia Workshop was held at Hanoi University of Science and Technology in Vietnam for two days on January 22 (Monday) and 23 (Tuesday), hosted by NUT, International University of Japan, and Japan External Trade Organization (JETRO). The event was also held as a related project to the 45th anniversary of the establishment of diplomatic relations between Japan and Vietnam.

At the workshop, three organizations introduced their respective strengths in supporting the overseas development of companies in Niigata Prefecture, cultivating global human resource capable of playing an active role internationally, and attracting foreign enterprises to Niigata prefecture. A total of 180 participants actively exchanged opinions on building a network with other countries.



< Hanoi-Niigata Industry-Academia Workshop >

# Top Global University Project (Type B) Kanazawa University

## 1. Outline

### 【 Name of project 】

Developing Human Resources to Lead the Global Society and Establishing the Kanazawa University Brand by Thorough Internationalization

### 【 Future vision of the university planned in TGU project 】

As it aims to carry out reforms in accordance with its status as a research university dedicated to education, while opening up its doors to both local and global society and to serve as the stronghold of intellect in East Asia as called for in its university charter, Kanazawa University has been devoting all its energies toward educating human resources capable of thriving as key members of global society. In recent years, globalization has been accelerating in various fields and the roles expected of institutions of higher education have been increasing. In response to those demands, Kanazawa University has been carrying out reforms energetically. Triggered by our appointment to a Top Global University, Kanazawa University aims to accelerate these reforms and realize the following vision in 10 years by thorough university reforms and internationalization under the leadership of the President and to become a role model of university reforms.

1. Be a university that provides high-quality education on international standards based on the unique global standard for human resources training (KUGS: Kanazawa University "Global" Standard)
2. Be a university that leads the globalization of Japan by nurturing "Kanazawa University Brand" human resources who take active roles in the world
3. Be a university that is the core of the world's network of higher education and research in East Asia

### 【 Summary of Project 】

Kanazawa University aims to establish the Kanazawa University (KU) Brand by strongly promoting the reforms in education based on KUGS (Kanazawa University "Global" Standard) indicating the images of human resources we try to nurture, and the internationalization of the faculty and administrative staff. Also, we aim to establish "Kanazawa University Model" for training human resources in order to drive globalization in the Hokuriku region and to produce the human resources who can thrive as leaders in today's knowledge-based society. To achieve these objectives, we will accelerate the internationalization of the entire university as well as the university reforms necessary for internationalization based on the seven strategies on education, internationalization, and governance.

**University Charter**

**To tackle reforms as "a research university dedicated to education, while opening up its doors to both local and global society"**

To train human resources with a rich sense of humanity who are equipped with specialized knowledge, ability to search for problems, and a global point of view and ethic

**Kanazawa University "Global" Standard** 

The specific vision of human resources trained at KU in the ever-globalizing international society of the present, in order to manifest the basic educational goals set in the university charter

To train human resources equipped with the following abilities, physical strength, and human resilience, who can actively fulfill his/her duties as a member of the human race in the international society, and tackle the present problems fearlessly as the core leader of the society

1. Know one's own position
2. Know and train oneself
3. Express thoughts and values
4. Connect with the world
5. Tackle future problems

**Be a university that provides high-quality education on international standards based on the unique global standard for human resources training (KUGS).**

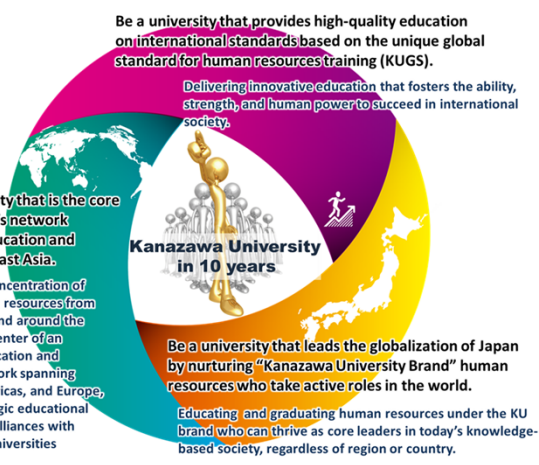
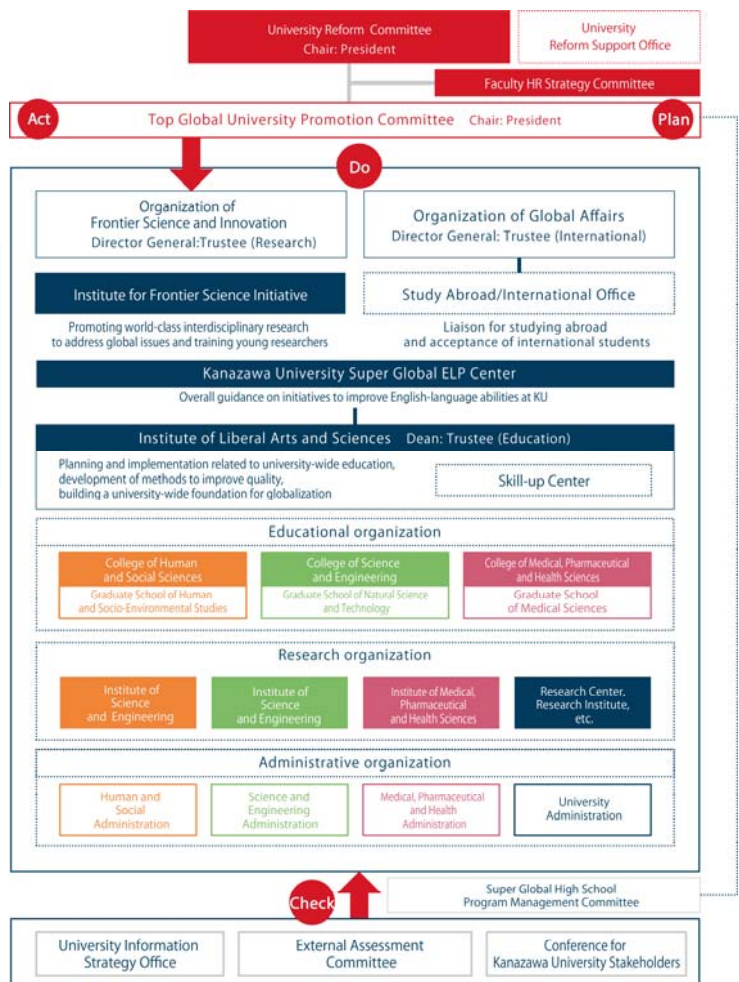
Delivering innovative education that fosters the ability, strength, and human power to succeed in international society.

**Be a university that is the core of the world's network of higher education and research in East Asia.**

Attracting a concentration of diverse human resources from across Japan and around the world as the center of an advanced education and research network spanning Asia, the Americas, and Europe, through strategic educational and research alliances with outstanding universities overseas.

**Be a university that leads the globalization of Japan by nurturing "Kanazawa University Brand" human resources who take active roles in the world.**

Educating and graduating human resources under the KU brand who can thrive as core leaders in today's knowledge-based society, regardless of region or country.



## 【Summary of the 10-year plan】 Seven Strategies

### 1. Realizing the KU Brand of Education Based on KUGS, Centered on the Institute of Liberal Arts and Sciences

- Establishing the Institute of Liberal Arts and Sciences which will be the core of internationalization of education and improving the students' communication skills in English
- Defining KUGS (Kanazawa University "Global" Standard) consistent across undergraduate and graduate courses and developing a new curriculum based on KUGS and adopting a quarter system accordingly

### 2. Accelerating Globalization of Undergraduate Education, with the School of International Studies Serving as a Model Program

- Applying the results of various international programs in the School of International Studies to other schools
- Adopting at least 1 international program in each course based on mutual recognition of units, developing joint degree programs integrating classes through joint recognition of units, and developing curricula to enable students to experience an international environment while in Japan

### 3. Setting up a Special Education/Research Zone to Enhance Research Capabilities, and Advancing Postgraduate Education and Research in Response to Globalization

- Setting up "Institute for Frontier Science Initiative (InFiniti)" to promote interdisciplinary research to address global challenges, as international joint research
- Choosing particularly capable graduate students and providing economic assistance and interdisciplinary education at InFiniti as well as sending them to outstanding research institutions abroad, to train them in the teaching methods needed for future educators as "High Ranking Teaching Assistants"

### 4. Enhancing International Education and Research Networks as well as Kanazawa University's Overseas Facilities

- Using a sabbatical research system to enhance ties with overseas research institutions on a one-to-one basis and develop future inter-organizational exchange
- Developing overseas facilities in America, Europe and Asia where KU staff will be on permanent assignment and developing these into overseas satellite campuses with KU faculty on permanent assignment in the future

### 5. Setting up the Kanazawa University Super Global ELP Center of the Tufts University English Language Programs and Enhancing English-Language Education

- Setting up the Kanazawa University Super Global ELP Center with the Tufts University English Language Programs, renowned for their high-quality English education, on the KU campus in order to improve the English ability of the students, faculty and administrative staff.
- Establishing syllabi, numbering systems, teaching methods, and evaluation methods in partnership with Tufts University and participating in Tufts University's international educational network

### 6. Driving Globalization in the Community Through the Hands-on Program Extending Beyond Community Boundaries and Partnership with the SGH Program

- Providing opportunities for all international students at KU to interact directly with the local community together with Japanese students
- Utilizing KU's network of affiliated schools from kindergarten through high school to educate faculty able to adapt to globalization in primary and secondary education
- Building a new model for linking high school with university to realize synergies in globalization with partnership with Kanazawa University Senior High School (chosen for the Super Global High School program)

### 7. Swift, Powerful Governance Reforms Under the Leadership of the University President

- Establishing "University Reform Promotion Committee" to serve as the headquarters for the entire university reforms and advancing strong governance reforms centered on university management and faculty HR systems, under the leadership of the President

## 【Featured initiatives (Internationalization, University reform, Education reform)】

○ In order to train human resources equipped with the 5 abilities indicated in KUGS, physical strength, and human resilience, we will launch "Empowerment Program" which will be a part of graduation requirements. The purpose of this program is for the students to recognize the importance of physical and mental strength, to accept diverse ways of thinking, and to become aware that they are members of the society. Students are expected to complete one of the following two programs in their 1st, 2nd or 3rd year. One is "Overseas Dispatch Program (Study Abroad Program)" and the other is "Hands-on Program Extending Beyond Community Boundaries (Local Activity Programs)" in which Japanese students and international students work together. Through activities on and outside of campus, the program aims to nurture human resilience to survive in the international society of the future.

○ Tufts University, one of our international partner institutions (University-Level), is an American private institution established in 1952 whose campus is located near Boston. It is renowned for their high-quality English Language Program as well as high-quality education such as small classes of less than 15 students and "active learning." As their sole partner in Japan, we operate the KU Super Global ELP Center in cooperation with Tufts University. The teachers dispatched from Tufts University hold classes for the faculty to improve their ability to lecture in English, classes of business English for the administrative staff, and classes for the students to prepare for their study abroad.

○ We organize "Conference for Kanazawa University Stakeholders" consisting of the stakeholders of the university. We report the university's status of education, research and governance at the conference and ask for their opinions and requests, which will be reflected to the university governance.

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Kanazawa University Super Global ELP Center

In March 2015, “Kanazawa University Super Global ELP Center” was established inside Kakuma Guest House. This center was set up in cooperation with Tufts University, which is one of our partner institutions in America, and aims to improve the English ability of the students, faculty and administrative staff.

##### ○ Global Communication Room at University Library

On March 27, 2015, the “Global Communication Room”, a new space for interaction between international students and Japanese students, opened in the Natural Sciences and Technology Library. This room, equipped with discussion and presentation equipment, was established to promote student interaction through “learning.”

##### ○ Kanazawa University Ghent Office

On May 19, 2015, Kanazawa University Ghent Office was established in Ghent University, Belgium. Kanazawa University and Ghent University have concluded the agreement since July, 2009.

##### ○ Kanazawa University Alumni Association in Thailand and China

In 2014, two Kanazawa University Alumni Associations abroad were established: Thailand in August and China in November. These follow the three Alumni Associations abroad which had been established before 2013: Boston, Vietnam and Myanmar.



〈Kanazawa University Ghent Office〉

##### ○ Tobitate! Next Japan

Tobitate! Next Japan, a scholarship program by public-private partnership, began in 2014. For the first period, 4 Kanazawa University students out of 13 applicants were accepted to the program, and for the second period, 7 students out of 22 were accepted. The number of accepted students and applicants were the fourth largest of all national universities.

#### University reform

##### ○ Top Global University Project Planning and Promotion Headquarters

On February 10, 2015, Top Global University Project Planning and Promotion Headquarters was established to promote Kanazawa University’s Top Global University project “Developing Human Resources to Lead the Global Society and Establishing the Kanazawa University Brand by Thorough Internationalization.”

##### ○ Kanazawa University “SGU” Kick-Off Symposium

On March 27, 2015, Kanazawa University hosted Kanazawa University “SGU” Kick-Off Symposium “Challenges in Establishing Kanazawa University ‘Global’ Standard.” Approximately 230 persons from within and outside the university attended the event. After the opening address by the President and the presentation by Vice President introducing the SGU project, Mr. Yasushi Akashi, Former Deputy Secretary-General of the United Nations presented his keynote speech.



〈Kanazawa University “SGU” Kick-Off Symposium〉

##### ○ Kanazawa University Top Global University Information Session for Faculty and Staff

On June 4, 2015, “Kanazawa University Top Global University Information Session for Faculty and Staff” took place and more than 400 faculty and staff attended the event. The President and Vice Presidents introduced the overview of the project, the initiatives and the vision in 10 years in the future.

#### Education reform

##### ○ Super Global English Language Program for students

In April 2015, Super Global English Language Program for students started at the Kanazawa University Super Global ELP Center. This program consists of classes of small number of students by the academic staff dispatched from Tufts University, which aims to improve the students’ English ability to study abroad.

##### ○ English Learning Adviser

In April 2015, the English Learning Adviser System was implemented to improve the students’ English skills. The adviser is in charge of counseling with the students, supporting their English learning via e-learning and holding various classes such as TOEIC preparation class.

##### ○ English Proficiency Test For Entrance Exam

In the entrance exam for 2015 fiscal year, the School of International Studies accepted the score of English Proficiency Test such as TOEIC and TOEFL. The score higher than the designated score was regarded as full marks of English subject in National Center Test for University Admissions.

## ■ University's own indicators and targets

### ○ Conferment Ceremony for Kanazawa University Collaborative Professor

On March 22, 2015, the Conferment Ceremony for Kanazawa University Collaborative Professor took place and three newly appointed collaborative professors were handed the conferment certificate. They are expected to help promote international exchange activities, recruit students, and follow up on exchange students in their destination countries.



〈Conferment Ceremony for Collaborative Professor〉

### ○ English Language Program for Faculty

In March 2015, English Language Program for Faculty (trial) started at the Kanazawa University Super Global ELP Center. 22 participants attended onsite courses in March and are taking online courses during the semester.

### ○ Sabbatical Leave

In 2014, 6 faculty members took sabbatical leave and started their research abroad. In 2015, another 6 are going to research abroad and more faculty members are expected to take sabbatical leave in the future.

## ■ Featured initiatives based on the characteristics of the university

### ○ Institute for Frontier Science Initiative (InFiniti)

On April 1, 2015, Institute for Frontier Science Initiative (InFiniti) was established to promote interdisciplinary research to address global challenges as international joint research and to provide graduate students interdisciplinary education.

### ○ Empowerment Programs

As a part of Empowerment Programs, "Camp in Noto with President" took place in August, 2014, and "Camp in Gokayama with President" in February, 2015. 66 students in total joined the events. Empowerment Programs were implemented to train human resources equipped with the 5 abilities indicated in KUGS, physical strength and human resilience.



〈Camp in Gokayama with President〉

### ○ Faculty Development Programs about Classes Taught in English and Undergraduate Courses Entirely Taught in English

In March 2014, faculty development programs took place inviting lecturers from Akita International University and Tokyo Metropolitan University. The participants shared ideas about how to build and manage classes taught in English and undergraduate courses entirely taught in English.

## ■ Free description

### ○ Residence for Japanese and International Students

Kanazawa University will construct student residences where Japanese students and international students live together. Kanazawa University Student/International Student Dormitory "SAKIGAKE I," which accommodates 104 students, was completed in October, 2014 and "SAKIGAKE II," which accommodates 200 students will be completed in 2016. In the future, three student residences for Japanese students located in the city center will be relocated to Kakuma Campus as a residence for both Japanese and international students which accommodates about 800 students.



### ○ Kanazawa City, a Mixture of History, Culture and Modernity

Kanazawa University is located in Kanazawa City, which is situated on the Sea of Japan side in the middle of the Japanese archipelago. In March 2015, Hokuriku Shinkansen opened and now it takes only two and a half hours from Tokyo to Kanazawa. While the city is one of the largest cities on the Sea of Japan, its population is moderate 450,000 approx., and the city still preserves the taste of Edo era as well as various traditional cultures.

### ○ Kakuma Campus

Kakuma Campus, the main campus of Kanazawa University, is 43 times as large as Tokyo Dome with the total area of 2,000,000m<sup>2</sup>. Being surrounded by abundant nature, the campus provides the ideal environment for students to study. The campus is handy for shopping and other activities, as it takes only 5 minutes by car to the nearest shopping area and 15 minutes to the city center. Also, both swimming beaches and ski areas can be reached within 2 hours by car.



〈 Student/International Student Dormitory "SAKIGAKE I" 〉



〈 Kakuma Campus, Kanazawa City and the Sea of Japan 〉



### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### ○ New Programs to Encourage Study Abroad

Having developed new study abroad programs, the number of students who studied abroad nearly doubled (+114 students) from FY2014 to 248 students in FY2015. We are now able to send more than 500 students abroad in FY2016 through the existing and new programs. In April 2016, “Study Abroad Office” was established in order to provide comprehensive and integrated support to send our students abroad smoothly.



###### ○ Globalization of University Libraries

In March 2016, “Global Communication Studio/Corner” opened in the 3 KU libraries to facilitate communication between international students and Japanese students. In the Studios, graduate students appointed as “Learning Concierge for International Students (LeCIS)” provide learning support for international students, and help Japanese students to improve their foreign language skills.



###### ○ Enhancement of Support for International Students

Since October 2015, a full-time counselor has been providing counseling to international students in English. Also, “International Exchange Advisor” system was implemented to officially appoint the local residents who had been voluntarily supporting our international students as advisors of KU. These people have contributed to enhancement of support for international students especially in their daily life and mental well-being.

###### ○ Enlargement of Overseas Alumni Association Network

In January 2016, “Kanazawa University Alumni Association in Indonesia” was established as the sixth Overseas Alumni Association, and more than 140 participants including the Indonesian alumni attended the Foundation Party. Since the First KU Overseas Alumni Association General Conference took place at KU in October 2015, the networks between KU and those associations as well as between the associations have been growing. These networks are expected to expand exchanges both in research and education.



##### University reform

###### ○ Reinforcement of the Organization to Implement the Project

The President directly interviews candidates for Dean and discuss the university’s policy including the TGU project, so that the coordination to implement the project will be reinforced and the project will progress promptly and adequately.

###### ○ Reflection of Stakeholders’ Opinions

In July 2015, “Conference for Kanazawa University Stakeholders” took place for the first time. There were reports on the recent status of the university’s research, education and management including the TGU project. Requests and opinions from the stakeholders will be reflected in the project.



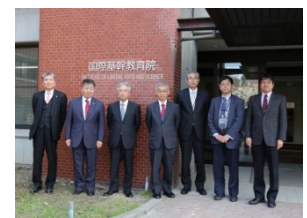
###### ○ Appointment of Excellent Researchers through Implementation of New Personnel Systems

By FY2015, we have appointed 37 excellent researchers including 3 foreigners as “Research Professors,” using the new personnel systems such as Annual Salary implemented in January 2015 and Concurrent Appointment implemented in April 2015.

##### Education reform

###### ○ Drastic Reforms in Education Centered on Institute of Liberal Arts and Science

In April 2016, “Institute of Liberal Arts and Science” was established as a new institute responsible for the new curriculum in general education based on “Kanazawa University ‘Global’ Standard (KUGS.)” Three hundred courses in general education have been reorganized into 30 GS General Education Course, so that all students can acquire knowledge and skills expected of KU students.



###### ○ Encouragement of Study Abroad via Quarter System

Kanazawa University has adopted the quarter system since FY2016. Each school will set a quarter without compulsory courses to encourage students to join short-term study abroad programs. Also, by taking advantage of quarter system, students will be able to study abroad for half/one year without extending their period of enrollment.

###### ○ Enhancement of English-taught Courses Based on the Manifests

In FY2015, Trustee (Education and Student Affairs) clearly stated in the manifest for students as well as the manifest for faculty and staff why and how KU strives to increase the number of courses offered in English. By setting these manifests as the bases for enhancement of English-taught courses, the number of courses offered in English increased by 3.6 times (+422 courses) from FY2014 to 548 courses in FY2015.

## ■ University's own indicators and targets

### ○ Improvement of English Language Skills and Reinforcement of FD through Cooperation with Tufts University

"Kanazawa University Super Global ELP Center," established in April 2015 in cooperation with Tufts University (USA), offers English courses not only for students but also for faculty and staff. By FY2015, 97 faculty and staff members have attended the courses. In February 2016, Director and Associate Director of Tufts University's Center for the Enhancement of Learning and Teaching (CELT) delivered lectures on their advanced and renowned programs for faculty development.



### ○ Development of Overseas Facilities through Administrative Staff Exchanges

In FY2015, we started a program for staff training, which sends administrative staff to selected partner institutions, and 2 staff members have been sent to Tufts University (USA) and 2 others have been sent to Ghent University (Belgium) for 8 days to 2 weeks. They provided information about KU, collected information on the partner institution, and engaged in student recruitment.



### ○ Training of "High Ranking Teaching Assistants" as Future Educators

In FY2015, 14 doctoral students were hired as "High Ranking Teaching Assistants" by the Institute for Frontier Science Initiative. High Ranking Teaching Assistants receive training on teaching method at the Skill-up Center and assist professors, and they are expected to become educators at university in the future.

### ○ Reforms in Entrance Exam to Accept Talented Students

The general information on the new format of entrance exam, which will be implemented in FY2018, was released in May 2016. In this new system, KU accepts applicants in two broad categories: Humanities and Sciences, and the accepted students will take enough time to choose their major after their enrollment. KU expects to acquire students with more diverse interests through this new system. Also, the School of International Studies started to adopt the score of English Proficiency Test in the entrance exam for FY2015, and all the other Schools plan to follow in the entrance exam for FY2018.

## ■ Featured initiatives based on the characteristics of the university

### ○ Symposium for High School-University Joint Development of Global Human Resources

In March 2016, KU hosted the 2nd KU-GLOCS Symposium with the theme of high school-university joint development of global human resources in cooperation with 6 high schools in Ishikawa, most of which are selected as SGH and/or SSH, and approximately 280 people including 160 high school students attended the event. KU will continue to strengthen the ties with high schools, in cooperation with the KU "Global Science Campus" project, to acquire excellent students.



### ○ Promotion of TOBITATE! Young Ambassador Program

In order to increase the number of students studying abroad in TOBITATE! Young Ambassador Program, KU offers various supports for students such as briefing sessions, individual consultation by administrative staff in charge, and mock interviews with the President.



### ○ Enhancement of Community Learning "Super" Experience Program to Strengthen Human Resilience

Community Learning "Super" Experience Program, which started as one of the Empowerment Programs in FY2014, became an official course of general education in FY2015. One hundred and twelve students including 20 international students in total participated in the 4 sessions of the program. The program has received a lot of positive feedback from the participants, including comments on gaining valuable experiences such as experiencing local culture and staying with local people on homestay.



## ■ Free description

### ○ Promotion of the Project via Various Media

In addition to the KU TGU project Website, we started to issue a monthly newsletter called "KU-SGU Newsletter" in 2015 to inform our initiatives for the TGU project briefly. Also, we launched the Facebook page for the project to provide information on TGU-related events and reports from the staff members sent abroad for training in a friendly way.



### ○ New Promotional Video Showing the University's Globalization

In December 2015, a brand-new promotional video showing the globalization of Kanazawa University was released. This video was directed by Mr. Takeshi Maruyama, who has directed music videos of various popular music groups, and a lot of KU students including international students appeared in the video as extras. Beautiful footages shot on KU campus and various places in Kanazawa city, along with the delightful music, are woven into a video production like a short film.





## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Strong Promotion of Sending Japanese Students Abroad

In April 2016, "Study Abroad Promotion Committee" was established as an overall controlling and supervising committee for study abroad plans and "Study Abroad Office" to provide centralized support for students going abroad.

The number of students who went abroad drastically increased due to development of new study abroad and internship programs. Over 500 students (mainly undergraduate students) went abroad which is nearly double the number compared to FY 2015. In addition, Study Abroad Scholarship was newly established in order to further encourage our students to study abroad.

##### ○ Construct New Residence for Japanese and International Students

In March 2017, a new student / international student dormitory "Hokumei" (accommodating 200 people) was completed. The buildings are two or three-storied ferroconcrete, and 2 Japanese students and 3 students of various nationalities live in 1 unit share house. Together with "Sakigake," which was constructed earlier, we are now able to accommodate 304 students. The new dormitory is expected to further expand the global living environment like a new town being created within the campus, and it will lead to a more global campus for Kanazawa University.

##### ○ Reforms in Scholarships to Accept More International Students

"Study at KU Scholarship" was established as a part of economic support for international students. The purpose of the scholarship is to build a global collaborative network and to accelerate brain circulation by encouraging international students' motivation to study and research at Kanazawa University.

##### ○ Kanazawa University Medford Office, Joint Symposium with Tufts University

In December 2016, Kanazawa University Medford Office was established, and the commemoration ceremony took place on Tufts University Medford Campus. The office is expected to not only promote exchanges with Tufts University but also function as a base for educational research exchange in the United States. In addition to establishing the office, the First Tufts University/ Kanazawa University Joint Symposium took place to further accelerate exchanges on educational research, joint research and global brain circulation between the two universities.

##### ○ Establishment of Kanazawa University Beijing Office, Second Kanazawa University Alumni Meeting in China, and Research Exchange Conference in celebration of the Grand Opening of the Kanazawa University Beijing Office

In October 2016, Kanazawa University Beijing Office was opened in order to function as a base for recruiting international students, supporting Kanazawa University students who study abroad, encouraging international joint research and so on. To celebrate this occasion, Second Kanazawa University Alumni Meeting took place in Beijing in March 2017. Approximately 120 persons attended, including international alumni and guests from partner institutions in China. On the same day, a research exchange conference took place in celebration of the opening of the Beijing office. Thirty-one students from Kanazawa University and 71 students from various top-level Chinese universities attended. The purpose was to encourage the student participants to exchange information about research from top-level universities.

#### University reform

##### ○ Establishment of YAMAZAKI Plan 2016

"Yamazaki Plan 2016" was formulated as a new reform action plan in order to further promote world-class excellence in educational research and social implementation.

##### ○ New Faculty Evaluation System

A new faculty evaluation system, which appropriately evaluates research and educational activities as well as social contribution activities of faculty members and reflects the evaluation results to their salary, was implemented. It aims to motivate faculty members and revitalize research and educational activities.





## Education reform

### ○ Establishment of "Institute of Liberal Arts and Science" and Start of GS (Global Standard) Course

In April 2016, "Institute of Liberal Arts and Science" was established as a new institute responsible for the new curriculum in general education based on "Kanazawa University 'Global' Standard (KUGS.)" Three hundred courses in general education have been reorganized into 30 GS General Education Courses, and textbooks as well as the class operation method are commonized in order to eliminate variation on teaching content and evaluation method, so that all students can acquire knowledge and skills expected of KU students.

### ○ English Courses to Train Four Skills

English courses required for all 1st year undergraduate students was reformed to "EAP (English for Academic Purposes)" and "TOEIC Preparation." This reform enables students to acquire more "usable" English by practically train the four skills in English (reading, writing, listening and speaking).

In addition, TOEIC (L& R) IP Test was implemented as the final exam of the 4th quarter, and the average score was 528 point (for approximately 1,600 candidates). This score result will be analyzed in detail for further improvement of classes.

### ○ English Proficiency Test for Entrance Exam

In the entrance exam for fiscal year 2015, the School of International Studies accepted the score of English Proficiency Test such as TOEIC and TOEFL that is higher than designated score as equivalent to full marks in English subject of National Center Test for University Admissions. These test scores will be accepted university-wide from fiscal year 2018.

## ■ University's own indicators and targets

### ○ Tobitate! Next Japan

Tobitate! Next Japan, a scholarship program by public-private partnership, began in 2014. Various kinds of support such as Tobitate! information session, private consultation and interview practice by the President for students who passed document screening are offered to students to encourage their application. In February 2017, the selection result of the sixth batch of TOBITATE! Young Ambassador Program was announced, and Kanazawa University had 24 successful candidates, which was the 3rd largest number after Kyushu University (28 candidates) and Waseda University (25 candidates), and the 2nd among national universities.



### ○ Strengthen Functions of Overseas Bases by Promoting Staff Exchanges

In order to improve administrative staff's global mindset, Kanazawa University is sending administrative staff to selected partner institutions. In FY 2016, 3 staffs were sent to Tufts University (USA) and 2 staffs to King. Mongkut's Technology Thonburi (Thailand). They provided information about our university, collected information on the partner institution and engaged in student recruitment. Also, Kanazawa University is receiving administrative staff from partner institutions. In May and November 2016, 2 staffs from Tufts University visited Kanazawa and deepened exchanges.



### ○ Enhancement of Community Learning "Super" Experience Program to Strengthen Human Resilience

Community Learning "Super" Experience Program, which started as one of the Empowerment Programs in FY 2014, became an official course of general education in FY 2015. In FY 2016, 111 students including 10 international students participated in the 4 sessions of the program. By undertaking training to acquire the knowledge of local traditional culture and lifestyle in advance in coordination with regional groups such as Ishikawa City College conducted by University Consortium Ishikawa, the students were able to further empower human resilience as they joined the program.



## ■ Featured initiatives based on the characteristics of the university

### ○ Symposium for Global Career

In March 2017, Kanazawa University hosted the 3rd KU-GLOCS Symposium with the theme of Global Career in cooperation with 11 high schools in Ishikawa, most of which are selected as SGH and/or SSH, and approximately 180 people including 150 high school students attended the event. This symposium was planned and run in collaboration with KU-SGU Student Staff mentioned next.



### ○ KU-SGU Student Staff

In FY 2016, "KU-SGU Student Staff," a group of Kanazawa University students who cooperate with the university to promote our Top Global University Project, was established. The whole idea of this group is mainly to plan and conduct activities for students to promote globalization of the university such as Study Abroad Orientation and "Career" × "Global" Seminar, and they have already organized 5 events.



## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Various Study Abroad Programs

In 2017, Kanazawa University (KU) set up 25 new Study Abroad programs.

In the "First Step Program," especially designed for overseas beginners, new programs were established for China and Russia.

Regarding overseas internship programs, KU conducted a program at the Maya ruins in Guatemala that made use of cultural resource sciences, which is the particular strength of KU.

KU has developed a variety of programs and dispatched 608 students abroad (Increased 106 year-on-year).



##### ○ Establishment of Double Degree Program with the World's Top-level Universities, Expansion of Overseas Dispatch of Graduate Students by Holding Research Joint Symposium.

In the graduate school program, KU is gradually expanding its overseas dispatch of graduate students to foster highly specialized human resources who have a global awareness and ability to pursue one's own ends.

In 2017, KU implemented seven overseas dispatch programs for graduate students at the Graduate School of Natural Sciences and launched the "Graduate School GS Program," a fusion of different fields; using these and the support for overseas research dispatching by for Frontier Science Initiative Higher Education Division by overseas academic dispatch assistance, we sent 307 graduate students overseas (44 more than previous year).



In February 2018, KU held a joint symposium with Ghent University in Belgium and Strasbourg University in France. Particularly at Ghent University, a research exchange meeting for graduate students was held and it promoted exchange of young researchers and graduate students based on research network.

##### ○ Development of New Education Program for International Students

KU implemented KU March-August Program (KUMAP) and KU September-December Program (KUSDP) as new short-term education programs for the international students and accepted about 20 students from the major partner Universities.

In addition, KU was selected for "Inter-University Exchange Project (Russia)" which aims to train global human resources who can play an active role internationally and to strengthen the global development power of university education, and conducted "Russian Cultural Exchange Program (3 weeks)" through which we accepted six students from Russian partner universities.



##### ○ Established the SUN/SixERS Bangkok Office in Thailand

In August 2017, in Bangkok, Thailand, KU established the SUN/SixERS (Six Universities Network/International Education & Research System, Japan) Bangkok Office to be shared by National Six Universities (Kanazawa, Chiba, Niigata, Okayama, Nagasaki and Kumamoto).

Here, we issued a campus guidebook for international students in local language, provide information on our university and offer counseling to local applicants and utilizing it as a base to transmit information.

In commemoration of establishment, "Japan -Thailand Research Exchange Conference 2017" was held to promote research exchange of Japanese graduate students and students from King Mongkut's University of Technology Thonburi and Chulalongkorn University.



##### ○ The Second Kanazawa University Alumni Association General Meeting took place in Hanoi, Vietnam

In January 2018, representatives from KU Alumni Associations of Vietnam, Thailand, Myanmar, China and Indonesia attended the Second KU Alumni Association General Meeting held in Hanoi and reported their activities, discussed further collaboration and further enhancing dissemination of information to study at KU to local students.

The next international alumni association general meeting is planned to be held in Myanmar.

## University reform

### ○ Reorganization of Graduate School and Undergraduate Courses Corresponding to Globalization

From 2018, KU has reorganized the School of Economics, School of Regional Development Studies, and School of International Studies, and engaged in the School of Mechanical Engineering, School of Frontier Engineering, School of Electrical, School of Geosciences and Civil Engineering, and School of Biological Science and Technology. In addition, KU established a joint graduate school (Graduate School of Frontier Science Initiative) with the Japan Advanced Institute of Science and Technology.

## Educational reform

### ○ New Entrance Examination System

In order to secure students with outstanding qualities, abilities and motivation according to the image of ideal human resource by Kanazawa University "Global" Standard (KUGS), KU introduced "batch entrance exam system for the College of Human and Social Sciences and the College of Science and Engineering (for the latter semester)" and "batch entrance exam system for 3 schools of the College of Science and Engineering (for the first term semester) ."

The School of General Education was established at the Institute of Liberal Arts and Science to support students who entered at KU under these new systems, comprehensive liberal arts education and basic education is offered to students under the support of academic advisor.

KU is also considering to develop a high school-to-university program, such as holding high school-to-university roundtable, in order to introduce 'KUGS special entrance examination' which evaluates student's subjectivity, diversity, and cooperation in the future.

### ○ Steady Promotion of Conducting Classes in English

Together with the continued implementation of the Tufts University ELP teacher training program at the Kanazawa University Super Global ELP (English Language Programs) Center established in 2015, KU conducted a questionnaire on teaching classes in English in the first quarter, analyzed the result and organized the issues to further increase the number of classes offered in English.

At the same time, the Institute of Liberal Arts and Science Skills-Up Center provided a study session for quality assurance of lessons and Faculty Development Trainings to learn useful skills for conducting actual classes in English.

By these efforts, the proportion of classes offered in English in the undergraduate courses increased from 6.3% (in 2016) to 11.5%, and 25.0% (in 2016) to 33.8% in the graduate courses.

## ■ Featured initiatives based on the characteristics of the university

### ○ Strengthen Employment Support System for International Students to Japanese Companies

In a joint program with Shinshu University, KU was adopted for "Hokuriku-Shinshu Employment Program for International Students" and is promoting career development of international students.

This program is comprised of "Business Japanese Language Education," "Career Education," and "Collaborative Internship," and trains and produces highly-skilled vocational personnel who represent the image of international student talent required by companies.

## ■ Activities Unique to the University

### ○ "Global Week" Event by KU-SGU Student Staff

"Global Week - International Exchange Festival" was held in the week of June 26 to 30, 2017. This event aimed at expanding the view of students by taking part in international exchange experiences that can not be enjoyed in daily life, with the keywords such as "International Exchange, ""Study Abroad" and "Discovery." This event was planned and implemented by "KU - SGU Student Staff" established in 2016 and they collaborated with many other student organizations and groups at KU in conducting various events, and more than 400 students participated.

### ○ Lectures by Celebrities Active in the World

KU held the "Kanazawa University Super Global Human Resource Development Special Lecture," inviting celebrities who has been abroad and has had cross-cultural experiences to make students of KU turn to the attention to overseas and internationalization .

In April 2017, Mr. Yasushi Akashi( former UN Administrator), Mrs. Naoko Sawamatsu (former professional tennis player) in June and Mr. Hiroto Ishida (former Science and Technology Secretary of the Science) in December gave lectures. In addition, in June 2017, a special lecture was given by Ms. Keisuke Honda of the Japan national football team and more than 600 students participated in the event.





## 1. Outline

[Name of project]

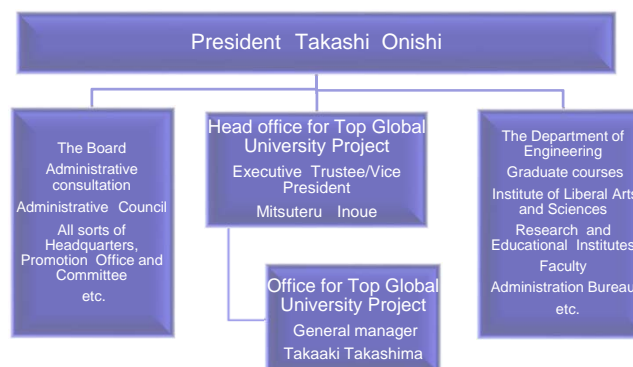
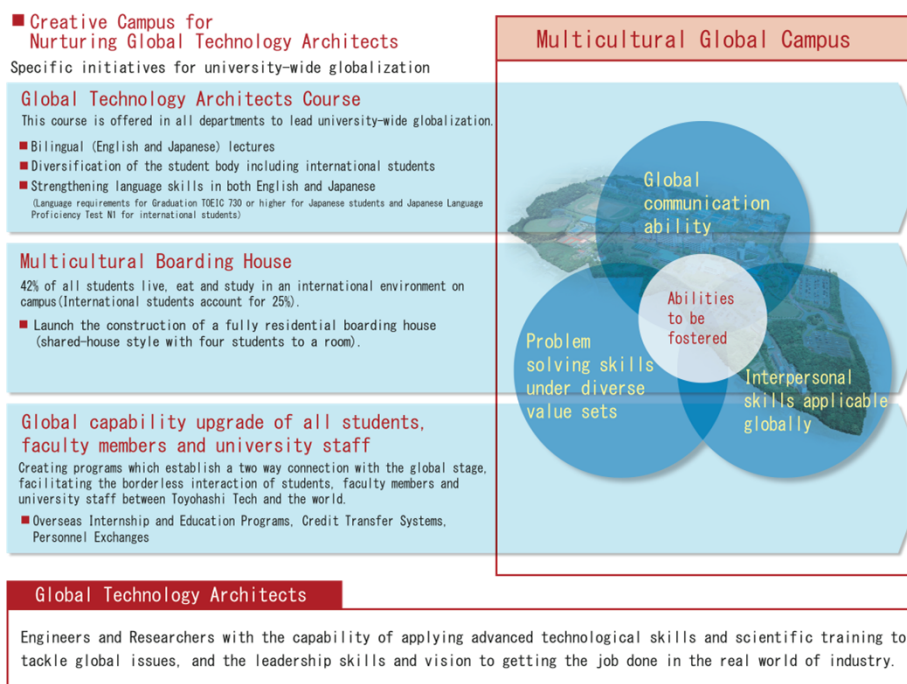
Creative Campus for Nurturing Global Technology Architects

[Future vision of the university planned in the TGU project]

With the progress of globalization in economics and society, Japan needs to strengthen the international competitiveness of its universities and develop human resources who can be globally active in various fields, with a view to continuing such development. Welcoming technical college graduates and many young international students, Toyohashi University of Technology (Toyohashi Tech) strives to provide an engineering education university-wide that goes beyond the barriers of language and culture, and to create a campus that can be recognized internationally as a university of technological science that fosters leading engineers active on the global stage.

[Summary of Project ]

Toyohashi Tech endeavors to foster “Global Technology Architects”, who are creative leaders in technological science with a solid international grounding and will be needed in future society, through realizing a “multicultural and global campus,” where domestic and international students, faculty members and university staff cultivate each other beyond the boundaries of languages and cultures. For that end, the university has worked on initiatives focusing on the following three points: “Global Technology Architects course,” “Multicultural Boarding House,” and “Global capability upgrade of all students, faculty members and university staff.” Toyohashi Tech promotes globalization across the campus with these initiatives as a core of this project and will transform the university to a place that is truly recognized and competitive in the international community and that supports the global competitiveness and sustainable economic growth of our nation’s industries in a profound way.



Implementation system

## [Summary of the 10-year plan]

### 1. “Global Technology Architects course”

Aiming at nurturing global human resources in technological science, we design an educational and admission system for the “Global Technology Architects course” in FY 2014-2015, and explain about what the course is like and how to apply for it to technical colleges (KOSEN), etc. in FY 2015. The entrance examination of this course starts in FY 2016. This course will be offered to all the departments as a combined 6-year undergraduate and graduate course, and the students will learn through bilingual (English and Japanese) lectures. The university will begin to accept third year transfers in FY 2017 and first year students in FY 2018.

The feature of this course lies in English-Japanese bilingual lectures. We plan to expand bilingual lectures in the entire. To facilitate bilingual lectures, we provide language learning assistance. With this, Toyohashi Tech will promote university-wide global engineering education beyond the boundary of languages.

### 2. Global Boarding House

All students enrolled in the “Global Technology Architects course” will in principle live in a fully residential boarding house, and we plan to newly build a Global Boarding House to accommodate them. We start preparation for construction in FY 2014-2015, and the construction begins in FY 2016. We are preparing to construct a multicultural and multilingual education-oriented boarding where the students share diverse values and develop interpersonal skills that are needed for future leading engineers. We are developing a living/education management system for the students living in this boarding house and accept students from FY 2017.

We aim to deepen and promote globalization by realizing the environment where domestic and international students live and learn together at the Global Boarding House and expand this global and multicultural environment to include the entire campus.

### 3. Global capability upgrade of all students, faculty members and university staff

With the aim of promoting multinational human resources and international compatibility across the campus, we will continuously create and implement programs which establish a global rotation of human resources, facilitating borderless interaction of students, faculty members and university staff between Toyohashi Tech and the world. In FY 2015-2016, we will carry out consultations with key overseas partner universities with the aim of full-fledged implementation of the personnel exchange program in FY 2017. Following that, the university will expand this initiative to other overseas partner schools. The first attempt is to establish a system to dispatch faculty members and university staff to Queens College of the City University of New York to promote English language ability and expand their global insight into research, education and operation. This starts in FY 2015.

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### (1) Global human resources development through the comprehensive undergraduate/graduate program:

Eighty percent of our students are graduates of KOSEN who transferred straight to third year. We have fostered practical engineers, who are strong in monotsukuri (craftsmanship), through their comprehensive undergraduate/graduate (Master's degree) program. We reviewed this educational system from a global point of view and further developed it with the concept of “Global Technology Architects” aiming at nurturing global human resources.

We continuously develop the relationship with KOSEN by the personnel exchange program, a global FD program, and KOSEN students' experience program at Toyohashi Tech.

### (2) English-Japanese bilingual lectures:

We offer bilingual lectures to the students on the Global Technology Architects course, so that they can learn through dual language channels to facilitate globally innovative research. We expand bilingual lectures to the entire university.

The Global Technology Architects course accepts international students from the first year of the undergraduate program. We also expand joint-degree/double-degree programs with our overseas partner universities. These initiatives will help to facilitate borderless interaction of students and promote globalization and diversification of students.

### (3) Strategic utilization of Toyohashi Tech's overseas educational base in Malaysia:

We strategically utilize our educational base in Penang, Malaysia, to foster Global Technology Architects through conducting practical training, recruit international students from ASEAN countries, implement the entrance examination, and collaborate with local universities and communities. We promote the development of human resources who will contribute to the growth of the technology industry in ASEAN countries which enjoy recent remarkable economic growth. We will further expand this to Europe and America.

### (4) Creation of a multicultural and global campus through the education-oriented global boarding house:

The students of the Global Technology Architect course will, in principle, live in the boarding house. We will newly build a share-house style boarding house to create an environment where the students and faculty members from various countries with a diverse sense of values live together. Together with the existing student apartments, the dormitories will accommodate over 40% of the entire student population, 25% of which will be international students. This is expected to serve as the core to spur university-wide globalization.

## 2. FY2014 Progress

### ■ Common indicators and targets

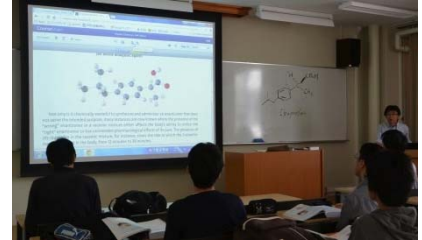
#### Internationalization

##### ○ Commenced the preparation to establish “Global Technology Architects course”

We have formulated an overview of this course (acceptance of third year students to be started in FY 2017 and first year students in FY 2018). This course is expected to be attractive to capable international students. To recruit such students, the university visited their major partner universities in ASEAN and other. We explained about the project, and launched the measures to establish a system for support and cooperation. We also held an overseas alumni reunion and organized a foreign alumni association to actively utilize the alumni network of international students.

##### ○ Formulated bilingual (English and Japanese) lectures and the curriculum to strengthen language skills

We set up a number of working groups to discuss the framework of the bilingual (English and Japanese) lectures, and partly launched the pilot project this fiscal year. We have established the policy for language curriculum reform to enhance language ability and started to work on the details this fiscal year.



(Bilingual lecture on a trial basis)

##### ○ Preparation to construct global boarding house

We have conducted studies on the methods to procure and collect funds and the basic requirements/management policy to construct the share-house style boarding house where Japanese and international students live together. The outsourcing company for advisory has already been decided, and the selection of other companies and a detailed design were launched this fiscal year in preparation for the start of construction next fiscal year.

##### ○ Support system to enhance global communication abilities

We have improved and reinforced e-learning materials for English study with the aim of enhancing global communication ability targeting all students, faculty members and university staff. An English learning support system has also been established: the advisors for English study are stationed on all weekdays; an individual consultation service has started; English seminars are regularly organized. Moreover, a special seminar entitled “How teach effectively in English” was held for faculty members to promote bilingual lectures.

#### Governance reform

##### ○ Establishment of Project Promotion Headquarters and Promotion Office

The “Head office for Top Global University Project” was established under the direct control of the President, and the Executive Trustee/Vice President of the University, who is responsible for this project, was appointed as the head of this headquarters. Additionally, a “Office for Top Global University Project” was established under this headquarters. We have started the activities under the leadership of the President.



(From left: Mr. Takashima, the Head of Office; Mr. Onishi, the President; Mr. Inoue, the Head of Headquarters)

##### ○ Development of the University Charter, Onishi Plan and International Strategies

We established the Charter of Toyohashi University of Technology, which serves as a guide for reform to a truly internationally recognized engineering university with global competitiveness. We also declared five specific challenges to aim for a university of Technology with global compatibility (Onishi Plan), and international strategies to realize a multicultural and global compass.

##### ○ Training system toward international recognition

Prior to the full-fledged implementation of the personnel exchange program for the faculty members and university staff with partner schools overseas, the university launched an English training program for 1 to 1.5 months and a FD/SD program for research/administrative work exchange, and dispatched one administrative official and four faculty members in FY 2015 to Queens College of the City University of New York.

#### Education reform

##### ○ Established the admission and education systems for “Global Technology Architects course”

A large university-wide reform plan was established, including changes to student quotas, application qualifications and admission methods. Preparing for the acceptance of third year students from FY 2017, changes to the admission system were made. We have set a policy of bilingual lectures; established an outline for the educational system; and begun to design academic affairs this fiscal year.

##### ○ Enhancement of international recognition of the educational program and of international mobility of students

We have started negotiations to expand the range of departments subject to double degree programs with Stuttgart University (Germany). In addition, we have begun concrete consultation on the creation of educational programs in collaboration with Universiti Sains Malaysia (USM) and other local educational institutions, with our campus in Malaysia as the base for coordination.



(Consultation on educational collaboration with the President and the Dean of USM)



## ■ University's own indicators and targets

- 1) Ratio of students living in school dormitories (indicator for campus globalization)
- 2) Ratio of students who have participated in overseas internship programs
- 3) Ratio of administrative staff who have experienced overseas training
- 4) Ratio of joint authorship of articles with researchers overseas

The university has worked on the following initiatives to enhance these indicators.

### ○ Launched the construction of global boarding house for students

Toyohashi Tech launched the construction of a new global boarding house. In addition, the university carried out a design competition for a new global boarding house with the aim of incorporating the excellent ideas of the university students, faculty members and university staff into the construction plan. This helped to raise a sense of participation and to spread the idea of campus globalization throughout the entire university.



(Design competition for Global Boarding House)

### ○ Completed the system design for the problem-solving-based/long-term global internship program

Students on the Global Technology Architects course will be required to participate in an internship program for about six months from the second semester of the fourth year of the undergraduate course to the first semester of the first year of the master program at companies in non-native speaking countries. We developed a detailed program for the long-term problem-solving-based internship system. Further, we established the system that allows fourth-year students to take graduate school programs in advance so that they can acquire the credits for their classes to be held during their internship period.

### ○ Launched training at Queens College

We have newly established a training system for the faculty members and university staff at their partner university, Queens College (QC) of the City University of New York. In this program, participants stay at QC intensively for 1 to 1.5 months to undertake English language training and research/administrative training. Faculty members take the English training at QC to acquire methods to teach in English, as well as creating opportunities for joint research, etc. through exchange with research units in relevant fields in order to promote education/research activities in a global setting. Administrative staff enhance global compatibility of their duties and the ability to perform international business through training by working at QC's administrative department, in addition to improving their command of English. This system was launched in FY 2015 and dispatched one administrative official and four faculty members. The university is planning to increase the number of participants in this program.



(Training at QC, City University of New York)

## ■ Featured initiatives based on the characteristics of the university

### ○ Creation of a multicultural campus with the Multicultural Boarding House

Majority of Toyohashi Tech students are technical college graduates and live in school dormitories. Taking advantage of this feature, the university is planning to newly build a Global Boarding House and to create a global campus with this boarding house. The university has established a working group within the office for Top Global University Project Promotion Office to study the management system, program design and support system so that this boarding house will function as an education-oriented dormitory.

### ○ Reinforcement of partnership with ASEAN countries

Over half of the international students at Toyohashi Tech are from ASEAN countries. This project aims at increasing the number of excellent international students leveraging the network that has been developed so far.

In FY 2014, We explained our Top Global University Project in nine countries (fifteen universities) to recruit international students. Additionally, we made it possible to do interviews for international applicants using a web-based system.

Furthermore, for instance in Vietnam, we strengthened partnership with the Ho Chi Minh City University of Technology and Ho Chi Minh City University of Natural Resources and Environment, and established in FY 2015 the system to dispatch students from Toyohashi Tech there for an internship. In addition, we made inquiries and obtained agreement to accept students for overseas internships at five Vietnam-based companies. With these initiatives, the university has commenced preparation for the Global Technology Architect course.



(Information session at Chung Ling High School in Malaysia)

## ■ Summary of the Initiatives Taken in FY 2014

This project aims at realizing a "Multicultural and Global Campus" with a high-level international compatibility based on the following three initiatives as pillars.

1. Creation of Global Technology Architects course

2. Construction of a Multicultural Boarding House, where students, faculty members and university staff with diverse values live together

3. Global capability upgrade of all human resources - Increasing and normalizing global rotation of all students, faculty members and university staff between Toyohashi Tech and the world

Each of the initiatives has progressed as planned. The university has already started the pilot project for bilingual lectures and the system to dispatch administrative and teaching staff to foreign countries.

### 3. FY2015 Progress

#### ■ Common indicators and targets

#### Internationalization

##### ○ Preparation for “Global Technology Architects Course”

We have developed a large part of the admission and education systems of this course to start accepting new third-year students in FY 2017 and new first-year students in FY 2018 for this course. To recruit capable Japanese and international students, we visited Japanese technical colleges and major partner universities mainly in ASEAN countries to explain about this course. We have started accepting applications for this course from technical college students this year and have held the entrance examinations as planned.

##### ○ Bilingual (English and Japanese) lectures and curriculum development for improving language ability

We have prepared to set up bilingual lectures by defining the overall policy at the Educational Affairs committee and making implementation plans. We piloted bilingual lectures in more than 30 courses in FY 2015. All instructors will give bilingual lectures in at least one course, and 153 courses (13% of all courses) will be bilingualized in FY 2016. We have established the policy for language curriculum reform to improve language ability and have proceeded with the preparation for bilingual lectures starting in FY 2017.



(Example scene of bilingual lecture)

##### ○ Preparation to construct the residential shared Global Boarding House

We accepted applications for a contractor for the Global Boarding House, and arrived at an agreement with a company which would effectively meet the specifications for the construction and realize the design concept created by the winner of an on-campus competition. As a first stage, we will design and construct 60 rooms by March FY 2016. We also have started discussing education programs and exchange programs to actively promote human resource development.

##### ○ Support system to enhance global communication ability

We have reinforced an English learning support system for all members of this university. More specifically, the English learning counselors are available on campus between Mondays and Fridays, and English learning seminars are held regularly. Moreover, tablets have been provided to administrative staff for their English training through e-learning. TOEIC tests were administered to check their progress.

#### Governance reform

##### ○ Establishing the Office for the promotion of the Top Global University Project

The TGU Project Promotion Office was launched to manage the overall project and facilitate on-campus communication, with mid-career academic staff being office members. Specific issues are discussed and concluded in each of the existing university committees, but this office is mainly responsible for identifying and discussing issues that do not fall into any of the existing committees or that require a cross-sectional approach. We have started discussing the realignment of university organizations and centers dealing with international affairs due to the termination of the TGU subsidy to come.



(Onishi Plan)

##### ○ Development of the University Charter, Onishi Plan and International Strategies

Based on the University Charter, Onishi Plan, International Strategies, and our TGU project plan, which were established in FY 2015, we made the third-phase of the mid-term plan and have started to carry it out. We are trying to clarify the responsibility for this project and check its progress by incorporating the outcome indicators and goals into the mid-term plan.

##### ○ Training system toward international recognition

We have started participating in FD/SD program for four to six weeks that aims at university staff's improvement of their English skills and have research/administrative work exchanges at Queens College of the City University of New York. Four faculty members and one administrative official were dispatched in FY 2015, and six faculty members and two administrative officials will be dispatched in FY 2016. We will also prepare for mid- to long-term personnel exchanges with overseas partner universities/schools.

#### Education reform

##### ○ Admission and education system reform

A large university-wide reform plan was established, including changes to student quotas, application qualifications and admission methods. As preparation for the acceptance of third-year students from FY 2017, changes to the admission system were publicly announced. Related committees have agreed that bilingual lectures will be given university-wide earlier than was originally scheduled.

##### ○ Enhancement of international recognition of the educational program and of international mobility of students

We have made a change to the educational system to correspond to the GPA and Course Numbering System, based on the plans made in the educational affairs committee. For new educational programs with overseas partner universities, we have concluded agreements with Northeastern University (China) and Mongolian University of Science and Technology (Mongolia). We are also looking for ways in which we develop collaborative education programs in collaboration with other overseas universities including Disted College and Universiti Sains Malaysia (USM).



(Visit by Disted College)

## ■ Specific indicators and targets

- 1) Ratio of students living in school dormitories (indicator for campus globalization).
- 2) Ratio of students who have participated in overseas internship programs.
- 3) Ratio of administrative staff who have experienced overseas training.
- 4) Ratio of joint authorship of academic articles with researchers overseas.

We have worked on the following initiatives to improve these indicators.

### ○ Construction of the Global Boarding House

We have determined the basic design of the residential shared Global Boarding House where students with multiple cultural backgrounds live together. The outsourced contractor will start constructing the boarding house in FY 2017. Adjacent to the existing student apartments which can accommodate 600 students, six accommodation buildings (each with capacity of 30 students, and 180 in total) and one common building will be constructed. Each unit has 5 bedrooms, 1 living & dining room, 1 kitchen and 1 bathroom, and will be shared by a mixture of 5 international and domestic students. With the commencement of Global Technology Architects Course in April FY 2017, students will start moving into the boarding house. The construction will be completed in FY 2018.



(Image of Global Boarding House)

### ○ Promotion of Global Internship Program

Because a six-month internship program will be offered to students of the Global Technology Architects Course, we discussed the implementation plan for this program at the related committees. In terms of practicality, we have agreed to develop the existing internship program to provide an internship opportunity for the final two months of their undergraduate course and their initial four months of the post-graduate course. Because we expect that we need many other internship places than the ones in Penang (Malaysia) and universities/research institutions, we are looking for new candidates from companies in Silicon Valley (the U.S.A). We have concentrated the responsibility for pioneering new internship programs on the internship committee to facilitate further development of the overseas internship.

### ○ Promotion of overseas training of university staff members

To promote the globalization of administrative staff, we have planned overseas SD programs to provide a greater number of staff with the opportunities to work overseas. This includes their intensive English learning and administrative exchanges with Queens College of the City University of New York, their involvement in administering the programs in Toyohashi University of Technology-Universiti Sains Malaysia Technology Collaboration Centre in Penang (Malaysia), and their administrative assistance to university overseas events including school advertisement and study-abroad seminars for prospective international students.



(Training at QC of the City University)

### ○ Establishment of Organization for the Development of Innovative Research and Technology

In addition to research support for increasing global academic performance, offered by Research Administration Center, Organization for the Development of Innovative Research and Technology was established in April 2016 with the aim of strategically promoting university research activities.

## ■ Featured initiatives based on the characteristics of the university

### ○ Creation of a multi-cultural campus with the Global Boarding House

The Global Boarding House offers a place for Japanese and international students to live together in a multi-cultural environment. We are discussing specific learning programs and their management at the TGU Project Promotion Office and the related committees so that all the students will benefit from these programs. This will lead to the realization of "Multi-cultural and Global Campus" stated in Onishi Plan.

### ○ Reinforcement of partnership with ASEAN countries

Over half of the international students of this university come from ASEAN countries. We hope that we welcome a large number of excellent students to our university utilizing the network that we have developed so far, including alumni associations of foreign students. We visited universities and high schools of twelve countries in FY 2015, to provide briefings about our university; for example, our work on globalization, the Global Technology Architect Course, and our new admission system. Ten students and four teachers of four high schools from three countries were invited to this university through Japan-Asia Youth Exchange Program in Science. Twenty-five students and nine teachers of nine high schools from five countries will be invited in FY 2016.



(Participants of Japan-Asia Youth Exchange of Science)

## ■ Summary of the Initiatives Completed in FY 2015

The present project aims to realize a "Multi-cultural and Global Campus" with a highly advanced global compatibility based on the following three initiatives as pillars.

### 1. Creation of the Global Technology Architects course

2. Construction of a Multi-cultural Boarding House, where students, faculty members and university staff with diverse values live together

3. Global capability upgrade of all human resources - Increasing and normalizing global rotation of all students, faculty members and university staff between Toyohashi Tech and the world

The original plan has been carried out with success, considering the following achievements: establishment of the new course, recruitment of students, implementation of admissions, and construction of the Global Boarding House. Bilingual lectures will be given university-wide ahead of the original plan. Future important tasks include developing specific programs for the Global Technology Architects course and planning specific programs at the Global Boarding House. We also acknowledge the importance of checking the overall outcome indicators and goals of this project and making administrative systems more effective and efficient to realize the true reform of the university.



## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Recruitment and entrance examination of "Global Technology Architects Course (GAC)" third-year students

The "Global Technology Architects Course (GAC)" is the backbone of this project, and a total of 41 third-year students (including 10 international students) are scheduled to join the April 2017 enrollment as the first GAC students. We selected 35 students (9 international students) through the entrance examination conducted in May and June 2016, and 6 students (including 1 international student) through the "transfer course system from general course to GAC" which we established in FY 2016. We plan to conduct the first-year GAC students' entrance examinations, which are mainly targeting international students, from FY 2017. In order to disseminate GAC further and acquire capable international and Japanese students both, we attended education fairs, visited schools, and distributed posters and informative materials aimed at ASEAN major countries, priority high schools, and Japanese technical colleges.

##### ○ Bilingual (English and Japanese) lectures and curriculum development for improving language ability

Based on the bilingual lecture policy of the university, in FY 2016 all the instructors provided more than one bilingual lecture each, and as a result, 139 courses (25% of all courses excluding languages) were bilingualized in the undergraduate course. In preparation for the acceptance of GAC students, we also established an educational system to improve language skills and global abilities, and organized the curriculum and timetable.



(Example scene of bilingual lecture)

##### ○ First stage construction of the residential shared Global Boarding House

Construction of two student accommodation buildings and a common building started in October 2016, and was completed in March 2017. After an on-campus competition and discussion, "TUT Global House" was decided on as the name of the new accommodation. We established an operation system for the accommodation, publicly recruited a housemaster, discussed GAC's education programs as regular extracurricular education at the TGU Project Promotion Office and related committees as a preparation for students to move in in April 2017.

##### ○ Support system to enhance global communication ability

We continued the English learning counselor system available on campus between Mondays and Fridays, because the occupancy rate was high and the lectures were well received. To strengthen the language learning support system for students, faculty and staff, we also introduced a trial Japanese learning counselor system to international students. Furthermore, we introduced a new online English conversation training for administrative staff who are prospective candidates for future mid- to long-term overseas dispatch. In order to improve our global learning environment, we renovated part of the first floor into a global lecture area along with a renovation of the University library.

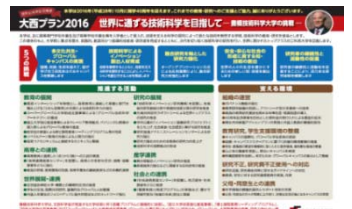
#### Governance reform

##### ○ Organizing the external evaluation committee

We held an External Evaluation Committee in March 2017, and explained the progress situation from FY2014. We received valuable advice on various aspects to promote the project, such as bilingual lectures, regional exchange activities for international students, achievement of various numerical targets.

##### ○ Implementation of the Third Phase Mid-Term Plan

We have started the 3rd mid-term plan based on University Charter, "Onishi Plan" (2016), International Strategies, and our TGU project plan. By placing TGU's performance indicators and targets in the mid-term plan, we are clarifying responsibilities and the status of implementation.



(Onishi Plan)

##### ○ Tenure track system implementation

We continued our efforts to increase the number of tenure teachers by establishing our own tenure track system, and in FY2016 we adopted four tenure teachers.

##### ○ Training system toward international recognition

We have participated in an FD/SD program for four to six weeks that aims at improving university staff English skill and research/administrative work exchanges at Queens College of the City University of New York since FY 2015. Six faculty members and two administrative officials were dispatched in FY 2016 and the same number will be dispatched in FY2017. While we will continue the effort in the future, we will also prepare for mid- to long-term personnel exchanges with overseas partner universities/schools.

#### Education reform

##### ○ Admission and education system reform

Entrance examinations, which were revised drastically along with the introduction of the GAC entrance examination, were implemented. We will evaluate their results through related committees and commit to continuous improvement.

As bilingual lectures were expanded to the wider university earlier than originally scheduled, we conducted specific studies such as lecture methods and language ability training curriculum for students to deal with, and created a curriculum and timetable formation including pre-admission education.

##### ○ Enhancement of international mobility of students

We recognized that the collaborative education programs with overseas partner universities are effective for enhancing the international mobility of students and continuously increasing the number of international students. In addition to the existing 5 undergraduate twinning programs, 3 master's twinning programs, and 2 master's double degree programs, we concluded twinning program agreements with DISTED College in Penang, Malaysia. We have commenced solid discussions on the expansion of double degree program with Stuttgart University (Germany) and establishing a twinning program with Universiti Sains Malaysia (USM), and we also continue to look for ways in which we develop collaborative education programs in collaboration with other overseas universities.



(Signing ceremony with Disted College)

## ■ Specific indicators and targets

- 1) Ratio of students living in school dormitories (indicator for campus globalization).
- 2) Ratio of students who have participated in overseas internship programs.
- 3) Ratio of administrative staff who have experienced overseas training.
- 4) Ratio of joint authorship of academic articles with researchers overseas.

We have worked on the following initiatives to improve these indicators.

### ○ Construction of “TUT Global House” (Global Boarding House)

First stage construction of the Global Boarding House was completed in March 2017. Two accommodation buildings (each with capacity of 30 students) and a common building were built, and construction will continue along with the GAC students' new enrollments until a total of six accommodation buildings (total capacity of 180) are built by the end of FY 2018. Each unit has 5 bedrooms, 1 living & dining room, 1 kitchen and 1 bathroom, and is shared by a mixture of 50% international and domestic students. The ratio of international and domestic students will be 50% each in the future. 41 GAC students and 19 general course students started to live there from April 2017, 11 of them are international students and 5 are female students.



(Global Boarding House  
“TUT Global House”)

### ○ Promotion of Global Internship Program

We made an overseas internship working group under the internship committee to look for new candidate companies overseas and to increase the number of dispatched students to go abroad. This will enable us to deal with the GAC students' internship program, which requires 2 to 4 months overseas training for Japanese students (domestic training to international students). We started to look for new candidates in Silicon Valley (the U.S.A) and attempted to dispatch a greater number of students to existing companies, in addition to looking for new candidate companies in Penang (Malaysia) and overseas universities/research institutions. 58 students interned overseas in FY 2016, which greatly increased from 32 in FY 2015, which was the result of an early overseas internship briefing session, ongoing support for candidates and faculty members, and scholarships.

### ○ Promotion of overseas training of university staff members

To promote the globalization of administrative staff, we implemented overseas SD programs as planned, to provide a greater number of staff the opportunity to work overseas. This includes their involvement in administering the programs in Toyohashi University of Technology - Universiti Sains Malaysia Technology Collaboration Centre in Penang (Malaysia), their intensive English learning and administrative exchanges with Queens College of the City University of New York, and their administrative assistance to overseas university events including school advertisement and study-abroad seminars for prospective international students.



(Participants of ASEAN University  
Presidents Forum)

### ○ Establishment of Organization for the Development of Innovative Research and Technology

We established joint laboratories with the California Institute of Technology and Massachusetts Institute of Technology at the “Organization for the Development of Innovative Research and Technology” which was newly established in April 2016 by reorganizing existing laboratories and research centers. In addition, we have been developing a strong international collaborative research network through the “Program for advancing strategic international networks to accelerate the circulation of talented researchers”, starting collaborative projects with four universities in Europe and the United States.

## ■ Featured initiatives based on the characteristics of the university

### ○ Creation of a multi-cultural campus with the Global Boarding House

The Global Boarding House offers a place for Japanese and international students to live together in a multi-cultural environment. Its educational and exchange programs will spread from the existing student dormitories to the regional area to realize the “Multi-cultural and Global Campus” as stated in the “Onishi Plan”. For preparing the Global Boarding House opening in FY 2017, we established an operation system managed under the cooperation of the housemaster and created frameworks for education programs which improve GAC students' global abilities through discussion at the TGU Project Promotion Office and related committees.

### ○ Reinforcement of partnership with ASEAN countries

More than half of our international students are from ASEAN countries with rapidly growing economies such as Malaysia, Indonesia and Vietnam. Promoting a strengthening of the international alumni association organization as a means of strengthening ties with these countries, we organized new branches in two countries in FY2016 and have now established overseas branches in a total of eight countries. We visited universities and high schools in 11 Asian countries, and introduced the university, our globalization strategy, and the international programs. 22 students and nine teachers of strategic high schools from five countries were invited to our university through the Japan-Asia Youth Exchange Program in Science with a particular aim of acquiring excellent GAC first-year students. We will continue to carry out this activity for further acquisition and expansion of examinee



(Participants of High school students  
invitation program)

## ■ Summary of the Initiatives Completed in FY 2016

The present project aims to realize a “Multi-cultural and Global Campus” with a highly advanced global compatibility based on the following three initiatives as pillars.

1. Creation of the Global Technology Architects course

2. Construction of a Multi-cultural Boarding House, where students, faculty members and university staff with diverse values live together

3. Global capability upgrade of all human resources - Increasing and normalizing global rotation of all students, faculty members and university staff between Toyohashi Tech and the world

The original plan has been implemented with success, considering the following achievements: establishment of the new course, recruitment of students, implementation of admissions, construction of the Global Boarding House, establishment of education program. Bilingual lectures were given university-wide ahead of the original plan. We expect that the problem of everyday life, which occurs by actually accepting GAC students, becomes a priority issue from FY 2017. We also acknowledge the importance of confirming the overall outcome indicators and goals of this project and making administrative systems more effective and efficient to realize the true reform of the university.

## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Recruitment and first entrance examination of GAC first-year students

A group of 10 first-year students (all international students) were selected and enrolled in the Global Technology Architects Course (GAC). This is the very first group of first year students to be enrolled in the course, which is the backbone of the university's overall globalization strategy. For the 2018 enrollment a total of 55 students (45 third year and 10 first year); of which 23 are from countries other than Japan, joined the course in April.

In order to acquire capable students, we continuously engaged in recruiting activities to ASEAN major countries, selected high schools, and Japanese technical colleges, as well as introduced a new initiative of holding sessions at domestic Japanese language schools for first year students.

##### ○ Bilingual (English and Japanese) lectures and curriculum development for improving language ability

207 courses (39% of all courses excluding languages) were bilingualized in the undergraduate course, in line with university's bilingual lecture policy.

In preparation for the acceptance of FY2018 first-year GAC students, enhancements to the curriculum were developed such as increasing the number of Japanese language courses and conducting first semester courses in English.



(Bilingual lecture process)

##### ○ Students started to live in the unique shared-house style of student Accommodation "TUT Global House"

A total of 60 students, 41 GAC students and 19 general course students who readily "act globally" started to live in the TUT Global House. There, GAC students hosted social gatherings with the university president, met with local industry and engaged in dialogue, as a part of "Living & Learning program" which is GAC's certification requirement. Two new buildings have been built, providing four buildings altogether (capacity of 120 students).

##### ○ Support system to enhance global communication ability

To strengthen the language learning support system for students, faculty and staff, we maintained the campus English learning counselor system available on weekdays, as well as introduced one in Japanese for international students. We also continued the e-learning English and online English conversation training for administrative staff who are prospective candidates for future mid- to long-term overseas postings.

#### Governance reform

##### ○ Organizing the External Evaluation Committee

At the External Evaluation Committee in March 2018, we explained the progress situation from FY2014 with the result of an intermediate evaluation, and received valuable advice on various aspects to promote the project, such as regional exchange activities for international students, industrial training internships, and language education.

##### ○ Implementation of the Third Phase Mid-Term Plan

We implemented the 3rd mid-term plan based on University Charter, "Onishi Plan" (2017), International Strategies, and our TGU project plan. By placing TGU's performance indicators and targets in the mid-term plan, we are clarifying responsibilities and the status of implementation.

##### ○ Restructure of IGNITE (Institute for Global Network Innovation in Technology Education)

In order to strengthen and enhance global projects, we restructured three related international organizations of IGNITE, making it possible to carry out cross-sectional measures.

##### ○ Training system toward international recognition

We participated in a Faculty Development /Staff Development program for four to six weeks that aimed to improve university staff English skill and foster research/administrative work exchanges at Queens College of the City University of New York since FY 2015. Six faculty members and two administrative staff were dispatched this year. We also placed a staff member at the University of Eastern Finland for a one month personnel exchange.

#### Education reform

##### ○ Education system reform

As bilingual lectures were expanded to the wider university earlier than originally scheduled, we strove to improve lecture contents and methods by undertaking lecture surveys and the collection of faculty and staff observations of highly evaluated lecturers

##### ○ Enhancement of international mobility of students

We recognize that collaborative education programs with overseas partner universities are effective for enhancing the international mobility of students and attracting a greater number of international students. We concluded double degree program agreements with the University of Eastern Finland to enrich the master programs, as well as further discussed the expansion of the double degree program with Stuttgart University (Germany). We also promoted the expansion of the twinning program and development of collaborative education programs with other overseas universities.



(Onishi Plan)



(Meeting at the University of Eastern Finland)



## ■ Specific indicators and targets

- 1) Ratio of students (including international students) living on campus students accommodations.
- 2) Ratio of students who have participated in overseas internship programs.
- 3) Ratio of administrative staff who have experienced overseas training.
- 4) Ratio of joint authorship of academic papers with overseas researchers.

We worked on the following initiatives to improve these indicators.

### ○ Students started to live in “TUT Global House“

A total of 60 students (11 international, 5 female students) started to live in the TUT Global House. Both international and Japanese students share a mixed cultural unit (each unit has 5 bedrooms, 1 living & dining room, 1 kitchen and 1 bathroom) where they share issues and develop solutions for day to day living challenges, as well as planning, managing and participating in various events.



(TUT Global House)

### ○ Promotion of Global Internship Program

We sought new candidates in Silicon Valley (the U.S.A) and Penang (Malaysia), and attempted to place a greater number of students at existing companies to deal with the increasing need due to the GAC students' internship program, which requires 2 months overseas training for Japanese students (domestic training to international students) in their undergraduate 4th year. According to the result of an early overseas internship briefing session, ongoing support for candidates and faculty members, and scholarships, a total of 56 students interned overseas.

### ○ Promotion of overseas training of university staff members

To promote the globalization of administrative staff, we implemented overseas Staff Development (SD) programs where a greater number of staff could experience work overseas. There were SD programs at Queens College of the City University of New York for several weeks, at the University of Eastern Finland for a month, and at Universiti Sains Malaysia Technology Collaboration Centre in Penang (Malaysia) for approximately 1 week.



(University introduction presentation during SD program)

### ○ Approach to increase publication of research papers

In order to improve the number of publications and quality of research papers, we implemented a number of measures, such as “adding one more research paper activity”, paper presentation expenses support, and English press releases utilizing “EurekAlert!”. In addition, we have been developing a strong international collaborative research network with four overseas universities.

## ■ Featured initiatives based on the characteristics of the university

### ○ Creation of a multi-cultural campus with the TUT Global House

TUT Global House, where GAC students live, offers a place for Japanese and international students to live together in a multi-cultural environment. To spread its multi-cultural atmosphere, GAC students participated in University multi-cultural interactive events, and hosted social gatherings with local companies where opinions could be exchanged. The House Master, TGU Project Promotion Office, and related faculty and staff worked together to support these events so that GAC students can act on their own initiative.

### ○ Reinforcement of partnership with ASEAN countries

To promote the acquisition of excellent students from ASEAN countries with rapidly growing economies (where more than half of our international students come from), we visited universities and high schools in six countries, and introduced the university. 21 students and nine teachers from selected high schools from five countries were invited to our university to attract first-year GAC students.



(Participants of High school students invitation program)

## ■ Summary of the Initiatives Completed in FY 2017

The present project aims to realize a “Multi-cultural and Global Campus” with a highly advanced global compatibility based on the following three initiatives as pillars.

1. Accept the first batch of students, open the “TUT Global House” and start the “Global Technology Architects” education program

2. Implementation of “Living & Learning program” in the TUT Global House where Japanese and international students with diverse values live together

3. Global capability upgrade of all human resources - Increasing and normalizing global rotation of all students, faculty members and university staff between TUT and the world

The original plan has been implemented with success, highlighted by the following achievements: Commenced the enrollments of GAC students and started TUT Global House living as planned. Students in the TUT Global House proactively presented multi-cultural interactive events which helped to expand students' interactive opportunities university wide. Furthermore, with a greater number of staff experiencing work overseas, globalization activity for the entire campus has been successful.

## 1. Outline

### 【Name of Project】

OPEN-TECH INNOVATION: An Initiative for Global, Social and Regional Collaboration

### 【Future vision of the university planned in TGU project】

We aim to become a core engineering school where the leading researchers, business workers and engineers engaging in the engineering research, industry and education in Japan and abroad gather in pursuit of OPEN RESOURCE (intellectual, human and physical resources) stored in our university, develop an innovation and form an ASIAN HUB of the global network, and also where international sophisticated engineers (TECH LEADER) who can demonstrate leadership to contribute to the globalization of the industrial infrastructure in all countries and regional communities are trained.

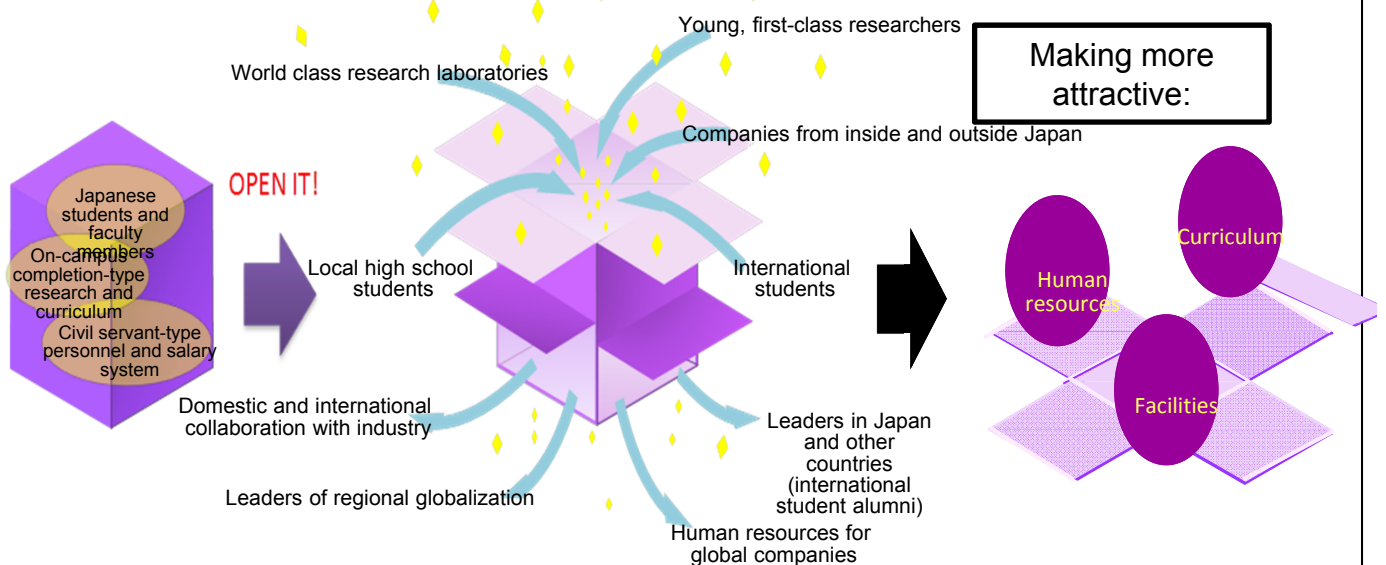
### 【Summary of Project】

Keys of our project are making resources more attractive in the points of curriculum, human resources, and places.

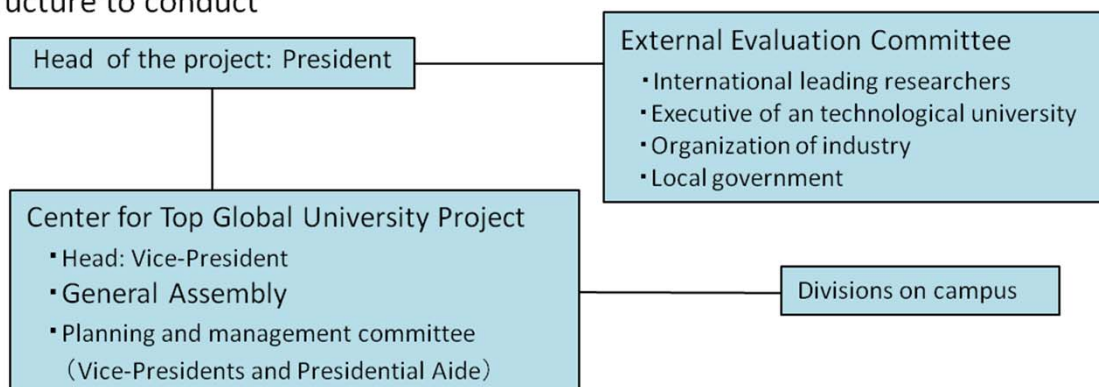
For making the curriculum more attractive, with the aim to train sophisticated specialized personnel, "TECH LEADER", we will carry out a school-wide curriculum reform. We will foster a rich humanity by constructing an education system oriented to the international society as well as by offering learning opportunities by making a use of the cultural resources in Kyoto.

For producing more attractive human resources, we aim to shift the faculty and staff body to become an international group. We will ensure to globalize the university as a whole and promote the establishment of the global inter-university network by sending the faculty and staff members to overseas and also accepting the faculty and staff members from overseas.

For making places more attractive, we will build and improve a faculty and hub where the world's leading researchers and our teaching staff as well as the regional companies interact, in addition to the Japanese students and students from overseas. We will create an opportunity to meet people with diverse views and background and contribute to the creation of new values and ideas.



### Structure to conduct



## 【Summary of the 10-year plan】

### ○ Increasing the number of international students

We will increase the number of international students through the ways such as student exchanges, short-term programs, and giving the admission before coming to Japan. Our goal is to accept 640 international students per year no later than 2023 (16% of all students, 40% of graduate students).

### ○ Promoting study abroad of Japanese students

80% of Japanese students will belong to the “Global Course” in graduate school. In the “Global Course”, joining an internship program is obligated. As a result of it, study abroad of Japanese students is promoted.

### ○ Curriculum reform for globalization

We begin the program to enhance the English abilities and make at least half the undergraduates achieve the TOEIC score of 730 or higher. We also provide more graduate courses offered in English to make at least 80% of all courses in graduate school instructed in English no later than 2023. To enhance convenience for students to study abroad, we make our academic calendar more flexible.

### ○ Globalizing the faculty and staff members

We start the dispatch program of faculty and staff members. Also, staff members are obligated to take TOEIC test every year to know their English fluency and make the target of achievement by themselves.

Not only the capacity building of our staff, we invite researchers and students per laboratory from overseas leading universities.

### ○ Personnel systems of faculty members meeting the global standard

We establish and operate personnel systems of faculty members meeting the global standard such as annual salary scheme, tenure track, evaluation standard fitting the globalization.

### ○ Enhancing diversity on campus

Exchanges among international researchers/students and Japanese researchers/students on campus become common by providing dormitories where both international and Japanese students live and promoting activities of exchange.

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### ○ Curriculum structure by 3×3 scheme

We change the academic year structure from the scheme of 4-year bachelor, 2-year master, and 3-year doctor to the one of 3-year bachelor, 3-year master and 3-year doctor in effect.

### ○ Program to enhance the English abilities: seeking the TOEIC score of 730

Students take the program of a great deal of input with high degree of demand in their freshman and sophomore years. The average TOEIC score at the time of entrance of graduate school will be raised from 616 to 730 no later than the year of 2023.

### ○ Step-up style of structure of Project Based Learning (PBL)

PBL style programs take important roles in our curriculum. Stepping up from On-campus group, region, to overseas, students experience PBL as team projects. Through these experiences, we foster students' leadership.



Photo : Internship program overseas

### ○ Dispatch program for faculties and staff

We send about 10 faculty members abroad who are expected to conduct the educational collaboration internationally for a year in maximum. We also send a staff abroad for a year in maximum. Through these activities, we promote the globalization of our campus.

### ○ Inviting overseas leading unit

We invite researchers and students per laboratory from overseas leading universities in the areas of design and architecture, macromolecular and fibrous materials and green innovation, all of which are the core of our plan of ASIAN HUB, in order to develop global standard educational research.

### ○ Activities of collaboration in TECH SALON and Global Commons

We have set up TECH SALON as the hub of collaboration among international/Japanese researchers and industries, and Global Commons as the hub of collaboration among international/Japanese students. At these facilities, we expect that seminars of advanced knowledge, collaborative researches and learning activities among multi-national members, and multi-cultural exchanges are promoted.



## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Inviting overseas leading units

We invited overseas leading units from Princeton University, Université de Paris, National University of Singapore, and so on, and held conferences and workshops.

Also we invited leading units from ETH Zurich and Royal Academy of Arts (London), and held workshops after April 2015.

##### ○ Activities of model globalization laboratories

13 laboratories were specified as “Model Globalization Laboratories”, and developed activities such as seminars by international researchers, training for students to make presentation at international conferences, collaborative projects with students in foreign universities, and accepting international students to the laboratory. Here are some examples of outstanding outcomes:

\*Japanese student completed his master thesis in English.

\*An international master student who came in a short-term project felt great satisfaction with research activities in the host laboratory and decided to seek his doctoral degree in Kyoto Institute of Technology.



Collaborative activity conducted by a model globalization laboratory

##### ○ Support for promoting global internship programs

To promote our global internship programs, we supported faculty members leading the programs with budgeting their travel cost from Top Global University Project Budget (Cost for students are supported by Japan Student Service Organization (JASSO) or our International Exchange Promotion Fund. In FY2014, 89 Japanese students joined the program and 62 of them got credits on this activities.



##### ○ TOEIC test and trial of speaking test we originally developed

Freshmen besides ones belong to the evening program were asked to take TOEIC test and 471 of them took it.

Concerning the speaking test, we originally developed the one targeted to evaluate the skill to use English in practical situations. The trial of the test was held and 834 students took it. (Photo: Trial of speaking test)

##### ○ Preparation for dispatch program of faculty and staff

We completed the preparation for dispatch program of faculty and staff. The program started in FY2015, where nine faculties (three of them to the UK, two to the US, other four to Canada, France, Singapore, and Thailand) and one staff (to the US) will be sent.

#### University reform

##### ○ Setting up the center to promote the project

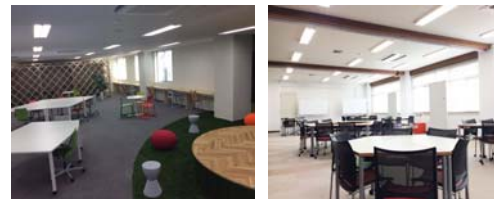
Center for Top Global University Project Office, whose head is the Vice-President for international, has been set up. Under this center, general committee and planning committee has been set up.

##### ○ Annual salary scheme for faculties

Regulations for the scheme have been established and enacted them to eight faculties currently hired. We also hired two new faculties under this scheme.

##### ○ Establishment of facilities for international exchange

We have established two facilities; one is “TECH SALON”, which is for global exchanges among researchers and industries, and the other is “Global Commons”, which is for exchanges among students.



Left: TECH SALON,  
Right: Global Commons

#### Education Reform

##### ○ Starting the curriculum of 3 × 3 structure

We enacted the 3 × 3 structure.

### ○ Development of the indicator for TECH LEADER

For fostering TECH LEADERS which is one of our final goals, we developed the indicator to make the goal more concrete and set the standard for measuring the achievement. The indicator has been developed by doing surveys and interviews to people in global industries, create a test based on the result of surveys and interviews, have some students take the test, and verify the result.

## ■ University's own indicators and targets

### ○ Establishment of OPEN-TECH Consortium

As a consortium of researchers and industries from foreign countries and Japan, we established "OPEN TECH Consortium" where they share the forefront knowledge in the world and do joint researches. There are 46 members (in total of organizations and personnel) as of March 2015.

### ○ Symposium for Japanese and international researchers and industries

As we also have been committing to "Center of Community" (COC) Project, at the kick-off of Top Global University Project, we held a joint symposium of COC and Top Global University Project. We had about 280 participants from both on and off campus.



(Photo : joint project)

## ■ Featured initiatives based on the characteristics of the university

### ○ Step by step system to foster TECH LEADERS in 6-year curriculum

Applying the 6-year curriculum for undergraduate and master based on 3 × 3 structural reform, we started the new style of education. According to this style, first half of the whole curriculum (3 years) are to consolidate the basis with the way such as the program to enhance the English abilities and the team program of Project Based Learning (PBL) on campus and regional area. On second half of the curriculum (3 years), the team program of PBL overseas is provided. Through this process, talents for a TECH LEADER is fostered.

### ○ Establishing the platform of exchange among researchers and industries

As a consortium of researchers and industries from foreign countries and Japan, we established "OPEN TECH Consortium". There are 46 members (in total of organizations and personnel) as of March 2015. And we opened TECH SALON as a facility for exchange.

As the kick-off of the consortium, we held a joint symposium of COC and Top Global University Project. 280 including researchers from world leading universities, and people in Japanese industries and regional communities gathered and had a time to communicate with each other.

In TECH SALON, international seminars and collaborative researches with international researchers will be held from now on.

### ○ Educational program suitable for "Kyoto"

Based on the strength that we are located in Kyoto, where is a traditional cluster of industry, we have provided some courses related to traditional industry and culture of Kyoto. In FY2014, we expanded the number of courses in this category (9 courses in FY2013 → 20 in FY 2014). The number of students registered these courses was dramatically expanded.

## ■ Free description

### ○ Seeking the flagship in Asia

One of our goal is to foster many TECH LEADERS, and another goal is to become "ASIAN HUB" of education and research – take the flagship in Asia.

We especially seek the flagship in the fields of design and architecture, fibrous materials and macromolecular, and green innovation. We have already invited several units from leading universities in the world. We will begin the same activities in other two fields mentioned above. Continuing these activities in 10 years effort will make us the ASIAN HUB.

### ○ Contribution to globalization of the region

Kyoto is a cluster of research and development-oriented enterprises, and major companies are running their business globally. On the other hand, many small companies are not ready enough for globalization.

Based on our outstanding outcomes on collaboration with the region through the COC project, we conduct the Top Global University Project to contribute to globalization of the region at the point of fostering the leaders to make the regional industry globalized and setting up the opportunities for regional industry to make communication with international researchers and industries.

### 3. FY2015 Progress Report

#### ■ Common Indicators and Targets

##### Internationalization

###### ○ World Leading Units Invited

We made an agreement on the Academic Unit Program with Cambridge University in England and 5 other universities, and set up an environment for inviting leading international researchers. We also gave students opportunities to develop international insights by inviting 15 research units in the fields of design and architecture, and 2 units in the fields of macromolecular and fibrous materials. In addition, we held workshops, such as a Kyoto urban renewal project, with students.

###### ○ Model Globalization Laboratories Active

Proactively setting an example of university internationalization for other institutions, we nominated 11 of our laboratories as Model Globalization Laboratories. Each laboratory held collaborative seminars and workshops with overseas universities, advised students on the presentations they were to give at international conferences and invited researchers from overseas to lecture at KIT.

###### ○ Global Internship Program Expanded

115 students participated in internship programs held in the United States, France, Thailand, Malaysia and other countries. We gave credit to students who fulfilled program requirements. We actively negotiated with overseas companies to expand future overseas internship lists and concluded fundamental agreements on the acceptance of our students with some companies.

###### ○ Overseas Hubs Established

We set up our first overseas office on the campus of Rajamangala University of Technology Thanyaburi in Thailand and had a signing ceremony for a new joint degree program with Chiang Mai University to start in 2017. This means we are now ready for interchange with Thai students and people from industry and will begin educational research activities and overseas internship projects through academia-industry cooperation at ASEAN country hubs.



〈 A Workshop at Chiang Mai University 〉

##### University Reform

###### ○ Instructors' Annual Salary System Revamped

We applied an annual salary system to newly hired and all other full-time instructors and streamlined the monthly salary system. In addition, by increasing instructor salary system categories, it became possible for us to employ various categories of instructors, revitalize our organization, secure superior human resources, and introduce ability- and performance-based pay.

###### ○ Personnel Evaluation System Revamped

To evaluate personnel more objectively and transparently, we initialized a system that makes the best use of performance data registered in the university database. We examined data retroactive to job performance evaluations from December 2015 and assigned points to each instructor according to their level of international contribution, such as sending and accepting international students, or concluding international exchange agreements. Other points we evaluated clarified whether the contributions were for work abroad or were for work in Japan (at KIT). This system enables us to credit instructors who undertake international education/research, and as it is an internationally valid evaluation system, it will be understood by new non-Japanese professors.



〈 Signing Ceremony at Chiang Mai University in Thailand 〉

##### Education Reform

###### ○ English Training Programs Begun

An "extensive reading program" was introduced using a specifically designed support/administration website with the aim of enabling students to acquire English skills over the TOEIC 730 score level by the completion of their undergraduate degree. English classes have a new focus on increasing freshman knowledge of English vocabulary. We established a system for comprehensively monitoring each student's assignment achievement status. Furthermore, we conducted TOEIC tests for all freshmen twice a year (April and December) and incorporated the results into student grades.



〈 Speaking Test 〉

###### ○ Multilateral Selection of Applicants Developed

We launched an "English speaking test working group" to work toward incorporating an English speaking test in our da Vinci (AO) entrance examination. This year's second trial freshman speaking test results showed an obvious improvement in student positivity, compared with the previous testing. The trials enabled us to examine the feasibility of testing students' oral English ability as part of our entrance examination.



### ○ Active Learning Enabled

We have been offering a course, “producing things with industrial cooperation,” with the aim of enabling students to acquire the skills to multilaterally foresee the overall (cradle to cradle) process of producing “my product.” Filling a request from a product development company, students in this course actually design and follow products through actual manufacture. With this course, we are heightening our students’ motivation for learning.

## ■ KIT’s Own Indicators and Targets

### ○ TECH LEADERS Trained

As part of our SGU vision, we set a goal to nurture TECH LEADERS with expertise, leadership skills, a command of a foreign language and an objective cultural identity. To train such human resources, we drew up a program infrastructure in 2014 with specific TECH LEADER indicators. In 2015, we added diploma and curriculum policies for 2016. We also initiated lectures, attended by 62 students, which furthered their understanding of leadership and facilitated its actual practice. With the aim of becoming TECH LEADERS who can flourish anywhere in the world, 136 of our graduate students participated in PBL studies in 2015. Specifically, these were overseas internships and entrepreneur programs.

## ■ Featured Initiatives Based on KIT Strengths

### ~Producing More Attractive Human Resources~

#### ○ Faculty Dispatched Overseas

To promote the internationalization of our curriculum, we set up a system for faculty dispatch in 2014. Since the start of 2015, we have dispatched 9 instructors to overseas universities: 3 of them to England, 2 to the United States, and 1 each to Canada, France, Singapore, and Thailand. They acquired more effective English lecture styles, interactively questioning and answering students and using gestures to explain lecture content. This is expected to result in more dynamic instruction and an increase in more globally aware lecture styles on campus. It also provided clues on how best to set up a suitable environment here to ease students into study overseas.

#### ○ Staff Internationalization Reinforced

We began administrator dispatch. Our long-term dispatch was to a U.S. university. This administrator gained a broad understanding of their higher education system through practical training, resulting in great expectations of his ability to contribute to our university’s internationalization. We also sent 4 administrators to universities in Australia. They deepened their understanding of the need to promote recognition and respect for different cultures and administrative systems in Australian universities. With these training programs, we succeeded in increasing the number of administrators who have English skills over the TOEIC 730 score level and bumping up our average score.

### ~Making Encounter Spaces More Attractive~

#### ○ Establishment of Facilities for Multicultural Exchange

At the “Global Commons” we established as a space for interaction among all our students, Japanese and non-Japanese alike and held special classes where they could learn other languages. We also scheduled Chinese, Korean, Vietnamese, English and Japanese speaking staff to converse with students about their countries and culture in a casual atmosphere. We worked on this continuously. These activities enabled Japanese students to learn more about foreign countries before studying abroad. Moreover, we provided reference materials on Japan for international students.



〈 Multicultural Exchange at “M café” in the Global Commons 〉

#### ○ OPEN TECH Symposiums Held

At our TECH SALON, we held 8 OPEN TECH symposiums on the themes of innovative mindsets, developing sophisticated human resources overseas by inviting, as lecturers, researchers and parties in the industrial world at home and abroad. We had 38 participants from local companies. At lectures held by the overseas researchers we invited, students gained insights into future career paths and were inspired by discussion taking place in English.



〈 7th OPEN TECH Symposium 〉

### ~Making the Curriculum Structure More Flexible~

#### ○ 6-year Consecutive Learning Program Launched (3×3 Structural Reform)

In 2014, we constructed a “3×3 (three by three)” teaching/learning system in which 4th year undergraduates were re-labeled as graduate students. In the first year of this teaching system, 2015, we conducted the first 3×3 entrance examination for master’s program students admitted in April. In 2016, successful applicants took master’s program classes and were designated “M0” students, meaning they were in the first of a three-year program. This breakthrough system enables students to study abroad more easily in the first or second year of their 3-year master’s degree.

## 4. FY2016 Progress

### ■ Common Indicators and Targets

#### Internationalization

##### ○ World Leading Research Units Invited

We provided opportunities for our students and faculty to collaborate with leading international researchers invited as design and architecture, macromolecular and fibrous materials, and green innovation research reinforcement units. We expanded the potential for more such units by signing four new agreements with universities such as Singapore University of Technology and Design (SUTD).

##### ○ Short-term Programs Expanded

###### 【Outbound Students】

200 of our students participated in exchange programs and global internship programs and we gave credit to students who fulfilled our requirements abroad. We established two new programs: "North Carolina State University Entrepreneurship Camp, USA" and "KMUTT Summer Camp, Thailand."

###### 【Inbound Students】

214 international students studied at our university in exchange programs and global internship programs. We also held a "KIT Electronics Summer School" in which students collaborated on electronic circuits and programming with Université d'Orléans students.

##### ○ Overseas Hubs Established

We set up an overseas office at Chiang Mai University and were granted space on the campus of King Mongkut's University of Technology Thonburi. These hubs will host collaborative projects, overseas internship projects with academia-industry cooperation and a joint degree program with Chiang Mai University.

##### ○ Pre-enrollment Scholarship Notification Implementation

We notified prospective FY2016 Special Admissions for Privately-financed International Graduate Students of tuition exemption, and informed nine program applicants of their results before the completion of their enrollment procedures.

##### ○ Course Numbering System Implemented

In April, we distributed a table with courses numerically coded by academic year, major, academic field, discipline, subclass and language.

##### ○ Course List and Syllabi Available in English

As of FY2016, we made our course list and syllabi available in Japanese and, as a global language, English, in order that this information could be accessible to all students.

##### ○ English Training Programs Implemented

Requiring students to make use of Academic Express 2 (an e-learning system) and M-Reader (an extensive reading program) strengthened students' English language foundation. Students were also assigned a large number of tasks over summer and winter breaks to further their English abilities. As a result, the number of students with TOEIC scores of 600 or more at their enrollment in April 2015 increased from 83 (13.6%) to 175 (28.9%) in 2 years.

#### University Reform

##### ○ Instructors' Annual Salary System Implemented

Three faculty switched from a monthly to an annual salary and 11 new full-time faculty hires began to take advantage of the annual salary system. The introduction of the annual salary system and the increase in faculty salary system options make it possible to implement more diverse faculty recruitment, revitalize our organization, secure talented people, and introduce competence and performance-based wages.

#### Education Reform

##### ○ Diversification of Entrance Exams

The Da Vinci (AO) entrance examination capacity for our Regional Revitalization Tech Program (RRTP) was expanded. We allowed 10 more students to enroll than in the previous academic year, for a total of 70 places on AO exams (General Program + RRTP). We had 5.3 times more applicants than places as there were 369 applicants for FY2017.

##### ○ Academic Paths Made More Flexible and Versatile (Continuing Education Program)

In an effort to respond to the needs of adult learners seeking to update their skills or embark on new career paths, we implemented the Elementary Machine-Learning Skill Acquisition Program, a certification program to train engineers in design, implementation and evaluation of products and services requiring machine learning. Four persons completed the program and were awarded certification.

### ■ Kyoto Institute of Technology's Own Indicators and Targets

##### ○ Tech Leaders Trained and Evaluated

We independently developed questions to measure the effectiveness of our 'Tech Leader' training and polled 2nd year master's degree students on each item of the Tech Leader index. The Tech Leader Indicator Questionnaire asks students 26 questions related to "Global Skills & Knowledge, Global Practice Power, Leadership, Global Adaptability" and has them rate each by indicating one of 9 levels. Compiled results revealed the proportion of students with a confident leader orientation to be 44.4%.

We also asked "Would you like to work overseas in the future?" to survey the university's unique performance indicator, "proportion of students with a global orientation." The proportion of students who answered "Yes" to this was 41.7% in the FY2013 survey, and was seen to rise to 68.2% in FY2016.



〈 Electronics Summer School 〉



〈 Kyoto Institute of Technology  
Chiang Mai University Office 〉

## ■ Featured Initiatives Based on Kyoto Institute of Technology's Strengths

### ~Human Resource Improvements~

#### ○ Faculty Dispatched Overseas

To aid faculty in acquiring more effective English lecturing styles and to reinforce networks with universities and research institutions abroad, we dispatched 10 instructors to universities in Portugal, the USA and other countries. They surveyed the educational systems and curriculum of their destinations. After their return, this information assists us in our internationalization.

Remarkable outcomes after faculty return:

- New agreement with host university achieved
- Doctoral program student from host university enrolls at our university
- International student visit from host university (summer program)
- Joint research article published with the host university instructor

#### ○ Administrative Staff Internationalized

59 staff members used our TOEIC e-learning system and 44 staff attended practical English training with native English speaker instructors with a focus on conversational English. We dispatched two administrative staff to Thailand and France for short-term overseas training, and six persons to Thailand, Vietnam and neighboring regions for international work experience. In November all administrative staff took the TOEIC exam.

TOEIC Exam Results:

- Average staff score: 512.3 (a 20.5% improvement over 2015)
- Staff with scores of 600 or more: 26.1% (a 4.5% improvement over 2015)
- Staff with scores of 730 or more: 13.7% (a 2.2% improvement over 2015)



〈 Global Commons African Fair 〉

### ~Facility Improvements~

#### ○ Students Exposed to Other Languages and Multicultural Studies

M-Café was created within our Global Commons, to provide students “a place to study multiple languages and cultures firsthand with international students” (5,032 users). Events at M-Café included Mr. Arthur Binard speaking on what comprises a multi-lingual/multi-cultural globalized modern society and three fairs dedicated to informing visitors about the clothing, music and cuisine of specific countries. (696 participants).

In addition, native speakers of four languages taught “Improving Your Foreign Language Skills Sessions” about 10 (up to 15) times each (178 participants). We invited members of the community with abundant overseas work experience and conducted three “Speak With A Person Who Has Worked in an International Setting” sessions. (29 participants)

- Languages available at M-Café: Korean, Chinese, Japanese, French, Vietnamese and Thai
- Fairs: In August we held an African Fair, in October, a Vietnamese Fair and in January, an East Asian Fair.
- Improving Your Foreign Language Skill Sessions: Chinese, English, French and German (in-house and outside instructors used)



〈 15<sup>th</sup> Seminar Panel Discussion 〉

#### ○ Community and Regional Business Globalization Begun

International seminars (18) were given by highly respected overseas faculty, providing students, local businesspeople, and Japanese and overseas researchers an opportunity to interact. At the 15th seminar, we welcomed innovation platform experts from Aalto University in Finland to lecture on “How to Educate Innovators.”

### ~Curriculum Enhancements~

#### ○ Joint Degree Program Begun

The Kyoto Institute of Technology and Chiang Mai University Joint Master's Degree Program in Architecture was approved in both Japan and Thailand. Two of our students passed the entrance exam for this program. Preparations for Japan's first joint master's degree program were completed for its start in April 2017.



〈 Model Globalization Lab Collaborative Research in Bangkok 〉

#### ○ Model Globalization Labs Actively Lead the Way

We assigned 10 of our laboratories to model globalization for the remaining labs. FY2016 saw technical guidance and a workshop by an instructor from New Zealand Massey University, a foreign language lecture by an instructor from Morocco and lectures on making presentations at international academic conferences by native English speakers.

Accomplishments to Date:

- Students won awards at international academic conferences.
- A presentation at an international conference resulted in a model-lab student securing a researcher's position at a university overseas.
- International students, motivated by their supervisor's seminar at Kyoto Institute of Technology, enrolled in our master's program.
- An international student, motivated by instruction at one of our model labs, enrolled in our doctoral program.
- A new overseas university agreed to host our students.
- Collaborative research was begun with researchers who gave international seminars at our university.



## 5. FY2017 Progress Report

### ■ Common Indicators and Targets

#### Internationalization

##### ○ Overseas Hub Activation

At northern Thailand's Chiang Mai University (CMU), we held an opening ceremony for the Joint Master's Degree Program in Architecture and our Overseas Office at Chiang Mai University. This office has been key in exchanging information for activities held primarily in Thailand and Southeast Asia such as our joint degree program, architecture workshops, platform for inter-university communication and our industry-academia collaborative projects. In addition, we opened a new office at the University of Cambridge (UK) as a base for overseas expansion in Europe.



〈 Opening Ceremony for our Chiang Mai University Office 〉

##### ○ Short-term Programs Expanded

###### 【Outbound Students】

Of our students, 196 became exchange students or took part in global internship programs. On June 1, we concluded a 3-way agreement with Ayabe Industrial Park Promotion Center and King Mongkut's University of Technology, Thonburi (KMUTT) for a Thai-Japan internship project. This was witnessed by the mayor of Ayabe. Four of our students, joined in part by KMUTT students, visited seven Japanese companies with offices or manufacturing centers in Thailand on an Industry Visit Training Tour. We increased the locations and academic fields our students experienced in 2017. Students made robots with French students and participated in the Polytech Orleans (France) Summer Camp robot contest. Other students made videos in Kirirom University, Cambodia using a drone at the KIT x KIT Spring Camp 2018.



〈 Visiting the Nitto Seiko Co., Ltd. in Ayabe 〉

###### 【Inbound Students】

At our university, 214 international students studied in exchange programs and global internship programs. The 3-way agreement mentioned above enabled us to hold a summer school that included a tour of the Ayabe Industrial Park attended by 15 KMUTT students. By adding students from Germany and Kazakhstan in 2017, we expanded the KIT Electronics Summer School we began when we invited Universite d'Orleans students to attend in 2016. Thirty-three students from Turkey, Egypt, Spain, Korea and other countries attended the KIT Holistic Textile Summer School 2017.

##### ○ English Training Programs Implemented

Continued use of Academic Express 2 (an e-learning system) and M-Reader (an extensive reading program) has strengthened our students' foundation in English and resulted in undergraduate students enrolled in 2016 who acquired TOEIC scores of 730 increasing in only two years, from 18 (2.9%) in April, 2016 to 95 (15.7%) in March, 2018. In December we required all undergraduate first year students to take our independently-developed computer-based English Speaking Test.

##### ○ PR Video Production and Distribution

Our three Asian Hubs of expertise made clear progress and we created Japanese-with-English-subtitle videos which are now widely available. In the area of Design and Architecture, Kyoto Design Lab established a platform for creation and innovation. The Green Innovation Center promoted open access to their clean room equipment to improve the university research environment. Polymer and Fiber Science labs conducted collaborative research with the University of Cambridge, Université Paris Diderot, Budapest University of Technology and Economics, and University of Manitoba.

#### University Reform

##### ○ Instructors' Annual Salary System Implemented

In FY2017, seven faculty members were paid through the annual salary system (four are foreign nationals and one has experience with education and research abroad). This system enables the recruitment of a wider range of faculty, the activation of our organization, the employment of excellent talent, and the introduction of capacity-based and performance-based wages.

#### Education Reform

##### ○ Academic Paths Made More Flexible and Versatile (Continuing Education Program)

To respond to the need for the continuing education of people in the workforce, we implemented the following courses: Machine-learning for Basic Skill Acquisition (15 persons certified), Traditional Industry and Culture in Kyoto (three persons certified), Machine-learning Seminar (open to the public) "Machine-learning Course - Overview" (56 attendees) and "Introduction to Machine-learning" (57 attendees).



〈 Displaying our agreement with Politecnico di Torino 〉

##### ○ Diversification of Entrance Exams

- In the FY2018 general entrance exam for third year transfer students, 145 applicants sat for 50 available slots. The English proficiency of 133 of these candidates was evaluated from TOEIC scores rather than written English exams.
- In the 'Global' recruitment category of the Da Vinci (AO) entrance examination established in FY2017, there were 14 applicants. "English Speaking and Writing" ability was evaluated in the ten persons who advanced to the final selection.
- Beginning with the FY2018 Da Vinci (AO) entrance exam, we made it known that persons who acquire International Baccalaureate diplomas in Japan are eligible to apply. International Baccalaureate content and achievement at accredited schools will be considered in combination with exam scores in applicant selection.

### ■ Featured Initiatives Based on Kyoto Institute of Technology's Strengths

##### ○ Tech Leaders Trained and Evaluated

We conducted a questionnaire to evaluate Tech Leader skills in students who were about to complete their master's degrees. Results showed 40.6% of students had developed a leader orientation. Using this independent outcome indicator to evaluate the "global orientation" of students, we found that in response to the question, "Would you like to work overseas in the future?" in FY2013, 41.7% of students responded "I would like to." In FY2016, this rose to 68.2% and in FY2017, to 70.6%.

## ■ Kyoto Institute of Technology's Own Indicators and Targets

### ~Human Resource Improvements~

#### ○ Administrative Staff Internationalized

Of our administrative staff, 82 practiced for the TOEIC test using an e-learning program and 37 faculty and administrative staff attended training sessions which included practical English communication practice with a native speaker. We dispatched three staff to Thailand and Australia for short term overseas training. In November, we required all administrative staff to take the TOEIC exam.

#### ○ Faculty Dispatched Overseas

To become more effective when instructing students in English and to strengthen networks with overseas educational and research institutions, nine faculty went to Switzerland, the United States, Australia, and other countries through our faculty dispatch program. They collected data on host institution curricula to use in contributing to the internationalization of our university upon their return.

Remarkable Outcomes from Returning Faculty:

- Returning faculty began teaching in English using English-language teaching materials.
- A student from a host university was accepted to our doctoral degree course.
- A short-term program "KIT Bio Tech x IT Spring School 2018" was developed and implemented.
- Faculty jointly authored international academic papers with their counterparts at host universities. These were published.



〈KIT Bio Tech x IT Spring School 2018〉

### ~Facility Improvements~

#### ○ Students Exposed to Other Languages and Multicultural Studies

Many Japanese and international students interacted at the multilingual and multicultural learning project (M café) at the Global Learning Commons we continued to implement (4,415 users annually).

We invited a gastronomist, Mr. Yoshiharu Doi, to speak on "Japanese Cuisine and Its Presentation" on July 15 for our Global Learning Commons 2nd International Seminar. He provided insights into Japanese cultural traditions and the future of Japanese cuisine. In addition, 270 participants from the university and beyond, learned about Japanese traditional culture in contrast with some of the world's other cultures.

The Global Learning Commons held an African Fair in August, a Thai Fair in October, and an Earth Fair, "Mindful Spaces," in March.



〈African Fair in August, 2017〉

#### ○ Community and Regional Business Globalization Implemented

We held Open Tech Symposiums and other international seminars (18 in total) at our Tech Salon and other locations, with domestic and foreign researchers and persons from industry. Participants from outside the university totaled 151. We provided a space to encourage exchange among students, local business people and domestic and foreign researchers and conducted innovative student education.

### ~Curriculum Enhancements~

#### ○ International Degree Programs

- Two students each from Kyoto Institute of Technology and the University of Chiang Mai enrolled in our Joint Master's Degree Program in Architecture. Our students took classes at Chiang Mai University from August of 2017 to January of 2018. CMU students have been taking classes at our university since February 2018.
- We began discussions on the final fine tuning of our Double Degree Program with Politecnico di Torino, Italy.
- We held an exam for our first group of Higher Engineering Education Development Project, Mongolia (M-JEED) Twining Program students, enrolling two students each in our Architecture and Design, and Mechanical Engineering Programs for April 2018.
- We concluded our first Agreement on International Joint Supervision of a Doctoral Thesis with Université d'Orléans, France (Cotutelle) and sent one student to their doctoral course in March.

#### ○ Model Globalization Labs Actively Lead the Way

We designated five laboratories in our university as models of globalization. One lab accepted students from Université d'Orléans, France; Justus Liebig University Giessen, Germany; and Al-Farabi Kazakhstan National University, Kazakhstan. The second hosted a KIT Rubber Science Spring 2018 program for students from Mahidol University, King Mongkut's University of Technology, North Bangkok, Chulalongkorn University, Thailand and University Kuala Lumpur, Malaysia. The third lab welcomed and provided guidance during experimentation for students from Rajamangala University of Technology Thanyaburi, Thailand. The fourth held the Electrical Analytical Chemistry Workshop 2017 which students from Kyungpook National University, Korea attended. The fifth conducted international collaborative architecture design workshops with students from Technology Arts Sciences TH Koeln in Germany.

Accomplishments to Date:

- In FY2017, we expanded an inbound FY2016 program into an inbound/outbound program.
- We employed one of our international Ph.D. students as a Retained Assistant Professor.
- We sent one of our students to the Australian university of a guest researcher we invited to speak at one of our international seminars in 2014.
- One of our students who studied in Belgium gave a poster presentation at an international workshop.



〈KIT Rubber Science Spring School 2018〉

# Top Global University Project (Type B) NAIST

## 1. Outline

### 【Name of project】

NAIST Global<sup>3</sup> : cultivating Global leaders through Global standard graduate education on a Global campus

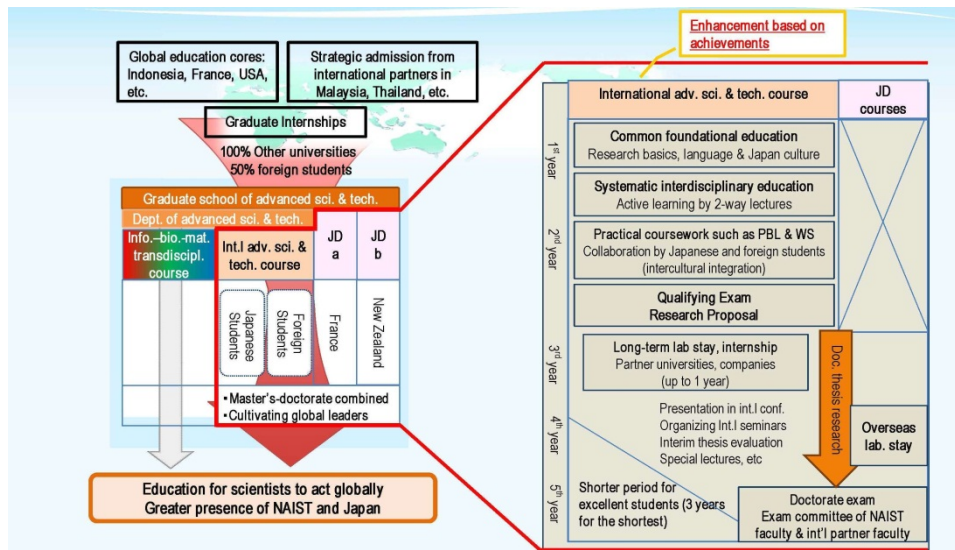
### 【Future vision of the university planned in Top Global University project】

NAIST Global<sup>3</sup> is a motto to (1) establish an international degree program for Global leaders, (2) develop a graduate educational model for high Global standard research, and (3) promote interdisciplinary education at Global campus with culturally diverse faculty, staff, and students.



### 【Summary of project】

NAIST will strive for global excellence in graduate education for advanced science and technology, specifically in three fields: Information Science, Biological Sciences, and Materials Science. Our current structure of three graduate schools will be merged into one integrated framework for advanced interdisciplinary education and research. Also, an international graduate program for advanced science and technology (5-year degree program) will be established. The program will offer a joint degree program with universities abroad. NAIST faculty and staff will benefit from faculty and staff development programs overseas. A support center for international students and researchers will become an integral part of the global campus for diverse faculty, staff, and students.







## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ● NAIST Top Global University Project Kick-off Symposium

In March 2014, NAIST hosted a symposium to discuss global trends in graduate education in the areas of advanced science and technology. Diverse speakers from affiliated universities gave lectures on global issues surrounding internationalization in higher education.

##### ● English Version of the University Guidebook

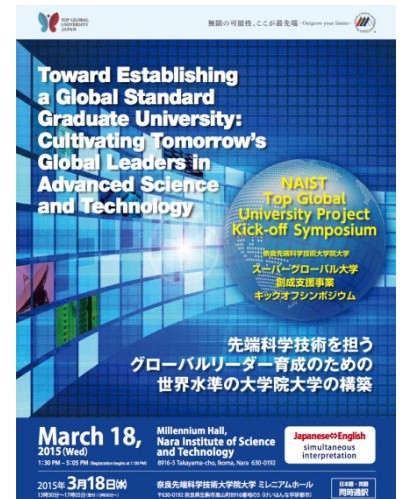
An English version of the University Guidebook is key in recruiting international students. The English guidebook was sent to NAIST's partner and related institutions, and widely distributed at various Study-in-Japan and Study-at-NAIST fairs.

##### ● International collaborative education programs

Joint degree program feasibility was examined in accordance with the related ministerial act. The final consultation was made in January 2015 to seal a double-degree program agreement with Unitec in New Zealand in May 2015.

##### ● Overseas Staff Development Seminar

An overseas staff development seminar and English conversation classes were held to strengthen organizational capacity to support the globalizing of education and research.



#### University reform

##### ● Establishment of the Center for Strategy and Planning

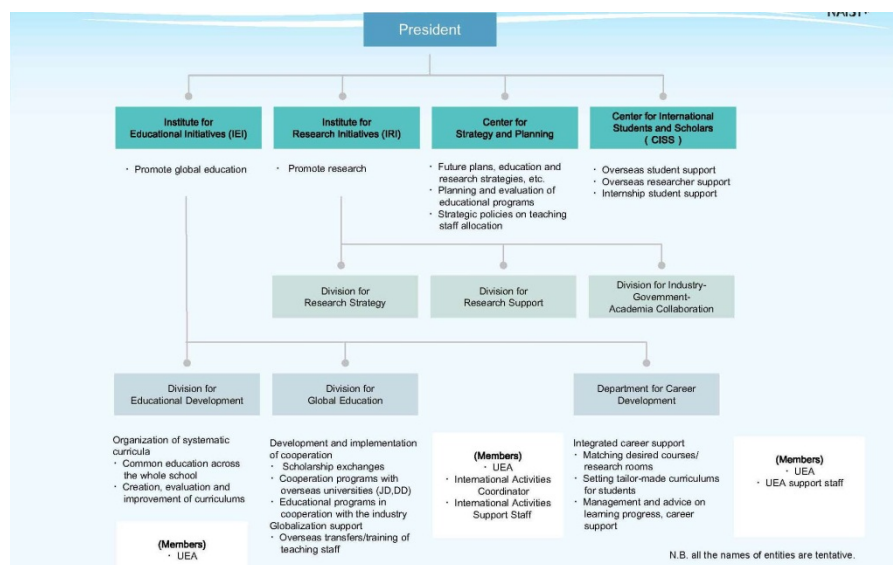
The Center for Strategy and Planning is placed immediately under the leadership of the President to unify planning of the future framework of university establishment systems and education and research strategies. The Center for Strategy and Planning operates as the headquarters for university management and institutional governance reformation through planning and evaluation of educational programs, and strategic policies on teaching staff allocation.

##### ● Organizing the Institute for Educational Initiatives (IEI) and Institute for Research Initiatives (IRI)

IEI has been set up to promote program planning and evaluation, and support education in order to cultivate global graduate education. IRI has been set up to support institutional research put forth in *The Program for Promoting the Enhancement of Research Universities*. Both are placed under the leadership of the President, closely connected with each other.

##### ● URAs & UEAs

University Research Administrators (URAs) analyze national and international trends of interdisciplinary research in the fields of science and technology. URAs also take part in expanding international networks for joint research. University Education Administrators (UEAs) engage in assessment of students' aptitude, curriculum development and teaching evaluation, academic and career support for students, and exploration of potential partnerships with academic institutions abroad.



## Education reform

### ● Overseas Faculty Development Seminar

Newly appointed faculty at NAIST participated in the Overseas Faculty Development Seminar at the University of California, Davis, in October. The participants experienced how to incorporate active learning into their curriculum to meet students' diverse needs. Such pedagogical support is the groundwork for preparing a quality learning environment as the top-level graduate institution.

### ● Improved Japanese Language Proficiency of International Students

Japanese classes for 2015 at elementary and intermediate levels are under preparation. Language lessons are an integral part of successful student life for international students. Japanese language acquisition and communication skills are necessary for finding employment at Japanese companies in Japan or overseas.

### ● Improved English Language Proficiency of Japanese Students

The core competence expected of Japanese master's students includes acquiring skills to comprehend research articles published in English, as well as lectures and seminars delivered in English. Doctoral students are expected to present their research in English, and to acquire negotiation and trouble-shooting skills. TOEIC is used as a measure to evaluate and monitor students' English proficiency.

## ■ University's own indicators and targets

### ● Globalization concerning campus regulations

NAIST initiated use of English in internal conference reports (conference titles only) and notification letters at all three graduate schools in 2014. This change encourages attendance of international faculty members at meetings. English versions of campus standards and regulations are under preparation.

### ● International environment promotion

NAIST further facilitated globalization in the cafeteria area, having English menus and installing a HALAL food section in the union store for our international students and researchers from diverse backgrounds.



## ■ Featured initiatives based on the characteristics of the university

### ● Career support for international students in Japanese firms

The number of NAIST's international students (doctoral course) hired by Japanese enterprises exceeded 30%.

### ● Career support for international students returning home

The number of NAIST's international graduates (doctoral course) hired as faculty in their home countries exceeded 20%.



## ■ Free description

### ● NAIST was featured in Science magazine

NAIST was featured in the prestigious Science magazine showcasing the "Top Global University Project" to enhance globalization and international recognition. (magazine: March 27/ad banner: March1-31)





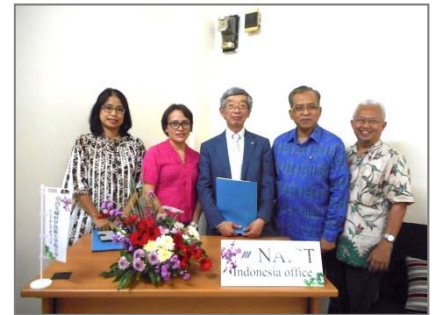
### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### ○ Overseas Education Collaborative Office in Indonesia

NAIST opened its first Overseas Education Collaborative Office in Bogor, Indonesia. As an Asian hub, the office will strengthen NAIST's international presence with objectives of improving recruitment and selection of international students, furthering relations with partner institutions and corporations, and promoting collaborative education and research with NAIST alumni in Indonesia and surrounding areas.



〈Opening of Indonesia Office〉

###### ○ The 2<sup>nd</sup> Top Global University Project Symposium

NAIST hosted the “Challenges and Opportunities: Graduate Education in Science and Technology towards Global Engagement” symposium with keynote speakers from the National Science Foundation (USA), European Commission, and A\*STAR Graduate Academy (Singapore). The symposium explored issues facing graduate education today in cultivating students' qualities for tomorrow's science and technology.



〈Symposium Program〉

###### ○ Educational Collaboration with Domestic Partner

NAIST signed a memorandum of understanding with International Christian University (ICU in Japan) to strengthen collaborations in global education for science and technology.

###### ○ Staff Development

The Overseas Staff Development Program (Hawaii Tokai University) and a series of English conversation classes were held as part of the staff's professional development. Improved English proficiency and administrative skills will support campus globalization.

##### University reform

###### ○ Structural Reform

The Center for Strategy and Planning led by the President initiated reform movements concerning institutional management and governance. The Institute for Educational Initiatives promoted efforts towards program planning, evaluation, and support of global graduate education.

###### ○ UEAs

International development University Education Administrators (UEAs) furthered global education support planning and the implementation of international partnerships, and faculty/staff development programs, etc. The appointment of UEAs for career/curriculum development to engage in career support, students' professional aptitude assessment, curriculum development, and evaluation and improvement of teaching effectiveness

###### ○ Support for International Students, Faculty, and Scholars

Fulltime staff members were employed to provide a wide range of services for international students, faculty/staff, and scholars. University materials such as policies and regulations became available in English to promote information accessibility.



〈Symposium Organizing Committee with Keynote Speakers〉

##### Education reform

###### ○ Japanese Proficiency of International Students

Japanese lessons were held to improve students' language proficiency to facilitate communication in their academic and future career.



〈Faculty Development Program〉

###### ○ International Collaborative Curricula

In addition to existing double-degree programs with Oulu University (Finland) and Paul Sabatier University (France), NAIST added programs with National Chiao Tung University (Taiwan), Unitec (New Zealand), and University of Malaya (Malaysia). The programs will further educational opportunities for both inbound and outbound students.

## Education reform (continued)

### ○ Faculty Development

The Overseas Faculty Development Program was held at the University of California, Davis. Seminars in university teaching and learning, followed by laboratory visits, are learning opportunities for NAIST faculty members to prepare for top-level graduate education in science and technology.



〈NAIST Introduction at Partner Universities〉

### ■ University's own indicators and targets

#### ○ English Proficiency of Students and Staff Members

As English communication skills are essential for realizing a global campus, TOEIC scores are used to assess and monitor the learning progress of students and staff member. In addition, emphasis was put on practical skills for academic studies and future research and employment. Master's students are expected to develop abilities necessary for comprehension of research articles, lectures, and seminars delivered in English. Doctoral students must be capable to disseminate their research findings globally using English, including debate and deliberation skills. Staff who support international activities, including academic and research programs, are required to pursue English proficiency to improve their overall performance.



〈Guidebooks in English〉

#### ○ English Use in Educational Programs

As part of globalizing efforts in graduate education, syllabi for courses offered in all three graduate programs became available in English. To prepare for a transition to a unified graduate program in the next few years, as well as an addition of international program for advanced science and technology (5-year doctoral program) to the curricula, English will become a primary medium of communication and instruction.



〈Flyer of Division for Global Education〉

### ■ Featured initiatives based on university characteristics

#### ○ Public Relations Efforts

Each year, NAIST delegations actively visit international partner education and research institutions, governmental offices, "Study in Japan" fairs, and others. English materials including guidebooks are critical in introducing our educational and international activities. Division for Global Education is now furnished with a flyer to explain NAIST's approach to the Top Global University Project. NAIST widely distributes these materials to improve its presence in the international educational and research community.

#### ○ Comprehensive Life and Academic Support

With growing numbers of international students, faculty/staff, and scholars on campus, NAIST is focusing on being able to provide comprehensive support, ranging from pre-departure preparation to academic and personal life assistance. Services will extend to accompanying spouses and families.

#### ○ Career Support

UEAs in charge of career development were appointed to support international students seeking career in Japan and/or Japanese companies abroad through career guidance, information meetings, and fairs on campus. Also, a newly launched Indonesia Office will become a hub for students and alumni in Indonesia and surrounding areas to broaden the support network.

#### ○ Social Integration

Social integration is key for successful learning and living. Japanese language and culture courses are required for all international students to support their integration in Japan. NAIST organizes numerous cultural events to familiarize international students with various Japanese traditions, including day trips to historic Nara, sutra copying and lectures at Buddhist temples, flower arrangement (Kadō), Japanese confectionery (Wagashi) making, Ninja experience, and more.



〈NAIST Tea Time〉

### ■ Efforts to Realize Global Campus

NAIST believes in the importance of a truly multicultural community. Our signature global campus event, "NAIST Tea Time", aims at strengthening our on-campus community and fostering mutual understanding and cultural familiarity among NAIST's diverse population. Also, NAIST offers a bilingual menu at the cafeteria and Halal options in the convenience store to accommodate diverse needs of the international population.



## 4. FY2016 Progress

### ■ Common Indicators and Targets

#### Internationalization

##### ○ NAIST Indonesia Office

In cooperation with the Indonesian NAIST Alumni Association, the NAIST Indonesia Office was opened in Bogor in April, and an inaugural symposium was held in August to commemorate the opening in the presence of representatives from various Indonesian universities, Indonesian governmental offices, and Japanese companies in Indonesia.

##### ○ UGM-NAIST Collaboration Office

The UGM-NAIST Collaboration Office was opened in the Center for Biotechnology Studies at Gadjah Mada University (UGM) in June to serve as a catalyst for enhancing academic and research collaborations with NAIST alumni at UGM and other universities in Indonesia.

##### ○ NAIST Thailand Office

The NAIST Thailand Office was established within Kasetsart University's Faculty of Engineering in March as a central point in Asia for global collaboration in higher education and research, such as recruiting international students, enhancing cooperation with partner universities, and strengthening NAIST alumni networks.

#### University Reform

##### ○ The Center for Strategy and Planning

The Center for Strategy and Planning led by the President analyzed current academic exchange progress and addressed the advancement of collaborations with international partners.

##### ○ Transition to One Graduate School

Newly appointed UEsAs for curriculum development prepared for the one graduate school in response to societal demands and students' needs for a multidisciplinary integrated program.

##### ○ The Center for International Students and Scholars (CISS)

CISS, established in April, served as a one-stop service hub for international students and scholars to facilitate their social and cultural integration. Such services included academic and daily activity support, such as assisting in visits to local government offices, bank and medical facilities.

#### Education Reform

##### ○ Faculty Development (FD) Program

Highly specialized curriculum of the International Faculty Development Program at the University of California, Davis (USA), introduced various practical pedagogical methods and strategies to participating faculty members, who then shared what they gained through participating in the institute executive meeting and departmental FD seminars.

##### ○ Staff Development (SD) Programs

English conversation classes helped improve speaking ability of the staff members. Additionally, the International Staff Development Program was expanded to an upper level based on job shadowing at Macquarie University (Australia) and an intermediate level with a focus on on-site interviewing at the University of California, Davis (USA), and Hawaii Tokai International College (USA), to further promote understanding of administrative operations globally.

##### ○ Double-Degree Programs

Through the double-degree programs, two NAIST students were sent to University Paul Sabatier (France) while two students from Unitec Institute of Technology (New Zealand) and one student from Oulu University (Finland) were enrolled in NAIST. In addition, NAIST concluded an academic agreement to encourage student exchange with the College of Engineering of National Chiao Tung University (Taiwan) to further enhance our relationship including the current double-degree program.



〈 Indonesia Office Inaugural Symposium 〉



〈 UGM-NAIST Collaboration Office Opening 〉



〈 Opening Ceremony of Thailand Office 〉



〈 International FD Program 〉



〈 International SD Program 〉



## ■ University's Own Indicators and Targets

### ○ English Proficiency of Students and Staff Members

Students of all graduate schools took the TOEIC test, and the scores were used as an indicator of English proficiency. TOEIC scores of the staff members drastically improved in FY2016 as they were expected to support the continued internationalization of educational and research programs.

### ○ Regulations and Syllabus in English

Translation of regulations and documents to facilitate the experience of NAIST's international community members was completed. Also, syllabi for courses offered in all graduate schools became available in English, which led to globally-focused curriculum development within the one graduate school.



〈 Participation in "Study in Japan" Fairs 〉

## ■ Featured Initiatives based on University Characteristics

### ○ International Alumni Network

Alumni in Indonesia volunteered to represent NAIST at the *Career & Scholarship Expo 2016* at Bogor Agricultural University (Indonesia), actively introducing our academic programs. An on-site staff member, a NAIST Indonesian graduate, is currently stationed in the NAIST Indonesia Office to support collaborative operations and to handle public relations in both English and Indonesian.

### ○ International Public Relations

The design and content of NAIST's websites, both in Japanese and English, were renewed. The websites became mobile friendly and easier for users to obtain up-to-date information. In addition, the NAIST's Top Global University Project website was renovated. Moreover, promotional materials in English were widely distributed around the globe, including to our partner universities, at "Study in Japan" fairs, and to overseas offices in Indonesia and Thailand, to actively introduce NAIST's educational and research activities.

### ○ Collaborations with Academic and Research Institutions

To further graduate education based on world-leading research, NAIST concluded new academic agreements with top research institutions (e.g., Nanyang Technological University in Singapore, Indian Institute of Technology Bombay in India). Academic collaborations deepened with partner universities through international student workshops, joint symposia, student exchanges, etc.

### ○ Japanese Language and Cultural Classes

Japanese language and cultural courses for international students were offered to enhance communication skills and to promote understanding of Japanese traditions and customs. A self-study e-learning system was introduced in the classroom to facilitate the learning process.

### ○ Career Support for International Students

A newly appointed UEA in charge of career support for international students offered career support services in English. Also, easy access to career resources in English through the newly launched website facilitated student inquiries concerning their career paths. Moreover, the employment rate for international students improved as the UEA established networks with Japanese companies.



〈 NAIST Introduction at Partner Universities 〉



〈 Indonesian Alumni Introducing NAIST 〉



〈 Career Support Website in English 〉

## ■ Efforts to Realize Global Campus

### ○ Global Campus Events

Our signature global campus event, "NAIST Tea Time", is intended to increase cultural understanding within the diverse campus population by offering presentations from diverse speakers in an at-home atmosphere with various cultures' drinks and foods. In FY2016, the events were opened to the public to strengthen relationships with local community members as well as to broaden their awareness on NAIST's cultural diversity.



〈 Global Campus Events 〉

## 5. FY2017 Progress

【奈良先端科学技術大学院大学】

### ■ Common indicators and targets

#### Internationalization

##### ○ NAIST Indonesia Office

To place permanent staff member at the NAIST Indonesia Office, NAIST contracted the Indonesian NAIST Alumni Association to place a NAIST Alumni at the office, allowing for PR activities to be performed locally at recruiting fairs, etc. in Indonesian.

##### ○ NAIST Thailand Office

NAIST joined the Japanese Universities' Network in Thailand (JUNThai) to expand our network with education and research institutions, while holding a NAIST Thailand Office inaugural symposium in September as part of the TGU Project to improve our education and research presence. Also, through collaboration with Thai Alumni NAIST concluded an academic agreement with another top-level Thai university. (Chiang Mai University)

##### ○ Diverse Faculty and International Students

NAIST diverse faculty has been achieved through international recruitment, domestic recruitment stressing education and research experience abroad and the continuing long-term faculty dispatchment program. Also, NAIST participates in study abroad fairs and actively recruits students at partner institutions, so that our international population is, while centered around Southeast Asia, geographically diverse. We currently have students from 33 countries and regions around the globe.

#### University Reform

##### ○ Faculty Development (FD) Program

The FD program was held abroad with participants observing classes and meeting with professors and TAs to learn about PBL, active learning, and roles of TAs, to further promote student-focused education. An on-campus debriefing meeting and graduate school training sessions were held to spread the knowledge they gained throughout NAIST to improve teaching methodology.

##### ○ Staff Development (SD) Activities

Through English training and overseas SD training the number of full-time staff (37 as of March 2018) that passed the foreign language requirement (TOEIC 750+ points) met the goals previously set, and NAIST was able to have a qualified English-speaking staff member at each administrative division/office. This was highly assessed in the 2017 TGU Project evaluations. Also, through the continuously held English training that is redesigned each year, the average staff TOEIC score has risen.

#### Educational Reform

##### ○ Transition to a Single Graduate School

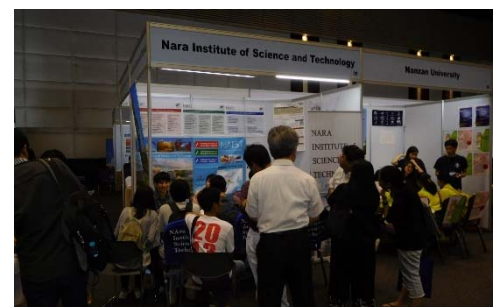
To establish a structure for the flexible and expedient organization of interdisciplinary educational curriculum of the 3 current fields and with the current graduate school curriculum, NAIST resolved to create a 1 graduate school, 1 department structure in 2018. In it, 7 education programs foster globally active human resources with broad and highly specialized knowledge of advanced science and technology, with internationally focused faculty gathering from different fields to educate to develop the specialized skills and knowledge and the broad understanding demanded by society and for interdisciplinary research collaboration and education.



〈 NAIST Indonesian Staff PR Activities 〉



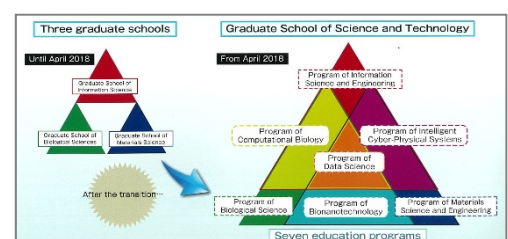
〈 NAIST Thailand Office Inaugural Symposium 〉



〈 NAIST Booth at Japan Education Fair 〉



〈 NAIST Overseas SD Debriefing Session 〉



〈 Transition to a Single Graduate School 〉



■ University's Own Indicators and Targets

○ Improved International Student and Scholar Support

The Center for International Students and Scholars (CISS) was re-organized and campus announcements led to an increase in cases handled (762 in total). Also, the Partner Opportunities Program (POP) planned in the TGU Project to promote recruiting of international faculty and the NAIST International Student Ambassador Program were set up, allowing for expanded support for international students and researchers, including increased dissemination of related information in English and Japanese.

○ A Global Campus Connecting with the community

NAIST Tea Time was held twice as Global Campus Events where NAIST faculty, staff and students, and members of the community gathered together to learn about other cultures and build ties. Also, the International Friendship Meeting was held in January, with a record attendance of 321 from within NAIST and other organizations, both private and municipal, that offer support for our international students, to promote understanding and further expand NAIST's international community.

■ Featured Initiatives based on University Characteristics

○ Furthering Double Degree Program Measures

In February 2018 NAIST's Double Degree Guidelines were formulated to assure high educational standards, while in the same school year the first double degree program graduates received their doctoral degrees. Especially, the 2 students NAIST sent to Paul Sabatier University who completed the double degree program under international collaborative supervision were both chosen for the Outstanding Student award. Additionally, to further develop the double degree program, NAIST signed a Double Degree Program Agreement with the University of Ulm (Germany) in July, 2017, while also being able to sign an agreement with University of Paris-Saclay during a courtesy visit to their campus in March 2018.

○ Publicizing the Creation of the New Graduate School

Necessary revisions to the NAIST Laboratory Introduction 2018 and the 2018 NAIST Guidebook were made reflecting the new single graduate school structure. In December an English leaflet based on the Japanese one explaining the single graduate school transition was produced and distributed to overseas institutions and offices to introduce the new education system to international students. Also, access to information for international students, current and prospective, was made easier through a special site explaining the graduate school transition and preparations for renewal of the English website in April in accordance with the new graduate school were undertaken.

○ International Student Career Planning Support

With Japanese corporations requiring advanced Japanese skills, an N1, N2 Japanese Proficiency Exam preparation course was held for those students wishing to work in Japan. A job fair was held on campus to assist international students in meeting with suitable Japanese corporations. Various career planning support was offered including business start-up seminars for those students who are interested in starting their own venture business.



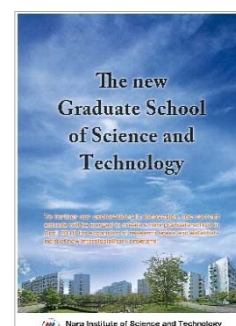
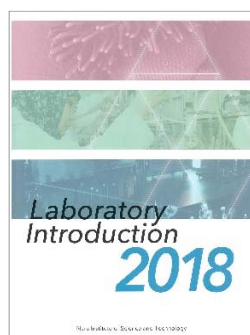
〈Center for International Students and Scholars (CISS)〉



〈 NAIST Global Campus Event 〉



〈 NAIST 2018 Graduation Ceremony (March) 〉



〈 English Lab Introduction 〉 〈 Graduate School Leaflet 〉



〈 New Graduate School Special Website 〉



# Top Global University Project (Type B) Okayama University

## Overview of the program

### 1. Outline of the Plan

**[Name of the Plan]**

PRIME program: producing practical-oriented human resources in a global community

**[Future of the university to be achieved through measures for Top Global University]**

Students and university staff will acquire high level abilities and launch into the world, while we will receive excellent students, teachers and researchers from all over the world to evolve Okayama University into a university disseminating outcomes of creative knowledge and fruits of technologies to the world. By changing people, regions and the world, Okayama University will become a university showing its presence in the world in the next 10 years.

**[Outline of the Plan]**

Under the PRIME (PRactical Interactive Mode for Education) program, students will not only be able to acquire three core powers (liberal arts strength, linguistic ability and specialized knowledge), but also be given opportunities to utilize the powers in the global fields through experiences in three faces (inter-discipline, inter- culture and inter-culture). As a result, students will be able to cultivate conversational abilities, creativities, abilities to take actions, leadership and decisiveness, and acquire abilities to make proper decisions in actual fields – abilities called the global practical wisdom.

**1 Liberal arts education and development of linguistic ability**

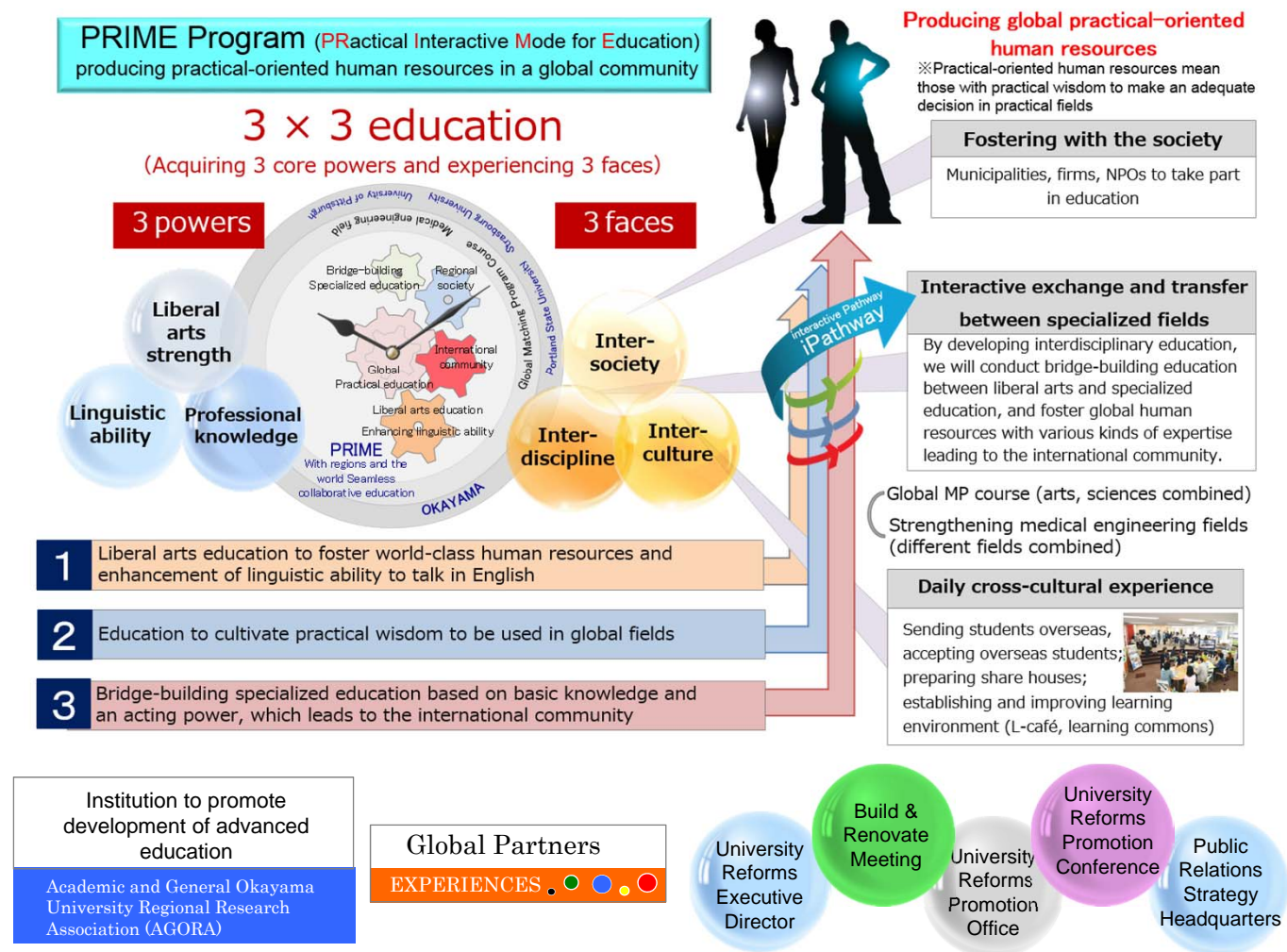
Through liberal arts education, we will build students' identities as Japanese necessary for them to play active roles globally and develop their communication skills to talk about their own ideas in English.

**2 Practical wisdom education to make students succeed at global fields**

Students will be able to acquire abilities to make adequate decisions by solving problems in actual fields through hands-on experiences in regions, companies and the international community. Global practical education also aims at maintaining a reciprocity between the university and the community. We will implement collaborative education not only with regions but also with the international community in the whole university.

**3 Bridge-building specialized education leading to the international community**

Based on basic knowledge and action acquired through liberal arts education, we will foster human resources possessing various kinds of expert knowledge by making use of the strength as a university.



## 【Outline of the 10-year Plan】

### Courses to promote internationalization

Expanding the Special Course for Global Human Resource Development (student quota increased from 50 to 150); opening and expanding the Foundation Course for Postgraduate Studies and the Short-Term Student Exchange Program (the yearly student quota increased from 60 to 200).

※ 2,000 international students and 1,200 students having studied abroad; all students have cross-cultural experiences.

### Education system reform

Introducing the Numbering Code System, with the execution rate at 100 percent; introducing 60-minute classes and the quarter system in the whole university in academic year 2016; starting new liberal arts education by establishing an institution to promote development of advanced education in academic year 2016

※Full introduction of the Numbering Code System, 60-minute classes and the quarter system

### Global practical education

Implementing practical education in the whole university and offering the education for graduate students and working adults; promoting practical education by a conference established in cooperation with local communities

※Providing global practical education for all students.

### Increasing freedom in studying: Matching Program (MP) Course

Introducing the International Baccalaureate admission; opening the Global Matching Program Course (student quota increased from 17 to 250)

※Teaching 2,100 subjects in foreign languages: the rate of courses in which students graduate only by taking classes conducted in foreign languages is 45 percent.

### Expanding strength: International medical engineering

Opening the Division of Biomedical Engineering: opening an overseas campus; creating a graduate school of international medical and biological engineering

※Teaching 2,100 subjects in foreign languages, the rate of courses in which students graduate only by taking classes conducted in foreign languages is 45 percent. (written again)

### Governance system to support internationalization

Reorganizing the International Center; expanding the annual salary system; strengthening the structure to promote university reforms; implementing the 5-U strategy (URA, UEA, UGA, UPR, UAA)

※Ratio of employment through the annual salary system: 53.1 percent for teaching staff and 31.3 percent for university officials; ratio of foreigners: 60 percent for teaching staff and 10 percent for university officials

## 【Distinctive measures: Internationalization, governance reform, education reform, etc.】

### Implementing global practical education in the whole university

Implementing global practical education subjects featuring collaboration between the university and the community in the whole university.

By creating a cross-faculty team of Japanese and international students, they learn histories, cultures and industries in regions and the world together. With knowledge acquired through classroom lectures, they will launch into actual fields in the society. The students and the community will cooperate to tackle problems faced by the community. Students will be able to acquire the global practical wisdom to solve problems from a global perspective, and the community will be able to solve problems.

### Global Matching Program Course, which evolves our characteristics

In the current MP Course, students can learn cross-faculty and cross-department degree programs based on tasks they set on their own. We will expand the course to create the Global Matching Program Course.

We will conduct thorough language education from the first year by establishing a course in which students can take an English degree in liberal arts and sciences, respectively. We will conduct education in both English and Japanese and open a mixed seminar in which international and Japanese students learn together. In addition, we will provide opportunities for both Japanese and international students to learn in different cultures and societies through long-term internship programs. Through these measures, we aim to foster human resources who can play an active role on the global stages.

### Faculties and graduate schools of medical engineering field, which help enhance our strength

Based on the Division of Biomedical Engineering, which opened in academic year 2015, we will create a graduate school of international medical and biological engineering in academic year 2018 to develop researches combining different study fields, mainly medicine, engineering and agricultural science.

In the current aging society, human resources who can lead the development of new medical equipment, diagnostic treatment technologies and drug development technologies, all of which help improve patients' quality of life, are required in the fields of medicine, nursing care and welfare. To foster such human resources, we will create a graduate school of international medical and biological engineering in academic year 2018. We also plan to enhance collaboration with affiliated overseas university hospitals to promote international research on medical engineering.

## 2 Progress situation of measures (academic year 2014)

### ■ Common outcome indicators and performance goals

#### Measures related to internationalization

##### 1 International Baccalaureate admission

International Baccalaureate admission for April enrollment had been conducted in Faculty of Science, Faculty of Health Science at Medical School, Faculty of Engineering, Faculty of Agriculture and Matching Program Course until academic year 2013, the admission was introduced in all faculties and departments in academic year 2015.

##### 2 Foundation Course for Postgraduate Studies

In October 2014, we opened the Foundation Course for Postgraduate Studies to support international students intending to apply for graduate schools of the university and the Short-Term Student Exchange Program accepting undergraduates who finished the third year as special auditing students. The number of students accepted by the Foundation Course for Postgraduate Studies was 28 for the second semester in academic year 2014 and 30 for the first semester in academic year 2015. The number for the second semester in academic year 2015 is expected to exceed 60.

##### 3 Introducing Numbering Code System and translating syllabus into English

We input a numbering code on trial basis in August and September. Based on the results of the test, we presented a draft numbering code "AREAtGETxppqW" at a meeting of the the Board of Trustees for Education and Research in November, and obtained an approval from the whole university. Translation of the syllabus into English was completed before the end of academic year 2014, and the translated syllabus for academic year 2015 was made available for students in March 2014.

##### 4 Support for international students before and upon arrival

We have compiled a booklet providing a clear explanation about support to obtain a student visa and procedures upon arrival as a pre-guidance. Since the second semester in academic year 2014, we have been providing transportation support to and from airport in response to arrivals of international flights.

Orientations are separately provided in Japanese and English. We increased guidance information on matters necessary for students' daily lives, such as explanations about the university co-op and cell phones. We also enhanced the contents of support for international students to smoothly provide assistance for them after arrival through the help of resident assistants at the university's dormitories, students assigned as help staff and others.



〈 Support by help staff 〉

#### Measures related to governance reform

##### 1 Meetings for university reforms

We created the University Reforms Promotion Meeting in April 2014 and started exchanges of views between university executive members on a strategy for university reforms, policy formulation and other issues. At the same time, we created the Build & Renovate (BR) Meeting to provide opportunities to exchange opinions and share information with department heads concerning such issues as implementation of concrete measures for university reforms. Both bodies have been holding a regular meeting every month respectively.

##### 2 Employing highly-skilled professionals as university staffers

Under the university president and relevant executive directors, we decided to employ business professionals acting on their own initiatives, called 5U (UEA, URA, UAA, UGA, UPR) from outside using the annual salary system. In academic year 2014, we employed three people as URA to further build up the university's research support system, such as making proposals on research policies as well as understanding and analyzing information about research activities worldwide. We also employed one as UPR to draw up a public relations strategy for the whole university and implement it.

##### 3 Expanding the annual salary system

We established a system to apply the annual salary system to full-time teaching staff in academic year 2014. In the year, we planned to apply the system to 190 teachers, accounting for 15 percent of all, while we actually could apply it to 214 teachers, or 17 percent.

#### Measures related to education reform

##### 1 Establishing an institution to promote development of advanced education

In October 2014, we established the institution to promote development of advanced education as an education research organization supporting collection of information, research and development and planning on advanced education and other issues; research study on education reform; examination on curriculums and educational methods and; promotion of university-wide education. We made discussions on the introduction of 60-minute classes and the quarter system.

##### 2 Securing spaces for self-directed learning

After aseismic renovation works of the Central Library and the Shikata Branch Library, we secured spaces for self-directed learning such as learning commons, a seminar room, and a group-learning room in both buildings. Thanks to the effects of the new facilities and various events including pilot classes aimed at developing education programs to foster students' critical thinking skills and to enhance their communication ability through Finnish interactive techniques, among other reasons, the number of visitors to the Central Library increased by about 1.5 times from a year earlier to 451,894 in academic year 2014.



〈 Learning commons 〉



## ■ The university's own outcome indicators and performance goals

### 1 Increasing staff members with a mind to think it necessary to actively conduct reforms to cope with the globalization

In academic year 2014, we held the Young Staff Training Program to improve their planning abilities, communication skills and other abilities for promoting university reforms; the Global Leadership Training aimed at improving English communication skills to foster global human resources and; the Global Vision Training aimed at improving the quality of university officials building the foundation of the globalization.

In addition to the Department Heads Training Session which is held annually, the Faculty of Engineering held a training workshop for teachers to improve their minds for university reforms.



〈 Training camp session for department heads and others 〉

## ■ Distinctive measures based on the characteristics of the university

### 1 Implementing global practical education in the whole university

Inviting the governor of the prefecture and the chairman of the Okayama Association of Corporate Executives, we held a symposium to introduce our project to people in the region and enhanced the government-academia-industry collaboration to implement the global practical education.

We also drew up a draft definition of the practical social collaborative education program, decided test subjects to be implemented in academic year 2015 and compiled a draft plan for subjects to be taught in academic year 2016. In the future, we will examine all subjects based on results of self-monitoring on the program, and fully introduce it in academic year 2016.



〈 Symposium for collaboration between the industry, government and university 〉

### 2 Global Matching Program Course: Enhancing our characteristics

We created a working group for opening the Global Matching Program Course in academic year 2017. Aiming to expand and globalize the current Matching Program Course, we conducted several projects including a hearing survey at an overseas IB school for the development of a curriculum to differentiate the university from others. We started creating a curriculum making use of the advantages as a university, such as guaranteeing learning in a wide range of academic fields and creating programs to help new graduate students successfully enter into graduate studies.

Under the new program, which is based on that students with various backgrounds learn together, we plan to offer thorough language education, make liberal arts subjects compulsory, provide education combining liberal arts and sciences by setting up several groups of specialized subjects and open new practical subjects such as a long-term internship program at home and overseas, aiming to realize the so-called 3 × 3 education.

### 3 Faculties and graduate schools of medical engineering field: Expanding our strength

To foster human resources leading new research and development activities, we opened the Division of Biomedical Engineering in the Graduate School of Natural Science and Technology by integrating study fields related to biomedical engineering from the school's Division of Industrial Innovation Sciences and Division of Chemistry and Biochemistry in April 2015.

We started exchanges of opinions with heads of all graduate schools to open a graduate school of international medical and biological engineering (provisional name) in academic year 2018 to boost the university's strengths that received high evaluation in the redefinition of the mission, -- promoting clinical research and medical transplantation (medicine); combining different fields of medicine and agricultural science / biotic function (engineering) and; collaboration with medicine, dentistry, pharmacy, science, engineering and agriculture (nursing and medical technologies).

## ■ Free description

### 1 Steady implementation of the Plan based on a progress schedule chart

We compiled a progress schedule chart for all measures to be achieved in the next 10 years, while we assigned executive directors or officials in equivalent positions to be in charge of respective measures and decided offices to be in charge of implementing these measures. We created a progress management chart for each of all items on the progress schedule chart and confirm progress situations of all measures on a regular basis. Through these measures, we aim to steadily implement the Plan.

### 2 Implementing the Plan by all university staff members working together

By measure, we create a project team comprising teachers and university officials to promote the project through collaboration between teachers and officials.

### 3 Promoting the Plan by the whole university

We have been putting contents discussed by project teams and other issues before the BR Meeting attended by all department heads, and exchanging opinions with all department heads. We decide projects at the education and research the Board of Trustees for Education and Research and other bodies after obtaining an approval from all departments, and then implement them.

〈 Progress management chart 〉

### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### ○ Establishment of the International Student Shared House

In March 2016, a shared house, where 120 students (30 Japanese students and 90 international students) can live together, was completed. Living together with other students may improve mutual cultural understanding, cooperation, and learning from each other. This shared house is expected to be a place that may increase students' motivation in language learning and encourage international exchange and studying abroad.



〈 International Student Shared House 〉

###### ○ Enhancing the education system for the Special Course for Global Human Resource Development and doubling number of students accepted for the Course

We doubled the number of students to be accepted for the Special Course for Global Human Resource Development from 50 to 100 with the goal of global leadership development. In this course, students are required to develop their English proficiency, participate in overseas training programs, and study abroad, based on the curriculum, while belonging to the faculty/course they entered.



〈 Special Course for Global Human Resource Development 〉

Moreover, to respond to the increase in students, we established new partnerships with universities/colleges (14 new inter-institutional partnerships, 6 new inter-departmental partnerships, and 2 new overseas language training programs) as well as improved and expanded existing overseas language training programs and exchange student programs (increased the number of students in such programs by approximately 90 people), and develop and implement new overseas internship programs (3 cases), as a result of university-wide efforts.

###### ○ Expansion of the Foundation Course for Post Graduate Studies

We continued to conduct a program for accepting prospective international postgraduate students in preparation for attending graduate school, the Foundation Course for Post Graduate Studies, following academic year 2014. The number of students who joined the course is steadily increasing, with 22 students joining in April and 27 joining in October in academic year 2015. This program has helped international students improve their Japanese proficiency.

###### ○ Numbering of class subjects and creating English version of syllabus

We promoted the numbering of class subjects and preparation of an English version of the syllabus. All class subjects for academic year 2016 were numbered and prepared in English as well as Japanese.

##### University reform

###### ○ Establishment of a system for reallocation of faculty members

At the BR (Build & Renovate) meeting for University executives and deans/directors to exchange ideas for promoting reform, we established a system for reallocating faculty members that calculates the "basic number of faculty members" of each faculty/school. The number is calculated pursuant to the standard number of faculty members as a "base number," which is based on the number of students accepted in each department, by adding "contribution number," which is calculated based on each faculty/school's contribution to common undertakings within the University.

###### ○ Publicity and information strategy

For the purpose of the branding of Okayama University, we established the Public Relations Strategy committee in May 2015 to standardize the design of brochures for University faculty/schools and revised the English version of the University and faculty/school websites. Moreover, Institutional Research (Public Relations/IR) Review Project Team established in academic year 2014 has planned measures by collecting, organizing and analyzing information owned by the University.

###### ○ Ensuring diversity among faculty and staff members

We employed a person who have earned a degree from overseas universities/colleges and who have experience working or conducting research overseas over a year or more as a University Global Administrator (UGA: highly skilled specialist for planning international strategy for the University). We also employed faculty members by using a cross-appointment system and expanded the range of staff members who are subject to the annual salary system (236 persons as of March 1, 2015 to 375 persons as of March 1, 2016) in order to ensure diversity among faculty and staff members.

##### Education reform

###### ○ Efforts toward introduction of University-wide, 60-minute lessons and four term system

We notified students, faculty and staff members of the strengthened learning experience by university-wide, 60-minute lessons introduced from academic year 2016 and improvement of students' independent activities (e.g. long-term overseas study, volunteer programs) by introducing four term system in order to promote curriculum review and educational improvement and allow smooth introduction of the new systems.

###### ○ Strengthening University-wide organizational structure

To improve the functions of and seek the simplification of the education-related organizations, we discussed the reorganization, integration and abolishment of two institutions and seven University-wide centers related to education, and decided to newly establish the Institute for Education and Student Services in April 2016. This enables a structural response to requests for new projects (e.g. globalization, collaboration between universities and high schools) and clarifies a place for discussing matters of University-wide education.

**1.3 times more learning at University**

### Introduction of 60-minute Lessons

Current	90 minutes/lesson	× 15 lessons =	2 credits
Planned Future	60 minutes/lesson	× 15 lessons =	1 credit
		× 30 lessons =	2 credits

**Various lesson styles will be provided tailored to course objectives and contents.**

**Examples of lesson styles**

60 minutes 1 lesson/week	60 minutes Several lessons/week	60 minutes Several consecutive lessons
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### Four Term System

Intense learning and extramural activities will be possible.

**By dividing a year into four Term ...**

- ▶ You can learn intensively and move up;
- ▶ A flexible plan for taking courses will be possible; and
- ▶ You can participate in extramural activities during each term and plus alpha term.

Examples of possible extramural activities by introducing the four term system

Studying abroad more than 2 months	Long-term internships	Regular and/or long-term volunteer activities
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〈 introduction of University-wide, 60-minute lessons and four term system 〉



## ■ University's own indicators and targets

### ○ Expanding PBL training programs, as part of personnel training (system to "change people"), to "change" the mindset of faculty and staff members

By adding Problem-Based Learning (PBL) elements to existing training programs for newly employed faculty and staff members and for section managers and assistant managers, we expanded opportunities to develop planning and communication skills for the University reform. Moreover, with regard to a learning group of young employees set up since academic year 2012, an advanced learning group of young employees has been set up to further improve the skills of participants in academic year 2012 and 2013.



〈 Learning group of young employees 〉

## ■ Featured initiatives based on the characteristics of the university

### 1. University-wide development of practical global education

We visited several institutions and conducted interviews regarding Co-op education with a high reputation as practical global education. As a trial implementation in advance of actual introduction and development at the University, we decided to implement University of British Columbia (UBC)'s Co-op program. We accepted UBC students for a period of three months and send them to forest industry companies in Okayama Prefecture. During the three-month period, UBC students were accompanied by Okayama University students for the implementation of the Co-op program. We also held a special symposium on practical global education in order to introduce Okayama University's version of the Co-op program and exchange ideas about the purposes, effectiveness, and future issues of Co-op education.

As for practical education subjects for society-academia collaboration, 13 subjects were provided as a liberal arts trial, and about 60 subjects will be fully introduced for liberal arts and about 50 subjects for technical training from academic year 2016.



〈 Implementation of Co-op program with UBC students 〉

### 2. Discovery Program for Global Learners evolving its characteristics

Aiming at establishment in academic year 2017, we discussed the substantial contents and development of the plan to establish the Global Matching Program Course, changed its name to Discovery Program for Global Learners, and set up a preparatory office. Moreover, we also created the following seven teams and held review meetings 64 times in total: Curriculums, Entrance Exams, Public Relations and Recruitment, International Student Support, Language Education, Long-term Internships, and Educational Methods and Facilities teams.

We joined study abroad events and visited overseas high schools for public relations and recruitment activities. Moreover, we kept track of overseas demand for manpower and necessary expertise and skills. Furthermore, we developed curriculums for training personnel with practical skills that will have high educational effects and match the needs of students and society, and an entrance examination system for selecting applicants who are qualified for the program.



〈 Discovery Program for Global Learners' public relations activity for the 3rd GO Global Japan Expo 〉

### 3. Faculty and Graduate School in the field of medical engineering, which is developing its strengths

We established a review meeting and working group for establishing the Joint Graduate School of Healthcare and Science to solve problems of aging society by strengthening the field of medical engineering and integration with humanities and social sciences. Discussed were not only collaboration between the fields of medical science and engineering, but also participation from the humanities and social sciences. Aiming at establishing a Graduate School of Medical and Health Sciences Integrated with Humanity and Technology (provisional name), we made progress in discussing the establishment of a Graduate School that matches the needs of students and society by combining the humanities and sciences.

Moreover, we will hold a Graduate School of Medical and Health Sciences Integrated with Humanity and Technology (provisional name) workshop in academic year 2016.



〈 Meeting of the external evaluation committee 〉

## ■ Free description

### ○ Holding of external evaluation committee

We held the academic year 2015 external evaluation committee of the Okayama University Top Global University project, which consists of five external experts, the president of Okayama University, six executive directors, and three president's aides. We promoted University-wide efforts by numerical process management toward implementing the plan and improved awareness among faculty and staff members.

### ○ Confirming progress of the Top Global University project using a progress check list

For all efforts in the Top Global University project, the project team consisting of faculty and staff members regularly confirmed the progress status by using a progress check list for the Top Global University project that clarifies the persons (executive directors) and departments in charge of implementation. Moreover, after grasping the issues, the team discussed improvement strategies.

### ○ Holding of Super Global Day

As a new endeavor for the purpose of promoting globalization and international exchange activities, Okayama University Super Global Day 2015 was held. Over 400 people from Japan and overseas participated, including alumni from overseas, and socialized with each other.



〈 Holding of Super Global Day 〉



## 4. FY2016 Progress

【OKAYAMA UNIVERSITY】

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of overseas partnership schools and branches of the International Alumni Association

As indicated by our increased number of overseas partnership schools (260 to 284), International Alumni Association branches (46 to 51), and overseas offices (8 to 9), we reinforced our efforts to send many more Okayama University students and accept many more international students.

From April 2016 to March 2017, we formed new partnership agreements (14 inter-institutional and 19 inter-departmental), enabling even more active interaction with students and faculty/staff members of overseas universities/colleges and institutes. In addition, we upgraded seven partnerships from inter-departmental to inter-institutional.

In October 2016, we organized the Super Global Homecoming Day. Inviting branch managers of the International Alumni Association to Okayama University, we requested them to cooperate in accepting many more international students, and held a commemorative lecture.



〈 Commemorative lecture held on the Super Global Homecoming Day 〉

##### ○ Implementation of a strategy to send many more Okayama University students and accept many more international students

In February 2016, we organized a taskforce to implement a strategy to send many more Okayama University students and accept many more international students. The taskforce set a numerical target for each faculty/school and graduate school. To accept many more foreign students desiring short-term education, research guidance, or training, we newly established the status of Short-Term Foreign Trainee of Okayama University, and built an in-house registry system for short-term foreign stayers. Also, for a registry system of Japanese students sent abroad, we considered introduction of such a system in academic year 2017.

##### ○ Opening of the International Student Shared House

In April 2016, we opened the International Student Shared House, and 80 international students and Japanese students newly took up residence. By October, the facility reached its maximum capacity of 120 residents. Not only did we construct the building simply, we also introduced a wide variety of systems to operate the dormitory effectively, for example, by assigning a Japanese leader for each unit and each floor, as well as focusing on the appropriateness of rents, facilities, and overall dormitory operation systems.

#### University reform

##### ○ Selection of the next president by the President Selection Board

We established a working group for considering how to select a new president, under the President Selection Board. The working group engaged in numerous discussions regarding a university operation system in which a president can demonstrate his/her leadership, and then compiled its recommendation on selection of a president. Afterwards, we revised our regulations regarding president selection. In academic year 2016, the President Selection Board clarified president selection criteria based on the revised regulations, followed by paper screening, an intention survey to collect in-house opinions, and candidate interviews, which were opened to members of the university. From the results of these processes, the President Selection Board selected a new president, while ensuring both its independence and transparency.



〈 New President Hirofumi Makino at a press conference 〉

##### ○ Efforts to ensure diversity among faculty and staff members

We increased the number of faculty and staff members who are paid on an annual-basis (from 375 individuals as of March 1, 2016 to 493 as of March 1, 2017). In addition, we concluded agreements regarding a cross-appointment system with the Institute of Physical and Chemical Research, Takeda Pharmaceutical Co., Ltd., Sumitomo Dainippon Pharma Co., Ltd., and Lehigh University, and employed four professors based on these agreements.

We also requested our deans/directors to introduce international open recruitment even more actively. As a result of introducing a tenure-track system at each faculty/school, the percentage of those subject to a tenure-track system to those employed during a year increased to 72.5% (up 16.2% from the previous year).

#### Education reform

##### ○ Promotion of educational system reforms

In academic year 2016, we introduced 60-minute classes and four-term system. After reviewing our entire educational system, we newly established the Institute for Education and Student Services. Also, striving to promote integrated educational reforms, we reviewed and refined the 60-minute classes and four-term system toward their improvement in academic year 2017, and improved our liberal arts subjects. Furthermore, as part of the PRIME Program, which aims to develop practical-oriented human resources, we established a system to certify high-level practical-oriented human resources.



〈 Pamphlet about high-level practical-oriented human resources 〉

## 【OKAYAMA UNIVERSITY】



〈 Office workers sent on a training program in Malaysia 〉



〈 Canadian Minister visiting Okayama University 〉



〈 Faculty members of the Discovery Program for Global Learners 〉

### 3. Faculty and Graduate School in the field of medical engineering, which is developing its strengths

In October 2016, to newly establish the Graduate School of Interdisciplinary Medical Sciences and Engineering (in academic year 2018), we set up the Establishment Preparation Committee, under which we also set up the Establishment Working Section and Working Section for the Selection of Prospective Faculty Members.

The Establishment Working Section was engaged in meetings twice a month to discuss appropriate educational and research organizations, student quotas, educational curricula, etc. from the perspective of developing a wide variety of human resources who can address any medical challenge, based on education and research centering on cooperation between medicine and engineering and the combination of humanities and sciences. Meanwhile, the Working Section for the Selection of Prospective Faculty Members judged the careers of prospective full-time faculty members for the newly established graduate school.

Furthermore, we received request statements indicating the importance and necessity of establishing the graduate school, not only from Okayama City and the Okayama Association of Corporate Executives, but also from the city of San Jose, California and the Japan Business Society of Detroit, Michigan, both in the U.S. In March 2017, we submitted our establishment planning documents, together with these request statements, to the Ministry of Education, Culture, Sports, Science and Technology.



〈 At a panel discussion held at the symposium commemorating the establishment of the Discovery Program for Global Learners 〉

## ■ University's own indicators and targets

### ○ Globalization training, leadership training, and short-term dispatch programs held inside and outside the university

We held a hybrid-type training program consisting of individual online English conversation lessons and face-to-face group lessons for TOEIC-preparation. This English training program drew approximately 40 staff members. Moreover, we held a wide variety of PBL training programs, such as sessions for learning groups of young employees, practical-oriented Global Vision Training, and seminars for learning how to teach in English. A total of 515 individuals participated in these programs.

Furthermore, we dispatched some of our office workers on overseas training programs in Malaysia (language program at the University of Malaya) and China.

## ■ Featured initiatives based on the characteristics of the university

### 1. University-wide development of practical global education

In cooperation with the University of British Columbia (UBC), Canada, we accepted two UBC students under the Co-op program. We also provided the international internship subject, our original program designed for Japanese students to accumulate experience at private companies, for 14 students (up from 9 in academic year 2015). For practice-based learning, we organized 64 liberal arts subjects and 61 technical training subjects (up from 12 liberal arts subjects in academic year 2015).

In May 2016, Minister MaryAnn Mihychuk of Employment, Workforce Development and Labour of Canada visited Okayama University, before attending the G7 Kurashiki Education Ministers' Meeting in Okayama. Our executive director in charge of social responsibility and international affairs explained the active interaction between Canadian universities and Okayama University.

### 2. Discovery Program for Global Learners evolving its characteristics

We ensured nine full-time faculty members for the Discovery Program for Global Learners through international open recruitment and internal transfer. In April 2016, we set the Administration Office Discovery Program for Global Learners as an organization to handle administration matters.

For entrance examinations, we sent mainly full-time faculty members to 75 high schools and other institutes in 11 countries. By doing so, we promoted our international examinations for those enrolling in Okayama University in October 2017 after the screening process starting from academic year 2016. The total number of applicants for the first-term international examination (held November to December) and for the second-term international examination (held in February) reached 53, more than double the admission quota, from 15 countries. For the examination for International Baccalaureate admission, which we conducted in February to enroll only a few students, four total applicants were received.

### 3. Faculty and Graduate School in the field of medical engineering, which is developing its strengths

In October 2016, to newly establish the Graduate School of Interdisciplinary Medical Sciences and Engineering (in academic year 2018), we set up the Establishment Preparation Committee, under which we also set up the Establishment Working Section and Working Section for the Selection of Prospective Faculty Members.

The Establishment Working Section was engaged in meetings twice a month to discuss appropriate educational and research organizations, student quotas, educational curricula, etc. from the perspective of developing a wide variety of human resources who can address any medical challenge, based on education and research centering on cooperation between medicine and engineering and the combination of humanities and sciences. Meanwhile, the Working Section for the Selection of Prospective Faculty Members judged the careers of prospective full-time faculty members for the newly established graduate school.

Furthermore, we received request statements indicating the importance and necessity of establishing the graduate school, not only from Okayama City and the Okayama Association of Corporate Executives, but also from the city of San Jose, California and the Japan Business Society of Detroit, Michigan, both in the U.S. In March 2017, we submitted our establishment planning documents, together with these request statements, to the Ministry of Education, Culture, Sports, Science and Technology.

## ■ Free description

### ○ Symposium commemorating the establishment of the Discovery Program for Global Learners

In February 2017, we held a symposium to commemorate the establishment of the Discovery Program for Global Learners, inviting speakers from both home and abroad. At this event, which served as a good opportunity to let many more people know about the program, we introduced advanced examples of similar efforts by large-scale universities in the U.S., the Netherlands, and Japan. This led symposium participants to share the vision of developing global practical-oriented human resources and its challenges.

### ○ Explanatory session on the progress of the Top Global University project

In August 2016, we held an explanatory session on the progress of "PRIME Program: Producing Practical-oriented Human Resources in a Global Community," which has been selected as a Top Global University project. At the event, our president and directors explained the progress of the project, and approximately 160 participants actively exchanged opinions.



## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of international cooperation projects by the Consortium of Six National Universities in Japan

Aiming to enhance cooperation between the Consortium of Six National Universities in Japan (Chiba University, Niigata University, Kanazawa University, Okayama University, Nagasaki University, and Kumamoto University) and its European hubs to improve its international competitiveness, we held the Japan-Netherlands International Symposium at the Embassy of the Kingdom of the Netherlands in Japan in June 2017 through co-organization with the Netherlands Organization for International Cooperation in Higher Education (Nuffic), the Japan Museum SieboldHuis, and the Embassy of the Kingdom of the Netherlands.

We will continue to play a central role in further expanding exchanges and collaboration with leading universities in the Netherlands and other European countries, strengthening mutual exchanges and cooperation with universities in Germany (Chiba University), the Netherlands (Nagasaki University), and Belgium (Kanazawa University), which are our European hubs adjacent to each other, and supporting the Erasmus Plus program and the EU-SHARE program.

##### ○ Implementation of a strategy to send many more Okayama University students abroad and accept many more international students

In February 2016, we organized a taskforce to implement a strategy aimed at sending many more Okayama University students abroad and accepting many more international students. The taskforce set a numerical target in academic year 2016 and thereafter for each faculty/school and graduate school, and solicited for open recruitment program development projects to support project expenses in order to help each faculty/school and graduate school achieve its numerical target.

To accept many more foreign students, we established the status of Okayama University Hospital Long-term Foreign Trainee and organized a system for accepting foreign students. As for Japanese students sent abroad, we created the International Exchange Support/Overseas Travel Registration System to manage the status of overseas travel of students and implement risk management on their behalf.

#### University reform

##### ○ Improvement of the university reform promotion system and sharing of a sense of purpose

Regarding the university reform promotion system, we evolved the conventional university reform guiding system into a university reform promotion system based on objective management in April 2017 to make university reform more practical by comprehensively promoting university reform with the concerted efforts of the President and all members of the administration and individual faculties/schools.

We worked to raise the awareness of faculty members through MBO-S and objective management based on Institutional Research/Institutional Effectiveness (IR/IE) to promote university reform in a comprehensive manner. To this end, we set up the University Strategy Council, the Project Headquarters Council for University Reform Promotion, and the IR/IE Office to further accelerate university reform through rapid decision-making, and established an evidence-based PDCA cycle through IR/IE.

##### ○ Establishment of an SDGs promotion system – Won a special prize of the first Japan SDGs Award

Under the Makino Vision, we formulated the Action Guidelines of Okayama University on the SDGs to engage in activities aimed at contributing to achieving the UN Sustainable Development Goals (SDGs), and published “Selected cases in Okayama University to Promote SDGs.”

In December 2017, receiving recognition for these activities, we became the only national/public university to be awarded the SDGs Partnership Award, a special prize of the first Japan SDGs Award organized by the national government.

In February 2018, we established the Okayama University SDGs Promotion Headquarters, aiming to operate the university from the perspective of achieving the SDGs on a university-wide basis and to promote efforts to build more integrated partnerships with the local and global communities.

#### Education reform

##### ○ Promotion of educational system reforms

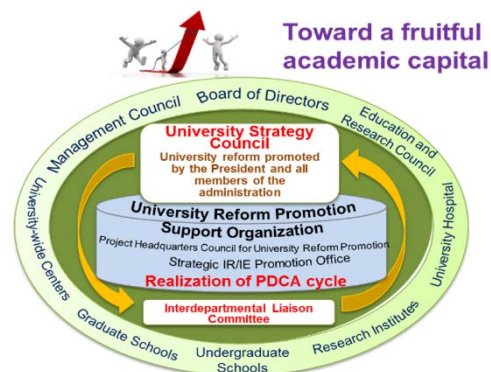
The Institute for Education and Student Services refined the 60-minute lessons and four term system, improved liberal arts courses, and introduced competency-based education courses.

Under a system to certify students with a high degree of creativity and acting ability as advanced all-round achievers, we conducted rubric-based assessments and selected 82 students as advanced all-round achievers to give them commendations.

We also trademarked the logomark for advanced all-round achievers, the design of which was determined through open solicitation from students. We broadly disseminated the significance of advanced all-round achievers and our educational system, giving an explanation to the local business community and distributing pamphlets.



〈 President Makino and Netherlands Ambassador to Japan Jacobi talking at the reception 〉



〈 University reform promotion system based on objective management 〉



〈 Award ceremony at the Prime Minister's Official Residence 〉



〈 Logomark for advanced all-round achievers 〉



## ■ University's own indicators and targets

### ○ Holding of Okayama University Future Sessions by young faculty members responsible for the next generation

Under the Makino Vision, we are constantly advancing university reform, discussing from various perspectives the future vision for making the university more appealing. Under these circumstances, we held the Okayama University Future Sessions twice in February 2018 to use the perspectives and ideas of young faculty members as important references to shape the future of the university.

Under the theme "Future State of Okayama University—Focusing on the enhancement of Graduate Schools," 31 young faculty members from each faculty/school were divided into four groups to discuss and give a presentation on realistic problem-solving plans and ideas for creating a bright future for the university.



〈 Okayama University Future Session 1-1 〉

## ■ Featured initiatives based on the characteristics of the university

### 1. University-wide development of practical global education

As a practical global education program, we provided the International Internship Program (13 students), our original program designed for Japanese students to accumulate experience at private companies, accepting three students from the University of British Columbia (UBC) under the Co-op program in cooperation with UBC. For practice-based learning, we offered 68 liberal arts subjects, 40 technical training subjects, and 10 graduate school subjects in academic year 2017.

### 2. Discovery Program for Global Learners evolving its characteristics

The Discovery Program for Global Learners was launched with 13 academic staffs, including two staffs newly hired in April 2017. The program started in October 2017, accepting 31 students from 16 countries who passed the international entrance examination as the first batch of students.

As for entrance examinations, the entrance examination system was reviewed based on the entrance examination results of the first batch of students. Consequently, the frequency of entrance examinations was reduced from three times a year to twice a year. The total number of applicants for the entrance examinations for admission in academic year 2018 reached 82 from 24 countries, which was more than 2.7 times the admission quota. In the International Baccalaureate admission, we received seven applicants for a few places.

### 3. Faculty and Graduate School in the field of medical engineering, which is developing its strengths

We submitted an application for the establishment of the Graduate School of Interdisciplinary Science and Engineering in Health Systems in academic year 2018 to the Council for University Establishment and School Corporation, and received permission in November 2017.

After further discussion on how to operate the graduate school, we set up seven working sections and working groups under the New Graduate School Establishment Preparation Committee. Thus, we prepared thoroughly for the establishment of the graduate school in April 2018, discussing an enormous amount of issues, including how to build an operating structure for the new graduate school, how to implement public relations activities through the university's website or other means, how to design systems for educational affairs, entrance examinations, and student life, and how to develop practical training programs in advanced hospitals.



〈 The first batch of students in the Discovery Program for Global Learners in front of the entrance ceremony venue 〉

## ■ Free description

### ○ Holding of the Interim Report Symposium of the Top Global University project

In March 2018, we held the Interim Report Symposium of the Top Global University project titled "Okayama University PRIME Program" under the theme "Developing All Students' Abilities as Advanced All-round Achievers to Play an Active Part in the Global World: Deepening and Developing of the 'Prime Program' and SDGs."

In Part I, following the greetings of the guest from the Ministry of Education, Culture, Sports, Science and Technology and a business report by President Makino, a keynote speech was delivered by Dr. Kazuhiko Takemoto, Director of the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS). In Part II, a panel discussion was held under the theme "How can students be advanced all-round achievers to play an active part in the global society for sustainable development?", inviting panelists from the art world, the business world, and an overseas partner university as well as an Executive Director, students, and an instructor of Okayama University.



〈 Dr. Takemoto, Director of UNU-IAS delivering a keynote speech 〉

### ○ Opening of the website of the Top Global University project (Japanese/English)

In March 2018, we opened the website of the Top Global University project in both Japanese and English. The website introduces the "PRIME Program," our educational reform program, aiming to widely publicize the project and contribute to the efforts of Japanese universities toward globalization.

The website's content includes "News & Events," in which the latest information is updated daily, "Mission," which introduces a mission that we aim to achieve through the project, "Program," which introduces our efforts specifically, "Vision," which announces the target and result values of performance indicators, and "Our Students," which introduces students who play an active role in the project.

● Please click here for the website of the Top Global University project.

<https://www.sgu.csv.okayama-u.ac.jp/en/>



〈 Top page of the website of the Top Global University project 〉

# Top Global University Project (Type B) Kumamoto University

## 1. Outline

[Name of Project] **A Leading University Cultivating Global Leaders from Kumamoto**

[Future Vision of the University Planned in TGU Project]

**Kumamoto University is open, compatible, and mobile**

Introducing an internationally standardized education system offering compatibility and mobility

**Kumamoto University is a regional globalization**

Promoting regional human resources, supplying innovative talent who can help advance a technology-oriented nation

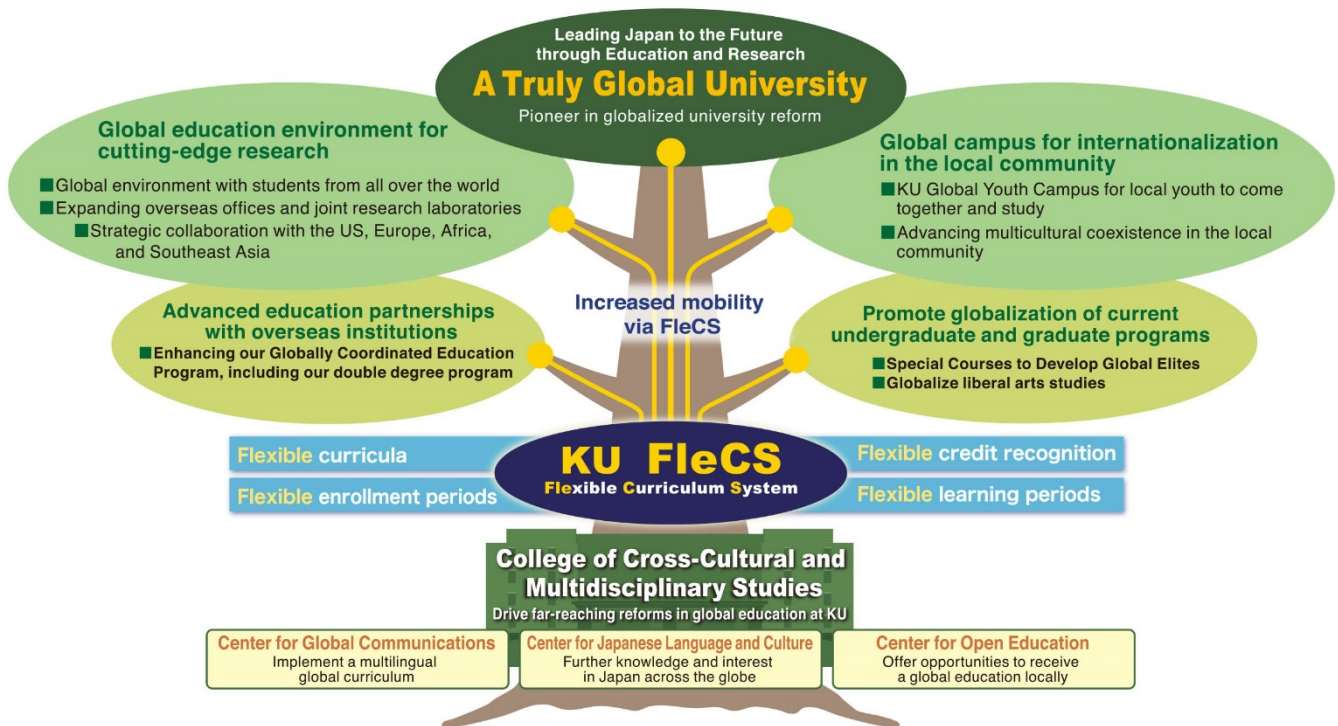
**Kumamoto University continually improves, researches, and develops**

Enriching an advanced education system and research activities

[Summary of Project]

Through this project, we aim to become a truly global university by implementing various educational reforms. To that end, we will contribute to the globalization of the local community as a globally competitive research hub with the following 4 targets:

- 1 An education system highly conducive to internationalism
- 2 Global atmosphere for the inclusion of international students
- 3 Strengthened and globalized graduate education to support cutting-edge research
- 4 Global campus as a driving force for internationalization in the local community



### Organizational Chart of Kumamoto University's Globalization





**[Summary of the 10-year Plan]**

**Top Global University Project Roadmap**

Item		2014 (1st year)	2015 (2nd year)	2016 (3rd year)	2017-2018 (4-5th year)	2019 (6th year)	2020-2022 (7-9th year)	2023 (10th year)
Number of international students (all year)		(2013) 764		1,000		1,250		1,600
Number of students who have studied abroad (all year)		(2013) 514		700		900		1,200
Globalization-related	Establish and improve the College of Cross-Cultural and Multidisciplinary Studies	Establish the College Recruit faculty and staff Hold a SGU symposium	Recruit faculty Improve College facilities	Invite international professors				
	Develop and implement a global education curriculum	Establish the Center for Global Communications Develop a global curriculum	Percentage of global curriculum in liberal arts:		5%	20%	50%	
	Enhance Japanese Language and Japanese Studies Classes	Establish the Center for Japanese Language and Culture Improve lecture rooms	Enhance Japanese Language and Japanese Studies Classes					
	KU Global Youth Campus Program	Establish the Center for Open Education High school and university collaboration program	Number of participants in the program:		250	400	500	
	Expand overseas offices and global PR activity	Implement PR activity at partner institutions. Develop PR tools	Expand overseas offices Implement global PR activity					
Education reform efforts-related	Develop and implement a multifaceted entrance exam	Utilize International Baccalaureate (IB) and other external exams including TOEFL Implement entrance examinations overseas						
	Special courses to develop global elites	Set up courses	Trial	3 newly set up courses	6 courses	8 courses		
	Globally coordinated education program	2 programs		4 programs	6 programs	10 programs		
	Reform education system	Study how best to provide English numbering and syllabus	Provide numbering and syllabi in English for all subjects for the entire university Evaluate lectures by students					
	Introduce a flexible academic calendar and enrollment period		Study quarter system	Introduce quarter system				
Governance reform-related	Establish and improve organization	SGU Headquarters Organization for Globalization	Review organization structure				Improve organization structure	Develop a guideline to maintain the structure after the project ends
	Evaluate the progress of the project		Preparation	Self-evaluation External committee		Self-evaluation External committee		
	Improve living environment	Research a semi-international dormitory	Promote a semi-international dormitory Consider to build a new dormitory			Utilize private accommodation		
	Introduce global personnel system	Study international open recruitment of faculty	International open recruitment for faculty positions			Introduce the tenure track system		
	Train an internationally competent faculty	FD seminar (19 participants) SD seminar (69 participants)	Expand/implement FD and SD seminars					

**[Featured Initiatives (Internationalization, University Reform, Education Reform)]**

Toward refining our university to be “a truly global university” based on educational reforms, these initiatives aim to establish our university as a globally competitive research hub. In particular, we have set the following 4 targets to take bold and effective reforms.

- 1 An education system highly conducive to internationalism**

We are introducing a new education system that is compatible with the academic year of other countries and allows graduate students to enroll early or study abroad, and offers flexible credit transfer. Furthermore, the newly established the **College of Cross-Cultural and Multidisciplinary Studies (the College)**, which facilitates the globalization of our university education, and the **Center for Global Communications**, which belongs to the College, offers liberal arts courses in English and support Special Courses to Develop Global Elites.
- 2 Global atmosphere for the inclusion of international students**

In order to enhance our high quality curriculum to students learning about Japanese language and culture, we are creating the **Center for Japanese Language and Culture** in the College to promote enrollment of international exchange students and researchers.
- 3 Strengthened and globalized graduate education to support cutting-edge research**

We are beginning a global education program that applies to both undergraduate and graduate-level studies with the aim of educating elite graduates going on to be active throughout the world. A Globally Coordinated Education Program is also being created for the purpose of sending students abroad and to partner with universities primarily in the US and Europe to offer double degrees and support collaborative research.
- 4 Global campus as a driving force for internationalization in the local community**

The **Center for Open Education** in the College is the core of our **KU Global Youth Campus** program. This program not only provides opportunities for local teens to receive an early global education, but also promotes globalization of local community by assisting study abroad programs.



## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### Establishment of the College of Cross-Cultural and Multidisciplinary Studies, and the Globalization of Education

For the globalization of education, and to provide total care for our international students, we established the College of Cross-Cultural and Multidisciplinary Studies to help drive our global education activities. The Center for Global Communications started conducting a new short-term study abroad program (USA) for Japanese students, developing global curricula in which liberal arts are taught in English, and strengthening the Short-Term Exchange Program taught in English (receiving international students). The Center for Open Education offered opportunities for global education to local youth, such as conducting overseas training for students of a Super Science High School in Kumamoto prefecture.

##### Hosting the Top Global University (SGU) Project Kickoff Symposium

With the presidents of other universities, including the University of Leeds (UK), that are taking advanced approaches to globalization invited as guest lecturers, we held a symposium on January 31, 2015. We introduced the SGU project and exchanged views about collaborations aimed at globalizing Japanese education. Approximately 250 people from universities, high schools, local administrations and Kumamoto residents, participated in the symposium. It helped raise interest and understanding of the purpose, targets and realization of the SGU project.

##### Creation of Promotional Video to Attract More International Students

With the participation and cooperation of current international students and local citizens, we created a new promotional video with multilingual captions to attract more international students. It can be viewed on the university's SGU project website. The video was shown to partner universities when we visited, and was used in events such as the Study Abroad Fair.

Movie URL: <http://www.c3.kumaoto-u.ac.jp/kumadai/movie/>

#### Governance Reform

##### Establishment of a New Organization to Promote the SGU Project and Globalize Kumamoto University

We established the Organization for Globalization in March 2015. Headed by the president of the university, this action is meant to accelerate our all-university efforts for globalization under the governance and leadership of the president. We also established the College of Cross-Cultural and Multidisciplinary Studies under the control of the Organization for Globalization, and launched various programs to promote the globalization of education. We will start construction of the facilities for the college during the 2015 academic year.

##### Seminar for Administrative Staff to Improve International Administrative Work Skills (SD Seminar)

To improve international administrative work skills among administrative staff, we provided a half-year language course in the 2<sup>nd</sup> half of the 2014 academic year in Kumamoto, and 11 staff members completed the course. We also dispatched one member to the Philippines to receive English training and to participate in interviews at partner universities, which were all helpful in improving our ability to handle international administrative work. In 2015, we will provide several SD seminars at universities in Europe and the US, including The University of Glasgow.

#### Education Reform

##### Preparation to Establish Special Courses to Develop Global Elites

A study to establish special courses to develop global elites has started as to cultivate elite global graduates through undergraduate programs. A new syllabus system was launched in January 2015 to enhance international compatibility and to systematize the education programs. The new system, implemented in January 2015, supports course numbering and can be provided in different languages. We began discussing the introduction of the quarter system as well, which is scheduled to start in the 2016 academic year, in educational conferences, etc., and looked at precedents set at other universities.



〈 Poster presentation at overseas training 〉



〈 250 participants at the SGU Symposium 〉



〈 Video "Act Now!" (Now on KU YouTube) 〉



〈 College of Cross-Cultural and Multidisciplinary Studies (To be completed in March 2016) 〉

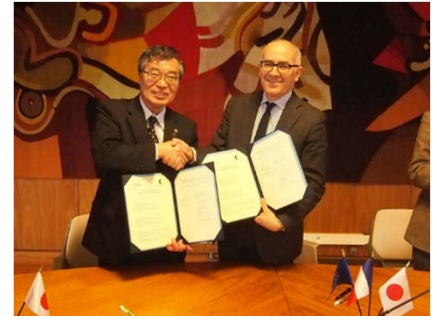


〈 SD seminar at University of the Philippines Diliman 〉

## ■ University's own indicators and targets

### Enhancing Our Globally Coordinated Education Program

To enhance our Globally Coordinated Education Program, including our double degree program, we concluded a double degree agreement with the University of Bordeaux (France) in March 2015 for the Doctoral program of the Graduate School of Science and Technology. We launched exchanges with universities in sub-Saharan African countries such as the Republic of Rwanda and Republic of Djibouti. In the 2014 academic year, we concluded 24 new exchange agreements with the University of Rwanda and other universities, and actively promoted partnerships with overseas universities.



< Presidents of Kumamoto and Bordeaux Universities exchanging the Double Degree Agreement >

### KU Global Youth Campus Program

We established the KU Global Youth Campus Program to return the resources accumulated from our globalization activities to local society. We held a high school-university symposium "Honest Talk between High School and University Students!" on December 14, 2014, and 24 students from 12 public and private high schools in Kumamoto Pref. participated and discussed global human resource competition and studying abroad.



< High School-University Symposium >

### Overseas FD Training to Promote Global Education

To support faculty members who lecture in English for the global curriculum provided under this program, we dispatched some of them for a week to the University of Alberta in Canada, one of our partner universities, in March 2015. They learned how to teach in English, including useful English expressions for classroom and communication presentation skills. We will dispatch faculty members overseas again in the 2015 academic year for 2-week training sessions.



< Overseas FD training at University of Alberta, Canada >

## ■ Featured initiatives based on the characteristics of the university

### Promoting Globally-Advanced Research and Education Programs as a Research University

As we were selected for the "Program for Promoting the Enhancement of Research Universities" by MEXT in 2013, we have established International Collaborative Research Groups for Life Sciences, Natural Sciences, and Social and Cultural Sciences in the Division of Excellence in Research of the Priority Organization for Innovation and Excellence (POIE) in order to globalize our research activities and strengthen the ability to research. Under the management of top professors in each research group, we invite researchers from abroad, recruit talented young researchers, regularly hold international seminars, establish overseas joint laboratories, and do much more. We have also assigned URAs and international research coordinators to support globally collaborative research activities for the whole university. They offer a broad range of services, such as attracting research funding, acquiring intellectual property rights, holding events for international joint research, and providing international researchers and students with administrative support.



< Facility of the International Collaborative Research Group for Life Sciences >

### Developing Talented People Who Can Learn from and Solve Issues in the Local Community as the Center of Community (COC)

Kumamoto University was selected for MEXT's Center of Community (COC) Project in 2014. As a university rooted in the community, we aim to develop individuals who can learn from the community and solve community issues in a creative way. To strengthen the management structure, we set up the Organization for Community Development (Director: President) in 2014. We also added "Kumamoto Studies" to the liberal arts curriculum for freshmen so that they can learn about the history, culture and current issues of local communities. By knowing the problems of each community and raising awareness of regional contributions, globally-minded students will be nurtured.



< COC research presentation by students and local residents at Community Lab. >



### 3. FY2015 Progress

#### ■ Achievements and Goals

##### Internationalization

###### ○ Enhancement of Short-Term Program for International Students

We previously offered a short program taught in Japanese for undergraduate students from overseas partner universities only during summer. In the 2015 academic year, we added summer and spring programs taught in English for the first time, to provide a total of 3 short-term programs for international students.

In total, 111 students from East Asia, ASEAN countries and the U.S.A. participated. They studied Japanese and experienced Japanese culture through various activities including lectures and educational excursions.

###### ○ Enhancing Overseas Language Training Programs

We increased the number of overseas language training programs during summer and spring vacations from 5 universities to 8. The universities that have started offering the programs include Montana (U.S.), Leeds (U.K.), and Massey (NZ) and Thailand. Over 100 students participated in 8 programs. The students who participated in this program, even those who joined only for a short period of time, communicated with people in foreign countries and experienced real cross-cultural exchange. They often become proactive in improving their language ability and in engaging with international students after returning to Japan. Some of them become motivated to study abroad for a longer period, and aim to become exchange students.

###### ○ Establishment of Global Curricula

In September 2015, the College of Cross-Cultural and Multidisciplinary Studies started teaching 20 liberal arts subjects in English for both international and Japanese students. The main targets of the classes are students enrolled in the Short-Term Exchange Program in English. A total of 74 students have registered for the curricula. 20 Japanese auditing students also participated in the class discussions. To launch liberal arts courses in English for all students in April 2016, 31 subjects were developed and enhanced in one year.

##### University reform

###### ○ Improvement of the College of Cross-Cultural and Multidisciplinary Studies

The College of Cross-Cultural and Multidisciplinary Studies hired faculty members via international open recruitment. These faculty members are both non-Japanese and Japanese who have earned a degree overseas, worked overseas, and acquired diverse international experience. This has helped strengthen our organizational structure in an effort to globalize the university through promotion of the Top Global University Project.

The new faculty members play central roles in providing international exchange opportunities to current Kumamoto University students and to high school students at leading high schools in Kyushu. They are also preparing for the launch of our global curricula, tentatively scheduled for the 2016 academic year and beyond.

###### ○ Staff Development

Staff have been stationed overseas to improve practical skills. One member planned the training contents by herself and participated in a 4-week interview-based training program at The University of Glasgow in the U.K. Another member participated in a 2-week English training course in the Philippines, and 5 members participated in work training, including one at a Study Abroad Fair. In addition, we provided e-learning TOEIC lessons and offered assistance with the TOEIC examination fee. As a result, the number of staff members who satisfy the English proficiency criteria (equivalent of TOEFL-iBT® score 80) increased to 38 (as of February 2016).



〈 Summer Program in English 〉



〈 Program at Massey University in NZ 〉



〈 Liberal Arts Class in English 〉



〈 SD seminar at the University of Glasgow 〉



## Education reform

### ○ Establishment of the Global Leader Course in the 2017 Academic Year

We decided to establish the Global Leader Course with the aim of educating top graduates who will go on to play active roles in all corners of the world. The course will provide an original education program under the GOKOH School Program with cooperation from the 4 faculties.

Students will acquire international communications skills and specialized basic knowledge during their first 2 years after entering the university by attending lectures given in English, by studying specialized subjects, and by studying abroad. Before advancing to the third year, they will select their desired department and course, and will acquire advanced expertise that builds on their well-rounded knowledge with an understanding of diverse values and international sensibilities.

In the 2016 academic year, we will study the curricula in more detail and provide pre-entrance education.

**GOKOH School Program**  
Carrying the Tradition and Advancing with the Spirit

グローバルな視点 **G**lobal perspective  
開かれた心 **O**pen-mindedness  
知識構築は **K**nowledge building for  
最大限の可能性を引き出し **P**optimal possibilities and  
より高い目標へと導く **H**igher goals

〈 GOKOH School Program 〉

### ○ Establishment of the System for the Globalization of Education

To adopt a flexible academic calendar, we decided to introduce a quarterly system to liberal arts education in the 2016 academic year, and throughout the university by the 2019 academic year. We also decided to assign a numbered code to each subject to systematize the curriculum in each education program. To enhance the international compatibility of the education system, we started making a new syllabus system (both in Japanese and English) available on the internet, offering access from anywhere in the world. This new system can be utilized when academic advice is needed, when credit transfers are conducted, when Kumamoto University students study abroad and when international students come to study at Kumamoto University.

## ■ Kumamoto University's Achievements and Goals

### ○ Kumamoto University Global Youth Campus Program

We offered high school students in Kumamoto the opportunity to engage in exchanges with students from our overseas partner universities who were participating in our summer and spring programs. A total of 74 high school students and 72 international students took this opportunity to learn more about each other.

During Kumamoto University's Open Campus in August, we held the Global Youth Campus Summer Festa event, which was joined by over 100 students from more than 30 high schools in Kyushu. The event included live conversation via the Internet with Japanese exchange students at a partner university in Australia. Through these exchanges with international students and Japanese students who have studied abroad, the high school students found greater interest in studying abroad.



〈 KU Global Youth Campus Program 〉

### ○ Enhancing Our Globally Coordinated Education Program

During the 2015 academic year, we established 40 new exchange agreements. We also established a double degree agreement with 4 universities in the science and technology field. To promote education through international joint research projects, we invited faculty members from our partner universities and hosted international symposiums and seminars for graduate students. In addition, the International Research Center for Medical Sciences (IRCMS) implemented the Research Internship Program. Eight students from 7 countries participated by conducting research with an eye toward acquiring advanced experimental techniques.

## ■ Featured Initiatives Based on the Characteristics of the University

### ○ Establishment of an International Research Network

We established the International Research Center for Medical Sciences (IRCMS) under the International Collaborative Research Group for Life Sciences to strategically oversee several research organizations. We have invited some of the world's most-noted researchers to our international seminars and symposiums, and developed talented young researchers who we discovered through global open recruitment events. In the International Collaborative Research Group for Science and Technology, a total of 14 memoranda on international joint research were signed between research groups of Kumamoto University and overseas research institutions to promote networking between researchers.



〈 Internship Program at IRCMS 〉

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Activities of the College of Cross-Cultural and Multidisciplinary Studies for globalization of Kumamoto University

We officially adopted some liberal arts subjects (global curricula) taught in English in our general education program on a university-wide basis. Having increased from 20 to 31 subjects since FY 2015, our liberal arts courses had 612 total students. To improve students' English skills, the extracurricular activity "english-TALKmon" was set up and had 520 participants over a one-year period. We also increased the number of IELTS classes, one of our initiatives to encourage students to study abroad, from twice to four times a year, in which 85 students participated. Meanwhile we held the IELTS group test twice at Kumamoto University for the first time in the prefecture. From the 6th (FY 2017 first semester) TOBITATE! Young Ambassador Program, we further enhanced the preparation courses to help students pass the program's document screening and interview. With cooperation from students who had completed the program, a record 10 Kumamoto University students were accepted.

##### ○ Increasing Overseas Bases

We set up the Kumamoto University Sudan Office in the sub-Saharan region, an of focus for Kumamoto university, to implement programs in which our staff members visit the region to engage in public relations activities and conduct research in the pharmaceutical field. Under the framework established by the Consortium of Six National Universities of Japan, the European Office was opened in Leiden, Netherlands, aiming to enhance our presence in the Netherlands and other European countries and to create more opportunities for academic and student exchanges. In addition, the Kumamoto University Alumni Association in China, one of our alumni associations, was established in Shanghai by Chinese graduates, which helps us further promote our activities in China using their network.



〈 KU Alumni Association in China 〉

#### University Reform

##### ○ Holding Kumamoto University Global Advisory Board Meeting

The first Kumamoto University Global Advisory Board Meeting was held on January 27, 2017 as an external committee for the project. Having invited five committee members, including two non-Japanese, from overseas universities, we discussed the project's progress and challenges faced by Kumamoto University for its globalization, and obtained much beneficial advice for our future activities. On the same day after the meeting, a special seminar was presented for the public by the two non-Japanese members as part of the Kumamoto University Global Youth Campus Program. Around 160 participants, including local high school students, teachers, and Japanese and international students at Kumamoto University, listened to the lectures on cross-cultural understanding, global experience, and career development.

#### Education Reform

##### ○ Kumamoto University Global Leader Course (GLC)

We selected 48 students for the Global Leader Course through an admissions office entrance exam. Then we provided the Pre-GOKOH School Program to students who were to enroll at Kumamoto University for five months before enrollment to prepare them for the global education they will receive after they enter the University. In this program, students participated in online courses using Kumamoto University's e-learning system and schooling sessions held on the campus. We also set up details of the GOKOH School Program, which starts after enrollment. This curriculum consists of the Global Learning Program, in which students develop abilities and basic skills necessary to become global leaders, and the Global Extracurricular Education Program, in which they learn how to play a global leadership role. In particular, the Global Extracurricular Education Program, a special feature of the GLC, aims to allow students to enhance their international communication skills, information distribution abilities, creative intelligence, and leadership abilities, which are difficult to obtain only through regular classes.



〈 the Pre-GOKOH School Program 〉



### ○ Establishment of the Headquarters for Admissions and Education

The Headquarters for Admissions and Education was established in June 2016 to supervise and control entrance exams, liberal arts education common to all faculties, and educational assessment, as well as to push through reforms and improvement plans that enhance and maintain the quality of university education.

As a main measure for educational reforms, this new organization has rebuilt the liberal arts education system and reviewed the programs to be provided from FY 2017 in terms of quality assurance. It established Multidisciplinary Studies, in which international and Japanese students learn subjects in the same language. Accordingly, it decided to launch 25 courses in 13 subjects of liberal arts taught in English by mainly non-Japanese instructors. It also implemented other educational reforms for the University's globalization by introducing a partial quarter in the liberal arts curriculum, as well as by playing a leading role in launching the admissions office entrance exam, pre-university education courses, and other education programs in the Global Leader Course.

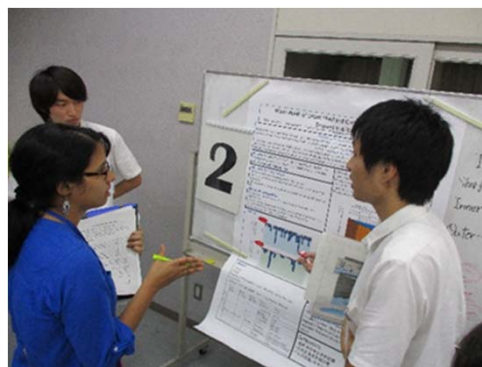


〈 Establishment of the Headquarters for Admissions and Education 〉

### ■ Kumamoto University's own indicators and targets

#### ○ KU Global Youth Campus Program

Students from the designated Super Science High Schools in Kumamoto Prefecture gave poster presentations on a variety of scientific themes, and international students at Kumamoto University participated in a question and answer session to discuss the study methods and results in English. Our international students also visited designated Super Global High Schools to help proofread theses written in English. To contribute to globalization of local communities, we also sent them to the Minami-aso area and other distant places in the prefecture to hold international exchange programs for students in elementary, junior high, and high schools. On the campus itself, we held the Go Global Seminar, in which people who play active roles in the world gave lectures to high school students as part of career education. A total of 499 high school students participated in 12 events, including the above-mentioned programs, held in FY 2016.



〈 KU Global Youth Campus Program 〉

### ■ Featured initiatives based on the characteristics of the university

#### ○ Strengthening Globally Advanced Research Bases

The Kumamoto University International Research Organization for Advanced Science and Technology (IROAST) was established in April 2016 to conduct a variety of projects: strategically supervising Kumamoto University's research groups in the natural sciences; conducting globally advanced research; progressing global top-class unique research and swiftly carrying out new researches, in cooperation with the world's leading research institutes; promoting cross-field studies. We will further enhance our research capabilities in the natural sciences by holding international seminars and symposiums, inviting the world's top-class researchers. Together with the International Research Center for Medical Sciences (IRCMS) established in 2015, we are working hard to develop globally advanced research bases to create new fields that can lead the world.



〈 Researches visited President of KU 〉

### ■ Free description

#### ○ Activities of International Students on the Occasion of the 2016 Kumamoto Earthquake

After the Kumamoto Earthquake occurred, the shelter which was placed on campus was operated by student volunteers. International student volunteers supported the translation of information. Led by the Center for Open Education of the College of Cross-cultural and Multidisciplinary Studies, our international students and other members participated in a variety of volunteer activities, such as foreign language and Japanese classes, calligraphy, Turkish dance, and movie screenings, from April 25 to 28, 2016. These activities were held to cheer up Kumamoto University students and local residents who had been affected by the disaster. A total of 269 people participated in the activities over four days including our students, and many local residents who had taken shelter.



〈 Activities of International Students on the Occasion of the 2016 Kumamoto Earthquake 〉



## ■ Common Indicators and Targets

### Internationalization

#### ○ Enhancement of Japanese Student and International Student Mobility

Under the programs available for undergraduate students from overseas partner universities, we accepted 68 students for the Summer Program in English held in July, 44 students for the Spring Program in English and 7 students for the same program taught in Japanese in February 2018. Thus within our Summer and Spring Programs we have welcomed a larger number of international students than in previous years.

Since the international students interacted with Japanese students in these programs, we were also able to help Japanese students develop more global perspectives.

In each program, we provided the participating international students with explanations about how they can study abroad at Kumamoto University and the procedures they should follow, encouraging them to enroll as regular students or under the Short-Term Exchange Program.



Interacting with high school students at the Spring Program taught in English

#### ○ Japanese Language Course for Foreign Residents within the Local Community

We offered a 12-lesson beginner course in the Japanese language to 10 students with the aim of providing international students, researchers and their families with an opportunity to learn the basic Japanese language skills necessary for living in Japan. We had previously offered beginning Japanese language courses only to international graduate students and researchers; we have now extended the opportunity to the families of newly-arrived international students and researchers, offering them the chance to study basic Japanese. This year, five of the ten participants were family members of international students and researchers.



Japanese language course

#### ○ Preparations for the Establishment of an Overseas Alumni Association

In March 2018, an alumni reunion was held in Hanoi, Viet Nam, to prepare for the establishment of a Kumamoto University Alumni Association in Viet Nam. This will be the third overseas alumni association of Kumamoto University.



Alumni reunion in Hanoi, Viet Nam

#### ○ International Public Relations Activities

The web page "Publication of Educational Information" on Kumamoto University's website was changed from Japanese to English, and released on the English website. We also produced a video encouraging Japanese students to study abroad, aiming to boost the number of Japanese students studying overseas. At the same time, we produced and distributed posters to introduce and promote Kumamoto University to students of overseas partner universities as part of our initiatives to increase the number of international students studying at Kumamoto University.

## University Reform

#### ○ Familiarization and Development of Global Education within the Local Community

In March 2018, Kumamoto University hosted a Top Global University Project Symposium titled "Globalization of Universities and Community-based Development of Global Human Resources." The purpose of this symposium was to share information and exchange opinions for solving the various challenges related to regional globalization. In the first half, we introduced the projects currently being undertaken by Kumamoto University and the course of their future development. In the second half, three speakers invited from universities within Japan gave lectures regarding the advanced initiatives of their universities for global human resource development in their region. The event attracted approximately 100 participants from high schools, universities, and companies in and outside of Kumamoto, and through the symposium we were able to introduce our approaches to the issue and their results to the community. We also believe that this event has helped our initiatives toward globalization become more widely known throughout the community.



Kumamoto University Top Global University Project Symposium

## Education Reform

### ○ Initiatives under the Global Leader Course (GLC)

We implemented a new and unique curriculum, the “GOKOH School Program” comprising the Global Learning Program and Global Extracurricular Education Program. As part of the Global Extracurricular Education Program, we hosted a weekly GLC Foundation Seminar, a training camp in June, and an international internship in August in cooperation with local companies. Six students who participated in the internship attended a Business Expo held in Hong Kong, China, improving their English skills by providing explanations of the products to visitors in English. In addition, we planned a number of new short-term overseas exchange programs aimed at developing global leadership skills. One such program was held in Indonesia in February with participation from 20 students. This program was not a language seminar but featured unique contents based on fieldwork. Participants independently worked on their assignments and further developed their leadership abilities.

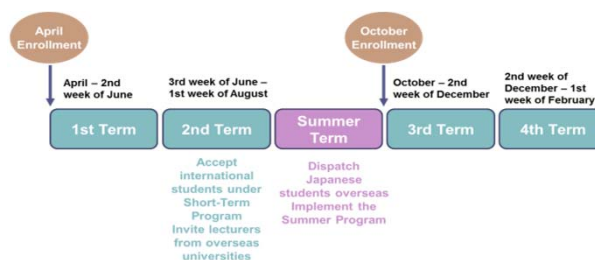


Fieldwork in the short-term overseas exchange program

### ○ Establishment of the System for the Globalization of Education

To promote the globalization of education, we revised the university Rules and academic calendar, and introduced the quarter with summer term system (4+1-term system).

As a result, the optimal term (class period) can be set for each course according to each course’s individual characteristics in order to maximize the educational outcome. The new system also allows the acceptance of short-term international students during the summer holidays of their universities, as well as allowing Japanese students to shorten their learning period, select early enrollment in graduate school, and secure time for studying abroad.



Transition to the 4+1-term system

## ■ University Indicators and Targets

### ○ KU Global Youth Campus Program

Kumamoto University dispatched teaching staff and international students to Super Science High Schools and Super Global High Schools to provide practical instruction in English to help the students give research theme-based presentations and poster presentations. A total of 183 high school students received instruction.

We also offered numerous English-based intercultural exchange opportunities in which 297 high school students participated. One such event was the Role Model Café, which guided students in designing their future path through the life stories of internationally minded people active in Japan and around the globe. Another event was the International Student Meet & Greet, which provided the opportunity for direct one-to-one interaction in English with international students participating in the Summer and Spring Programs. Summer Festa was an event held during Open Campus at Kumamoto University, which offered demo lessons taught in English. Finally, the Soseki Global Café was held as part of a university-wide festival, where an English performances of Lafcadio Hearn’s “Kwaidan” were made by Japanese students. We also dispatched teaching staff and international students to international exchange events organized by junior high schools in Kumamoto City, and provided 79 junior high school students with opportunities for international exchange in English, contributing to an early global education within the region.



Role Model Café

### ○ Globally Coordinated Education Course

In July and January we implemented internal support projects aimed at enhancing double-degree programs and other programs as part of the Globally Coordinated Education Course. Support was given to five programs on each occasion, 10 programs in total. During fiscal year 2017, 2 new Globally Coordinated Education Courses were added, for a total 16 Courses now being offered. Through this, we are now able to provide more diverse educational programs in a better environment to improve student mobility.

## ■ Initiatives for the Enhancement of International Reputation / Featured Initiatives Based on the Characteristics of the University

### ○ Employment support for international students

We have established the Career Development Program (CDP) Office to support employment of international students in Japan. This office provides practical education in business Japanese, career education to promote understanding of working in the community and in Japan, various courses to help students acquire skills required in finding employment, and individual career support for international students. We are also developing an environment to enable international students to independently collect and learn corporate and career information, such as the Career Training Studio and the Learning Commons (room for interaction and learning). In the future, we will further advance cooperation with the Kumamoto prefectural government and business organizations in Kumamoto, in order to provide more internship opportunities for international students as well as networking events with company personnel.



Guidance for students seeking employment at the Career Training Studio

# Top Global University Project (Type B) Akita International University

## 1. Outline

### 【 Name of project 】

Japan's World-Class Liberal Arts University

### 【 Future vision of the university planned in TGU project 】

AIU will evolve from a domestic institution to a world-class liberal arts college over the next 10 years. AIU aims to establish a liberal arts education model that is commensurate with the world standard and to represent Japan on a global scale. Through four new initiatives; (1) Promotion of around-the-clock liberal arts education, (2) Enrichment of world-standard curriculums, (3) Facilitation of English education reform in Japan, and (4) Global benchmarking, AIU also aims to foster persons that are successful on a global scale but are based in Japan.

### 【 Summary of Project 】

Since its foundation in 2004, AIU has been taking innovative measures such as offering all classes in English, making one-year study abroad mandatory, and requiring all 1<sup>st</sup>-year students to live on campus. In addition, AIU will undertake four new projects to promote improvement of the environment to strive further to become a world-class liberal arts college.

#### (1) Promotion of around-the-clock liberal arts education

- Introduce subject-based housing groups to transform student dormitories from “living dormitories” into “learning dormitories” and internalize active learning by the students.

#### (2) Enrichment of world-standard curriculums

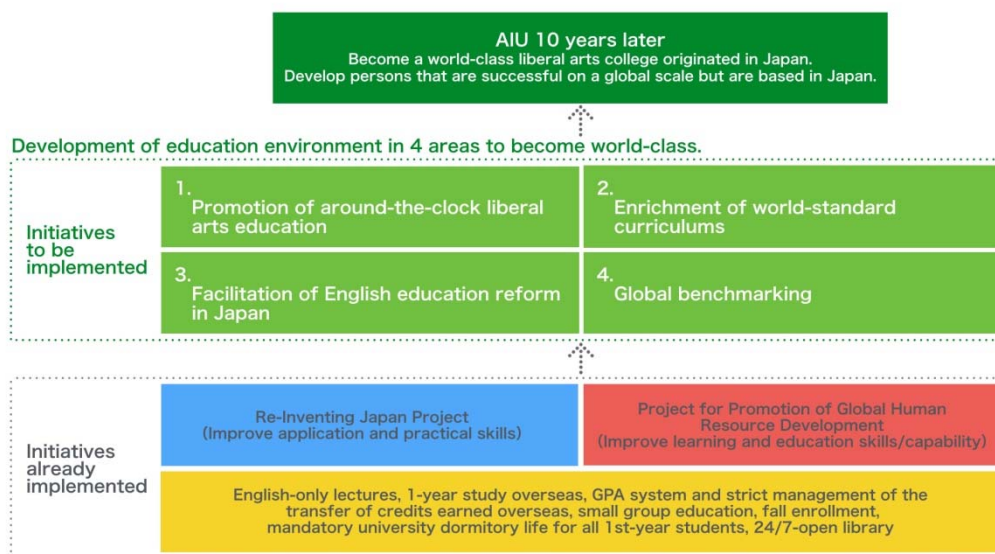
- Make the curriculum more on par with the world standard by expanding Japan studies courses offered at AIU, introducing flipped classrooms, promoting partners' programs and internationally collaborative PBL programs.

#### (3) Facilitation of English education reform in Japan

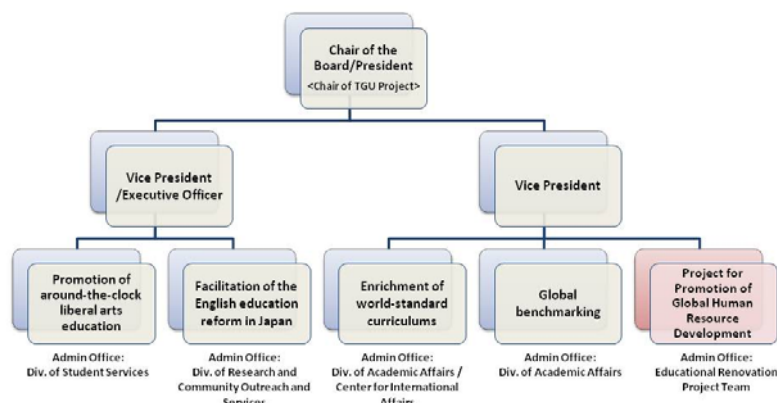
- Use the empirical knowledge accumulated by AIU to give back to society.

#### (4) Global benchmarking

- Compare AIU's initiatives with those of other top liberal arts colleges around the world and examine the differences in an objective manner.



【 Management Structure for TGU Project 】





### ○ Promotion of around-the-clock liberal arts education

In AY2014, AIU recruited students who wanted to move into the subject-based houses; educational programs at the houses will start from AY2015. New students will be recruited every semester, and possible program modifications based on the result of surveys and evaluation to improve the operation of the houses will be examined each semester. By AY2020, student led autonomous operation of the houses will be encouraged and activities with students who are living in similar subject-based houses at other universities will be held. In AY2023, AIU will create a database of the subject-based house project from the past 10 years and write the report.

### ○ Enrichment of world-standard curriculums

In AY2014, AIU recruited Japan studies faculty and IT staff from across the world to prepare for the establishment of the Japan Studies Center and ICT Learning Studio in AY2015. In AY2016, flipped-classroom style MOOCs will be introduced, partners' programs with partner universities will be promoted and internationally collaborative PBL programs will be offered. AIU will prepare an interim report in AY2017, and start modifying the curriculums and courses in line with the world standard from AY2018, and will examine the results of the modification of the curriculum and courses and revise the academic affairs system in AY2023.

### ○ Facilitation of English education reform in Japan

AIU will begin offering English Village (study sessions for elementary, junior high school and high school students) regularly in AY2014 and Teachers' Seminar (training sessions for elementary, junior high school and high school teachers) in AY2015.

### ○ Global benchmarking

In AY2014, AIU launched a joint working group to conduct comparative surveys and create a survey plan with the U.S. universities with which it will be conducting global benchmarking. Preliminary surveys and on-site surveys will be conducted in AY2015, results analyzed, the interim report on the results prepared and presented at faculty development sessions and workshops. Additional benchmarking partner schools will be sought in AY2018, with another interim report prepared by AY2020 and analyzed in AY2021. The final report on the global benchmarking and symposium will be prepared in AY2023.

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### Promotion of around-the-clock liberal arts education

- Shift student dormitories from “living dormitories” into “learning dormitories” by introducing subject-based “houses” to expand students' learning space from the university classrooms into the living space in the student dormitories. In each house, international and Japanese students live together and work on common subjects as a team to promote liberal arts education that will enable students to acquire essential skills and competencies to become effective global persons (e.g., habituated active learning through the discovery of the joy and importance of learning, collaborative work skills, leadership, self-discipline and manners).

### Enrichment of world-standard curriculums

- AIU requires all students to study abroad in their 3<sup>rd</sup> year and invites the same number of international students from overseas partner schools in their place. To continue the exchange program, AIU will introduce four new initiatives to create the curriculums that meet world standards and are compatible at a global level.
  - ① Expansion and improvement of Japan studies courses offered at AIU
  - ② Raising the level of courses taught at AIU to the world standard and transmitting lectures to the rest of Japan and the world through MOOCs and the introduction of flipped classrooms
  - ③ Promotion of internationally collaborative PBL programs with partner universities in ASEAN countries
  - ④ Promotion of partners' programs (co-developed Japan studies programs with partner universities)

### Facilitation of English education reform in Japan

- Improve the quality of English education offered at elementary and secondary schools and promote the development of global human resources by sharing AIU's knowledge on practical English learning/teaching methods it has accumulated over the years with the students and teachers of elementary and secondary schools in Akita Prefecture and beyond. Offer primarily student-led English Village for elementary and secondary school students, and offer Teachers' Seminar by AIU faculty members as recurrent education for elementary and junior high school teachers.

### Global benchmarking

- Conduct global benchmarking and participate in the Collegiate Learning Assessment (CLA) in order to examine whether the actual level of the international liberal arts education being provided by AIU clearly meets the world standard.

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

- Increase the number of study-abroad partner schools to 200, in 50 countries/regions.

AIU has 174 partner institutions in 46 countries/regions as of May 15, 2015.

- Expand AIU's own scholarship program to support students' study abroad.

"Scholarship for Study Abroad" is available for students whose cumulative GPA is 3.80 or above at the time of application for study abroad. Also, "AIU-Asahi Kasei Corporation Scholarship" is available for one-year study abroad.

- Increase the ratio of the students whose English proficiency test score at graduation is at least 900 on the TOEIC (or equivalent) to 75%

64 AIU students among 165 who graduated in AY2014 obtained a score of 900 or higher on the TOEIC or equivalent. (The ratio is 38.8%.)

- Strengthen the linkage between the academic affairs system and the educational quality assurance system.

During the global benchmarking in AY2015, AIU will compare itself to other universities in terms of the course code system and its meaning, syllabus, course contents, quality and quantity of assignments, level of difficulty, targeted level of achievement, and the method of examining the consistency between the course codes and the level of the courses, etc. Also, AIU will compare data on grade distribution, student performance evaluation policies, ways to use the GPA system, etc., with top liberal arts colleges in the U.S.

- Increase collaborative learning opportunities between international and Japanese students in campus housing

Japanese and international students live together in subject-based Japanese arts and culture house. The house provides a collaborative and active learning environment so that the students can work on developing activities at the house as a group.



<Subject-based house meeting on April 4, 2015>

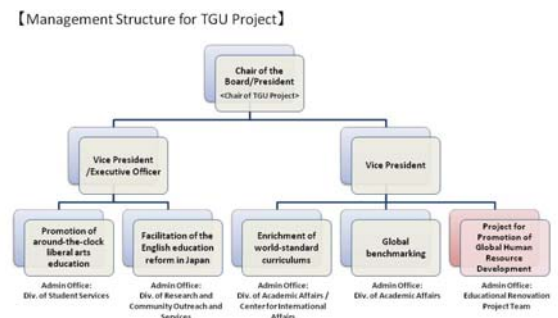
#### University reform

- Reform the performance evaluation system based on improvement points identified during global benchmarking.

The working group continues to analyze the performance management system of U.S. liberal arts colleges in order to introduce and leverage globally compatible performance evaluation systems.

- Strengthen the bottom-up framework by which the members of the AIU community may propose university policies in addition to the top-down decision making process.

Under the leadership of the president, designated faculty members coordinate each program and designated administration teams support the program for AIU's TGU project.



#### Education reform

- In conjunction with AIU's unique initiative (around-the-clock liberal arts education), develop a culture of active learning to carry out university reform in which students can also participate.

The subject-based house provides active learning environment for students to actively propose and enact their own ideas.

- Proactively use external examinations including the International Baccalaureate.

Out of 16 types of entrance exams given by AIU, eleven recognize external examinations (TOEFL iBT, TOEFL PBT, TOEIC, STEP, UNATE, Cambridge ESOL) as one of the application requirements, and five recognize the International Baccalaureate. Since AY2014, AIU has changed the names of the "AO/High School Study Abroad Student Exam I and II" to the "AO/IB/High School Study Abroad Student Exam I and II," respectively, by adding "IB" to each. Through the name change, AIU is actively publicizing the International Baccalaureate to the high school students, teachers and staffs.

- In view of further diversification of student needs, develop flexible academic paths in collaboration with other universities.

The global benchmarking working group continues to gather information from U.S. liberal arts colleges concerning academic paths and analyze and compare them for improvements as needed.

## Akita International University



〈Second Study-Abroad by Japan-US International Collaboration Project in AY2014 at University of California-Berkeley〉



〈English Village on January 5, 2015 at AIU〉

### ■ University's self-developed indicators and targets

#### ○ Education program that embodies high internationality and mobility

1. Enhancement of the faculty's internationally applicable education ability
  - The ratio of full-time faculty members that have taught courses overseas (Goal: 75%): 12.3% (AY2014 result)
2. Diversification of overseas experiences
  - The ratio of students that have traveled abroad for study and other activities multiple times (Goal: 50%): 7.9% (AY 2014 alumni)
3. Quality of learning by international students
  - The ratio of international students' satisfaction with the quality of teaching at AIU (Goal of "satisfied" or "somewhat satisfied": 75%): 57.6% (AY2014)

#### ○ Highly autonomous and active learning, participation in social activities

1. Promotion of academic extracurricular activities
  - The ratio of students residing in subject-based houses (Goal: 75%): 3.6% (full-time students for AY2015 Spring Semester)
2. Improvement of students' autonomous research and survey skills
  - Quality of graduation seminar theses (Goal: a top liberal arts college): Evaluate the quality of graduation seminar theses written by AIU students starting from AY2015.
3. Promotion of service learning
  - The ratio of students participating in the English Village (Goal: 10% for full-time students, 25% for international students): 2.8% (full-time students for AY2014), 5.6% (international students for AY2014)

#### ○ Governance and work environment that support sustainable development of AIU

1. High-quality decision-making process
  - AIU will gauge the extent to which it has been able to institute effective governance system where the various stakeholders of the university, including student representatives, can get involved in a proper manner to improve and enrich the education AIU provides through international benchmarking.
2. Research-teaching balance for the faculty
  - The ratio of faculty members taking sabbaticals (Goal: 100%): 11.8% (result of 7 years from AY2008 to 2014)
3. Strengthening staff's job performance capability
  - The ratio of staff members that have received training overseas (Goal: 50%): 14.3% (AY2014 result)

### ■ Featured initiatives based on the characteristics of the university

#### ○ Promotion of around-the-clock liberal arts education by further integrating learning and living.

Recruited and selected students for three subject-based houses (Japan House: 20 students including 11 international students, Graduate Track House: 13 students, and Public Policy House: 8 students), and started discussing activities for AY2015.

#### ○ Enrichment of world-standard curriculums. Coordinate with partner universities to offer curriculums that are more equivalent to and mutually complementary with each other.

The working group visited overseas universities in preparation for introducing flipped classroom using MOOCs and other ICT. Also, Japanese Language Program faculty visited partner universities in the U.S. in preparation for partners' program introduction.

#### ○ Lead development of English education being offered at the elementary and secondary schools in Japan through English Village and Teachers' Seminar activities.

Offered English Village programs six times in AY2014, totaling 233 student participants. As part of the program, AIU's graduate, undergraduate and international students were trained as teaching assistants (TA) and about 18 TA participants attended each session. Also prepared for the Teachers' Seminar program in AY2015.

#### ○ Assurance of globally competitive quality of the curriculums offered by AIU through global benchmarking.

The working group visited overseas universities to gather information and began discussions on collaborative benchmarking to start comparative evaluation from AY2015.

### ■ Free description

#### ○ AIU's TGU Commemorative Talk Event "Japan's World-Class Liberal Arts University"

AIU held a Commemorative Talk Event on January 30, 2015, to introduce its TGU initiatives to faculty and staff members of other universities as well as people from business enterprises.

Also, AIU announced the TGU project to students' guardians at the parents meetings and to AIU students, faculty and staff members at workshops and Faculty Development sessions on campus to share the initiatives extensively.



〈AIU's TGU Commemorative Talk Event on January 30, 2015 at Palace Hotel Tokyo〉



### 3. FY2015 Progress

#### ■ Common indicators and targets

##### **Internationalization**

- **Increase the number of study-abroad partner schools to 200, in 50 countries/regions.**

AIU has 177 partner institutions in 46 countries/regions as of April 25, 2016.

- **Expand AIU's own scholarship program to support study abroad.**

"Scholarship for Study Abroad" is available for students whose cumulative GPA is 3.80 or above at the time of application for study abroad. In addition, "the AIU-Asahi Kasei Corporation Scholarship" was given to one selected student for one-year study abroad.

- **Increase the ratio of the students whose English proficiency test score at graduation is at least 900 on the TOEIC (or equivalent) to 75%**

AIU has been offering free TOEIC®IP test for students who completed their study abroad. 87 students among 186 who graduated in AY2015 obtained a score of 900 or higher on the TOEIC or equivalent. (The ratio is 46.8% and the average score is 890.)

- **Strengthen linkage between academic affairs system and educational quality assurance system.**

The Course Evaluation Sheet was modified to extract international students' evaluation for the purpose of verifying students' satisfaction. In addition, AIU faculty visited various U.S. universities that use CLA+ test for global benchmarking.

- **Increase collaborative learning opportunities between international and Japanese students in campus housing.**

Subject-based houses began in Spring semester AY2015. Students in the Japanese Art and Culture House (20 including 11 international students in Spring and 16 including 12 international students in Fall) lived together, and organized meetings, study sessions and events by themselves.]]]]



Japanese Art and Culture House Meeting  
(September 2, 2015)

##### **University reform**

- **Reform the performance evaluation system based on improvement points identified during global benchmarking.**

The AIU working group visited various U.S. universities (Dickinson College, The College of William & Mary and Georgetown University) to improve global benchmarking. AIU will seek for the performance evaluation system referring to features of AIU and foreign practices.

- **Strengthen the bottom-up framework by which members of the AIU community may propose university policies in addition to the top-down decision making process.**

Under the leadership of the president, designated faculty members coordinate each project and young faculty members that are involved in the working groups.



Global Benchmarking at the College of  
William and Mary (January 18-20, 2016)

##### **Education reform**

- **In addition to AIU's unique initiative (around-the-clock liberal arts education), develop a culture of active learning and carry out university reform in which students can also participate.**

The subject-based house provides active learning environment for students to actively propose and enact their own ideas. In addition, English Village and Teachers' Seminar programs provides opportunities for students to conduct classes by themselves.



English Village (July 18, 2015)

- **Proactively use external examinations including the International Baccalaureate.**

Out of 16 types of entrance exams offered by AIU, eleven recognize external examinations (TOEFL iBT, TOEFL PBT, TOEIC, STEP, UNATE, Cambridge ESOL) as one of the application requirements, and five recognize the International Baccalaureate. Since AY2014, AIU has changed the names of the "AO/High School Study Abroad Student Exam I and II" to the "AO/IB/High School Study Abroad Student Exam I and II," respectively, by adding "IB" to each. Through the name change, AIU is actively publicizing the International Baccalaureate to the high school students, teachers and staffs.

- **In view of further diversification of student needs, develop flexible academic paths in collaboration with other universities.**

The global benchmarking working group gathered information from U.S. liberal arts colleges and discussed about the improvement for world-standard curriculum. The working group will ask AIU students for their opinions regarding world-standard curriculum.

■ University's own indicators and targets

○ Education program that embodies high internationality and mobility

1. Enhancement of the faculty's internationally applicable education ability
  - The ratio of full-time faculty members that have taught courses overseas (Goal: 75%): 10.8% (AY2015 result)
2. Diversification of overseas experiences
  - The ratio of students that have traveled abroad for study and other activities multiple times (Goal: 50%): 9.6% (AY 2015 alumni)
3. Quality of learning by international students
  - The ratio of international students' satisfaction with the quality of teaching at AIU (Goal of "satisfied " or "somewhat satisfied": 75%): 76.1% (AY2015)



Internship at Japan Society of Northern California (June 6 - December 10, 2015)

○ Highly autonomous and active learning, participation in social activities

1. Promotion of academic extracurricular activities
  - The ratio of students residing in subject-based houses (Goal: 75%): 5.5% (full-time students for AY2015)
2. Improvement of students' autonomous research and survey skills
  - Quality of graduation seminar theses (Goal: a top liberal arts college): Visited three U.S. universities for the global benchmarking, and studied for thesis or graduation projects.
3. Promotion of service learning
  - The ratio of students participating in the English Village (Goal: 10% for full-time students, 25% for international students): 5.7% (full-time students for AY2015), 10.6% (international students for AY2015)

○ Governance and work environment that support sustainable development of AIU

1. High-quality decision-making process
  - AIU will gauge the extent to which it has been able to institute effective governance system where the various stakeholders of the university, including student representatives, can get involved in a proper manner to improve and enrich the education AIU provides through global benchmarking.
2. Research-teaching balance for the faculty
  - The ratio of faculty members taking sabbaticals (Goal: 100%): 10.8% (result of 7 years from AY2009 to 2015)
3. Strengthening staff's job performance capability
  - The ratio of staff members that have received training overseas (Goal: 50%): 25.0% (AY2015 result)



MOOCs Training at the University of Colorado – Boulder (February 16-23, 2016)

■ Featured initiatives based on the characteristics of the university

○ Promotion of around-the-clock liberal arts education by further integrating learning and living.

Started operating three subject-based houses (Japanese Art and Culture House, Graduate Track House and Public Policy House). The students organized the meetings and study sessions by themselves, and presented their study result at the end of each semester.

○ Enrichment of world-standard curriculums. Coordinate with partner universities to offer curriculums that are more equivalent to and mutually complementary with each other.

Enhanced Japan Study courses by hiring new faculty members through worldwide recruitment, and started using on-line teaching materials by MIT in a class as a test use of flipped classroom using MOOCs. Offered Partners' Program with the Australian National University and recruited other universities for AY2016. Prepared for international collaborative PBL programs for AY2016, and started to use TOEFL iBT test for the globalization of study environment.

○ Lead development of English education being offered at the elementary and secondary schools in Japan through English Village and Teachers' Seminar activities.

Offered English Village programs eleven times in AY2015, totaling 384 student participants. AIU's graduate, undergraduate and international students were trained as teaching assistants (TA) and about 18 TA participants attended each session. Offered Teachers' Seminar programs seven times in AY2015, totaling 190 teacher participants.

○ Assurance of globally competitive quality of the curriculums offered by AIU through global benchmarking.

The working group visited the U.S. universities to gather information for global benchmarking. In addition, AIU faculty visited several U.S. universities that use CLA+ test and searched for the practices of the evaluation system for students' learning.

■ Free description

○ AIU Partners' Program

Offered Partners' Program (JPL472: Japanese Language and Cultural Immersion Program: Advanced) with the Australian National University (ANU) between January 4 and February 12, 2016. Seven ANU students who participated in the program studied about Akita and Japanese expression, experienced home stay and joined local winter festival. Through those activities, students acquired Japanese proficiency and deepened better understanding of Japanese culture.



Preparation of Winter Festival (February 6, 2016)



## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

○ **Increase the number of study-abroad partner schools to 200, in 50 countries/regions.**

AIU has 185 partner institutions in 47 countries/regions as of May 1, 2017.

○ **Expand AIU's own scholarship program to support study abroad.**

"Scholarship for Study Abroad" is available for students whose cumulative GPA is 3.80 or above at the time of application for study abroad. In addition, "the AIU-Asahi Kasei Corporation Scholarship" was given to one selected student for one-year study abroad.

○ **Increase the ratio of students whose English proficiency test score at graduation is at least 900 on the TOEIC (or equivalent) to 75%**

AIU has been offering free TOEIC®IP test for students who completed their study abroad. 88 students among 198 who graduated in AY2016 obtained a score of 900 or higher on the TOEIC or equivalent. (The current ratio is 44.4% and average score 886.6.)

○ **Strengthen linkage between academic affairs system and educational quality assurance system.**

The modified Course Evaluation Sheet was used to extract international students' evaluation for the purpose of verifying students' satisfaction.

In addition, a FD session was held to report of the global benchmarking implemented by AIU faculty in FY 2015 when visiting various U.S. universities that use CLA+ test.

○ **Increase collaborative learning opportunities between international and Japanese students in campus housing.**

Students in the *Nihongo* (Japanese Language) House (18 including 6 international students in Spring, and 14 including 7 international students in Fall) lived together, and organized meetings, study sessions and events by themselves.



*Nihongo House Nature Tour*  
(October 29, 2016)

#### University reform

○ **Reform of performance evaluation system based on areas identified during global benchmarking.**

AIU is preparing to visit U.S. universities (Dickinson College, The College of William & Mary and Georgetown University) to conduct a hearing survey on the performance evaluation system in FY2017.

○ **Strengthen the bottom-up framework by which members of the AIU community may propose university policies in addition to the top-down decision making process.**

Under the leadership of the president, designated faculty members coordinate each project, and young faculty members are involved in the working groups.

#### Education reform

○ **In addition to AIU's unique initiative for an "around-the-clock liberal arts education" its aim is to also develop a culture of active learning and carry out university reform in which students can also participate.**

The subject-based house provides active learning environment for students to actively propose and enact their own ideas. In addition, the English Village and Teachers' Seminar programs provides opportunities for students to conduct classes by themselves.

○ **Proactively use external examinations including the International Baccalaureate degree.**

Out of the 16 types of entrance exams offered by AIU, 11 are recognized by external examinations as one of the application requirements (TOEFL iBT, TOEFL PBT, TOEIC, STEP, UNATE, Cambridge ESOL), and five recognize the International Baccalaureate degree. Since AY2014, AIU has changed the names of the "AO/High School Study Abroad Student Exam I and II" to the "AO/IB/High School Study Abroad Student Exam I and II," respectively, by adding "IB" to each. Through the name change, AIU is actively publicizing the International Baccalaureate degree to high school students, teachers and staffs.



Presentation of subject-based house activities (July 13, 2016)



English Village Program (June 24, 2016)

○ **In view of further diversification of student needs, develop flexible academic paths in collaboration with other universities.**

The "AAEC Sub-Committee on Curricular Reform" was organized under the Academic Affairs Executive Committee, and members discussed how to establish a world-standard curriculum. The sub-committee will also ask AIU students for their opinions regarding a world-standard curriculum. In addition, the Academic Career Support Center offers graduate school information sessions in collaboration with domestic/international universities (University of Oxford, University of Tokyo, University of Kyoto, etc.) to introduce AIU students various academic paths.



■ University's own indicators and targets

○ Education program that embodies high internationality and mobility

1. Enhancement of the faculty's internationally applicable education ability
  - The ratio of full-time faculty members that have taught courses overseas (Goal: 75%): 45.0% (AY2016 result)
2. Diversification of overseas experiences
  - The ratio of students that have traveled abroad for study and other activities multiple times (Goal: 50%): 4.5% (AY 2016 alumni)
3. Quality of learning by international students
  - The ratio of international students' satisfaction with the quality of teaching at AIU (Goal of "satisfied " or "somewhat satisfied": 75%): 80.0% (AY2016)



Faculty's lecture at Renison University College in Canada (March 16, 2017)

○ Highly autonomous and active learning, participation in social activities

1. Promotion of academic extracurricular activities
  - The ratio of students residing in subject-based houses (Goal: 75%): 12.6% (full-time students for AY2016)
2. Improvement of students' autonomous research and survey skills.
  - Quality of graduation seminar theses (Goal: a top liberal arts college): Invited a guest lecturer from Dickinson College to evaluate a sample of graduation seminar thesis, and discussed on evaluation methods.
3. Promotion of service learning
  - The ratio of students participating in the English Village (Goal: 10% for full-time students, 25% for international students): 4.7% (full-time students for AY2016), 7.8% (international students for AY2016)

○ Governance and work environment that support sustainable development of AIU

1. High-quality decision-making process
  - AIU asked students for their opinions regarding improvement and enrichment of the education AIU provides, while considering that the various stakeholders of the university can get involved in a proper manner.
2. Research-teaching balance for faculty
  - The ratio of faculty members taking sabbaticals (Goal: 100%): 12.2% (result of 7 years from AY2010 to 2016)
3. Strengthening staff job performance capabilities
  - The ratio of staff members that have received training overseas (Goal: 50%): 31.1% (AY2016 result)



Staff Training at the University of Malta (February 25 – March 4, 2017)

■ Featured initiatives based on the characteristics of the university

○ Promotion of "around-the-clock liberal arts education" by further integrating learning and living.

Operated six subject-based houses in Spring and four in Fall. The students organized meetings and study sessions by themselves, and presented their study result at the end of each semester. Each house appointed a student as a House Representative (HR) and encouraged them to take leadership in managing the house with a supervising faculty.

○ Enrichment of world-standard curriculums. Coordinate with partner universities to offer curriculums that are more equivalent to and mutually complementary with each other.

Enhanced Japan Study courses by establishing the Japan Studies Center in September 2016, and offered a Partner Program with the Australian National University and recruited other universities for AY2017. Opened ICT Learning Studio and started creating online courses on Japan Studies for flipped classroom using MOOCs. Offered two international collaborative PBL programs and conducted TOEFL iBT test for the globalization of study environment.

○ Lead development of English education being offered at the elementary and secondary schools in Japan through the English Village and Teachers' Seminar activities.

Offered the English Village programs eight times in AY2016, totaling 272 student participants. AIU's graduate, undergraduate and international students were trained as teaching assistants (TA) and about 18 TA participants attended each session. Offered Teachers' Seminar programs five times in AY2016, totaling 126 teacher participants.

○ Assurance of globally competitive quality of curriculums offered by AIU through global benchmarking.

The Active Learning and Assessment Center held a FD session to report the result of observation trip in FY2015 to several U.S. universities (Washington & Jefferson College, Marshall University, Carthage College, Beloit College, Monmouth University) that use the CLA+ test.

■ Free description

○ International Collaborative PBL Courses in ASEAN countries

Offered a joint program PBL course (INT331: Multidisciplinary Approaches to Green Economy) in Sabah, Malaysia, with Universiti Teknologi Malaysia (UTM) and Universiti Malaysia Sabah (UMS) between August 9 and 17, 2016. 19 students (9 AIU, 6 UTM, 4 UMS students) participated in lectures by the government/NGO staff and in field research. Through these activities, students improved their skills of transcultural and constructive discussion and gained a deeper understanding of Green Economy.



Field Trip to Kinabalu Park (August 11, 2016)

## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

○ **Increase the number of study-abroad partner schools to 200, in 50 countries/regions.**

AIU has 190 partner institutions in 49 countries/regions as of May 1, 2018.

○ **Expand AIU's own scholarship program to support study abroad.**

"Scholarship for Study Abroad" is available for students whose cumulative GPA is 3.80 or above at the time of application for study abroad. In addition, "the AIU-Asahi Kasei Corporation Scholarship" was given to one selected student for one-year study abroad.

○ **Increase the ratio of students whose English proficiency test score at graduation is at least 900 on the TOEIC (or equivalent) to 75%**

AIU has been offering free TOEIC®IP test for students who completed their study abroad. 93 students among 183 who graduated in AY2017 obtained a score of 900 or higher on the TOEIC or equivalent. (The current ratio is 50.8% and average score 892.5.)

○ **Strengthen linkage between academic affairs system and educational quality assurance system.**

The modified Course Evaluation Sheet was used to extract international students' evaluation for the purpose of verifying students' satisfaction. To analyze CLA+ test scores, AIU has created a survey for senior students asking their study action.

○ **Increase collaborative learning opportunities between international and Japanese students in campus housing.**

Students in the *Nihongo* (Japanese Language) House (11 including 6 international students in Spring, and 16 including 11 international students in Fall) lived together, and organized meetings, study sessions and events by themselves.



*Nihongo* House:  
Traditional Japanese Event Experience  
(October 14, 2017)

#### University reform

○ **Reform of performance evaluation system based on areas identified during global benchmarking.**

AIU visited U.S. universities (Dickinson College, The College of William & Mary and Georgetown University) to conduct a hearing survey on management of human resources as the second international benchmarking.

○ **Strengthen the bottom-up framework by which members of the AIU community may propose university policies in addition to the top-down decision making process.**

Under the leadership of the president, designated faculty members coordinate each project, and young faculty members are involved in the working groups.

#### Education reform

○ **In addition to AIU's unique initiative for an "around-the-clock liberal arts education" its aim is to also develop a culture of active learning and carry out university reform in which students can also participate.**

The subject-based house creates an active learning community for students under leadership of RAs and graduate student tutors. In addition, the English Village and Teachers' Seminar programs provides opportunities for students to conduct classes by themselves.

○ **Proactively use external examinations including the International Baccalaureate degree.**

Out of the 16 types of entrance exams offered by AIU, 11 are recognized by external examinations as one of the application requirements (TOEFL iBT, TOEFL PBT, TOEIC, STEP, UNATE, Cambridge ESOL), and five recognize the International Baccalaureate degree. Since AY2014, AIU has changed the names of the "AO/High School Study Abroad Student Exam I and II" to the "AO/IB/High School Study Abroad Student Exam I and II," respectively, by adding "IB" to each. Through the name change, AIU is actively publicizing the International Baccalaureate degree to high school students, teachers and staffs. English Village Program (February 9-11, 2018)



Japan Nature & Culture House:  
Guest Lecture (May 12, 2017)



○ **In view of further diversification of student needs, develop flexible academic paths in collaboration with other universities.**

The Academic Career Support Center offers graduate school information sessions in collaboration with domestic/international universities (University of Oxford, University of Tokyo, University of Kyoto, etc.) to introduce AIU students various academic paths. In addition, the ACSC offered guest lectures by highly skilled professionals and AIU alumni who went on to graduate schools, and also provided consultation opportunities for students who are interested in a certain specialty area of AIU faculty members.

## ■ University's own indicators and targets

### ○ Education program that embodies high internationality and mobility

1. Enhancement of the faculty's internationally applicable education ability
  - The ratio of full-time faculty members that have taught courses overseas (Goal: 75%): 46.5% (AY2017 result)
2. Diversification of overseas experiences
  - The ratio of students that have traveled abroad for study and other activities multiple times (Goal: 50%): 7.1% (AY 2017 alumni)
3. Quality of learning by international students
  - The ratio of international students' satisfaction with the quality of teaching at AIU (Goal of "satisfied" or "somewhat satisfied": 75%): 88.4% (AY2017)



PBL program with Ateneo de Manila University & University of Santo Tomas in Philippines (January 15-22, 2018)

### ○ Highly autonomous and active learning, participation in social activities

1. Promotion of academic extracurricular activities
  - The ratio of students residing in subject-based houses (Goal: 75%): 17.8% (full-time students for AY2017)
2. Improvement of students' autonomous research and survey skills.
  - Quality of graduation seminar theses (Goal: a top liberal arts college): Invited a guest lecturer from Dickinson College to introduce their Writing Program including First Year Seminar and had discussions with AIU faculty.
3. Promotion of service learning
  - The ratio of students participating in the English Village (Goal: 10% for full-time students, 25% for international students): 5.9% (full-time students for AY2017), 8.0% (international students for AY2017)

### ○ Governance and work environment that support sustainable development of AIU

1. High-quality decision-making process
  - Regularly holds "Top Global University Project Promotion Committee" meetings after the Academic Affairs Executive Committee meeting, with the aim to disseminate the progress of each project widely.
2. Research-teaching balance for faculty
  - The ratio of faculty members taking sabbaticals (Goal: 100%): 19.2% (result of 7 years from AY2011 to 2017)
3. Strengthening staff job performance capabilities
  - The ratio of staff members that have received training overseas (Goal: 50%): 53.3% (AY2017 result)

## ■ Featured initiatives based on the characteristics of the university

### ○ Promotion of "around-the-clock liberal arts education" by further integrating learning and living.

Operated four subject-based houses in Spring and Fall. The students organized meetings and study sessions by themselves, and presented their study result at the end of each semester. Introduced new positions such as Tutors (graduate students) and senior RAs, with the aim to enhance student leadership.

### ○ Enrichment of world-standard curriculums. Coordinate with partner universities to offer curriculums that are more equivalent to and mutually complementary with each other.

Japan Studies Center promoted enhancement of Japan Study courses including new course offerings. Offered a Partner Program with the Australian National University and newly with the College of William & Mary. Conducted flipped classroom using MOOCs on Japan Studies, which led to strengthen mutual complementarity and connectivity of curriculums with partner universities. Offered three international collaborative PBL programs and conducted TOEFL iBT test for the globalization of study environment.

### ○ Lead development of English education being offered at the elementary and secondary schools in Japan through the English Village and Teachers' Seminar activities.

- Offered the English Village programs five times in AY2017 (180 participants). Provided the EV program for participants on an individual basis and as a part of school excursion trip and totaling 241 student participants.
- Offered Teachers' Seminar programs three times in AY2017 (100 participants). Provided two workshops utilizing tips from TS programs in collaboration with the US Consulate General in Sapporo and the U.S. Embassy.

### ○ Assurance of globally competitive quality of curriculums offered by AIU through global benchmarking.

AIU visited U.S. universities (Dickinson College, The College of William & Mary and Georgetown University) to conduct a hearing survey on management of human resources as the second global benchmarking and has created a survey for senior students asking for their study action to analyze CLA+ scores.



Global Benchmarking at the Dickinson College (May 23, 2017)

## ■ Free description

### ○ Offering of New Partner Program

Offered a new Partner Program course (JAS390: Once Upon a Time in Japan: Traveling Seminar in Japanese History) in collaboration with College of William & Mary between May 29<sup>th</sup> and June 18<sup>th</sup>, 2017. Six international students majoring in Japanese Language and Japan Studies participated in on-site lectures and group discussions led by AIU faculty members at over 30 historical sites from the *Jomon*, *Nara*, *Heian*, *Kamakura*, *Muromachi*, *Edo*, and *Meiji* periods of Japanese history across 10 cities, from Aomori to Nagasaki.



Site Lecture at Osaka Castle (June 10, 2017)



# Top Global University Project (Type B) The University of Aizu

## 1. Outline

### 【 Name of project 】

Fostering Global ICT Innovators through the Combined Effects of Spirit, Technology, and Adaptability

### 【 Future vision of the university planned in the TGU project 】

The purpose of the proposal is to establish an environment, as a leading university in the ICT field, that continues to promote global education while taking into account practices in global education that have been continuing since the foundation of the university over 20 years ago. In order to achieve the goal mentioned above, the following three main concepts are principally utilized in this project.

- (1) "Spirit": Develop entrepreneurship through ICT innovation in order to play a leading role in the world.
- (2) "Technology": Foster strong competitiveness in ICT design, development, and application skills.
- (3) "Adaptability": Increase multicultural understanding, idea design, team coordination, and leadership skills.

Based on these three concepts, the university will produce excellent talent playing leading roles in the world, working for regional companies or ventures. By doing this, the university will contribute to the development of regional industry and post-disaster revitalization. In addition, the university will enhance its hub function in the international ICT field to act as a gateway bridging this region to the rest of the world.

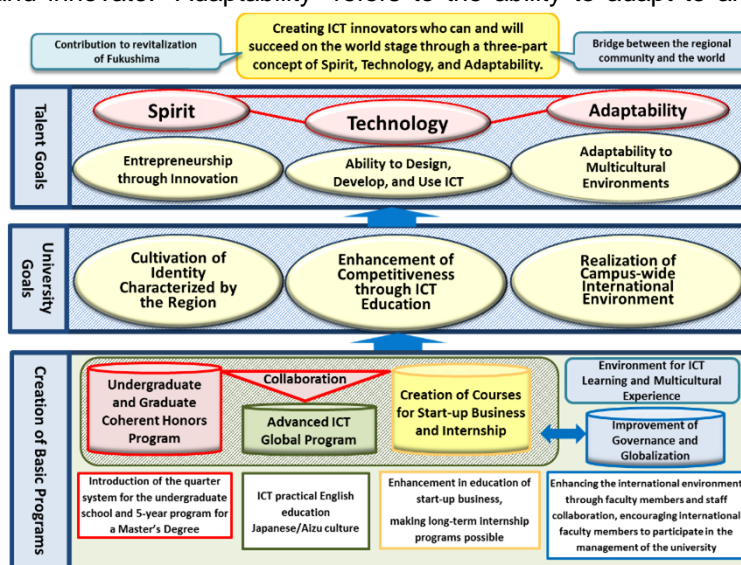
### 【 Summary of the Project 】

Through the development of a multicultural campus under the three-part concept of Spirit, Technology, and Adaptability, this project aims to create ICT innovators who can and will succeed on the world stage. The University of Aizu, a public university specialized in the ICT field, is dedicated to becoming a model advanced university. The concept of "Spirit, Technology, and Adaptability" represents the three elements essential to future ICT specialists. "Spirit" refers to the will to create innovation that reaches out worldwide. "Technology" refers to the highly-competitive technical skillset enabling one to design, develop, and innovate. "Adaptability" refers to the ability to adapt to and integrate into a multi-cultural environment.

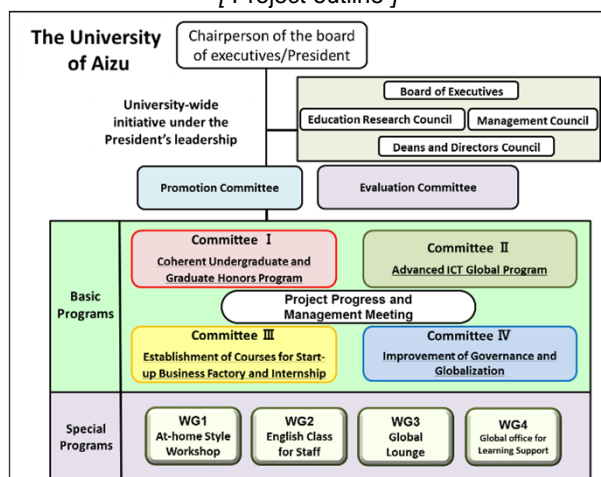
To foster specialists with the ability of " Spirit, Technology, and Adaptability", reform will be carried out with four Basic Programs under the university president's leadership. At the same time, "Special Programs" based on faculty and staff proposals will be implemented in parallel as a means of improving the motivation of faculty members and staff.

Under the leadership of the university president, a promotion committee (committee for promotion of the project) was established. The committee members are composed of faculty and administrative staff from all departments, divisions and centers. Furthermore, an evaluation committee (committee for evaluation of the project) was established. Most of these members are from regional communities and industries. This committee evaluates the direction, progress, and effects of the project implementation, and directly sends feedback to the promotion committee.

In addition, four committees were established corresponding to the four Basic Programs. Each regent of our university serves as the head of a committee. Furthermore, four working groups (WG) were established for the four Special Programs. The members of these groups mainly consist of faculty, administrative staff, students, and employees of regional companies and venture businesses.



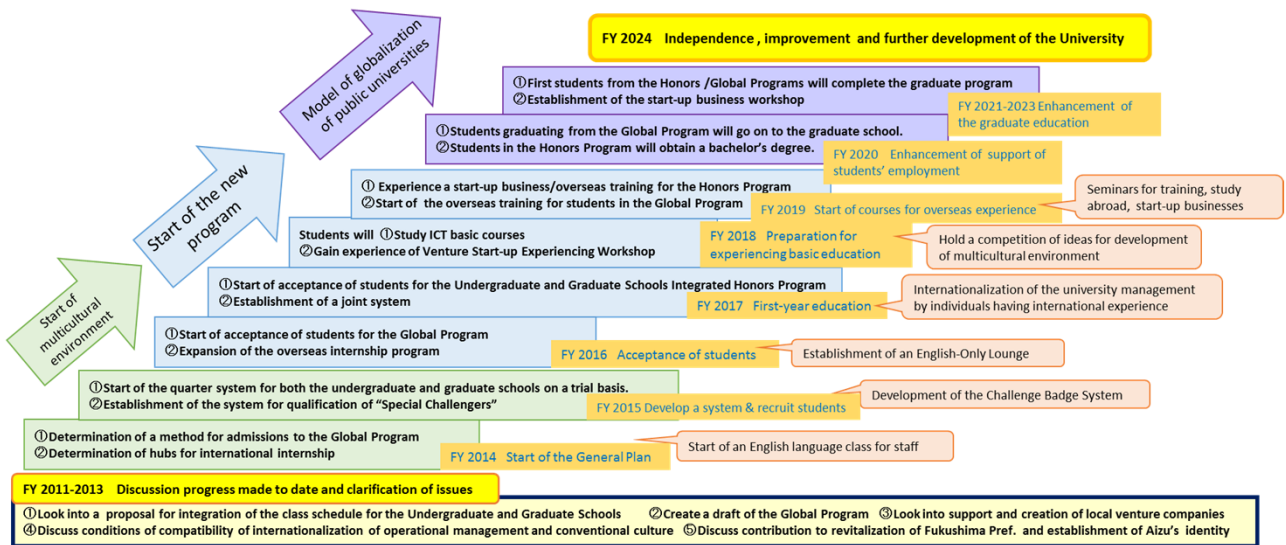
[ Project outline ]



[ Implementation system ]

## 【Summary of the 10-year plan】

Based on our potential for internationalization, and on problems recognized from past experiences, UoA has already started a reformation process. We will continue the reforms to realize a multicultural campus that fosters ICT talent.



[ 10-year schedule ]

## 【Featured initiatives (Internationalization, University reform, Education reform)】

The four "Basic Programs" are designed based on our experience of global ICT education. Further, the "Special Programs" aim to solve issues by supplementing the basic programs, such as by strengthening the function of the Office for Learning Support, and by creating English classes for administrative staff members, etc.

<Four Basic Programs>

1. "Creation of an Integrated Undergraduate-Graduate School Honors Program." This program, through improvement of the curriculum composition, will realize consistency between the undergraduate and graduate programs, and allow a flexible course-taking path.
2. "Creation of a Leading-Edge ICT Global Program." This program will allow undergraduate students to enroll at our university and take all courses using only English, as is currently possible with the graduate school.
3. "Technical Innovation/Foundation for Creation of Overseas Training Courses." This program will provide project-based learning and business-creation education to foster students' entrepreneurship using high-tech skills.
4. "Improvement of Governance and Globalization." This program aims to increase the level of internationalization and work efficiency of all faculty members and administrative staff.

Additionally, in order to promote students' proactive participation in these programs, a "Challenger Badge" system will be introduced as a means of evaluating and encouraging students who have participated in these programs. Furthermore, students who have achieved superior results in the previously-mentioned activities will obtain "Special Challenger" certification. The system will help faculty, staff, and students work together to create a multicultural campus.

From the world to Aizu	The University of Aizu	UoA's Characteristics		Undergraduate and Graduate Coherent Honors Program	(Enhancement) Introduction of the quarter system for the undergraduate school (Enhancement) 5-year coherent program for a Master's Degree (New) Special one-year experiences for students, such as overseas training, business start-up, and internship	People who have Spirit, Technology and Adaptability, to play a leading role in the world From Aizu to the world
		University Goals		Advanced ICT Global Program	(New) Graduation possible with coursework entirely in English (New) International standards adopted for the entrance examination (New) Deep understanding of Japanese and Aizu area cultures (Enhancement) Collaboration with overseas partner universities	
				Creation of Courses for Start-up Business	(New) Foster entrepreneurship: not only to undergraduates, but also to graduate students	
				Internship	(Enhancement) Student education in cooperation with overseas partner universities (Enhancement) Internship in overseas companies and/or regional ventures (Enhancement) Adaptability to multicultural environments	
				Improvement of Governance and Globalization	(Enhancement) Prompt and flexible decision-making (Enhancement) Smooth communications and administrative process in English (Enhancement) Employment of staff who have rich international experience	
Complete International Education						
Outstanding Entrepreneurship						
Advanced ICT education						

[ UoA's characteristics and university goals ]

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

**ICT Global Program: All credits required for graduation can be earned in English.**

**-> It improves the UoA's diversity and international openness, and supports study abroad**

##### Overview of the ICT Global Program

A. Eligible individuals: Students capable of taking classes entirely taught in English

B. Schedule of enrollment: Acceptance of 3<sup>rd</sup> year transfer and 1<sup>st</sup> year students

C. Entrance examinations: adopting international standards.

##### Features of ICT Global Program

- Students can learn about traditional Japanese culture and the culture of Aizu.
- Students can study at the UoA using only English.
- Students can obtain more opportunities for overseas study and internships.
- Students can earn a Bachelor's and Master's degree through the Honors Program, a coherent five-year program.

A committee (committee II) was established for developing the ICT Global Program, which allows students to earn all the credits required for graduation in English. The main topics in this committee include student recruiting methods, admission system design, English-only curriculum development, and life support for students. To recruit excellent students, the members visited overseas universities such as Chinese and Vietnamese universities and built partnerships with them. 3<sup>rd</sup>-year transfer students are scheduled to be accepted from partner universities from Fall AY2016. Acceptance of 1<sup>st</sup>-year students will start from Spring AY2017.

To establish the program, the number of courses taught in English will be increased. Furthermore, we will establish courses for international students learning about Japanese and Aizu culture in English. In addition, Japanese language courses are designed to help students smoothly adapt to living in Japan.

Before starting the program, some discussions have been undergoing such as evaluation standard of English ability, international standards and external exams for admission, online admission system, and recruiting of excellent students. Moreover, to sufficiently handle the increased number of students, student support methods were discussed, such as tuition exemption and scholarships for international students, as well as the issue of student dormitories.

#### University reform

##### Investigations and discussion regarding governance reform

**-> Innovation to promote making quick administrative decisions, to hire staff having an international outlook, and to increase the ability of administrative staff**

Under the President's leadership, the University of Aizu has started various meetings like weekly Directors Meetings, where executives and managers including foreign faculty participate. A management system has been created for faculty members and staff to share the President's intentions and make quick decisions.

In order to promote further internationalization of the University of Aizu, the Governance Improvement Committee (Committee IV) was established in FY2014. It worked to tackle problems regarding the governance function and the duties of faculty members and staff. These problems were separated into three categories: problems where a policy had been set, those that have been solved, and those still being discussed. In particular, the following work was carried out in FY2014: 1) Enhancing efficiency of administration by improving the spoken English of admin. staff, 2) Adding English evaluations in new staff employment, and 3) Promoting a paperless office to improve resource saving.

#### Education reform

**A coherent five-year program, namely the Honors Program, will be established to improve our university.**

**-> To improve our education level, promote students' self-directed learning, and increase international openness.**

**-> To assure the international commonality of the educational program and to provide diversity of academic path.**

Honors Program	Honor	Opportunity	Support	Qualification
	Obtain certification of "Talented Students"	Obtain more experience in a shorter time	Obtain more support to improve skills	Obtain qualification of "Honors"

The Honors Program integrating the undergraduate and graduate schools is a specialized program for talented students. This program offers the bachelor degree and master's degree in five years. Students who join the program will be able to participate in long-term internships at venture companies and/or study abroad at foreign institutions during their academic enrollment term. This initiative will foster students' entrepreneurship and improve their ICT skills.

The Honors Program committee (Committee I) was established in FY 2014. The main work in FY 2015 is to create a practical regulation system and to decide on an applicant screening method for the program.

To help students earn master's degrees in only 5 years, Project-Based Learning (PBL) and Active Learning will be introduced as part of an effort to increase and secure high-quality learning hours.

Furthermore, to offer students a wide variety of opportunities in a shorter period of time, Committee I started discussion on establishment of a student support system. This initiative includes, for instance, introducing students to internships in companies, assigning students to laboratories at an earlier period, and offering official permission for extracurricular activities during lecture hours.

The current undergraduate school uses the semester system, but the graduate school uses the quarter system. The separated systems limit students from earning credits, even though undergraduate students can take courses at the graduate school.

To facilitate a coherent academic term system into both undergraduate and graduate schools, we started discussion on implementation of the quarter system in the undergraduate school.

Meanwhile, curriculum renewal was conducted to meet the ACM and IEEE Computer Society's international standards as written in CSC 2013, the Curriculum Guidelines for Undergraduate Degree Programs in Computer Science.



## ■ The university's own indicators and targets

### A. Challenger Badge System

### B. Special Challenger Qualification

#### Features of Challenger Badge System

This system will record students participating in multicultural activities conducted on and off campus. The system will help students acquire, record and display their badges, which can increase students' motivation to participate in relevant activities and encourage them to realize their individual aptitude.

In FY 2014, the basic platform for Challenger Badge development was introduced. In FY 2015, education requirements and system design will be discussed and proceeded. The capability of students qualified as Special Challengers and qualification requirements will be discussed as one of the new internal systems.

### C. Project related to support for revitalization

In order to conduct revitalization support activities in a systematic and continuous manner, the necessary environment has been provided to conduct and promote advanced ICT research. Revitalization projects have been conducted for the nurturing of ICT specialists.

### D. Participation in business idea contests



The student team "SpiritualDB" won the grand prize at "JPHACKS" in 2014, an event organized by the University of Tokyo.

One of our student teams, "AizukkYYY" participated in the Asia Regional Contest of ACM-ICPC and placed eighth in 2014.

### E. Activities for regional community rejuvenation

Students from the "Aizu Entrepreneurs Club" and Workshops for Start-up Ventures have made and implemented proposals aiming at the rejuvenation of Fukushima and the Aizu region.



A non-profit organization organized mainly by UoA students has introduced Fukushima food products by cooking dishes using recipes from different countries.



A team composed of Japanese and international students worked to spread information on the charms of "Nakagoya" (a community in Minami-Aizu-machi) through working on several different events together with members of the community.

### F. Students who participated in study abroad programs and overseas internship programs

18 students registered for "Global Experience Gateway," an intensive English language course for students to earn credits by participating in short-term study abroad programs, etc. In addition, some students participated in two/three-month study abroad programs (USA and New Zealand).



Dinner with host-family in NZ

### G. Education support in ICT developing countries

Our faculty members visited Myanmar, China, Nigeria, Vietnam, etc. to provide education support to foreign universities.



## ■ Featured initiatives based on characteristics of the university



Entrepreneurial Aspirations through ICT Innovation  
**SPIRIT**

Universities in Silicon Valley (USA) and in Dalian (China) have been shortlisted as candidate hub sites of the University of Aizu. Short-term education programs and internships may be realized in Silicon Valley.



A hotline seminar was held with Silicon Valley Japanese Entrepreneur Network in the USA to discuss internships and the latest technologies.



Faculty members and staff visited one of the candidate hubs in Silicon Valley, USA.

Silicon Valley is expected to host short-term internships in FY 2015 as a trial basis. Students will acquire business-creation experience through the internships and entrepreneurial courses.



Ability in ICT Design, Development, and Application  
**TECHNOLOGY**



Strengthen students' design and development abilities by offering new courses and existing Project-Based Learning (PBL) courses.

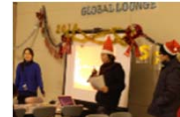
Curriculum revision was discussed so that students enrolled in AY 2016 or later can take a new curriculum, in compliance with the CSC 2013 standard set by ACM & IEEE Computer Society.

The Honors Program aims to support talented students. The students can acquire more advanced skills by enhancing their individuality and improving their professional skills.

We are continually discussing revisions to the curriculum system and opening new courses, etc., so as to offer professional learning at an internationally leading level.



Adaptability to multicultural environments  
**ADAPTABILITY**



A multicultural exchange party was held and it was carried out in English.



SGU website of UoA was constructed to post SGU-related activities, information of entrance exams, etc.

An international environment has been facilitated on campus to promote proactive interaction between international faculty members/students and Japanese faculty members/students.

**From the Aizu Region to the World / From the World to the Aizu Region**  
**Nurturing Innovative ICT Talent**

## 3. FY2015 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Establishment of the Entrance Examination Scheme for the Advanced ICT Global Program

Three types of entrance examination scheme were newly established for the Advanced ICT Global Program. Outline for selection of students was released, targeting for applicants of the AY2016-fall admission. These admission scheme accommodate diverse admission by installing international standard such as SAT and IELTS. Prior to acceptance of international students to the all English program in the AY2016-fall term, faculty members who will be in charge of classes in English; mainly about the Strongly Recommended Courses, were selected. This initiative is for course design which enables students to take all credits in English required for graduation from the first year undergraduate to their graduation. Meanwhile, for international students who will be transferred to the 3<sup>rd</sup> year undergraduate, we worked on academic credit transfer.

##### 2. Partnership Program with Universities Abroad

Between Hanoi University of Science and Technology and Neusoft Institute of Information, agreement was made for the enrollment scheme from designated schools under the scheme of 2+2 Undergraduate Program; a 3-year-undergraduate transfer program for students from partner universities.

##### 3. International Student Recruitment

In regards to recruitment of international students, PR campaigns were carried out toward foreign universities by our foreign faculty members and international students. Taking various opportunities, global PR was conducted widely. In particular, under alliance with educational institutions in the northeast China, top-level high schools were visited. Furthermore, international recruitment was organized proactively by hosting the "University of Aizu International PR Session" and the "Computer Contest" in Shenyang, China.

##### 4. Establishment of the Preparatory Office for the Establishment of Bases in Silicon Valley

In January, the preparatory office was settled. In the University of Aizu, this international site will be used for implementation of overseas training program and remote classes. In addition, information on the University of Aizu will be delivered through the office. Exchanges and collaboration with neighbor universities is planned to be widened, too.

#### University reform

##### 1. Initiatives Related to Administrative Efficiency and Improvement

Since last fiscal year, paperless meeting style has been adopted to internal meetings. The budget management support system was developed and installed for faculty members. Based on questionnaires implemented to all faculty members, the result appeared to show requests on administrative efficiency and improvement.

##### 2. English classes for administrative staff

13 personnel joined the lesson in the first term, and 2 classes were held for 15 personnel in the second term. Upon start and end of the English course, achievement-check test was placed. All participants showed increase of their English level. On the other hand, the "Lunch Meeting" which is a English class initiated by administrative staff themselves were held on every Friday. Moreover, taking opportunities for international business trip, administrative staff hired by the University of Aizu Public University Corporation were sent abroad.

##### 3. Deliberation on Efforts for Structural Improvement

As internal effort for improving structure of the University of Aizu, deliberation was promoted in terms of 1) increase of the ratio of female to male faculty member, 2) installation of annual salary system, and 3) sophistication of administrative personnel.

#### Education reform

##### 1. Implementation of the Quarter System

Starting from FY2016, the Undergraduate School will adopt the quarter system. By this transform, integrity between the Undergraduate and Graduate School will be tightened. The quarter system has been implemented at the Graduate School ever since the foundation of the University of Aizu. Furthermore, the academic administrative system was updated along with the quarter system.

##### 2. The Integrated Undergraduate and Graduate Honors Program

The course merits was arranged, and method of student assessment, new courses, examples of course registration, and support menu were deliberated. As part of support for students in the honors program, preparation of "honors maker room" is in progress. It will be newly established in FY2017.

##### 3. Development of challenger badge system

Basic feature of the challenger badge system was designed and developed. Utilizing demo system, test was conducted by students, faculty members, and ventures.

## ■ University's own indicators and targets

### 1. New establishment of entrepreneurial courses and implementation of remote Hotline seminar

ICT Global Venture Factory was newly established as an entrepreneurial course for the Graduate School. Preparation has been done for its opening in AY2016. The remote Hotline seminar with the silicon valley was held regularly (once a month.) Through that, information on the edgy technologies and business were exchanged.

### 2. Implementation of Training in Silicon Valley

As a model of international internship, the summer training was done in Silicon Valley. This training was formed under collaboration with Aizu-Wakamatsu City Municipal and the University of Aizu originated IT ventures. It was held in the HackerDojo, Silicon Valley for two weeks from September 13 to 27. Four graduates from the University of Aizu were participated. Contents included integration of software and hardware. IoT-related prototyping development was mainly featured, and presentation of developed products were implemented, as well. In addition, site visits were conducted to Stanford University, renowned companies, various facilities, startups, and investment companies.

### 3. Implementation of Fukushima Revitalization Support Program

From August 31 to September 8 2015, the Fukushima Revitalization Support Program was taken place. 5 students from Neusoft Institute of Information (China), 4 students from Taiyuan University of Technology (China), 1 student from Tam Kang University (Taiwan), and 4 students from the University of Aizu participated in it. In this program, four themes were brought out 1) Uniqueness of Aizu and Learning about Design-thinking, 2) Revitalization with ICT, 3) Circumstance learning about the victimized area, and 4) Creation of Fukushima's uniqueness. Exchange of students was deepened with partner universities and institutions abroad. Taking such opportunities, uniqueness of Fukushima prefecture and the University of Aizu were promoted toward international society.

## ■ Featured initiatives based on the characteristics of the university

### 1. The Top Global University Symposium

For two days from March 10 to 11, the Top Global University Symposium was held under the title of "Creating ICT innovators and entrepreneurs who can and will succeed on the world stage." In total, 210 individuals participated in those two days. In this event, speeches by presidents from foreign/domestic universities were offered. Achievement presentations and a panel discussion by four science engineering universities adopted by the Top Global University policy, presentation on ICT ventures by graduates from the University of Aizu, and international panel discussion for global human resources were also placed. In addition to the symposium, exchange activities with partner universities and other establishments were held.

### 2. World Culture Fair

International students and foreign faculty members' family from 8 countries coordinated the booth to introduce cultures of their mother countries. We had 250 visitors. In this occasion, collecting series of stamps and face painting and other various activities were held. Faculty members of the University of Aizu held a report presentation on support for ICT education in the development countries such as Vietnam, Nigeria, and Myanmar.

### 3. PR

The website was largely renewed. Pamphlets and leaflets were prepared in English and Chinese. Topics were provided to the press, and press inquiries were proactively handled.

## ■ Free description

In this fiscal year, securement of the global admission system and finalization of introduction of the quarter system were worked on in various aspects of internationalization and diversity of educational structure at the University of Aizu.

Overall circumstance is that almost all things are going well as planned. The base was created firmly for practical steps in the following years.



## 4. FY2016 Progress

【University of Aizu】

### ■ Common Indicators and Goals

#### Internationalization Projects

##### 1. ICT Global Program All-English Undergraduate Course

- 1) The following selection systems were organized in AY 2015 and have been implemented in AY 2016.
  - (A) General Selection
  - (B) Special Selection in China
  - (C) Transfer Selection for Overseas Applicants
- 2) "Hong Kong Diploma of Secondary Education (HKDSE) Category A Special Selection" was established in AY 2016 and will be introduced in AY 2017.
- 3) International standards (IB, SAT, EJU and ACT) were introduced into Academic Proficiency of "General Selection".
- 4) Total 11 international students entered the course in October, AY 2016.

##### 2. New Courses of ICT Global Program All-English Courses

- 1) "Culture and History of Aizu", "Introductory Japanese I" and "Introductory Japanese II" were offered for the international undergraduate students.
- 2) Preparation for "Intermediate Japanese I / II" and "Advanced Japanese I / II" starting from AY 2017 was completed.
- 3) "Culture and History of Aizu" opened so that the students could learn the local history and culture in English. Several Japanese students also attended the class (4 international students, 7 Japanese students). The international students acquired various perspectives by comparing their culture with culture in Aizu while the Japanese students re-discovered attractiveness of Aizu.

##### 3. Silicon Valley Office for University of Aizu and Remote Lecturing

- 1) "Silicon Valley (SV) Office of University of Aizu (UoA)" (a satellite office for a training program) was opened at Hacker Dojo in Silicon Valley (SV, California State) on May 17 in 2016 where many world-leading IT companies located.
- 2) Graduate Course "ICT Global Venture Laboratory" was held by connecting SV Office and UoA with a remote conference system.
- 3) "Internship Program in Silicon Valley" was conducted with the contribution of SV Office.



#### Governance Reform

##### 4. Operational Improvement

- 1) "Declaration of Promotion of Diversity in the University of Aizu" was established.
- 2) In order to improve the work efficiency, the TGU project provides opportunities for our administrative staff member to take business trip to overseas universities to exchange opinions with the local staff member.

##### 5. AY 2016 English Class for Administrative Staff

- 1) English class for administrative staff member was offered in the first and the second semester in AY 2016 as well as AY 2015.
  - The participants learned useful phrases of the conversation with international faculty members and students in the lesson.
  - The participants took the level check test before and after the class to measure how much they improved their English abilities by attending the class.
- 2) Self-study session "Lunch Meeting" starting from AY 2016 was continuously held, and the participants were proactively learning English there.

#### Education reform

##### 6. Introduction of Quarter System

- 1) The quarter system was introduced into undergraduate school as same as graduate school, which enables undergraduate students to attend graduate courses.
- 2) Since undergraduate students can take graduate courses with this system, it is expected that students who are interested in higher education go to graduate school.
- 3) Since students are required to complete courses in a short period of time, it is expected that they can study effectively during the period.
- 4) The learning environment, which encourages the students to study abroad and join internship program, is well organized.

## ■ University's Performance Indicators and Goals

### 7. Honors Program

- 1) Implementation scheme of Honors Program was completed so that it could start in AY 2017.
- 2) Honors Program can provide activities and support measures according to the students' interest and motivation. The purpose of this program is to discover and nurture global and unique talents.
- 3) Trial new courses for Honors Program, "Basic Manufacturing Course" and "Programming Contest Preparation" were given. The participant students commented that they would like to take these courses continuously.

### 8. Challenger Badge System

- 1) The Challenger Badge System is used to evaluate students by giving the badges for achievements of extracurricular activities on the application.
- 2) The system was introduced into some students on a trial basis in AY 2016.
- 3) Development of English version of the system was implemented, and the new version was released in March, 2017.
- 4) The application is available to download from Google Play and iOS APP Store.
- 5) The explanatory meeting was held to all students.

## ■ Featured Initiatives Based on the University Characteristics

### 9. "Internship Program in Silicon Valley" Intended for Manufacturing

Objective: Students visit SV in the program and the students learn SV's enterprise culture, cutting-edge ICT technology and craftsman spirit.

Features: Students develop a certain product with a viewpoint of its commercialization and give a presentation in English to engineers and entrepreneurs working in SV.

Schedule: The program is a three-week program composed of a week prior training in Japan and two-week internship in SV including the presentation at the university.

<AY2016>

Period: August 15 ~ 19, 2016 (Prior training),

August 23 ~ September 6, 2016 (Internship)

Number of students: 9

Content: Students created a prototype in a campus craft center, "Aizu Geek Dojo" in the prior training. The students stayed in SV Office organized for a development hub and improved their prototype there. After that, they gave a presentation of their product to engineers and entrepreneurs. The students received opinions from two different perspectives, business and technology, which highly motivated them to keep working on manufacturing.



### 10. Opening Campus Craft Center "Aizu Geek Dojo"

- 1) Aizu Geek Dojo was opened inside of Research Quadrangles on August 10, 2016.
- 2) Machine tools such as 3D printer and laser cutter are installed in the space so that students and faculty members can freely work on craftworking.
- 3) A new course of Honors Program, "Basic Manufacturing Course" was held in Aizu Geek Dojo. The theme of this course is "Robot Production". The students realized their ideas in their products in a short period of time by integrating software, electric circuit and hardware.



## ■ Free descriptions

### 11. THE Japan University Rankings 23<sup>rd</sup>

"THE Japan University Rankings" published in March, 2017. The UoA is ranked 23<sup>rd</sup> among around 400 Japanese Universities. UoA's internationality and student satisfaction in education were highly evaluated.

### 12. Issue of AIZU SGU KAWARABAN

- AIZU SGU KAWARABAN starting from June, 2016 introduces activities of TGU projects and is distributed to students, faculty and staff members once in a month.
- KAWARABAN is updated on UoA website so that people outside of the university can access to the information.
- KAWARABAN can make an appeal of TGU activities inside and outside of the university, which makes it effective to earn public understanding and cooperation.

## ■ Common Indicators and Targets

### Internationalization

#### 1. ICT Global Program All-English Undergraduate Course

Since AY 2016, three types of examination system (General Selection, Special Selection in China, Selection for Overseas Residents) have been implemented. Additionally, the HKDSE (Hong Kong Diploma of Secondary Education) as the special selection was implemented in AY 2017 and was accredited as one of the application requirements as well as IB, SAT, EJU, ACT in AY 2018.

- Number of students enrolled in the ICT Global Program: 11 (AY 2016), 16 (AY 2017)
- Number of countries and regions of the ICT Global Program students: 4 (AY 2016), 9 (AY 2017), 10 (AY 2018)

#### 2. Public Relations Activities for Recruitment

We have visited international schools both in Japan and overseas, and went to overseas senior high schools when we exhibited at overseas study in Japan fairs. We also released the university news and the admissions information on multi-language recruiting site. Through above activities, we have received more inquiries on ICT Global Program than last fiscal year. As the result, the diversity of countries and regions, and the number of applicants have increased continuously.

#### 3. Study Abroad and Overseas Internship Program

- Short-term / Mid-term study abroad program: 19 students participated in the programs in the United States and New Zealand.
- Internship program: Silicon Valley: 8 students; Dalian: 3 students participated. These were re-designed for a credit course in AY 2017.

#### 4. International Exchange of International and Japanese Students

- "Culture and History of Aizu" has been offered in English so that both international and Japanese students take this course to encourage the students to communicate internationally. Furthermore, the course is designed for the local senior high school students to attend for exchange with the international students.
- The welcome parties were held for new students, faculty and staff members in the spring and autumn.
- The Buddy Program was implemented as well as AY 2016. In total, 18 Japanese students became the buddies to support 16 new international students from various aspects.
- An international circle named "Hello World!" was established by mainly Japanese students of the Buddy Program in AY 2017.
- The Global Lounge has been used for English conversation, the Buddy Program, Japanese language learning, and international communication circle.
- "International Talk" where international students introduce their culture was held for three times.



<Japanese students at Rose-Hulman Institute of Technology in the USA>



<A team presentation of international and Japanese students / high school students in "Culture and History of Aizu">

### University Reform

#### 5. Promotion Committee for SGU Project Independence

A promotion committee for SGU Project independence and its policy for the independence of affairs and budget were established.

### Education Reform

#### 6. ICT Global Program

In addition to the courses related to the ICT Global Program that we have offered, we newly started "Intermediate Japanese I", "Intermediate Japanese II", "Advanced Japanese I" and "Advanced Japanese II". Furthermore, new courses such as "Business Japanese" are under preparation.

#### 7. Usage of E-learning System

In order to improve students' English skills, we introduced e-Learning system for TOEIC course. By encouraging the students to use this system, it is expected that they will improve their English skills, which leads them to proactively communicate with international students and faculty members.



## ■ Achievement Indicators and Goals

### 8. Honors Program System

The Honors Program was created for promoting graduate school admission and for discovering and nurturing unique talents in an early stage. There are two types of the program: “Undergraduate-Master Integrated Program” and “Unique Talent Discovery Program”.

#### ● Undergraduate-Master Integrated Program

• The program is designed to complete the undergraduate and master courses in 5 years. Also, Honors' Year is available for up to one year.

• As of April 2018, there are 20 students qualified to enter this program

① Type A (4 years undergraduate course + 1 year master course)

② Type B1 (withdrawal at the end of 3rd years of undergraduate course + 2 years master course)

③ Type B2 (complete undergraduate course in 3 years + 2 years master course)

※ Honors Year: A period for students of “Undergraduate-Master Integrated Program” to study and research abroad, or join internship after entering the graduate school. Although the students need to take a leave of absence from the university, it is possible to obtain supports from the university during the period.

#### ● Unique Talent Discovery Program

• A program that supports various activities of undergraduate students with subsidies, etc. in order to discover and nurture unique talents.

### 9. Challenger Badge System

• Guidelines on the Implementation of the Challenger Badge was created in AY 2017, which enables students to apply for the badge acquisition and event accreditations.

• Students can receive evaluation from the university for extracurricular activities.

• From AY 2018, we will further expand cooperation with companies, etc. and encourage students to participate in various contests, events such as social contribution activities.

● Number of badges issued in AY 2017: Silver badge 8, Bronze badge 17, Coin 20

● There are event applications from companies, and three of those such as Hackathon and ideathon were accredited and implemented.

## ■ Featured Initiatives with the University's Characteristics

### 10. US Silicon Valley Internship Program

Silicon Valley Internship Program was implemented, and the students developed prototypes while interacting with local engineers. Their achievements were disclosed through the local mini maker fairs and newspaper. After the program, the students introduced the achievements by giving post-presentations at the university or in local events.

### 11. China / Dalian Internship Program

Dalian internship program was implemented in collaboration with the university in Dalian, Japanese company, and the University of Aizu. After studying and experiencing the latest ICT circumstances and product performance evaluation in China, the students planned and introduced a new ICT business proposal with members of a joint student team of Japan and China.

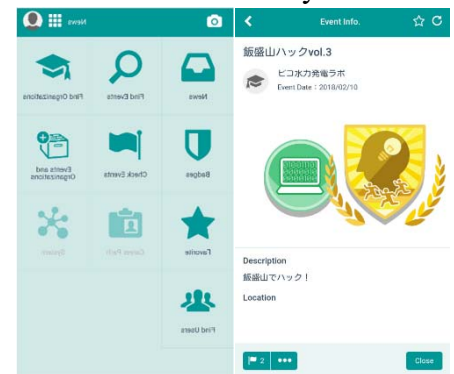
## ■ Free Description

### 12. Manufacturing Space "Aizu Geek Dojo"

In addition to establishment of systems and regulations for the management and user support of "Aizu Geek Dojo", SA / TAs system is introduced to regularly instruct students so that they can use the equipment safely. Further, the Dojo is a classroom of “Manufacturing Basic Course” of the Honors Program and one of the most popular sites in a campus tour.

● As of August, 2016, the number of users is 550 in total.

## 【The University of Aizu】



〈Screenshot of Challenger badge system application〉



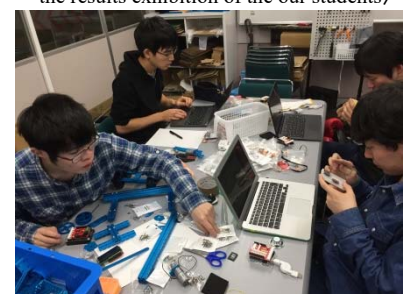
〈A presentation of Hackathon for certifying challenger badge〉



〈Exhibition at Mini Maker Fair of San Jose〉



〈A news of local media released the results exhibition of the our students〉



〈Students at the Manufacturing Basic Course〉

# Top Global University Project (Type B) International Christian University

## 1. Outline

### 【 Name of project 】

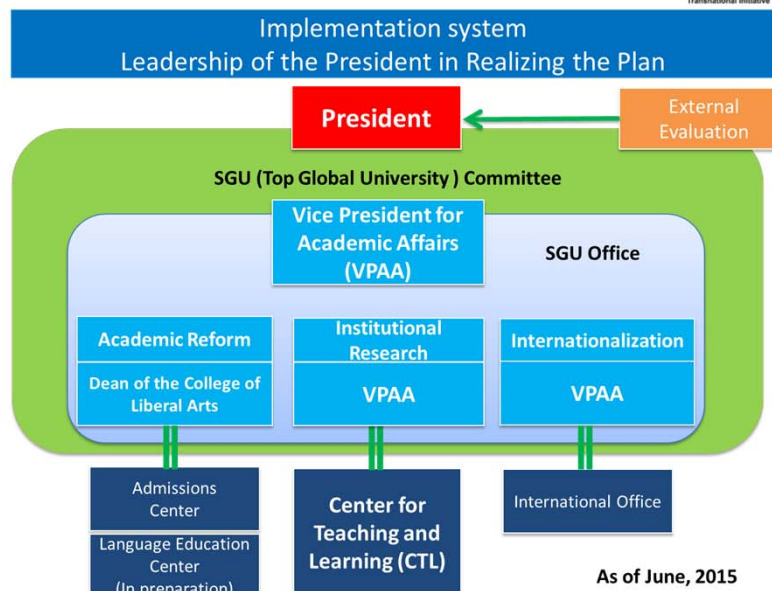
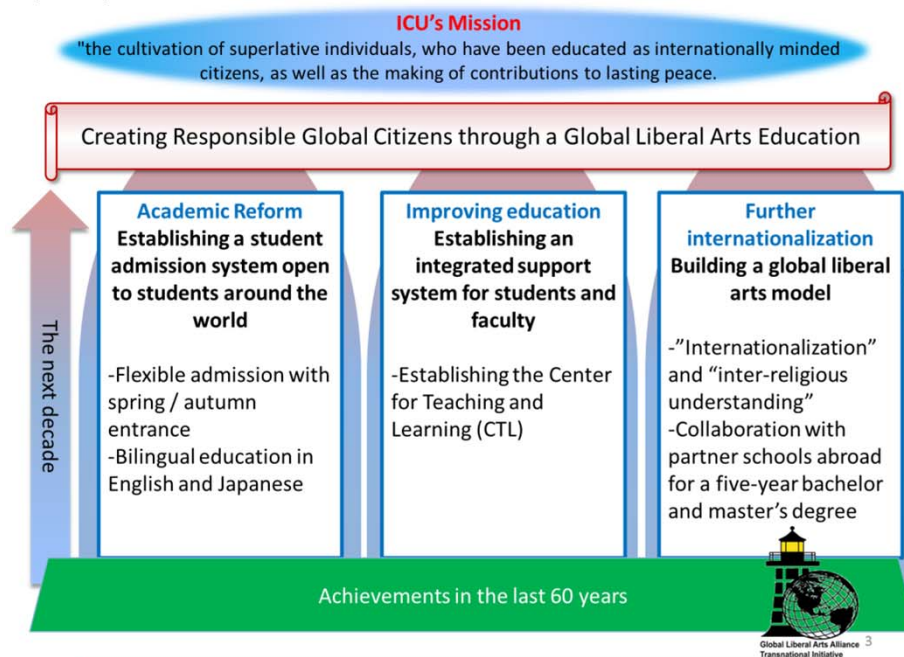
**Creating Responsible Global Citizens through a Global Liberal Arts Education**

### 【 Future vision of the university planned in TGU project 】

It is to embody our founding objective of “cultivating capable citizens who will serve God and humankind with global knowledge to contribute to eternal peace in the world” in a manner suited for the world of 21<sup>st</sup> century. In our initiative, the vision of the university in the next decade is “to educate trustworthy global citizens” who are prepared with the necessary language ability for a global dialogue, who have a story to tell, and who possess a trustworthy conscience. We propose a model to foster an integrative personality who can gain the trust of others.

### 【 Summary of Project 】

Building on our past accomplishments, we aim to realize the model mentioned above with a plan which has three pillars. The first pillar is “establishing an admission system open to students around the world” as an Educational Reform. The key to this endeavor would be to provide appropriate and sufficient support that responds to the students’ personal qualities, abilities and needs. We have extended student support through specialized offices based on the Christian spirit of valuing each and every individual. In pursuit of increasing the quality of student learning and taking an integrative approach to complex issues, we establish the Center for Teaching and Learning as a way to create an integrated support system for the Improvement of Education, our second pillar. Furthermore, as a third pillar of Internationalization, we work in collaboration with other liberal arts colleges around the world as a member of the Global Liberal Arts Alliance to develop and operate an undergraduate education program. At the same time, we will introduce a program, an ICU BA and overseas MA degree course, which can be acquired in approximately five years.



## **【Summary of the 10-year plan】**

### **A. Education Reform: Establishing an admission system open to students around the world**

In order to thoroughly realize ICU's mission of "accepting individuals, regardless of their nationalities and cultural backgrounds, who resonate with the university mission", we are developing an admission system open to students around the world to enter in either April or September irrespective of the language requirements decided by the time of entrance (English for April entrants, Japanese for September entrants). Language programs will be provided to accommodate students with different language levels. ICU will NOT offer majors separated by language. To fully implement ICU's bilingualism, our goal is for all the entrants to be capable of engaging in high-level class discussions in both English and Japanese.

### **B. Internationalization: Establishing the Global Liberal Arts Model**

#### **1. Planning and implementing educational collaboration through the Global Liberal Arts Alliance (GLAA)**

ICU is the only Japanese institution in the GLAA, a global alliance of 27 liberal arts colleges from 15 countries. We will promote the following with other liberal arts colleges worldwide:

**a. Global Scholars Program:** Students will study in two different countries in one year. There can be a variety of combinations, such as the U.S. and Saudi Arabia, or Hong Kong and Switzerland. Experiencing societies and cultures of three different countries, including Japan, will deepen students' studies as well as foster their growth as global citizens with broad and international perspectives.

**b. International Development Summer Institute:** This is a summer program which will be hosted in turn by the alliance members. ICU will send students to the institute and take its turn as host as well.

**c. Globalization Studies Program:** This program offers not only the interdisciplinary education themed on politics, economics, or technology, but also provides education with a focus on the impact of globalization. Educational policies will be decided cooperatively by the member institutions, which is characteristic to this program.

#### **2. Advanced Entry Program with Middlebury Institute of International Studies at Monterey (MIIS)**

ICU will start a 5 year BA-MA program with the graduate school of Middlebury College, a top U.S. liberal arts college in 2014. ICU's undergraduate courses are regarded as equivalent to part of the prerequisites for application.

### **C. Education Improvement : Integrated support system for student learning and faculty teaching**

Center for Teaching and Learning (CTL) will be established to realize an integrated support system for student learning and faculty teaching. CTL brings together formerly independent educational functions into one center in order to effectively support diverse students. CTL supports each one individually with their learning outside of class, helps achieve their learning goals through academic planning, and also provides writing support for both undergraduate and graduate students tailored to the language ability of each individual.

### **D. Governance Reform: 1. Institutional Research (IR) 2. Tenure System 3. Staff Development**

1. ICU already collects, analyzes and shares educational data, and implements analysis of various surveys. In order to use these data as meaningful information for institutional planning and decision-makings, the IR office would be established within the SGU Office for the purpose of promoting and conducting university-wide evaluation and assessment.
2. Faculty's academic portfolio would be used for tenure examination under the new tenure system which started from April 2014. ICU would provide training opportunities for mentors who supports new faculty members development as researchers and educators. All our faculty members are appointed from the international community. We intend to verify the system with their experience and disclose the tenure track system and its employment methods to the world.
3. Staff members have already been given training opportunities abroad, however, through sending staff newly to our overseas partner schools and GLAA institutions, we aim to develop staff who can communicate well and negotiate with students and faculty of different nationalities and cultural backgrounds both in and outside of ICU.

## **【Featured initiatives】**

We are determined to become a "creative minority" which affects society creatively, and nurture students who have their own values and yet bear a sense of self-criticism. To achieve this, we propose to implement the following:

#### **1. Thorough bilingual education in English and Japanese**

No "English only" or "Japanese only" program. ICU promotes true globalism.

#### **2. Emphasis on natural science education**

Without the language of science, people cannot solve modern problems. We will strengthen our natural science education by implementing curricular reform of our General Education program etc., and also start study abroad exchange in the field of science.

#### **3. Deeper liberal arts education to enhance whole person development**

Students learn the importance of building trust and good faith with others through life in a "comprehensive" environment, including co-curricular activities. ICU will enhance its liberal arts education from the environmental perspective, including building of new dormitories in which students will live and cooperate with each other regardless of their nationalities.

#### **4. Further substantiation of international and interreligious exchange**

Joining the GLAA allows ICU to facilitate dialogue of "international" and "interreligious" exchange, newly with Islam, Africa and Eastern European countries by enhancing international cooperation through the GLAA.



## 2. FY2014 Progress

### ■ Common indicators and targets



### Internationalization

#### Diversity Internationalization of faculty and staff

Already over 90% of our full-time faculty members either hold their degrees from institutions abroad or have experience studying abroad. As part of the initiative to further enhance the educational practice of our global faculty members, a representative will be sent this year to the American University of Paris in France. Also this year, two staff members will participate in the staff development program at Linneaus University in Sweden.

#### Mobility

A) As a result of our faculty representative attending the GLAA conference, the representative has been centrally involved in developing a rubric for Globalization Studies Program. A class with the alliance member was jointly held on-line as well.

B) One student candidate who will join the Global Scholars Program in 2015 has been decided.

C) Prior to the start of the Advance Entry Program (5 yr. BA-MA) with MIIS, signing of agreement will be conducted in summer 2015.

#### Support for study abroad

All database has been created for students to look up the transfer credits, answered questionnaires, and majors of the students who went to study abroad. The database enabled institutional analysis of the student trend.

#### Language ability

Progress was made in preparation of an English language course for graduate students who needs assistance with their English. This course will be offered in the fall of 2015. Also, the Japanese Language Program (JLP) which is the foundation of our liberal arts education, begins to offer classes (which were originally for September students) for April students, to accommodate their diversified Japanese language backgrounds. In addition, in order to clarify the goals of students' English/Japanese language ability using CEFR (Common European Framework of Reference for Languages), the JLP and ELA program (English for Liberal Arts Program, the critical component of ICU's first-year education) instructors actively conducted surveys and workshops on CEFR.

#### Global standard in the education system

The course numbering and GPA grading systems have been the standard of our institution for over 60 years since its inception, preceding other universities in the country. In addition to the CEFR, we created the Curriculum Tree which clearly indicates the structure of the curriculum for a visual understanding. Also, with the initiative of the newly established Center for Teaching and Learning (CTL), syllabi of the courses in Japanese have been undergoing a change to be written in both Japanese and English.

#### Accessibility of the university to the world

A committee was established to re-consider the existing scholarships to search for a possibility of starting new scholarships that match the needs of diverse global applicants. The insights gained by visits to U.S. on-campus housing were incorporated into the on-going development of the Campus Master Plan, which includes concepts and designs for the new dorms.

### University reform

#### Personnel system

The President of the College of Wooster (Ohio, USA) visited ICU to give a lecture to ICU professors and staff members about Wooster's tenure system. The concepts, methods, and organization of faculty training and evaluation across majors that are unique to liberal arts institutions were discussed in order to reflect them in ICU's new tenure track system.

#### Governance

The Top Global University (a.k.a. SGU) Office was launched to enable implementation of the SGU project under the President's leadership. An SGU Committee meeting, including faculty, was held (these will continue once every term) and monthly SGU staff meetings started. The SGU Office has Institutional Research (IR) office function to monitor progress of the project. Also, for the IR office to become a hub of the collaboration between offices in regard to examining the utilization of the university data, a new IR database was developed in addition to updating of the existing system.

## Education reform

### Qualitative change in education / Securing independent study

Support for students with disabilities is an integral part of fostering a diverse student population at ICU. In order to maximize the use of the ICT in facilitating such diverse and active student learning, IT facilities on campus were renovated. The Center for Teaching and Learning will provide programs and facilities to assist faculty members as well, as they accommodate diverse students in the “front line”.

### Admissions Reform

A comprehensive liberal arts admission test consisting of listening to a short lecture and answering interdisciplinary questions was introduced in 2015, thereby evaluating the applicants’ potential competency in problem-solving. ICU strengthened its relationship with the Council for International Schools to gather information about the admissions system in other countries. The representatives also visited high schools abroad to learn about the current situations of the foreign secondary education institutions to reflect on the development of our admission using IB and new SAT.

### Flexible and Diverse Academic Path

In addition to the aforementioned Advanced Entry Program with MIIS, a new service learning program was introduced and the number of short-term exchange programs increased as one of the achievements of the forerunning “Go Global Japan” initiative (government-funded globalization project).

## ■ University’s own indicators and targets

### Abolishing disparity for April and September students for language background upon entrance

In order to provide the opportunity to strengthen the necessary academic Japanese skills for the ELA (English for Liberal Arts program) Stream\* 1 and 2 April students whose English score is above IETLS 6.5, a JLP (Japanese Language Program) Placement Test will be conducted during 2015. These students would be able to take the Japanese language courses which originally were designed for September students only. \*Class levels divided into Streams 1 to 4.



(During a “Meet and Greet” session)

### Enhancing learning quality & time outside of class hours

The Faculty Development Director gave a presentation at the Faculty Retreat on the survey results of students’ study time outside of class hours. As a campus-wide faculty development exercise, the current situation and some of the challenges were shared across faculty, and a common understanding regarding quality learning was formulated.

### Providing opportunities for exchange between students completing secondary education in the Japanese system (April students) and foreign students (September students) and enhancing their satisfaction

In 2014, a welcome “Meet and Greet” and “Dean’s Reception” organized by the April and September upper class students were held for new September students. This event not only promoted interaction between the two groups of students, but also served as an orientation for other student-run events and short-trip to facilitate April and September students’ communication.



(During a chemistry experiment)

## ■ Featured initiatives based on the characteristics of the university

### 1. Thorough bilingual education in English and Japanese

To promote ICU bilingualism, a working group was formed to generate a plan for increasing 1) the number of courses in English, 2) the number of these credits taken by students, and 3) the percentage of students who write their senior thesis in English.

### 2. Emphasis on natural science education

The preparations were done to add natural science related topics to the writing component of the ELA program. A special tutor training program began to enable tutors to support academic writing in science, thus deepening collaboration between classroom and its support.

### 3. Deeper liberal arts education to enhance whole person development

As a consequence of the visit to the liberal arts campuses abroad, ICU was able to consolidate its idea of an integrated on-campus living environment that includes the building of new dormitories which allow daily interactions with diverse others and are indispensable for whole person development.

### 4. Further substantiation of international and interreligious exchange

An ICU representative visited Al Akhawayn University, a global institution that has partnerships with 50 countries and is also a member of the GLAA, to discuss the possibility of providing ICU students a site in Morocco for study abroad.



### 3. FY2015 Progress

#### ■ Common indicators and targets Internationalization

##### Diversity Internationalization of faculty and staff

More than 90% of our full-time faculty members hold degrees from universities abroad, and have conducted research or taught overseas. To further enhance and support the educational practices of our global faculty, we sent a faculty member to the American University of Paris, a GLAA member, for spring term 2015. We also provided our staff with training to acquire competence in intercultural communication and global standard expertise. Two staff members attended International Staff Training Week at Linnaeus University in Sweden, which also provided them an opportunity to observe the office operations at the university. Seven staff members attended a British Council's English training session.

##### Mobility

A representative from ICU attended the GLAA Plenary Session, to discuss issues and plans for 2016. We sent two students to study in the Global Scholars Program for a year, between 2015 and 2016, at GLAA member universities in the U.S. and Switzerland. In summer 2015, we signed an agreement with the Middlebury Institute of International Studies at Monterrey (MIIS) to start the Advanced Entry Program (5-year BA and MA program) in FY2017. ICU finalized arrangements for this program and started accepting applications from students aspiring to participate in the program.

##### Support for study abroad

We compiled a database of students who studied abroad, which can be browsed on campus. Those aspiring to study abroad can check what earlier study-abroad program students majored in; how credits were transferred when they returned to ICU; and, their response to questionnaires. A total of 340 students used this database in 2015, among which 240 used the information to apply for study abroad.

##### Language ability

We offered Writing Thesis in English for Researchers, a new course for graduate students. Twenty four students took this course. In addition to the expected participation of JDS students from Asian graduate schools, those in the ABE program and Japanese candidates for the 5-year program also took the course, open to all students needing assistance in academic English.

##### Global standard in the education system

ICU has been using the course numbering system for more than 60 years. A strict GPA system has also been employed since foundation. To sustain these systems, language of instruction used in class was redefined and clarified to help course choice for both Japanese and international students. Also, to offer a bilingual syllabus for courses offered in Japanese, the newly established Center for Teaching and Learning directed a revision of the syllabus format. The result of the syllabus made available in English will be analyzed in the end of FY2016.

##### Accessibility of the university to the world

We established a new scholarship for returnees and international students entering in September, publicizing the measure in our entrance procedure manual etc. Construction for two new student dormitories to open in 2017 started in December. These dormitories will accommodate students from diverse backgrounds, providing an international environment outside the classroom along with other residential facilities on campus.

In our effort to provide a more flexible arrangement for international students, we started accrediting summer courses in Japanese. This measure allows students to fulfill part of the language requirement in Japanese language during the summer.

#### University Reform in Governance

##### Personnel system

Faculty appointed under the new tenure system started working at ICU as of 2015. We will cooperate with the Center for Teaching and Learning, faculty mentors and departments assigned to the new faculty member, to enhance competence and skills befitting ICU faculty. We also started offering several academic positions under the new tenure system for appointments in and after 2016.

##### Governance

Under the leadership of the President, the Top Global Project Office continues to advance the project. The President and the Office staff meet once a week, while staff members in charge hold a monthly liaison conference for better information sharing and decision making. In institutional research, faculty data will be integrated in FY2016, which will be lead by the Office of Institutional Research.





## Education reform

### Qualitative change in education / Securing independent study

Under the leadership of the Center for Teaching and Learning, established to provide integrated support in teaching and learning, we introduced the Senior TA System as of April 1, 2016. This measure aims to enhance the university's TA system, and develop graduate students' teaching and research skills by creating and verifying the system to evaluate the work TAs do. The Center also started reviewing the Teaching Effectiveness Survey, Exit Survey and Student Learning Engagement Survey, which will help improve our education.

### Admissions Reform

In April 2015, we introduced General Admissions Category A, a comprehensive liberal arts examination for which students listen to a lecture and answer interdisciplinary questions, and Category B, for which students present external English test scores in lieu of an English exam. For Category A, there were 594 successful applicants, and for Category B, 17. Also, our admission representatives made visits to Asian high schools to explain and promote our new Universal Admissions.

### Flexible and Diverse Academic Path

In addition to the aforementioned MIIS and Advanced Entry Program, we made active PR efforts to expand recognition for the 5-year program for a BA and MA from ICU, so students could consider this program when applying to ICU.

## ■ University's own indicators and targets

### 1. Abolishing disparity for April and September students for language background upon entrance

We provided ELA Program Streams 1 and 2\* students, whose English IELTS scores exceed 6.5, an opportunity to strengthen their Japanese language proficiency by taking the necessary courses in the Japanese Language Program. We gave the JLP placement test to 19 students in this category. A total of 14 students took courses in JLP which used to be limited to September students from foreign education systems.

\*In the ELA program, students are placed in Streams 1 to 4.

In preparation for introducing Universal Admissions, we compiled a plan for the establishment of the Global Language Center to link support in learning with language programs.



〈September Retreat for New Students〉

### 2. Enhancing learning quality & time outside of class hours

To enhance study outside of class, we introduced an item in the syllabus on expected study hours outside class.

### 3. Providing opportunities for exchange between students completing secondary education in the Japanese system (April students) and foreign students (September students) and enhancing their satisfaction

The orientation program for September entrants was expanded to include a retreat. The one-day program included an academic program in the morning, with a stimulating panel discussion led by faculty. In the afternoon, student groups organized a mini field trip and a Japanese cultural experience for the newcomers. The event also provided time for exchange between September and April students.

## ■ Featured initiatives based on the characteristics of the university

### 1. Thorough bilingual education in English and Japanese

We established a committee to consider goals and measures to promote ICU's bilingualism. This theme was also discussed at the Faculty Retreat to propose concrete strategies: increasing courses offered in English and encouraging more students to write their senior thesis in English.

### 2. Emphasis on natural science education

We started offering a writing course in the ELA program that uses natural science topics in the text. As part of the academic writing support for science majors, the faculty instructing this course held a workshop for writing senior thesis in English, which was very popular with the 32 participants.

### 3. Deeper liberal arts education to enhance whole person development

We issued a press release to introduce the new student dormitories constructed as part of the effort to enhance the living environment on campus. The new facility will enable students to come in contact with those from diverse backgrounds on a daily basis which will enhance wholesome development.

### 4. Further substantiation of international and interreligious exchange

At ICU, foreign language instruction has featured mostly Western languages, Chinese and Korean. In FY2015, we started offering Arabic and Indonesian. Twenty seven (quota: 30) students took the introductory course in Arabic and 45, in Indonesian. Instruction in a second foreign language is now offered in nine languages, expanding the opportunity for students to choose from a diverse range of languages.



〈Image - New Student Dormitories〉

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### Diversity Internationalization of faculty and staff

At ICU, more than 90% of our full-time faculty members hold degrees from universities abroad or have experience conducting research or teaching overseas. To further enhance and support the educational practices of our faculty, we sent a faculty member to the English Medium Instruction (EMI) Oxford Course for University Teachers. To strengthen cooperation with GLAA membership schools, we sent our faculty to workshops and conferences such as the GLAA Globally Connected Course. Efforts in staff development (SD) include staff visits between ICU and Linnaeus University in Sweden to help them better understand how both institutions deal with public relations, methods of measuring educational effect, personnel management, and globalization.

##### Mobility

We invited students to apply for the Accelerated Entry Program (5-year bachelor's and master's course) in Teaching English to Speakers of Other Languages (TESOL) or Teaching Foreign Languages (TFL) at Middlebury Institute of International Studies at Monterey (MIIS). As of students sent in AY2017, this Accelerated Entry Program will also offer Interpretation/Translation and International Policy/ Development.

##### Support for study abroad

We invited 13 staff members to ICU from our Study English Abroad (SEA) Program host institutions, to participate in a workshop and an open symposium. During the workshop, participants observed the English for Liberal Arts (ELA) classes, talked with faculty in charge, and confirmed the coordination between the ELA and SEA program. At the symposium, we introduced the characteristics of programs offered at each host institution, with details about our study abroad program and students' reports about their experiences. It was an opportunity to showcase the outcome of our study abroad program tailored to diverse student needs and language backgrounds.

〈 SEA Program Symposium 〉



##### Language ability

Students completing the ELA program sat for IELTS test on campus during the year. We listed a CEFR scores table on the ICU Portal site to make TOEFL ITP scores taken before ELA and IELTS scores taken after completing the program comparable. This made it easier for students to evaluate how the ELA courses had helped them strengthen their English language skills.

##### Global standard in the education system

ICU has been using a three-digit numbering system to indicate course level since its foundation more than 60 years ago. We also integrated the format for the curriculum tree, which indicates the order in which courses should be taken in each field. The Center for Teaching and Learning helped part-time faculty members with an English translation of the syllabus for their courses to ensure that students had a bilingual syllabus. These measures provide students with easy-to-understand information about the curriculum structure and language of instruction.

##### Accessibility of the university to the world

Students started moving into the two new educational dormitories (total capacity: 320) in March. These two new dormitories accommodate both Japanese and international students, as do our 8 other dormitories, expanding our capacity to accept students from the international community.

## University Reform in Governance

##### Personnel system

The first faculty member to be appointed under the new tenure system started teaching at ICU in AY2015; another faculty member was appointed in AY2016. Along with these faculty, faculty appointed outside of the tenure track also have mentors assigned to support them becoming full-fledged ICU academic staff. We are revising the orientation program for new faculty to be implemented as of autumn 2017, with new content and a new website.

##### Governance

Under the leadership of the President, the Top Global Project Office continues to advance the project. The President and Office staff meet once a week, while staffers in charge hold a monthly liaison meeting for better information sharing and decision making. In institutional research, the IR Office led efforts in introducing an integrated system for faculty data, which provides the foundation for data storage and analysis.



## Education reform

### Enhancing quality in learning and study outside of class

The Center for Teaching and Learning led efforts in strengthening the TA system to adopt the Senior TA System in AY 2016 to enhance teaching and research abilities of graduate students. Two senior TAs were appointed; a survey and analysis of the current use of TAs was conducted, with proposals for the TA System.

### Reform in Admissions

Our new screening system, Universal Admissions, was implemented as of April entrants in AY2017. The system is open to domestic and overseas students regardless of their language background. We are also developing a language curriculum to accommodate students entering under the new system. We visited mostly Asian high schools overseas to explain our new system as part of our recruiting activities.

### Flexible and Diverse Academic Path

The number of applicants has been steadily increasing for the 5-year program for a bachelor's and master's degree from ICU. As of April 2017, students who started taking graduate courses as 5-year program candidates have increased by 30% compared to the previous year.

## ■ The University's own indicators and targets

### 1. Abolishing disparity for April and September students based on their language background

We continued to offer ELA Stream 1 and 2 students, most of whose English IELTS scores exceeded 6.5, courses to strengthen their Japanese skills to the level necessary for their course of study. Three students took Japanese Language courses which were only offered to September students graduating from schools operating under a foreign educational system—Special Japanese Kanji 3: 1 student; Special Japanese 3: 1 student; and, Academic Writing in Japanese: 1 student.

\* ELA students are placed in one of four Streams.

### 2. Encouraging students to study longer and more effectively outside of class

To encourage students to prepare for courses and revise, and also enhance the outcome of lectures in the classroom, we held workshops to introduce ways to use Moodle/ Google Classroom and provided individual students with support.

### 3. Providing diverse opportunities for exchange between April and September students and enhancing satisfaction

The September Student Retreat was held as an orientation session for September entrants. The one-day program started with an academic program in the morning with a stimulating panel discussion led by faculty and other programs. In the afternoon, student groups organized a mini field trip and a Japanese culture program for the newcomers. The event provided an opportunity for exchange between April and September students. The new dormitories will also help activate exchange between Japanese and international students, as non-residents also have access to the seminar and living rooms in the dorms.

## ■ Featured initiatives based on the characteristics of the university

### 1. Thorough bilingual education in English and Japanese

As a means to enhance students' senior thesis writing ability in English, we employed proofreaders who provide support at the Center for Teaching and Learning. Reservations were full for most days, with 51 students making use of 163 slots in the proofreading service. Our TGU project succeeded the Go Global Project (GGJ)'s writing enhancing efforts as a specific goal particular to ICU. We intend to keep pursuing this goal with continued support in proofreading.

### 2. Emphasis on natural science education

From students entering in 2017, we increased the graduation requirement of natural science credits in General Education by adding one course. In the English for Liberal Arts (ELA) program, we will be using science materials developed for the 2015 Writing Senior Thesis in English Workshop for the Senior Thesis Writing course to be offered in AY 2017, after deliberation between natural sciences and ELA faculty.

### 3. Liberal Arts Education to Enhance Whole Person Development

The opening of the new dormitories has enabled almost 30% of our students to live on campus. Dorm life provides for dialogue that cultivates respect for human rights and diversity, also provides space for sharing responsibilities.

〈 Workshop for discussion on the Operation of the New Student Dormitories 〉

### 4. Further substantiation of internationalization and interreligious exchange

In 2016, we started sending students to the three-week program at Petra Christian University in Indonesia, with which we signed an exchange agreement in 2014. Students who took the Indonesian language course we started in 2015 participated in this program, which offers lectures that cultivate cultural understanding and a unique experience with Asian and other international classmates. Many student gained a first-hand experience of life in Indonesia through field trips.





## 5. FY2017 Progress

【International Christian University】

### ■ Common indicators and targets

#### Internationalization

##### Diversity Internationalization of faculty and staff

To encourage faculty whose first language is not English to offer courses in English, we sent a faculty member to the English Medium Instruction Oxford Course for University Teachers. The participant held a meeting on campus to report on the contents of the session. As we sent faculty to attend this program for two successive years, we now have a good grasp of the benefits of the program. The opportunity also helped us strengthen ties with Oxford University, which hosted the session. We have decided to host this program at ICU in 2018. We also sent two natural science faculty members to the GLAA Science Pedagogy Workshop for training in active learning etc. with faculty specializing in the same field from Europe, U.S., Middle East and Africa. The participating ICU faculty members shared the active learning techniques they acquired with other faculty through the FD Newsletter. As a measure to cope with the increasingly sophisticated nature of daily work operations, we sent two staff members to language training sessions and to help out with TOEIC tests, eight to learn know-how in internationalization of higher education administration (of which 5 attended sessions abroad), and three attended three types of sessions on IR twice. The proportion of our staff who score above 800 in TOEIC has reached 54.1%.

##### Mobility/Support for study abroad

1) We sent a physics major student to the College of Wooster in the U.S.  
2) We chose the first student for the undergraduate and master's 5-year program with the Middlebury Institute of International Studies at Monterey (MIIS) in the U.S., initiating in January 2018. 3) With support from the international consortium Global Liberal Arts Alliance (GLAA) we were able to send a student to the Athens Democracy Forum organized by the New York Times. 4) Outbound students from ICU reached 141 in 2017, the highest in the last ten years.



〈 Staff training in the U.K  
University of Oxford 〉

##### Language Ability

Students completing the English for Liberal Arts (ELA) program sat for three IELTS tests on campus. The rate of students taking this test has been steadily increasing, to about 60% (59.5%) in Academic Year (AY) 2017.

#### University Reform in Governance

##### Personnel System

Faculty appointed under the new tenure track system acquired tenure after an examination. We started the New Faculty Development Program with the Center for Teaching and Learning (CTL) in charge. This has enabled us to provide the time for new faculty to deepen understanding for not just the usual orientation content, but also to share educational philosophy, actual teaching methods, information about the tenure track system and how it works by means of discussions across faculty members with varied teaching experience in length and field. This has helped enhance FD activity at the CTL.

##### Governance

Prior to the interim evaluation of the project, we conducted a voluntary external evaluation of this project to acquire objective and concrete results, which we shared with the President, administrative faculty and staff. In September, we appointed a Vice President in charge of International Academic Exchange, adding a foreign national to our decision-making body, to strengthen management.



〈New Faculty Development Program〉

#### Academic Reform

##### Improving the quality of education・encouraging independent study

We improved the system for video conferencing and recording classes, to further enhance flip teaching and ICU-TV. We also held workshops etc. to share advantages with actual cases of the flipped classroom. We also participated in an experiment to share content compiled at other universities, and made videos of student presentations and senior thesis poster sessions available online.

##### Reform in admissions

Two new categories in Universal Admissions, the April Admissions “by Documentary Screening” and “for International Students by Documentary Screening/Interview” have started. With these two categories, all our new categories in Universal Admissions have been implemented. We sent faculty and staff to Oceania, Asia, North America, Asia, Europe, and around Japan, to visit local and Japanese language schools, participate in study abroad fairs to explain eligibility for application and provide information about the advantages of studying at ICU.

## Flexible and diverse academic path

In the spring term of AY2017, we chose the first student for the 5-year undergraduate and master's program with MIIS in the field of translation and localization management. The student started work in the program as of January this year at MIIS. The student starting this program in AY2018 was chosen in January 2018, with the program firmly established. The five-year program with the ICU Graduate School will clarify its academic path for certain careers by initiating consideration of programs for future diplomats, international civil servants, responsible global management and financial professionals, as well as an IB Teacher Certificate Program.

## ■ The University's own indicators and targets

### 1. Abolishing disparity in April and September students resulting from language background.

Following proposals from the Committee for Courses in English and Related Policies established in 2015 deliberating on measures to enhance the number of courses offered in English, 1) We started offering courses based on a new definition of the language of instruction as of April AY2017, reflected in the syllabus. 2) We changed the graduation requirement for courses offered in English or Japanese excluding required ELA or JLP courses. This was applied from students entering in AY2017. Courses offered in English amounted to 30.3%.

### 2. Increasing time and enhancing quality of study outside the classroom.

Open Courseware (OCW) which provides content and notes of lectures online increased to 164 as of December 2017. ICU-TV, which is only available on campus and can be used for prior study and revision, will amount to 273 courses by the end of AY2017. Students have benefited from use of ICU-TV when studying on their own.



〈 ICU-TV site 〉

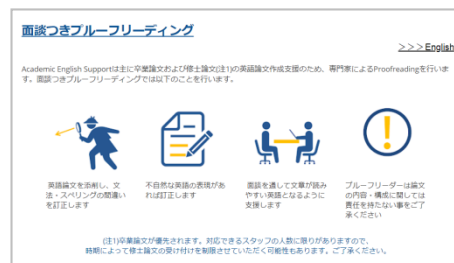
### 3. Providing diverse opportunities for exchange between students educated in Japan and abroad and enhancing student satisfaction

Related offices have started considering an opportunity for students educated abroad and in Japan to get to know each other at the CTL, with a trial session planned in AY2018.

## ■ Featured initiatives based on the characteristics of the university (only type B)

### 1. Thorough bilingualism in English and Japanese

We continued to employ English proofreaders to support students writing their senior thesis in English, in fulfilling services to achieve our distinct goal in enhancing senior thesis writing ability in English. A total of 40 students used the proofreading service 191 times. The ratio of senior thesis written in English was 35%, the same as in AY2016.



〈 Proofreading notice for students 〉

### 2. Emphasis on natural science education

We raised the number of natural science compulsory courses from 3 to 6, starting from students entering in AY2017. Our cooperation agreement with Tsukuba University has expanded the field of instruction by allowing our senior students to seek senior thesis instruction from Tsukuba University faculty and all students to take courses there.

### 3. Liberal arts education to enhance whole person development

The two new dormitories have been open to students other than residents, used as venues for workshops and lectures on themes such as leadership, diversity, disaster prevention, mental and physical health, a realization of active student community activities as of autumn. The seminar rooms on the first floor of the new dormitories have been used for service learning report meetings and events for exchange between those with study abroad experience and other foreign students studying at ICU.

## ■ Column for comments

As a measure to publicize educational information thoroughly, we revised the English used on our website when we renewed the formal university website. We also predict the increase of Korean and Chinese applicants based on the universal admission system in this project, so we also added Chinese and Korean versions on our website. The Job Consultation Group website is now bilingual. This has enabled us to provide accurate information about the university from application to seeking a path after graduation in multiple languages including English.



〈 Official University Website providing basic information about the university in multiple languages 〉

# Top Global University Project (Type B) Shibaura Institute of Technology

## 1. Outline

### 【 Name of project 】

Design and Implementation of a Human Resource Development Model for Engineering and Sciences Focusing on Value Co-Creative Education - Contribution to Global Sustainability

### 【 Future vision of the university planned in TGU project 】

With the goal of “fostering global engineers and scientists who can learn from the world and contribute to global sustainability”, we promote improvements in education, research activities and creation of innovation in parallel. We build a model for private science and technology oriented university, and share it with Japanese and overseas universities.

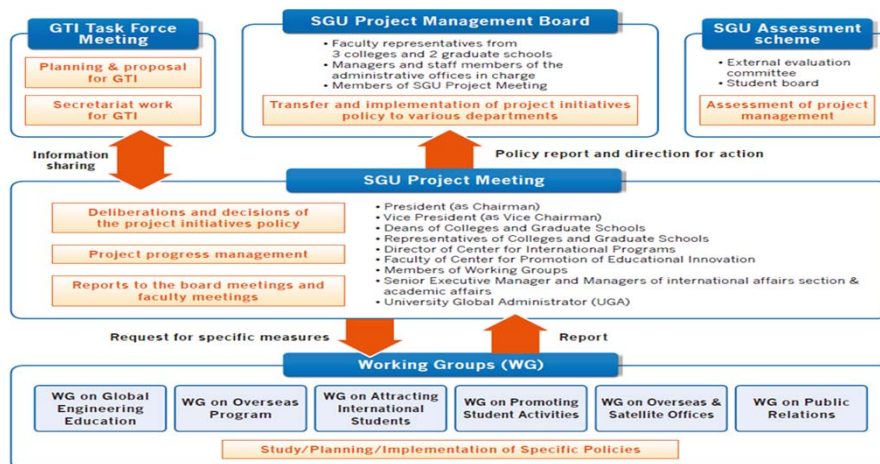
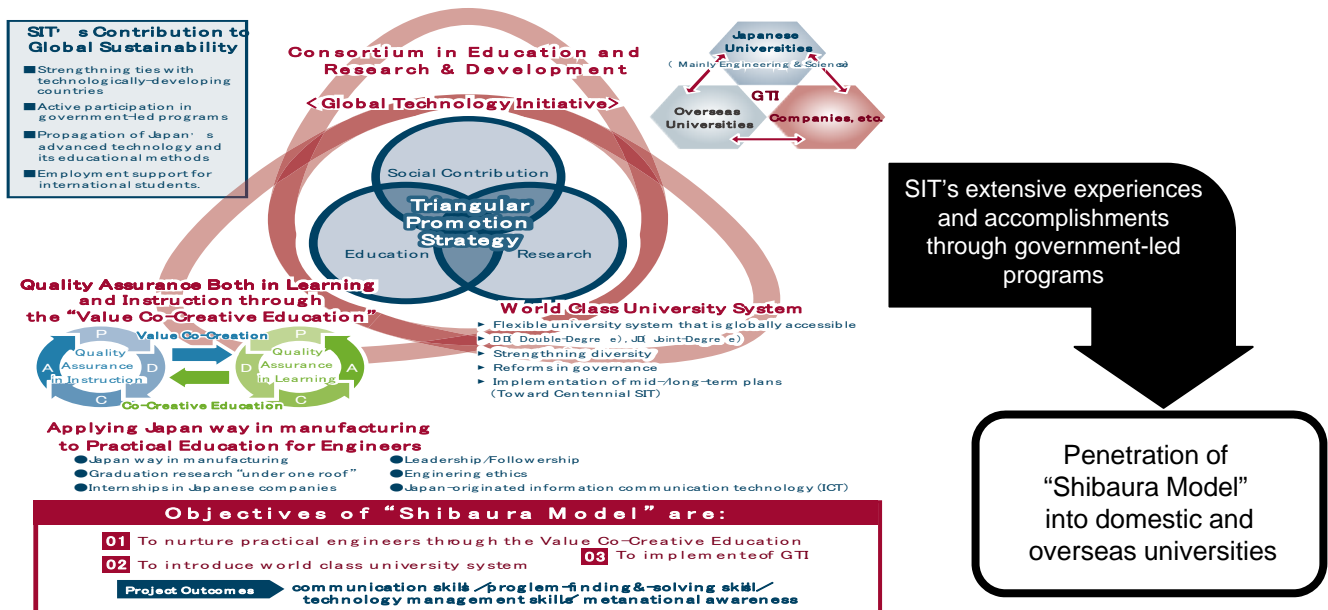
### 【 Summary of Project 】

We promote this project with three pillars of “Quality Assurance Both in Learning and Teaching through Value Co-Creative Education”, “Establishment of World Class University System” and “Organizing and Steering Global Technology Initiative (GTI) Consortium”.

For “Quality Assurance both in Learning and teaching through Value Co-Creative Education”, we build the scheme that faculty and students enhance the value of education each other by running PDCA cycle.

For “Establishment of World Class University System”, we plan to be in top 10 ranking among Asian technical universities with an international students ratio by 30%, sending all the Japanese students to overseas, offering 600 lessons in English and setting out some degree courses in English language only.

For “Organizing and Steering Global Technology Initiative (GTI) Consortium”, we actively promote cooperation in human resource development and research activities in the academic-industrial alliance by forming a consortium among universities and industries both in Japan and overseas.





## 【Summary of the 10-year plan】

### 1. Establishment of Value Co-Creative Education

We establish a model for “Value Co-Creative Education” by practicing the PDCA cycle with faculty and students, and share it with science and technology oriented universities in Japan and overseas.

### 2. Introduction of World Class University System

We promote the globalization of the university and implement measures to be in top 10 ranking among Asian technical universities as the entire university under the solid leadership and swift decisions by the President.

### 3. Organizing and steering International Academic-Industrial Consortium

Focusing on South East Asia, we organize and steer an international academic-industrial alliance, Global Technology Initiative (GTI) Consortium, in which we promote human resource development and research activities, and contribute to quality assurance of higher education in science and technology as well as industrial problem solving.

### 4. Making all Japanese students to have overseas experience while enrolling in university

We enhance our educational and support systems for study abroad programs which enable all Japanese students at SIT (both undergraduate students and graduate students) to have overseas experience at least one time while they are enrolled in the university.

### 5. Promotion of diversity in university

To achieve an international faculty ratio of 60% and an international student ratio of almost 30%, we promote recruitment of international faculty and students as well as collaborations with new and existing partner universities overseas.

### 6. Fostering Global Human Resource in science and technology field

To contribute to global sustainability, we foster human resources with communication skills, problem finding and solving skills, meta-national awareness and technology management skills, by implementing the above plans..

## 【Characteristic approaches (Internationalization, University reform, Education reform)】

Private universities can be considered as the education service industry, where their management makes ends meet by receiving compensation for providing appropriate services. A private university offers higher education service and takes responsibility for building sustainable higher education and research systems with appropriate values so that such an university pushes forward globalization in the long term. The tuition from current students accounts for 70% of the whole compensation. The customer side (student) receives the contents which the provider side (faculty) provides, and education is service to convert the contents into the utility value for the student. At this chance, the experience value and utility value of the contents provided for both students and faculty increase if the students' positive participation (customer participation) is high. This type of process is called value co-creation in the field of business management. We will take these characteristics of a private university as a positive aspect and aim for the university where both students and faculty are always conscious of value co-creative education.

We have pushed forward improvement of a quality assurance of education in conformity with Washington Accord and the educational program by the Plan-Do-Check-Act (PDCA) cycle. In parallel, we have taken in active learning such as cross-cutting system education and/or Project Based Learning (PBL), without solely depending on conventional engineering disciplines in order to offer the practical education. We will be carrying out an educational reform aiming at the establishment of the value co-creative educational model, which assures the quality of learning/education as well as the expansion of practical subject taking in value co-creative education. We also aim to spread the educational model to domestic and foreign educational institutions.

In the governance of SIT, our Board of Directors has decided to entrust education management to the President, the top of education, aiming the integral operation by both the Board of Directors (management side) and faculty. The President in this way holds authority of personnel and budget management for education. Strengthening his leadership in this way enables the President to implement quick decision making.

In addition, we as a private university have positively cooperated with various intergovernmental projects. In particular, we have pushed forward strong cooperation with science and technology oriented universities in Southeast Asia. We have been exchanging students with those universities actively as a leader university of South East Asian Technical Universities Consortium (SEATUC).

We try to develop a world-class brand as a private engineering and science university taking advantage of having those assets in Southeast Asia. The brand is realized by establishing the Value Co-creative Education, which assures the quality of learning/education, practical engineering education by utilizing the Japanese craftsmanship culture, and using the Triangular Promotional strategy of education, research and innovation. We also try to establish a world-class university system and organize/manage a consortium for international industry-academia alliances, Global Technology Initiative (GTI) Consortium.

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. The ratio of International Students

The ratio of international students have increased to 4.3% (361 students) from 1.5% (123 students) in FY2013. We actively accepted students from “Science without Borders” program funded by the Brazilian government. We also participated in study abroad fairs held overseas.

##### 2. The ratio of students with study abroad experience

We enriched the study abroad programs such as the English Language Program and Global Project Based Learning and achieved to increase ratio of students with abroad experience (with credits) to 2.5% (209 students) from 1.7% (138 students) in FY2013. Including no credit program, we sent 550 students. We do continue enhancing projects like Global Project Based Learning which take advantage of our Institution.

##### 3. The number (ratio) of subjects offered in English

The number of subjects offered in English has increased from 4 (0.2%) in FY2013 to 30 (1.1%) in the undergraduate level and from 71 (15.8%) to 74 (16.9%) in the graduate level. The acceptance of students from “Science without Borders” program accelerated the move to increase the number of subjects offered in English.

##### 4. Initiative to assess, manage, and improve students' language level

We have conducted 6 free TOEIC® IP Test a year on campus, as well as the CEFR (The Common European Framework of Reference for Languages: Learning, Teaching, Assessment) to assess students' foreign language proficiencies. In addition to the regular curriculum, we offered students with free online English lessons and special courses for TOEIC® Test.



〈 Party of International Dormitory 〉

#### Governance Reform

##### 1. Swift decision-making

To integrate the management between Board of Directors and faculty, it has been decided to introduce the system in which the President is appointed by Board of Directors. It enables the President to have an authority for personnel issues and finance management.

##### 2. Clear visions and development of mid-term plans

We set clear visions with goal and performance indicators such as Key Goal Indicator (KGI) and Key Performance Indicator (KPI), and implement PDCA cycles to achieve our goals, heading to 100th anniversary in 2027.

##### 3. Initiative for advancement of clerical staff

We have been proactive in recruiting clerical staff with fluency in foreign languages and experience of working overseas. Also, we offered training to clerical staff to enhance their global awareness.



〈 Led by solid leadership of the President 〉

#### Education reform

##### 1. Promotion of student participation in assessment of University administration

Class evaluation by students has been carried out in a high ratio of over 95%. In addition, we strove for the expansion of the Students Consulting on Teaching (SCOT), which is one of class consulting systems where students who received training beforehand participate in classes and give feedback to faculty

##### 2. Utilization of Teaching Assistants (TAs)

We employed 566 Teaching Assistants (TAs) to provide assistance to faculty members. This in turn facilitated the growth of TAs and enriched the content of classes. Likewise, we promoted the expansion of the system of Learning Facilitators (LFs) whose additional duties include not only assisting faculty members but also supporting faculty members in educational and research activities.

##### 3. Selection of new students by diversified entrance examination

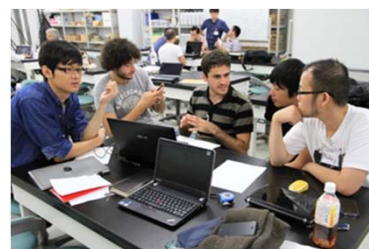
As a result of its participation in study abroad fairs held overseas, SIT saw a substantial increase in the number of applicants through the Examination for Japanese University Admission for International Students (EJU) and the number of enrollment. Furthermore, a scheme of admission on recommendation was created for Shanghai Japanese School, for which we contributed to establish its school.

## ■ University's own indicators and targets

1. Number and amounts of contract research, joint research and competitive funds (National Research Projects)  
Through working with industries and implementing measures for acquisition of National Research Projects, we procured JP¥487 millions for 242 contracts and projects.

2. Number of Global Project Based Learning (gPBL) program participants  
About 150 students participated in 12 gPBL programs overseas and about 50 students took part in 5 gPBL programs in Japan. In total, approximately 200 students worked on practical projects, and develop problem-solving skills and international sensibilities.

3. Number of Overseas Internship program participants & Number of partner universities with Joint-Degree (JD) and Double-Degree (DD) agreements  
We sent 31 students on the Global Internship program to 23 private enterprises. Meanwhile, we have mutual Joint Degree (JD) and Double Degree (DD) agreements with 1 university, and plan to sign the agreements with 5 other universities in the near future.



〈 gPBL with Italian students 〉

## ■ Distinguishing approach based on characteristics of university

1. Promotion of Value Co-creative Education & Practical Education for Engineers

We have proceeded with the quality assurance of education through introduction of Japan Accreditation Board for Engineering Education (JABEE) programs and improvement of educational programs by PDCA cycles. Teaching based on Passive Learning, which has conventionally been performed, is not enough to improve students' ability. Thus, we introduced Active Learning, in which student themselves participate in educational processes. In 2014, 17 gPBL were carried out with partner universities in Japan and overseas, and about 200 students participated. As for the quality assurance of education, the cycle is implemented by faculty, clerical staff and students, followed by the establishment of a system to improve education in a long-term way. In its checking process, we introduced rubrics and Progress Report On Generic (PROG) skills Test for objective assessment of students.

2. Implementation of World class university system

Some of our departments have decided to introduce a quarter system from FY 2015. Also, we launched a study committee to establish a new department for JD and DD programs. Heading to 100th anniversary in 2027, we also set KGI and KPI, in order to be ranked as one of the top 10 Asian technical universities.

3. Organizing and Steering GTI consortium

For organizing GTI consortium scheduled to be launched in 2015, we requested universities, industries and government agencies in Japan and overseas for cooperation. As a result, more than 20 organizations promised to offer support.



〈 Organizing Committee of GTI Consortium 〉

## ■ Other approach

1. Initiative to improve students' English ability

We have been trying to improve our students' English ability by offering regular curricular classes and extracurricular classes such as free online e-learning lessons and the Short-Term English Language Programs. We have been also increasing the numbers of major subject and liberal arts classes offered in English. In addition, we offered special extracurricular lessons focusing on TOEIC® Test in FY2014. The lessons consisted of schooling and online e-learning. The applicants for the lessons were almost three times as the class capacity. We are introducing additional special extracurricular classes focusing on TOEIC® Test in FY 2015.

2. Faculty Development program for Teaching in English

In order to increase the number of major subject and liberal arts courses offered in English, we invited a lecturer from Montclair State University and held a short-term version of their "Teaching in English" program during 22-24 Mar, 2015. We accepted the participants from other universities that are members of the TGU project to enhance the quality of the higher education in Japan. As a result, 68 people including 26 people from other universities participated the program.



〈 Faculty Development Program 〉



### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### 1. The ratio of International Students

The ratio of international students have increased to 6.0% (501 students) in FY2015 from 4.3% (361 students) in FY2014. We actively accepted students from “Science without Borders” program funded by the Brazilian government and also those from “the African Business Education (ABE) Initiative for Youth” by the Japanese government. We also participated in study abroad fairs held overseas.

###### 2. The ratio of students with study abroad experience

We enriched the study abroad programs such as the English Language Program and Global Project Based Learning and achieved to increase ratio of students with abroad experience (with credits) to 4.4% (358 students) from 2.5% (209 students) in FY2014. Including no credit program, we sent 712 students. Number of Global PBL (Global Project Based Learning) has been increased from 17 (FY2014) to 38 (FY2015). We do continue enhancing international programs which take advantage of our Institution by utilizing GTI framework.

###### 3. The number (ratio) of subjects offered in English

The number of subjects offered in English has increased from 30 (1.1%) in FY2014 to 45 (1.3%) in the undergraduate level and from 74 to 84 in the graduate level. The acceptance of students from “Science without Borders” program accelerated the move to increase the number of subjects offered in English.

###### 4. Initiative to assess, manage, and improve students' language level

We have conducted 6 free TOEIC® IP Test a year on campus, as well as the CEFR (The Common European Framework of Reference for Languages: Learning, Teaching, Assessment) to assess students' foreign language proficiencies. We gave feedback and evaluation of test results to faculty members monthly and encouraged the efforts by faculty and students. In addition to the regular curriculum, we have offered students free online English lessons, special courses for TOEIC® Test and intensive TOEIC courses in Hayama. Such efforts led to upgrade of students' English proficiency.



〈 TOEIC Awarding Ceremony 〉

##### Governance Reform

###### 1. Swift decision-making

To integrate the management between Board of Directors and faculty, it has been decided to introduce the system in which the President is appointed by Board of Directors. It enables the President to have an authority for personnel issues and finance management.

###### 2. Clear visions and development of mid-term plans

We set clear visions with goal and performance indicators such as Key Goal Indicator (KGI) and Key Performance Indicator (KPI), and implement PDCA cycles to achieve our goals, heading to 100th anniversary in 2027.

###### 3. Initiative for advancement of administrative staff

We have been proactive in recruiting administrative staff with fluency in foreign languages and experience of working overseas. Also, we offered training to administrative staff to enhance their global awareness. In addition, we have introduced the skill up support system to improve English proficiency.



〈 Led by solid leadership of the President 〉

##### Education reform

###### 1. Promotion of student participation in assessment of University administration

Class evaluation by students has been carried out in a high ratio of over 84.5%. In addition, we strove for the expansion of the Students Consulting on Teaching (SCOT), which is one of class consulting systems where students who received training beforehand participate in classes and give feedback to faculty

###### 2. Utilization of Teaching Assistants (TAs)

We employed 584 Teaching Assistants (TAs) to provide assistance to faculty members. This in turn facilitated the growth of TAs and enriched the content of classes. Likewise, we promoted the expansion of the system of Learning Facilitators (LFs) whose additional duties include not only assisting faculty members but also supporting faculty members in educational and research activities.

###### 3. Selection of new students by diversified entrance examination

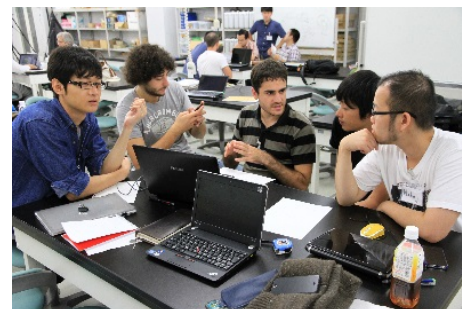
As a result of its participation in study abroad fairs held overseas, SIT saw a substantial increase in the number of applicants through the Examination for Japanese University Admission for International Students (EJU) and the number of enrollment. Furthermore, a scheme of admission on recommendation was created for Shanghai Japanese School, for which we contributed to establish its school. We also continued to accept students with TOEFL score as an evidence to prove English language skill.

## ■ University's own indicators and targets

1. Number and amounts of contract research, joint research and competitive funds (National Research Projects)  
Through working with industries and implementing measures for acquisition of National Research Projects, we procured JP¥713 millions for 297 contracts and projects in FY2015.(JP¥487 millions for 242 contracts and projects in FY2014)

2. Number of Global Project Based Learning (gPBL) program participants  
288 students participated in 29 gPBL programs overseas and about 137 students took part in 9 gPBL programs in Japan. In total, 425 students worked on practical projects, and develop problem-solving skills and international sensibilities.

3. Number of Overseas Internship program participants & Number of partner universities with Joint-Degree (JD) and Double-Degree (DD) agreements  
We sent 35 students on the Global Internship program to 25 private enterprises. Meanwhile, we have mutual Joint Degree (JD) and Double Degree (DD) agreements with 1 university, and plan to sign the agreements with 5 other universities in the near future.



〈 gPBL 〉

## ■ Distinguishing approach based on characteristics of university

1. Promotion of Value Co-creative Education & Practical Education for Engineers

We have proceeded with the quality assurance of education through introduction of Japan Accreditation Board for Engineering Education (JABEE) programs and improvement of educational programs by PDCA cycles. Teaching based on Passive Learning, which has conventionally been performed, is not enough to improve students' ability. Thus, we introduced Active Learning, in which student themselves participate in educational processes. In 2015, 38 gPBL were carried out with partner universities in Japan and overseas, and 425 students participated. As for the quality assurance of education, the cycle is implemented by faculty, clerical staff and students, followed by the establishment of a system to improve education in a long-term way. In its checking process, we implemented rubrics and Progress Report On Generic (PROG) skills Test for objective assessment of students.

2. Implementation of World class university system

Some of our departments have decided to introduce a quarter system. Also, we launched a study committee to establish a new department for JD and DD programs. Heading to 100th anniversary in 2027, we also set KGI and KPI, in order to be ranked as one of the top 10 Asian technical universities.

3. Establishment of GTI (Global Technology Initiative ) consortium  
GTI Consortium was launched in December 3, 2015. With Shibaura Institute of Technology (SIT) as its incorporator and Japanese and Southeast Asian universities and private companies as members, the Consortium aims to bolster cooperation among government agencies, academic and industry members, training of new engineering talents, promoting innovations and the competitiveness of the technological industries in the region. About 150 institutions has already been registered as members. (March 2016)



〈 GTI Consortium Symposium 〉

## ■ Other approach

1. Initiative to improve students' English ability

We have been trying to improve our students' English ability by offering regular curricular classes and extracurricular classes such as free online e-learning lessons and the Short-Term English Language Programs. We have been also increasing the numbers of major subject and liberal arts classes offered in English. In addition, we offered special extracurricular lessons focusing on TOEIC® Test in FY2015. The lessons consisted of schooling and online e-learning. The applicants for the lessons were almost three times as the class capacity. We are introducing additional special extracurricular classes focusing on TOEIC® Test in FY 2016.

2. Opening of GLC (Global Learning Commons)

We have decided to launch GLC, a facility for intercultural exchange and promotion of diversity, in Omiya campus. GLC has just opened in April 2016. At GLC, students are able to receive counseling for study abroad programs from the staff including student staff, interact with partner universities through a TV meeting system and etc. GLC is expected to function as the core space for 1. Diversity

2. Encouragement for participating Global activity 3. Facilitation of Cross-cultural activities 4. Generation of Peer Support (spirit of mutual aid for study) culture.



〈 Global Learning Commons 〉

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1.The ratio of International Students

The ratio of international students have increased to 10.0% (842students) in FY2016 from 6.0% (501students) in FY2015. We actively accepted students who participate in Japanese governmental programs like “the African Business Education Initiative for Youth”. We also joined study abroad fairs that were held overseas. We are nominated as one of the universities who would accept “Innovative Asia” Program in FY 2017.

##### 2.The ratio of students with study abroad experience

We enriched the study abroad programs such as the English Language Program and Global Project Based Learning and achieved to increase ratio of students with abroad experience (with credits) to 10.9% (873 students) in FY2016 from 4.4% (358 students) in FY2015. Including non-credit program, we sent 975 students. Number of Global PBL(Global Project Based Learning) has been increased from 29 (FY2015) to 46 (FY2016). We do continue enhancing international programs which take advantage of our Institution by utilizing GTI framework.

##### 3.The number (ratio) of subjects offered in English

The number of subjects offered in English has increased from 45 (1.3%) in FY2015 to 200 (5.7%) in the undergraduate level and from 84 to 150 in the graduate level.

##### 4.Initiative to assess, manage, and improve students' language level

We have conducted 4 TOEIC® IP Test (incl.1 free test) a year on campus, as well as the self-assessment based on CEFR (The Common European Framework of Reference for Languages: Learning, Teaching, Assessment). We gave monthly feedback and evaluation of test results to faculty members and encouraged the efforts by faculty and students. In addition to the regular curriculum, we have offered students free online English lessons, special courses for TOEIC® Test and intensive TOEIC courses in Hayama Seminar House. Such efforts led to develop English proficiency of students.



〈 TOEIC Awarding Ceremony 〉

##### 5.Reform of university structure

We have established School of Architecture with the aim of nurturing architects who can be active in global society. Global Course of Engineering and Science in graduate school were also established with the aim of nurturing leading scientists and engineers in the globalized world. In addition, we set up International Course in College of Systems Engineering and Science with an advanced curriculum whereby students can take core subjects at overseas universities, which also aims at nurturing global human resources.

#### Governance Reform

##### 1. Clear visions and development of mid-term plans

As our continuous efforts from FY2016, we set clear visions with goal and performance indicators such as Key Goal Indicator (KGI) and Key Performance Indicator (KPI), and implement PDCA cycles to achieve our goals, heading to 100th anniversary in 2027.

##### 2. Initiative for advancement of administrative staff

We have been proactive in recruiting administrative staff with fluency in foreign languages and experience of working overseas. Also, we offered training to administrative staff to enhance their global awareness. In addition, we have introduced the skill up support system to improve English proficiency.



〈 Led by solid leadership of the President 〉

#### Educational reform

##### 1.Promotion of student participation in assessment of University administration

Class evaluation by students has been carried out in a high ratio of 95.6% of all the subjects. In addition, we strove for the expansion of the Students Consulting on Teaching (SCOT), which is one of class consulting systems where students who received training beforehand participate in classes and give feedback to faculty

##### 2.Utilization of Teaching Assistants (TAs)

We employed 574 Teaching Assistants (TAs) to provide assistance to faculty members. This in turn facilitated the growth of TAs and enriched the content of classes. Likewise, we promoted the expansion of the system of Learning Facilitators (LFs) whose additional duties include not only assisting faculty members but also supporting faculty members in educational and research activities.

##### 3. Selection of new students by diversified entrance examination

As a result of its participation in study abroad fairs that are held overseas, SIT saw a substantial increase in the number of applicants through the Examination for Japanese University Admission for International Students (EJU) which led to the increase of the number of enrollment. Furthermore, a scheme of admission on recommendation was created for Shanghai Japanese School, for which we contributed to establish its school. We also continued to accept students with TOEFL score as an evidence to prove English language skill.



## ■ University's own indicators and targets

### 1. Number and amounts of contract research, joint research and competitive funds (National Research Projects)

Through working with industries and implementing measures for acquisition of National Research Projects, we procured JP¥689 millions for 280 contracts and projects in FY2016. (JP¥713 millions for 297 contracts and projects in FY2015).

### 2. Number of Global Project Based Learning (gPBL) participants

497 students participated in 46 gPBL programs overseas and about 208 students took part in 15 gPBL programs in Japan. In total, 705 students worked on practical projects, and develop problem-solving skills and international sensibilities.

### 3. Number of Overseas Internship program participants & Number of partner universities with Joint-Degree (JD) and Double-Degree (DD) agreements

We sent 19 students on the Global Internship program to 11 private enterprises. Meanwhile, we have Double Degree (DD) agreements with 1 university, and plan to sign the agreements with 1 other university in the near future.



〈 gPBL 〉

## ■ Distinguished approach based on characteristics of university

### 1. Promotion of Value Co-creative Education & Practical Education for Engineers

We have proceeded with the quality assurance of education through introduction of Japan Accreditation Board for Engineering Education (JABEE) programs and improvement of educational programs by PDCA cycles. In order to complement conventional teaching method of Passive Learning, we introduced Active Learning such as PBL. In 2016, 61 Global PBL were carried out with partner universities in Japan and overseas, and 705 students participated. As for the quality assurance of education, the PDCA cycle is implemented by faculty, clerical staff and students, which enables to develop the quality of PBL continuously. In its checking process, we implemented rubrics and Progress Report On Generic (PROG) skills Test for objective assessment of students.

### 2. Implementation of World class university system

Some of our departments have decided to introduce a quarter system. Also, we launched a study committee to establish a new department for JD and DD programs. Heading to 100th anniversary in 2027, we also set KGI and KPI, in order to be ranked as one of the top 10 Asian technical universities. SIT was ranked in 801+ at Times Higher Education (THE) world university ranking for the first time in 2016.

### 3. Activity of GTI (Global Technology Initiative ) consortium

GTI consortium was launched in December 2015 has promoted activities with the cooperation of 159 institutes in Japan (company 139, university 10, government administrative agency 10) and 18 overseas (company 3, university 15). In FY 2016, some of seminars, internship and gPBL set task by companies within GTI were carried out. GTI Consortium Symposium was also held last year.



〈 GTI Consortium Symposium 〉

## ■ Other approaches

### 1. Initiative to improve students' English ability

We have been trying to improve our students' English ability by offering regular curricular classes and extracurricular classes such as free online e-learning lessons and the Short-Term English Language Programs. We have been also increasing the numbers of major subject classes offered in English. In addition, we offered special extracurricular lessons focusing on TOEIC® Test and 7 days training camp for TOEIC®. We also introduced TOEIC® S&W trial test and man-to-man Callan method, which is the online course for English conversation, in FY 2016.

### 2. Opening of GLC (Global Learning Commons)

We launched GLC, a facility for intercultural exchange and promotion of diversity at Omiya campus in April 2016. At GLC, students are able to receive counseling for study abroad programs from the staff including student staff, interact with partner universities through a TV meeting system and etc. GLC has been used intensively as the central stage for 1. Diversity 2. Encouragement for participating Global activity 3. Facilitation of Cross-cultural activities 4. Generation of Peer Support (spirit of mutual aid for study) culture. We also opened GLC at Toyosu Campus in May 2017.

### 3. Global student staff

The Global Student Staff System was established with the aim of providing students the opportunity to cultivate the skills required of global human resources through engaging in various tasks to promote globalization in March 2016, We are engaged in assistance for operating GLC, international airport pick-up from international students and various events.



〈 Global Learning Commons  
Toyosu Campus 〉

## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1.The ratio of International Students

The ratio of international students increased accepting more than 1,200 students in FY2017, the highest number in the past years. We actively accepted students who participate in Japanese governmental programs such as “the African Business Education Initiative for Youth”. We are also nominated as one of the universities who would accept “Innovative Asia” Program in FY 2017. We also actively joined study abroad fairs that were held overseas.

##### 2.The ratio of students with study abroad experience

We enriched the study abroad programs such as the ESL Program and Global Project Based Learning(gPBL) and achieved to increase the number of students with abroad experience (with credits) from about 800 students in FY2016 to about 1,000 students in FY2017. Including non-credit program, we sent more than 1,200 students, the highest number in the past years. The Number of gPBL, especially, has been increased to 488 students(40 programs) by utilizing GTI framework.

##### 3.The number (ratio) of subjects offered in English

While increasing the number and proportion of classes taught in foreign languages, both the undergraduate and graduate schools reduced the number of subjects and tried to realize the credit with quality assurance of education. In addition, we are actively recruiting foreign faculty members as well as activating international collaborative research in preparation of the installation of the courses that can earn degrees in English in 2020.

##### 4.Initiative to assess, manage, and improve students' language level

We have conducted 4 TOEIC® IP Test (incl. 1 test with free of charge ) a year as well as the self-assessment based on CEFR . We provided monthly feedback 〈 TOEIC Awarding Ceremony 〉 and evaluation of test results to faculty members to encourage their continuous efforts. In addition to the regular curriculum, we have offered students free online English lessons and special courses for TOEIC® Test. Such efforts led to develop English proficiency of students.

##### 5.Reform of university structure

We have established School of Architecture with the aim of nurturing architects who can be active in global society. Global Course of Engineering and Science in graduate school were also established with the aim of nurturing leading scientists and engineers in the globalized world. In addition, we set up International Course in College of Systems Engineering and Science with an advanced curriculum whereby students can take core subjects at overseas universities, which also aims at nurturing global human resources.



#### Governance Reform

##### 1. Clear visions and development of mid-term plans

As our continuous efforts from FY2017(90th anniversary), we set clear visions with goal and performance indicators such as Key Goal Indicator (KGI) and Key Performance Indicator (KPI), and implement PDCA cycles to achieve our goals, heading to 100th anniversary in 2027.

##### 2. Capacity building of Non-academic staff

We have been proactive in recruiting non-academic staff with fluency in foreign languages and experience of working overseas. Also, we offered training to administrative staff to enhance their global awareness. In addition, we have introduced the various systems to improve the English proficiency.

As a result, the number of staff with advanced level of foreign language skill has increased.



〈 Led by solid leadership of the President 〉

#### Educational reform

##### 1.Promotion of student participation in assessment of University administration

Class evaluation by students has been carried out in over 90% of all the subjects. We also strove for the expansion of class consultation system, the Students Consulting on Teaching (SCOT), where students who received training beforehand participate in classes and provide feedback to teachers.

##### 2.Utilization of Teaching Assistants (TA)

We employed 617 Teaching Assistants (TAs) to provide assistance to faculty members. This not only facilitated the growth of TAs but also enriched the content of classes. Likewise, we promoted the expansion of the system of Learning Facilitators (LFs) whose additional duties include not only assisting faculty members but also supporting faculty members in educational and research activities. In addition to TA and LF system, we have developed regulations of Students Assistant (SA).

##### 3. Selection of new students by diversified entrance examination

As a result of visiting in Japanese-language school, SIT saw a substantial increase in the number of applicants and enrollment through the Examination for Japanese University Admission for International Students (EJU) . We also have various ways to accept students including recommendation system for the students from Shanghai Japanese School which SIT supported its foundation, transfer system for Malaysian students and more. We keep our continuous effort on accepting students from Japanese language schools and/or students with evidence of International Baccalaureate.

## ■ University's own indicators and targets

### 1. Number and amounts of contract research, joint research and competitive funds (National Research Projects)

Through working with industries and implementing measures for acquisition of National Research Projects, we procured JP¥558 millions for 330 contracts and projects in FY2017. (JP¥689 millions for 280 contracts and projects in FY2016).

### 2. Number of Global Project Based Learning (gPBL) participants and Overseas Internship program participants

488 students participated in 40 gPBL programs held in overseas and 342 students took part in 27 gPBL programs in Japan. In total, 830 students worked on practical projects interactively, and developed problem-solving skills and international sensibilities. We sent 18 students on the Global Internship program to 6 countries.



〈 gPBL 〉

### 3. Number of partner universities with Joint-Degree (JD) and Double-Degree (DD) agreements

We have Double Degree (DD) agreements with 2 universities and plan to conclude the agreements with more universities in the future.

## ■ Distinguished approach based on characteristics of university

### 1. Promotion of Value Co-creative Education & Practical Education for Engineers

We have focused on the quality assurance of education by the assurance program such as Japan Accreditation Board for Engineering Education (JABEE) programs and adopting PDCA cycles. In order to complement conventional teaching method of Passive Learning, we introduced Active Learning such as PBL. In 2017, 67 gPBL were held with partner universities in Japan and overseas with 830 participating students. As for the quality assurance of education, the PDCA cycle is implemented by faculty, clerical staff and students, which enables to improve the quality of PBL continuously. In the process of checking, rubrics and Progress Report On Generic (PROG) skills Test were introduced for objective assessment of students.



〈 GTI Consortium Symposium 2017 〉

### 2. Implementation of World class university system

From FY2015, we introduced a quarter system in order to meet a global standard educational system of universities overseas so that it helps to facilitate the mobility of student and faculty staff. We set KGI and KPI towards the 100th anniversary in 2027, and one of the set targets is to be ranked in the top 10 of Science and Technological universities in Asia. SIT was ranked in 1001+ at Times Higher Education (THE) World University ranking in 2017 by the continuous effort to meet the target.

### 3. Activity of GTI (Global Technology Initiative ) consortium

GTI consortium, launched in December 2015, has promoted activities with the cooperation of 197 GTI members in Japan and overseas (company 157, university 31, government administrative agency 9) . In FY 2017, many internships and gPBL with the task set by GTI member organizations were carried out and a GTI Consortium Symposium was also held. In addition, we cooperated with member universities of Science and Technological University Summit to foster human resource in Science and Technology.

## ■ Other approaches

### 1. Support to improve students' English ability

We have been trying to improve our students' English ability by offering regular curricular classes and extracurricular classes such as free online e-learning lessons and the Short-Term English Language Programs. We have been also increasing the numbers of major subject classes offered in English. In addition, we offered special extracurricular lessons focusing on TOEIC® Test and laboratory English conversation. We also introduced TOEIC® S&W trial test and man-to-man Callan method, which is the online course for English conversation from FY 2016.



〈 Global Learning Commons  
Toyosu Campus 〉

### 2. Enrichment of GLC (Global Learning Commons)

A facility for intercultural exchange and promotion of diversity, GLC, was firstly launched at Omiya campus in 2016. At GLC, students are able to receive counseling for study abroad programs from the staff including student staff, interact with partner universities through a TV meeting system and etc. GLC has been used actively as the hub for 1.Diversity 2.Encouragement for participating Global activities 3.Facilitation of Cross-cultural activities 4.Generation of Peer Support (spirit of mutual aid for study) culture. GLC at Toyosu Campus was also opened in 2017.

### 3. Global student staff(GSS)

The Global Student Staff System was established in 2016 with the aim of providing students the opportunity to cultivate the skills required of global human resources through engaging in various tasks to promote globalization. GSS engage in operation of GLC, airport pick-up of international students and various events.



# Top Global University Project (Type B) Sophia University

## 1. Outline

### 【 Name of project 】

Creating a global campus with multiple hub functions and supportive governance

### 【 Future vision of the university planned in the TGU project 】

The objective of Sophia University is to create a unique global campus and make full use of hub functions that connect the world. In other words, under globalization, networks will be multiplied, with faculty and staff members that support the students' learning. We aim to provide a connecting hub that can serve as a base for circulating global human resources and a platform for exchange that can evolve into a node for global networks of higher learning and research, and to develop human resources that will support multicultural coexistence in the future.

### 【 Summary of the Project 】

The purpose of this Project is to provide—through the creation of a global campus with multiple hub functions and the establishment of supportive governance with an educational ideal springing from the Christian spirit passed down to Sophia University from Saint Francis Xavier—pioneering global education transcending the framework of nationality to develop human resources that can boldly take on global issues, and to create an environment that can make this possible. The pillars that support the Project clarify 3 points : 1) Creating “Sophia—Bringing the World Together”; 2) Building a Global Campus; and 3) Governance Reforms to Achieve a Level of World Recognition.

#### 1. Creating “Sophia — Bringing the World Together”

We will work toward: 1) meeting each individual student's needs in our education and establishing networks as a Catholic university; 2) systematizing and implementing global liberal arts education as well as its organic fusion with specialized education; and 3) equipping graduate schools to attract students internationally and establishing new research bases in order to expand and enhance distinctive education and research activities that can contribute to both an understanding of the rapid changes in human society and the resolution of the issues arising therefrom. Further, by emphasizing student-centered learning and thoroughly providing human education that is its necessary foundation, we will put in place global liberal arts education that fosters the capacity to respond to a global society.

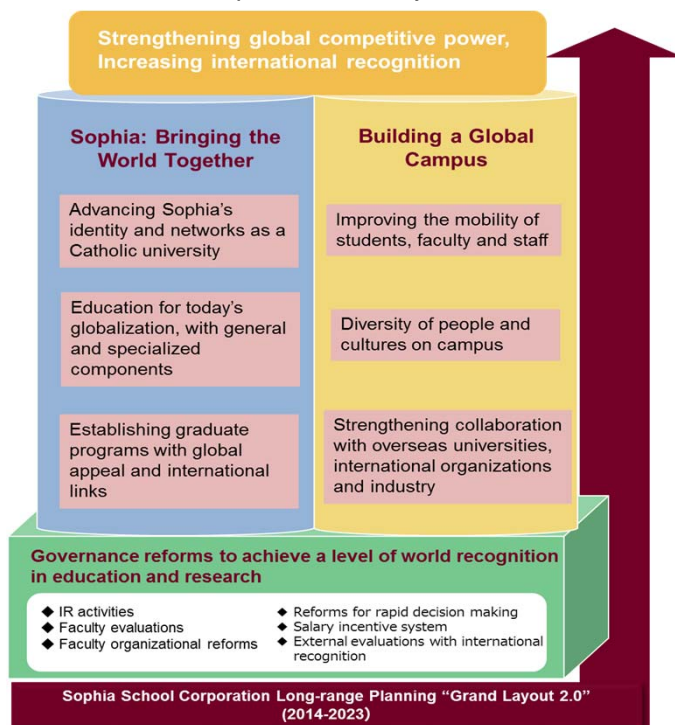
#### 2. Building a Global Campus

While emphasizing international cooperation, contribution to society and local collaboration, we will deploy education, research, and other activities contributing to society, focusing on the issues of poverty, the environment, education, and ethics that are linked directly to human dignity. Specifically, we will: 1) promote the mobility of students and faculty and staff members; 2) secure diversity in the members of the Sophia family and in the campus culture; and 3) work to strengthen collaborative frameworks with overseas universities, graduate schools, international organizations, and industry. Moreover, by taking advantage of the merits of a metropolitan university, we will position ourselves as an international academic platform and make Sophia University a “connecting hub” that serves as a base for circulating the global human resources active in the world today, leading to a new role for ourselves as a node for an international network of higher education and research.

#### 3. Governance Reforms to Achieve a Level of World Recognition in Education and Research

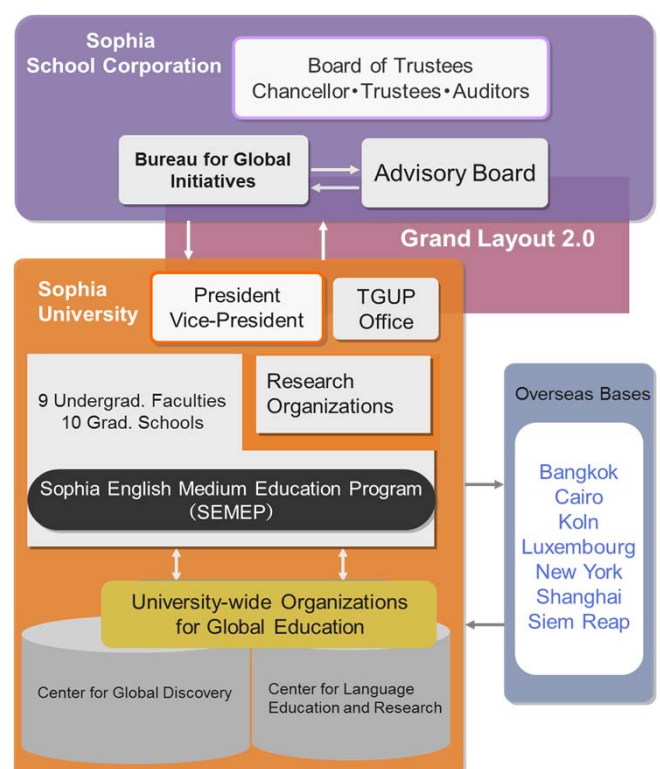
We will focus on: 1) establishing a system combining both originality and universality as a university achieving world recognition; 2) pursuing flexible system design and management as a “small comprehensive university,” 3) introducing cutting-edge initiatives in personnel performance assessments and in the composition of the faculty and staff members.

### The Purpose of the Project



In the spirit of “Wisdom (Sophia) bringing the world together” and realizing a world-class university, Sophia University will maintain its excellence in education, research, and commitment to society based on its founding spirit and educational traditions.

### Implementation Structural Chart



## 【Summary of the 10-year plan】

### ○ Establishing Sophia English Medium Education Program: SEMEP

We will promote the development of trans-disciplinary global education centering on the Sophia English Medium Education Program (SEMEP) conducted in English and aim at solving global issues. This program will be carried out in 8 departments and 5 Faculties.

### ○ Expanding the integrated study abroad system

We will implement collaborative programs with overseas universities and institutions taking advantage of our overseas offices and the network of partner universities abroad. Through the integrated study abroad system, the Department of German Studies at Sophia and its partner institutions, i.e. Freie Universität Berlin, will provide an environment in which the students from both universities can learn the languages and culture of both countries for one term in Germany and Japan. This system designed as an international education exchange on the department level enables students to take courses in English, Japanese, and German. We are planning to implement this system in other departments, such as the Departments of English Literature, German Literature, French Literature, French Studies, and Hispanic Studies.

### ○ Strengthening Catholic networks

We aim to strengthen our networks with Jesuit and other Christian institutions of higher learning by increasing the number of our foreign exchange partner universities (239 institutions in 49 countries as of June 2015) and overseas affiliated high schools. In this way we will strengthen the network of Sophia's education and research and aim to enhance student mobility.

### ○ Implementing an admissions system that meets the needs of diverse students

We will start admitting IB (International Baccalaureate diploma) holders in all faculties to make admission opportunities more flexible and diverse. A system of taking exams in student's home countries and remote interviews will be set up to improve international student mobility. We will also use our networks of Christian universities to admit applicants from designated schools overseas.

### ○ Introducing annual remuneration system

We will introduce an annual remuneration system for administrators in highly specialized fields, i.e., research administrators, admissions offices, curriculum coordinators, IR (Institutional Research), personnel and human resources development professionals.

### ○ Introducing a faculty evaluation system

We will set performance targets and evaluate actual performance from the perspective of "education," "research," "contribution to society," and "university administration." Assessment results will be used to determine promotions, compensation, allocation of research funds, burden reduction in the committees, and sabbatical leave; and aim to enhance the motivation of faculty members, and attempt an organizational restructuring.

## 【Featured initiatives (Internationalization, University reform, Educational reform)】

Sophia University will implement the following distinctive initiatives to create a multi-tiered global campus as a metropolitan "small comprehensive university" having the advantage that all its faculties and departments are on a single campus, and with a rich network, including overseas bases and overseas partner institutions, that allows us to serve as a platform for education and research.

### Creating "Sophia — Bringing the World Together"

#### 1) Individualizing and networking our education as a Catholic university

We will seek to deepen humanistic education based on our founding ideals and educational spirit. In short, orient ourselves toward systematizing an education that can contribute to the resolution of issues such as poverty, the environment, education and ethics that threaten human dignity, and with the aim of supplementing the above, further seek to globalize the campus using the Catholic university network.

#### 2) Systematizing and implementing global liberal arts education and coordination with specialized education

We have developed a trans-disciplinary global education centering on SEMEP, Sophia English Medium Education Program, conducted in English. With several Faculties and Departments mutually cooperating with one another, it will not only make trans-disciplinary global education courses possible in English but also help develop into a pioneering program that will foster individuals who can contribute to the creation of harmonious multicultural societies. Advanced general education courses for global liberal arts will be constructed in such a way as to bring about effective coordination with specialized education.

#### 3) Improving graduate schools and setting up research centers that can appeal to the world

We will initiate collaborative programs with overseas universities and graduate schools by making full use of the network of our overseas offices and partner institutions. The integrated study abroad system will be expanded. We will expand the affiliated schools for double degree and joint degree programs and for a system of special graduate admission.

### Building a global campus with multiple hub functions

#### 1) Promoting student mobility

Promoting the mobility of students, faculty and staff members; and securing the diversity of the Sophia family and the campus culture. To boost the mobility of students we will establish a new pre-enrollment language education program and introduce both autumn semester enrollment and a quarter system. We will expand the scholarship system for students from overseas. In order to bring in more diverse students we will work to create a more flexible admissions system as well as increase the number of student-exchange partner institutions and overseas affiliated schools.

#### 2) Guaranteeing diversity of campus culture and Sophia's constituent members

With the acceleration of globalization, we will hire more foreign instructors and increase the proportion of Japanese instructors with degrees obtained abroad. We will revitalize educational and research activities in order to gain global competency that can contribute to problem-solving.

#### 3) Strengthening of collaboration with international organizations, overseas universities and industry

Sophia University will expand its three-way program in collaboration with two foreign universities. We will steadily expand the use of overseas offices. A mutual collaboration of programs set forth by 3 universities can create an academic and international educational program. We will establish a "Global Competency Program" enabled by collaborative measures taken with international organizations and industry. Through this program we aim to cultivate and send students into society to take leadership roles that reflect on our educational principles and values.

### Governance reforms to support world-ranking education and research

We aim to create a flexible system and operation as a metropolitan "small comprehensive university," enhance IR promotion, and establish a fast and systematic decision-making process. We will promote "global" faculty development (FD) and "global" staff development (SD) in order to improve the global competency of faculty and staff members. We will establish an international advisory board, and secure international recognition by exchanging opinions and studying the information provided by knowledgeable people overseas.

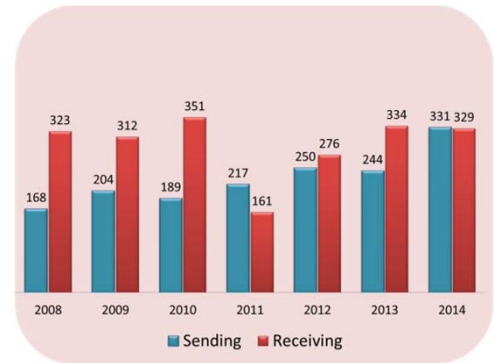
## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expanding the Integrated Study Abroad System

Under the integrated study abroad system initiated in the Department of German Studies, Faculty of Foreign Studies, the number of our partner universities increased from 4 to 17 in 2014 and we accepted 20 partner-university students who have interacted actively with Sophia students. We are planning to accept 31 students from the partner universities in 2015 and send 57 students to those universities in the autumn of 2015, which will be the equivalent of 79% of the sophomores in the Department of German Studies. Currently, we have an ongoing plan to increase our partner universities and will further expand this system to promote interaction among students. We are taking measures to introduce similar systems in other departments as well.



(Changes in the number of students sent and received based on agreements)

##### ○ Establishing the Center for Global Discovery

The Center for Global Discovery, established in 2012 within the Faculty of Foreign Studies, was expanded to a university-wide organization in 2015. The Center is proactive in planning long and short-term study abroad programs, expanding active learning programs and general education programs aimed at developing human resources, and designing internship programs at home and abroad. (Newly opened courses: about 60)

##### ○ Professional counseling for study abroad

A well-trained study abroad counselor has been giving individual counseling to students interested in study abroad since January 2015. Students are advised on the educational systems in foreign countries, study abroad procedures in different countries and visa acquisition. (Number of consultations: 105 in March 2015)

#### University reform

##### ○ Constructing an IR Related system

All the information necessary for policy and decision-making in education and research as well as school management will be consolidated. We have set up a data warehouse for improving the quality of data processing and data management tools in such areas as academic affairs, admissions, personnel affairs, and financial affairs in order to facilitate governance reforms.

##### ○ Conducting a questionnaire survey to alumni, including exchange student alumni

During February and March, 2015, we have conducted a survey via the web with the purpose of improving our globalization projects in the future. The comments and opinions received in the questionnaire from 359 graduates (including exchange student alumni) will be used to grasp the needs of our graduates and form the basis of the database on matters concerning globalization.

#### Educational reform

##### ○ Introducing entrance examinations using TEAP

We have started to use TEAP (Test of English for Academic Purposes) in our entrance examinations for 2015. This new system enables the admission of students with different backgrounds and the selection of diverse applicants. We had a total of 9,106 applicants in the 2015 entrance examinations using TEAP.

##### ○ The system of rolling admissions

There are 4 schools out of the 7 designated schools that can apply for Fall admissions. Since each school has its own respective academic schedule and selection process, we are trying to apply a more flexible system for the 2015 Fall applicants, namely, "rolling admissions", in which there will be no previously specified deadline for submitting an application. The university will review the application by pre-arrival screening and interviewing by Skype if necessary.

##### ○ CLIL workshop for faculty members

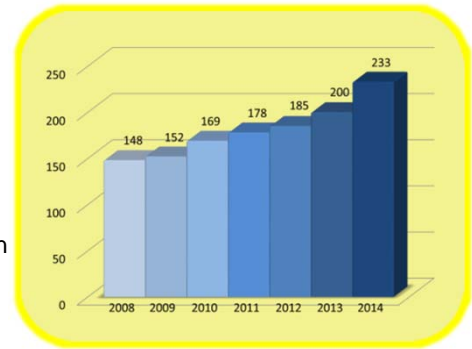
We have invited Professor Christiane Dalton-Puffer of the Universität Wien, the world's foremost authority in CLIL, to give seminars and workshops to introduce teaching methods in foreign languages. We have already implemented CLIL in freshman compulsory language courses and language courses for sophomores and above. The introduction of CLIL has improved the quality of the classes.



## ■ University's own indicators and targets

### ○ Strengthening collaborative programs with foreign universities and graduate schools

As of 2014, a double degree program with SOAS, the University of London has been offered to students, and we have also initiated a special graduate admission system with Fordham University. The possibility of opening a new double degree course for Japanese studies is now under discussion between the Sophia University Graduate School of Global Studies, Graduate Program in Global Studies and the Freie Universität Berlin. A trial program is planned to take place in 2015. Sophia will enter into an agreement with both Georgetown University and Teachers College Columbia University in 2015 to initiate a special graduate admission system.



〈Changes in the number of overseas partner institutions〉

### ○ Admitting overseas students from diverse countries and regions of the world

As a measure to develop a model for a global campus, we are trying to build a diverse student body by admitting applicants from overseas partner institutions in various countries and regions of the world. For 2014 we have admitted 5 students from 7 partner institutions in China, Korea, Indonesia, and the Federated States of Micronesia.

### ○ Flexible and various systems of admission

The Faculty of Liberal Arts and English-taught courses in the Department of Science and Technology for the Fall semester have already implemented admission based on the International Baccalaureate diploma (IB). From 2016, all Faculties will accept applications of IB holders for "admission by recommendation" and consider the implementation of a new admission system for IB diploma holders.

## ■ Featured initiatives based on the characteristics of the university

### ○ Signing of Collaborative Agreements with industry and international organizations

In November 2014, we signed a partnership agreement with the Volvo Group. We have also concluded a number of partnership agreements with international organizations, such as UNDP, UNHCR, APIC (Association for Promotion of International Cooperation), AfDB (African Development Bank), UNESCO, and SEAMEO-RIHED (Southeast Asian Ministers of Education Organization – Regional Centre for Higher Education and Development). Educational partnership with these international organizations will provide our students with internship opportunities and enable us to hold joint symposiums and seminars. During the spring vacation in 2015, 6 students joined a four-week internship program in the marketing and IT division of UD Trucks which is one of the companies of the Volvo Group.



〈Signing Ceremony with UNDP and UNHCR〉

### ○ Establishment of the Global Admissions Office

The Global Admissions Office was set up within the Admissions Office in January 2015. The office aims to expand designated schools and implement a special admission system for foreign applicants. (There are 4 staff members in the office.)

## ■ Free description

### ○ Future development of overseas offices

In addition to our offices in Luxembourg, Cambodia, Egypt, and Shanghai, we have opened a Sophia ASEAN Hub Center in Bangkok in February 2015. The Center will strengthen the relationship with universities in the ASEAN region and the Greater Mekong Subregion Tertiary Education Consortium; liaise with regional companies and partner institutions of higher learning; strengthen university-industry linkages in the ASEAN region for developing internship programs and recruiting strategies. In March 2015 a commemorative symposium was held to inaugurate the opening of the Sophia ASEAN Hub Center. The event brought together participants from 8 countries in the ASEAN region to present different perspectives on topics such as the internationalization of higher education in the ASEAN region and the vision of Sophia's role in the region. The participants in the symposium were inspired by the presentation of Sophia's educational model. In April 2015 our offices opened in New York and Köln and will initiate various global programs.



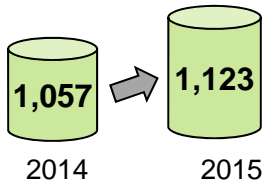
〈Sophia ASEAN Hub Center Symposium〉

### 3. FY2015 Progress

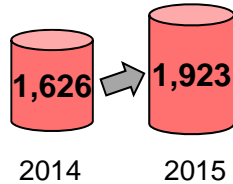
#### ■ Common indicators and targets

##### Internationalization

〈Outbound students〉



〈Inbound students〉



##### ○ Expanding student exchange (1,123 outbound students ; 1,847 inbound students)

As of March 1, 2015, we have 266 overseas partnership institutions in 51 countries. 33 universities from 3 countries have been newly added to the list since 2014. Number of outbound students has seen an increase with 66 more students for a total of 1,123; whereas, 297 students have brought the total of inbound students to 1,923 since 2014. We are expecting to step up student exchange in the future and aim to realize our goal of “Establishing a Global Campus “on a university-wide basis.

##### ○ Starting Integrated Study Abroad System in the Department of German Studies

The Integrated Study Abroad System allows students in the Department of German Studies to take some of their required language courses in the partner institutions in Germany. 51 students have been sent to Germany and studied German at the partner institutions for 6 months; whereas we have accepted 31 students from Germany. The development of this system has helped us create a good learning environment for students after they have returned from abroad. Increase in the number of German students has also enabled us to establish courses in which Sophia students can study together with them.

##### University reform

##### ○ Advisory Board has been held

We have set up an advisory board in 2015 to assist the Bureau for Global Initiatives which was established to promote Sophia's overall globalization. The purpose of the advisory board is to provide us with assessment on world-class education and research. The Board consists of both foreign and Japanese specialists invited from outside the university. As third-party observers, the board members will give advice on the process of creating and implementing globalization projects. The first meeting held in December was attended by 8 out of 11 advisory members and the participants exchanged their ideas and opinions on a theme “Liberal Arts Education for today's globalization, with general and specialized components.” In consideration of our ongoing effort to improve the quality of liberal arts education, the board members recognized our long-established methods of fundamental education; on the contrary, they pointed out that if we were to focus the role of liberal education in this rapidly progressing global society, we would need to reexamine a liberal education and globalization of education as well as redefine human traits that a liberal education aims to create.

##### ○ Global SD

We sent one full-time staff member to AJCU-AP (Association of Jesuit Colleges and Universities in Asia Pacific), IFCU (International Federation of Catholic Universities), and ASEACCU (Association of Southeast and East Asian Catholic Colleges and Universities) to attend the respective conference. Mutual exchange with people representing the respective associations and federation gave us an opportunity to strengthen the network with overseas Jesuit institutions. Also, we carried out a practical training course by sending one full-time staff member to the UN Headquarters to learn about the United Nations Global Compact (UNGC) and studied ways in which Sophia could collaborate with international organizations. Furthermore, we sent 2 full-time staff members to “Service Learning in India” to accompany the students to travel and participate in practical training to deepen the understanding of international situation. Such participation by staff members has proven successful in support of our goal to nurture individuals who can promote the challenges of global education.



〈Service Learning in India〉

##### Educational reform

##### ○ Reorganization of Center for Global Discovery as a university-wide organization

The Center for Global Discovery was reorganized as a university-wide organization in April 2015, and carried out the following featured initiatives.

##### ● Introduction of Internship courses

We have established 3 new internship courses, namely “Global Business,” “Issues and Challenges on International Cooperation,” and “Volvo Group Internship.” We sent 55 students to 28 companies and international organizations during the spring and fall semesters together. Among the internship students, some have obtained an opportunity to study abroad as an exchange student or to take part in a long-term internship program. The internship program provides students with an opportunity to make full use of university-acquired specialized knowledge and skills in global society. The internship program will give them a chance to find out things they need to learn during the remaining school years.

##### ● Introduction of variety of courses in collaboration with companies and international organizations

We have opened three new courses: 1) “The Dynamics of a World Leader in Sustainable Transport Solutions” in collaboration with Volvo Group, 2) “Business and Development Projects in Africa” with Toyota Tsusho, JICA, and the African Development Bank and 3) data science related courses with Mitsubishi Research Institute.

##### ○ Study abroad counselor and introduction of English learning advisor

The system of study abroad counseling which was started in January 2015 has been providing counselling to students by a specialist. In the past one year (from January to December 2015), more than 1,000 students (83 students per month) have received study abroad counselling. Also, a professional advisor specialized in English learning has been helping many students since September 2015 in shaping their speaking and listening skills as well as how to study for TOEFL and IELTS. (200 inquiries received from October to March 2015)

## ■ University's own indicators and targets



〈Sophia-CUTC Educational Cooperative Agreement Commemorative Symposium〉

### ○ Strengthening of collaborative programs with overseas universities and graduate schools

Sophia University and Columbia University Teacher's College (CUTC) in NY had entered into an education cooperative agreement concerning special affiliated overseas graduate school. By entering into this agreement, Sophia students with recommendation wishing to pursue their study at CUTC will have a benefit of being notified of their result earlier than students taking usual admissions process. In this way the student may have advantage in selection process. CUTC is the second institution with which we have entered into a similar agreement following Fordham University in New York. Two Sophia students passed the admissions process to advance to CUTC under this cooperative agreement; whereas one student passed to study at Fordham. We will increase the number of affiliated overseas graduate schools to widen the choice of universities for Sophia students to select from. In commemoration of entering into an agreement with CUTC, a joint

symposium was held on October 25, 2015, at Sophia University. The theme of the symposium was "Why we need evidence-based education policy and practice" and many specialists from both universities representing different fields of profession actively participated in the discussion paving the way toward a future partnership between the two universities.

### ○ Increasing designated overseas high schools

In 2013 we started to admit students from designated overseas high schools and we now have 13 partner institutions in 6 countries, one in China, one in Thailand, one in the Federated States of Micronesia, 2 in Indonesia, 3 in Korea, 4 in Taiwan and one in Vietnam with one high school in Vietnam and 4 high schools in Taiwan that we have recently entered into an agreement, respectively. By entering into partnership agreement with high schools in various countries, we can ensure the admittance of excellent students with various backgrounds, which in turn can contribute to the creation of global campus. We will seek to expand the relationships with overseas high school of good standing around the world.

## ■ Featured initiatives based on the characteristics of the university

### ○ Inviting faculty and staff members from overseas partner institutions and holding a workshop and a symposium

We have invited some faculty and staff members from partner institutions in Asia and held a workshop and symposium on the theme of globalization of staff members. 3 faculty and staff members are in charge of handling globalization at their universities, namely Ateneo de Manila University in the Philippines, Chulalongkorn University in Thailand and the National University of Malaysia with whom we have a long mutual relationship. At the workshop held the day before the symposium, the participants introduced the situation in their universities and exchanged their opinions. At the beginning of the symposium, the participants made the presentation on globalization and talked about their success stories. Sophia staff members joined the panel discussion and introduced how the staff members are involved in the globalization of the university and set forth their opinions on how we should deal with this issue in the future.

It is important to note that this symposium has served as part of our Global SD by having the symposium planned, prepared, and managed by the younger members of our administrative staff.



〈Four Asian Universities' International Symposium〉



〈Students of Department of German studies taking the final exam at the Cologne Office〉

## ■ Free description

### ○ Future development of overseas offices Cologne Office, New York Office are now open

With the opening of our offices in Cologne and New York in April 2015, we now have 7 overseas offices all together. The Cologne Office supported students from the Department of German Studies (51 students from Sophia University) and supported the implementation of the final exam.

The New York Office has cooperated in managing the training program carried out in the UN during the spring and summer vacations.

The Sophia ASEAN Hub Center in Bangkok arranged a study tour to international organizations and Japanese companies for Sophia students studying in Thailand. The Center played an important role in managing the tour. By emphasizing the features of individual offices, we aim to have our overseas offices play an important role of hub function for education and research.



## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Enhancing social engagement programs and overseas internships

As for overseas short term programs, 5 courses were established featuring unique quality of Sophia University including “Social Engagement Programs” which provides students firsthand learning through field works overseas. In relation study tours took place in Washington DC, Mekong basin and Benin for the first time. 581 students participated in overseas short term programs (85 more than last year). As for credited overseas internships, 3 new destinations were added and 12 students (2 more than last year) were sent to 8 organizations. Upon enrichment of study abroad programs and overseas internship programs, an ideal environment for global studies is now being well prepared.

##### ○ Increase in numbers of outbound students

The numbers of student exchange partner institutions reached 260 and expanded to 47 countries (20 institutions and 7 countries more than last year) 394 students participated in the program (35 more than the last).

##### ○ Developing internship programs and enhancing Japanese language courses for international students

Two adjunct faculty members were hired this year again for enhancement of Japanese language courses and developing new courses linking to internship programs for international students. The new courses “Introduction to Japan Economics for international students (CLIL)” and “Business Japanese (Preparation for Internship)” have been created by them.



〈 Mekong study Tour – Organic Farm Visit 〉

#### University reform

##### ○ Advisory Board Meeting held twice annually

Board Meeting was held twice in May and February. The members are consisted of local and international professionals and experts. Topics discussed were: “How to obtain outstanding students from overseas”, “Strategies to obtain external funding.” The valuable suggestions were offered by members to improve the current status of Sophia University through the active discussion.



〈 Advisory Board Meeting 〉

##### ○ Global SD

An administrative staff attended ASEACCU (Association of Southeast and East Asian Catholic Colleges and Universities) Conference to have an opportunity to consider the globalization of Catholic Universities. Also a staff was placed in charge of Social Engagement Program at UN Headquarters and also received training on utilizing SNS for PR at UN Social Media Team.

##### ○ Execution of the new evaluation system for faculty members

As an outline of the new evaluation system was created in 2016, the system is to be executed as a test trial in 2017. The aim of the system is to motivate faculty members as well as to encourage advancement of education and researches. The special incentive is to be awarded to faculty members with excellent performances.

##### ○ Promotion of IR (Institutional Research)

“Tableau Server” system was constructed to share information on financial affairs and benchmark analysis for updating news and support decision makings of University top level administrators.

#### Education reform

##### ○ Distribution of JMOOC online

As “A Study of Angkor Wat: An Integrated Study of Human Beings from New Perspective” was distributed online in September, many learners, domestic and overseas participated. The case study was presented in the international conference, “The 1st Asia Pacific MOOCs Stakeholders Summit” in March by our staffs..



〈 JMOOC “A Study of Angkor Wat” 〉

##### ○ Introduction of “TEAP exam with 4 skills” for entrance exam of all faculties

From admission for 2017, TEAP score with 4 skills (R, L, W, S) was used as an application criteria for entrance examinations of all faculties. We promoted “TEAP examination” (as a part of entrance examination) nationwide it resulted in increasing number of applicants. Sophia takes a leading position in utilizing external English test score as a part of an entrance examination.

##### ○ Implementation of International Student Survey

The student survey was implemented covering the wide area: from the college education to student life support for international students who learn at Japanese taught faculties. The result of the survey will be considered to improve the student service as well as to plan curriculums from 2018 onward.

## ■ University's own indicators and targets

### ○ Increasing in numbers of overseas designated overseas high

As we concluded partnerships with three new high schools overseas, now the numbers of overseas designated high schools reached 15. The areas and countries of these high schools expanded from Korea, China, Indonesia, Micronesia, Vietnam, Thailand, America and Inner Mongolia contributing to the diversity of our student body. For the students from these schools "Rolling Admissions" is implemented to realize the smooth admission process.

### ○ Implementing admission by International Baccalaureate (IB)

From admissions for 2017, IB examination: emphasizing self-motivated learning of knowledge, strategic thinking, critical learning with clear goals and language skills, was implemented for the university admission. This admission process is targeting IB diplomat recipients. We received 30 applicants in total and 22 were accepted. Implementing variable admission processes result in diverse student body from domestic and overseas in order to create a global community on campus.

## ■ Featured initiatives based on the characteristics of the university

### ○ International Symposiums:

**"Policies Needed to Enhance Academic Mobility"** was held on May 20 under the cooperation of JASSO. Educational specialists from EU, North America, Asia and Oceania as well as the professionals from organizations such as OECD and SEAMEO contributing to internationalization of higher education gathered to present current state of higher education in each region. Active discussion took place in order to overcome the differences and to reach desirable outcomes. In the morning session, Vice President Miki Sugimura gave presentation in current state of higher education in Japan as well as our challenges promoting presence of Sophia University.



◁"Policies Needed to Enhance Academic Mobility"▷

**"Innovations in Student Mobility"** was held at Chulalongkorn University on January 27. With a full cooperation of Chulalongkorn University, this symposium was also jointed by Nagoya University and Toyo University as their Bangkok satellite offices are also located within Chulalongkorn University. About 60 members participated and their active discussion contributed to future planning as well as strengthening of cooperative framework in such: promoting student exchanges within ASEAN regions and establishing active learning programs. Through this symposium the presence of Sophia ASEAN hub center was enhanced.



◁"Innovations in Student Mobility"▷

### ○ FD/SD lectures

FD/SD lecture "Jesuit Education in Globalizing Society" was held for faculty members and the staffs by Fr. Dennis McNamara (Special Assistant to the Georgetown University) and Fr. Michael Sheeran (President of the Association of Jesuit Colleges and Universities). As they both are experts in education as well as members of SJ making big contributions internationally, their valuable experiences were shared in the lecture. More than 70 faculty members and staffs participated and after the lecture the active discussion took place. It was a meaningful occasion to deepen understanding in Jesuit education as well as the globalization.



◁"Jesuit Education in Global Society"▷

## ■ Free description



◁ Beijing Office Opening Ceremony ▷

### ○ Beijing Office open

Beijing office started its operation from November. Faculty member from Sophia visited potential partner high schools as well as the partner institution in Inner Mongol in December. Staffs of our liaison office in China attended taking an active role in strengthen relation with the partner institution as well as in communicating with potential partner high schools in anticipation of concluding partnership agreements hereafter.

Also we have been keen in promoting partner relation with top universities in China and our liaison office is expected to act as a bridge in between. While our liaison office in China have been promoting admission of Chinese students to Sophia, in spring 2017, 17 non-degree students are entering our programs by their effort.

## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Enhancing overseas short term programs

As for overseas short term programs, 6 new courses were established: "Micronesia Exposure Tour", "Socio-Economic and Human Development Study of India", "Practical Intensive Course on International Civil Service at United Nations", "Universidade de Coimbra Short-term Language Course", "Estonia Study Tour", "Intro. to the History & Contemporary Society of Africa". Overseas Social Engagement Programs were offered for the first time twice a year in Spring and Autumn to Africa. A total of 45 overseas short-term programs were offered with diverse contents in various host countries, sending out 574 students (3% increase over previous year).

##### ○ 10th Global Leadership Program with Five Jesuit Universities in East Asia

Sophia hosted the one-week program of "Global Leadership Program (GLP)" with five Jesuit universities of East Asia. A total of 28 students from Korea, Taiwan, Indonesia, Philippines and Sophia held group discussions on the theme of this year "Ignatian Leadership and Urban Renewal: Leading in the City". Through in-depth discussions on the issues of urbanization and the elements that create the individuality of cities, the students shared a sense of solidarity and friendship.



Global Leadership Program with Five Jesuit Universities

##### ○ Enhancing solidary: Catholic Network International Meeting

Attended NAFSA, EAIE, APAIE, International Education Conference held by Association of Jesuit Colleges and Universities; met with partner institutions and future partner institutions for networking; discussed double-degree program with Chulalongkorn University (Thailand) and Fordham University (USA). The number of exchange program partner institutions has increased to 284 from 55 countries, and the numbers of incoming and outgoing exchange students are also increasing.

##### ○ Increase of inbound short-term programs

In addition to the current regular programs (summer 2, winter 1), various tailor-made programs led to a sharp increase in the number of incoming international students (1,044 students in AY2017; 68% increase over previous year). The short-term program system was improved to make application easier such as by giving in advance the final registration acceptance for a course students with to take. This contributed to a large increase in the number of incoming international students as well as to simplify the application clerical work.

#### University reform

##### ○ Analysis by IR (Institutional Research), Efforts for decision-making

Utilizing the IR promotion system developed over time up to last year, the rank of Sophia in the world university rankings was analyzed based on various published database. The analysis data was posted on the Fact Book for wide sharing of information. Also, multifaceted analysis was conducted based on assessment of the learning outcomes of students; the analysis data was shared among university officials for discussions on education/learning policies.

##### ○ International Advisory Board Meeting; report of First Recommendations

In July, the First International Advisory Board members held their meeting, the fourth in total, made recommendations based on the discussions held in the past two years. Submitted to our Bureau of Global Initiatives and shared by our Board of Trustees and other university committees, the recommendations will help us in deciding our future globalization policies. In October there was a change in the members. In March, the new members held their first meeting under the theme of "Developing an English-medium Degree Program". Specific recommendations were made on the new English-medium Degree Program for which discussions are ongoing, giving us constructive and valuable information.



Advisory Board Meeting held in July

#### Education reform

##### ○ Discussions for creating a new English-medium Degree Program

Discussions were held for the curriculum, admission, entrance exam etc. of the new English-medium Degree Program offered jointly by 6 Departments. Based on the contents of the program, final decision was made to name it "Sophia Program for Sustainable Futures"(SPSF). Discussions for more details will be continued on to prepare for the opening in 2020.

##### ○ Conducting a survey on overseas demand for the new program

Relating to the above new program (SPSF) under consideration, we asked for cooperation and carried out a survey questionnaire on program application intentions of the students in multiple South-East Asian partner institutions and high schools with which we had exchanged students. Answers from over 400 students in 7 countries showed us the needs which will help in developing efficient program curriculum and PR activities



## ■ University's own indicators and targets

### ○ Increasing in numbers of overseas designated high school

As we concluded partnerships with 6 new high schools overseas, now the numbers of overseas designated high schools reached 21. In 2017 Autumn Semester, 24 students were enrolled. The new partner institutions are located in Inner Mongolia, India, Thailand and Cambodia, ensuring the diversity of our incoming students.



Hohhot No. 2 Middle School; new designated high school (inner Mongolia)

### ○ Enhancing overseas admission PR activities

To enhance overseas admission PR activities, IB admission policies were introduced in Amsterdam (Netherlands), Frankfurt, Düsseldorf (Germany) and a survey was conducted to increase overseas designated high schools. There is an increase in the number of applicants by overseas designated high school admission system, showing the effect of the measures taken for increasing the overseas designated high schools.

### ○ Global SD program of overseas on-the-job training for staff

As part of the Global SD program, staff were sent out to attend the conference of the Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU), Annual General Meeting of Association of International Education Administrators (AIEA), the program of "United Nations: Role and Functions", and Mekong Economic Corridor Study Tour. The staff gained a deeper understanding of the educational philosophy of Sophia, learned about the current situation of support for students with special needs in South-East Asia, studied globalization of higher education and outreach activities of UN, took part in planning and management of student training. These experiences provided productive opportunities to enhance the global competency of the staff.

## ■ Featured initiatives based on the characteristics of the university (type B only)

### ○ Lectures by UN Secretary-General, UN High Commissioner for Refugees, Special Event "Let's Speak to the Pope Francis", International Symposium

Inviting UN Secretary-General António Guterres, Sophia hosted a special lecture for students, open to the public, "Global Challenges: The Role of Human Security." Following the lecture, a dialogue was held with students from 13 universities, including Sophia, linked with the UN Academic Impact program. Sophia also invited UN High Commissioner for Refugees, Filippo Grandi who gave a lecture on the role of education in refugee protection and the role of Japan's support. In December, a special event "Let's Speak to Pope Francis", a video conference direct with the Pope was held. Over 700 students, faculty and staff took part and lively discussion was held on the goals of studying at university, education and religion.



"Lecture by UN Secretary-General António Guterres (December)

Further, in October, inviting internationally known experts on social justice education, a symposium "Future Possibilities and Challenges of Teaching about "Privilege" and Racial Identity in Japan-" was held. Following the keynote address, Sophia faculty coordinated a panel discussion on the issues future research will be facing and how achievements can be given back to education.,

### ○ Sophia University International Student Speech Contest in Japanese

The speech contest was held for the first time at Sophia based on our project plan. Intended to serve as a platform for international students learning Japanese to present their outcomes, help to elevate their motivation for learning Japanese and acquire higher proficiency. Eight finalists who passed the first stage (4 each for beginners and intermediate/advanced level). presented unique speeches on various subjects. Japanese student volunteers helped the contestants in practicing their speeches, experiencing a cross-cultural exchange on campus. The contest was introduced on website, Sophia magazine, and in Japanese classes, inspiring international students for higher motivation to learn Japanese.



Award ceremony of International Student Speech Contest in Japanese

### ○ Creating implementation system for Student Integration Program

Appointed a staff member for planning, coordinating and carrying out the Student Integration Program, intended to unite international and Japanese students in various scenes to better understand each other. The hub for the program will be SSIC (Sophia Student Integration Commons) on 1 F, Bldg. 11. A bazar was held for international and Japanese students, lively activities were conducted with exposure to Japanese culture as well as the cultures of home countries of international students. Participants experience diverse interaction with students from different cultures. This gives an opportunity for students to gain deeper mutual understanding.

## ■ Free description

### ○ Opening of Los Angeles Office

Based on our project plan, we have carried on discussions and planning for Los Angeles office. At the end of February, Lighthouse, running international education business in Los Angeles, agreed to undertake the establishment of our hub office. Ensuring recruitment of students from overseas is a pressing task for our student recruitment strategies and we need to specially strengthen recruitment of "new nisei: second generation" (Japanese born and brought up in US whose parents are born in Japan). The opening of our hub office in LA is expected to enhance the recruitment activities such as international PR in the West Coast holding many partner institutions with a strong background of incoming and outgoing student exchange, planning programs for local high schools, Japanese language supplementary schools and cram schools.

# Top Global University Project (Type B) Toyo University

## 1. Outline

### 【 Name of project 】

TOYO GLOBAL DIAMONDS: Becoming an Asian hub university for global leaders

### 【 Future vision of the university planned in TGU project 】

The name of this initiative is derived from our goal of polishing the diamonds that are our students, cultivating them into *global jinzai*. By bringing elite students together with a core of human resources, our model avoids a broad-based pyramid style of human resources development, instead creating a diamond-shaped model of education with a strong central body of talent. The program will provide Japanese students with diverse opportunities for overseas study, as well as introduce a flexible international transfer system through which we can establish a highly-internationalized hub of educational exchange. This plan strives to realize a "Hub University in Asia" through the expanded intake of international students from Asian countries and by creating a focus point in Asia that attracts European and American students. We shall establish the global brand of "TOYO" by building a sustainable global advancement system.

### 【 Summary of Project 】

As part of efforts to dramatically accelerate our involvement in the Go Global Japan initiative, in the 2017 academic year the Faculty of Regional Development Studies will be re-organized into the Faculty of Global and Regional Studies and Faculty of International Tourism Management.

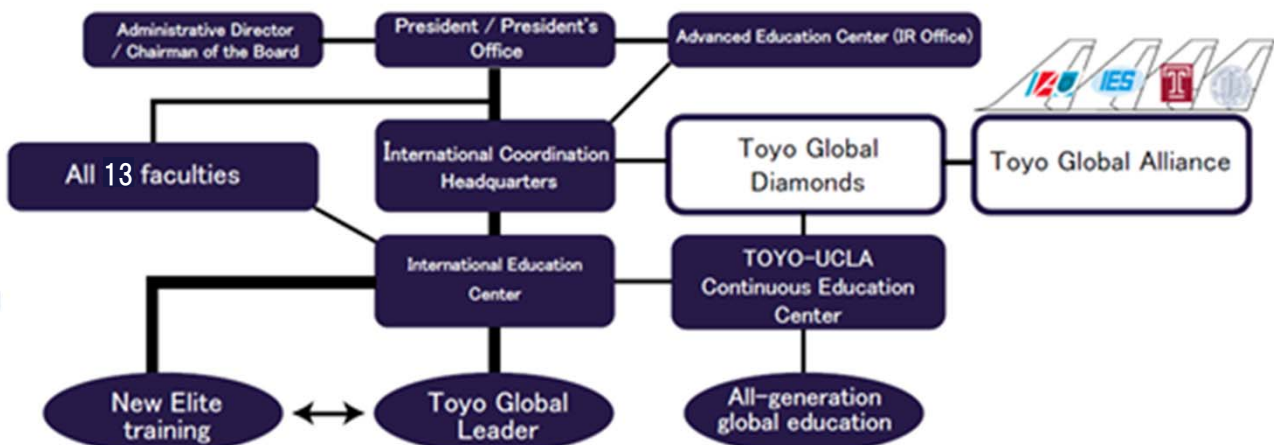
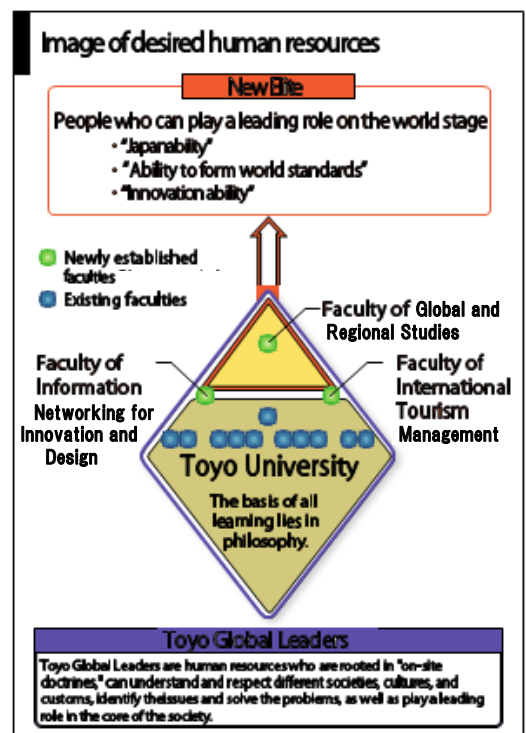
Together with the establishment of the new Faculty of Information Networking for Innovation and Design, these 3 faculties shall lead the way in promoting university-wide globalization. In order to practice cross-disciplinary global leader education through collaboration with existing faculties, we will go forward with a "Toyo Global Leader" (TGL) Program for students selected from each faculty.

Furthermore, through the establishment of the "Department of Global Innovation Studies" (capacity of 100 students) within the Faculty of International Studies, we will train the "New Elite" that can assume leading-edge positions throughout the world.

We will establish flexible international transfer systems to take in students from a diverse range of countries and regions.

Through the establishment of programs such as the "Toyo University – UCLA Extension Center for Global Education", we will be able to provide global education opportunities to a wide spectrum of age groups spanning from elementary students to senior citizens.

Furthermore, through collaboration with educational institutions both inside and outside of Japan, and the establishment of organizations specializing in global education, we will be able to realize a system that promotes sustainable global education.



【Summary of the 10-year plan】

### ○ Building a System for Implementing “Toyo Global Diamonds”

In order to build up systems for implementing sustainable global education projects, the first step will be to establish a decision-making body with public relations capacities named “Board of Top Global University Project” as a university-wide organization under the direct control of the School President. We will also bring together existing organizations through the formation of the “Center for Global Education and Exchange” to unify global education efforts.

### ○ Building the Foundations of the Hub University Initiative

We will further the development of new bridge programs and internship programs to enhance the quality and the number of opportunities for study abroad, invite delegates from the International Secretariat of UMAP (University Mobility in Asia and the Pacific) and the IES Tokyo International Study Center to our university, and strengthen our collaboration with the International Student Exchange Programs (ISEP), a student exchange consortium. We will also make use of the Foreign Credential Evaluation (FCE) system to hold entrance examinations overseas to further diversify our intake of international students.

### ○ The Establishment of 3 New Faculties as the Cornerstone of “Toyo Global Leader” Education

We aim to accelerate this project’s development with the planned opening of the Faculty of Global and Regional Studies, Faculty of International Tourism Management, and the Faculty of Information Networking for Innovation and Design in the 2017 academic year, which will serve as the cornerstone of our efforts. We are also bringing forward plans for the 2019 academic year to establish the newly-organized Department of Global Innovation within the Faculty of International Studies. In other faculty department, we will advance global education by increasing the number of lectures and seminars conducted in English and enhance faculty diversity by increasing the proportion of foreign and female faculty members.

### ○ Cultivating Toyo Global Leader By Department of Global Innovation Studies

Toyo Global Leader Program (TGL) will be implemented for students selected from each faculty to further cross-faculty education of society’s future leaders. Since 2018 (or 2020), We will advance initiatives for inter-faculty mobility, and for the students of the TGL, those with the best academic results will be recommended for a faculty transfer into the Faculty of Global Innovation and train them to be “New Elite” that can assume leading-edge positions throughout the world. Also, for the opening of the Graduate School of Global and Regional Studies (tentative name) scheduled for the 2020 academic year, we will start a 5-year master’s program comprised of 3 years of undergraduate study with 2 years of graduate study, as well as realize a joint degree program with overseas graduate schools.

### ○ Establishing Implementation Systems for Sustainable “All Generation Global Education”

At the Toyo - UCLA Extension Center, English lessons for all generations and overseas study preparation courses shall be held regularly to provide a wide variety of multi-generational educational programs. These efforts will be organized through the establishment of “Toyo Global Diamond Ltd.” (tentative name).

### ○ Review of the “TOYO GLOBAL DIAMONDS” Initiative and ISAS Provided by the IAU

As the first graduates of the “Graduate School of Global and Regional Studies” (tentative name), which is modeled on a 5-year integrated study plan, will complete their studies in 2021, the results of those students’ efforts will be taken into account for reviewing this program’s initiatives and systems. At the same time, taking into account the prospective achievement status for our target values by the 2023 academic year, we will review the activities of the “TOYO GLOBAL DIAMONDS” initiative, and participate in the ISAS program of the IAU and hold international symposiums to review and continue implementation of the systems in place after this project concludes.

【Featured initiatives (Internationalization, University reform, Education reform)】

### ◇ Provision of a Highly-Internationalized Education Program

This initiative aims to promote the sending and intake of students to and from a variety of countries and regions through the establishment of transfer agreements with universities around the world together with the introduction of flexible international transfer systems. Through such agreements, transfer routes into other universities from our university will be secured, expanding the mobility and range of choices available to our students, as well as generate interest for many international students to come study at our university. Such transfer systems will be introduced school-wide. Furthermore, in order to realize the institutional reforms that include these international transfer systems, we will clearly document graduation requirements and skill targets to provide a “guarantee of quality” for the degrees and diplomas we confer, as well as prepare “Diploma Supplements” in English.

### ◇ Sustainable Education Platform

After the conclusion of the projects supporting our efforts for this initiative, we will establish lasting partnerships with specialized institutions and businesses in the form of a “Toyo Global Alliance” in order to further build on our continuous and developmental efforts to realize a sustainable global education platform, with activities such as education by top business leaders.



## 2. FY2014 Progress

### ■ Common indicators and targets



〈The Washington Center〉

#### Internationalization

##### ○ The Ratio of foreign faculty members or faculty members who have foreign doctoral degrees.

<Final target value by 2023 of 51.9% / Currently 33.1%>

Every year, we hire about 50 new faculty members who have a high level of English language proficiency. To attract highly talented candidates, we advertise for faculty recruitment program worldwide.

##### ○ The Ratio of International Students Within the Student Body

<Final target value by 2023 of 8.5% / Currently 2.5%>

Toyo University aims to raise the number of international student admissions for the 2016 academic year to reach 5% representation in each faculty (a total of 296 daytime students). Efforts are underway to strengthen intake university-wide, including for short-term programs and exchange programs.

##### ○ The Ratio of Japanese Students with Overseas Study Experience

<Final target value by 2023 of 10.3% / Currently 2.9%>

As there were a number of overseas programs that did not grant credit, in line with curriculum reforms for the 2016 academic year, a university-wide credit-approved course group was created. These measures will help build interest in students for overseas study while carefully ensuring quality.

##### ○ Number and Ratio of Courses Taught in a Foreign Language

<Final target value by 2023 of 19.6% / Currently 1.5%>

We plan to rapidly expand our capacity in line with the curriculum reforms of the 2016 academic year, with measures such as requiring new faculty appointees to possess English language skills. Notably, our plan for the establishment of 3 new faculties for the 2017 academic year includes the setting of courses where students can graduate through classes taught solely in English.

##### ○ Efforts for Measuring, Understanding, and Improving the Language Level of Students [TOEIC=730] (TOEFL=550/IELTS=6.0) <Final target value by 2023 of 3.1% / Currently 0.7%>

In the 2013 academic year, 155 students achieved the target score, and in the 2014 academic year, that number increased to 207. We are also expanding the quality and quantity of our extra-curricular programs, hiring 15 native English-speaking instructors to improve the level of teaching of the 4 language skills, as well as expanding our IELTS preparatory course lineup.

#### University reform

##### ○ Hiring and Training Focusing on International Mobility

Faculty hiring will be carried out on an international and public basis as part of our ongoing efforts to secure human resources for holding classes taught in English. Also, a Faculty Development seminar about teaching classes in English will be held for university faculty in September 2015 at the "Toyo - UCLA Extension Center".

##### ○ Measures to Realize Quick Decision-Making

In line with revisions to the School Education Act, school policies were also revised to strengthen the authority of the University President. In order to provide a platform for furthering internationalization, the committee of International Affairs will be established under the direct control of the President as an internationalization decision-making body.

#### Education reform

##### ○ Efforts to Secure Quality Learning Time for Students

The class systems ToyoNet-Ace and E-Portfolio (RDS folio) will be unified and data of student learning results will be used to provide feedback and opportunities for the students themselves to look back on their studies.

##### ○ Promotion of Proactive Student Participation with Applications for University Operations

We will accelerate student participation in university operations by publishing faculty improvement reports related to class evaluation surveys as well as launching a "Student Faculty Development Team".

##### ○ Making Use of TOEFL and Other Outside Tests for Admissions Exams

We will implement admissions exam methods that make use of outside tests such as TOEFL, TOEIC, IELTS, the English Language Proficiency test, and the UN Association's Test of English. From 2017, we will set admission conditions for students recommended from affiliated high schools based on outside tests.

## ■ University's own indicators and targets

### ○ Certification for Toyo Global Leaders

The cross-faculty "Toyo Global Leader Program" that we will implement will have 3 levels of certification and corresponding certificates will be issued. By 2023. We will make use of E-portfolio to visualize the results of students' learning efforts.

### ○ IDI (Intercultural Development Inventory)

To heighten awareness related to intercultural competence, students will perform self-evaluations and IDI will be implemented along with cross-cultural understanding courses. We will expand this program so that it will have 1,000 participants by the 2023 academic year.

### ○ Number of UCLA Joint Courses

Through the Toyo University - UCLA Extension Center for Global Education, joint courses will be developed for all generations for a total of 500 courses and 10,000 participants by 2023.



< Visualization of Learning Outcome through E-portfolio >

## ■ Featured initiatives based on the characteristics of the university

### ○ Development of "All Generation Global Education" Based on the Overall Academic Plan

"Toyo - UCLA Extension Center" will provide the BEC (Business English Communication) Program. Also, Toyo University students will be able to take the course "Business English" from the 2015 academic year as a standard undergraduate course. This course uses the same curriculum as the UCLA Extension Center's BEC program, allowing students to continue extra-curricular studies to receive certification from the UCLA Extension Center. Going forward, there will also be global education opportunities held for all generations, from elementary school students to senior citizens, as we will plan and operate English programs for preschool, elementary, junior high, and high school students and senior citizens, study abroad support programs, and summer overseas study trips.



< Alliance with UCLA Extension >

### ○ Introduction and Establishment of a "International Transfer System" as an Urban Large-Scale Comprehensive University

We will make use of our position as a comprehensive university located in the center of Tokyo to expand international student recruitment, including the holding of entrance examinations overseas in order to enroll a diverse body of international students. In order to realize smooth implementation of international transfer system to be introduced from the 2016 academic year, we are collecting information for the commencement of Foreign Credential Evaluation in collaboration with the World Education Service (WES) and the Asian Studies Cultural Association (ABK). In mid-February of 2015, 3 faculty and staff members visited WES in New York.

### ○ Building a Sustainable Education Platform

In the 2014 academic year, we advanced collaborations with specialist institutions and businesses, receiving advice for our plans to establish new faculties. An Advisory Board committee comprised of top business leaders held two meetings (on February 19 and March 17) to discuss matters related to the topics "human resource requirements for excelling in global businesses and organizations" and "what human resource requirements bring about innovation?"

## ■ Free description

### ○ Invitation of the International Secretariat of UMAP

We will invite delegates from the International Secretariat of UMAP (University Mobility in Asia and the Pacific) with the goal of strengthening cooperation with related institutions. Along with greater active participation in the intake and sending of students for UMAP student exchange projects, we are also holding private exchanges of views with the current International Secretariat of UMAP (Fu Jen Catholic University). At the UMAP Japan National Committee meeting held on June 3, 2015, we received official approval to assume the role as the central school in plans for Japan to become the International Secretariat.

### ○ Participation in CULCON for Promoting Activity in Japan-U.S. Educational Exchange

Through the participation of our faculty in an educational task force planned by the United States-Japan Conference on Cultural and Education Exchange (CULCON), a bi-national advisory panel to the governments of both Japan and the U.S., we cooperated in their efforts to double the educational exchange between Japan and the U.S. by 2020. In the annual meetings of AIEA in 2014 and 2015, and the annual meeting of NAFSA in 2015, we participated in joint sessions with CULCON.

### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### ○ The Ratio of foreign faculty members or faculty members who have foreign doctoral degrees.

<2023 Final target of 51.9% / Currently 37.2%>

Every year, we hire about 50 new faculty members who have a high level of English language proficiency. To attract highly talented candidates, our faculty recruitment program advertises worldwide.

###### ○ The Ratio of International Students Within the Student Body

<2023 Final target of 8.5% / Currently 3.1%>

Toyo University aims to raise the number of international student admissions to reach 5% representation in each faculty (a total of 296 daytime students). Efforts are underway to strengthen this intake university-wide, including for short-term programs. Short-term programs will be opened in summer 2016.

###### ○ The Ratio of Japanese Students with Overseas Study Experience

<2023 Final target of 10.3% / Currently 4.3%>

As there were a number of overseas programs that did not grant credit, in line with curriculum reforms for the 2016 academic year, a university-wide credit-approved course group was created. These measures help build interest in students for overseas study while carefully ensuring the quality remains high. Furthermore, the number of students who participate in the Tobitate program has been increasing, and some students were awarded for their activities.

###### ○ Number and Ratio of Courses Taught in a Foreign Language

<2023 Final target of 15.4% / Currently 4.1%>

The ratio has been rapidly growing, compared to that of the previous year. Besides, we offer a variety of FD programs including the special program carried out by "TOYO-UCLA Extension Center" to help our faculty teach courses in English.

###### ○ Efforts for Measuring, Understanding, and Improving the Language Level of Students [TOEIC=730] (TOEFL=550/IELTS=6.0)

<2023 Final target of 3.1% / Currently 1.2%>

In the 2013 academic year, 155 students achieved the target score, and in the 2014 academic year, that number increased to 288. We are also expanding the quality and quantity of our extra-curricular programs, hiring 15 native English-speaking instructors to improve the level of teaching of the 4 language skills, as well as expanding our IELTS preparatory course lineup.



<The Tobitate program>

##### University reform

###### ○ Measures to Realize Quick Decision-Making

In order to provide a platform for furthering internationalization, the committee of International Affairs will be established under the direct control of the President as an internationalization decision-making body.

###### ○ Hiring and Training Focusing on International Mobility

Faculty hiring will be carried out on an international and transparent manner as part of our ongoing efforts to secure human resources for holding classes taught in English. Also, Faculty Development seminars about teaching classes in English have been held. There are also training programs for administrative staff to develop not only their English skills, but also their skills to deal with the various issues related to the university's internationalism.

##### Education reform

###### ○ Efforts to Secure Quality Learning Time for Students

The class systems ToyoNet-Ace and E-Portfolio (RDS folio) have been unified, and the data from student learning results will be used to provide feedback and opportunities for the students themselves to look back on their studies.

###### ○ Promotion of Proactive Student Participation with Applications for University Operations

We will accelerate student participation in university operations by publishing faculty improvement reports related to class evaluation surveys as well as launching a "Student Faculty Development Team".

###### ○ Making Use of TOEFL and Other Outside Tests for Admissions Exams

We will implement admissions exam methods that make use of outside tests such as TOEFL, TOEIC, IELTS, the English Language Proficiency test, and the UN Association's Test of English. From 2017, we will set admission conditions for students recommended from affiliated high schools based on outside tests.



## ■ University's own indicators and targets

### ○ Launching Toyo Global Leaders (TGL) program

The required capabilities for becoming *global jinzai* are specified and refer to the sub-major of the English Special Program (ESP), which was designed with Go Global Japan. The TGL program was launched university-wide and the first TGL camp was held with the rest of the camps to be held in every campus from FY2016 in order to lead the way in promoting university-wide globalization.

### ○ Conducting IDI(Intercultural Development Inventory)

An IDI was conducted for students who went to study abroad in order to measure students' intercultural competence. IDI Qualifying seminars will be held as a regular subject to improve their study abroad experience after they finish the study abroad.

### ○ Promoting "All Generation Global Education"

In addition to the business English lessons at the Toyo-UCLA Extension Center, the Toyo Achieve English program also opened for kids and adults from outside of the university, and we are promoting a wide variety of multi-generational educational programs.



<TGL camp>



<Toyo Achieve English>

## ■ Initiatives for the enhancement of international reputation/ Featured initiatives based on the characteristics of the university

### ○ Building a Sustainable Education Platform

In the 2014 academic year, we advanced collaborations with specialist institutions and businesses, receiving advice for our plans to establish new faculties. An Advisory Board committee comprised of top business leaders held two meetings (on February 19 and March 17) to discuss matters related to the topics "human resource requirements for excelling in global businesses and organizations" and "what human resource requirements bring about innovation?"

## ■ Free description

### ○ Undertake International Secretariat of UMAP

We undertook International Secretariat of UMAP (University Mobility in Asia and the Pacific) from January FY2016 for five consecutive years. This will contribute to promoting flexible international student transfers in the higher education level within the Asia-Pacific region. In recognition of the importance of increasing numbers of participating countries / regions in revitalizing student exchanges, we are preparing to review the exchange scheme to encourage more students in Japan to go study abroad through UMAP.



<UMAP Board Meeting>

### ○ Develop A Globalization Environment in Every Campus

Each campus is developing its environment for globalization and they all have an international communication space. Toyo Achieve English is held at every campus for both private and group lessons to improve students' English speaking level. TGL camps will also be held at these spaces in each campus.

### ○ Diversified Study Abroad Programs

"Diversity Voyage", an overseas training program in which students make a solution through a fieldwork project out-side of Japan, has been held. Many students have joined this program even though they had rarely been abroad (there were 117 students from all faculties who went to Thailand, the Philippines, Malaysia, and Laos in FY2015 through this program) and have been engaged in international activities in and outside of Japan.



<International Communication Space>

## 4. FY2016 Progress

### ■ Common Indicators and targets Internationalization

#### ○ The Ratio of foreign faculty members or faculty members who have foreign doctoral degrees.

<FY2023 Final target of 51.9% / Currently 37.2%>

Every year, we hire about 50 new faculty members who have a high level of English language proficiency. To attract highly talented candidates, our faculty recruitment program advertises worldwide. In addition, Toyo University established the president's direct counsel and held two meetings. We will continue improving the environment for internationalization, education and research based on advice from foreign faculty members.

#### ○ The Ratio of International Students Within the Student Body

<FY2023 Final target of 8.5% / Currently 3.7%>

In order to accept degree seeking students from countries where there were low numbers of applicants, Toyo University improved our pre-arrival admission system. In addition, Toyo held a seminar and workshop on Foreign Certificate Evaluation (FCE) by specialists from Norway and UK aiming to establish our own framework to properly execute FCE at Toyo University. We also hosted Toyo Summer Program, a new addition to our inbound program. In FY 2017, we will offer two summer programs and one winter program in order to accept more international students who prefer study abroad that can be completed in a shorter amount of time.

#### ○ The Ratio of Japanese Students with Overseas Study Experience

<FY2023 Final target of 10.3% / Currently 2.9%>

We established an exploratory committee on bridge programs and international transfer admission system where issues such as different types of study abroad programs and their promotions are discussed. We also organized and implemented various types of outbound study abroad programs to meet the diverse needs and language levels of students. Furthermore, the number of students who participate in highly competitive study abroad programs, such as the UN Youth Volunteer program and the Tobitate program, has been increasing.



Internship at UN Youth Volunteer in Uganda

#### ○ Number and Ratio of Courses Taught in a Foreign Language

<FY2023 Final target of 15.4% / Currently 8.7%>

Three new faculties and departments (opened in April 2017) have English tracks available. In order to make more English taught courses available, a faculty development workshop on teaching classes in English was held, and support systems such as native check of English syllabi were established.

#### ○ Efforts for Measuring, Understanding, and Improving the Language Level of Students [TOEIC=730] (TOEFL=550/IELTS=6.0)

<FY2023 Final target of 3.1% / Currently 1.4%>

In FY2016, 418 students achieved the target language level score (up from 155 in FY2014). We are also increasing the quality and quantity of our extra-curricular programs, and opened 48 courses in total comprising 18 programs catering to different levels. 1,858 students attended (up from 1,702 in FY2015), almost 10% increase.

### University Reform

#### ○ Measures to Realize Quick Decision-Making

Through two committees to promote internationalization, chaired by our president, decision making for internationalization has been accelerated. As a result, we were able to institute various reforms, including the implementation of a quarter system as well as a GPA system, the promotion of an international transfer framework, and an upgrade of our study abroad program.

#### ○ Hiring and Training Focusing on International Mobility

Faculty hiring will be carried out internationally in a more transparent manner as part of our ongoing efforts to secure human resources for holding classes taught in English. In addition, faculty development seminars about teaching classes in English have been held. There are also training programs for administrative staff to develop not only their English skills, but also their administrative skills to deal with various issues related to the university's internationalization.

### Education Reform

#### ○ Efforts to Secure Quality Learning Time for Students

The class management system ToyoNet-Ace has been expanded, and data from student learning results will be used to provide feedback and opportunities for the students to reflect on their studies. It will be also used by faculty members in assisting and giving guidance to students based on the students' learning progress shown in the portfolios.

#### ○ Promotion of Proactive Student Participation with Applications for University Operations

We are accelerating student participation in university operations through "Student-run Faculty Development Team", whose activities include publishing a class introduction guidebook. It also conducts class evaluation surveys in order to improve education at Toyo University.

#### ○ Making Use of TOEFL and Other Outside Tests for Admissions Exams

We are implementing admissions exam methods such as International Baccalaureate and the use of outside tests. We continuously review the admissions procedures, monitoring the trends in government education reform.

## ■ University's own indicators and targets

### ○ Launching Toyo Global Leaders (TGL) program

The TGL program was launched university-wide and 11 TGL camps were held throughout our campuses. In addition, 12 students (increased to 16 by the end of FY 2016) were awarded TGL Silver Status as the first awardees. We held a TGL Silver Award Ceremony in February 2017 where the president presented the TGL Silver Certificates to the students.



Toyo Global Leader Silver Award ceremony

### ○ Conducting IDI (Intercultural Development Inventory)

In order to assess students' intercultural competence, we conducted the IDI among our outbound students. In FY 2016, 511 students were assessed, exceeding our target number of 460.

### ○ Promoting "All Generation Global Education"

In addition to the Business English Communication Program at the Toyo-UCLA Extension Center, the Toyo Achieve English program also opened for kids and adults from outside the university, and we are promoting a wide variety of multi-generational educational programs. In FY 2016, 65 students participated in the BEC Program (including company training), and 168 participated in the Toyo Achieve English Program.

## ■ Featured initiatives based on the characteristics of the university

### ○ Building a Sustainable Education Platform

We are at the final stage of launching "Toyo Global Diamond", an industrial corporation platform that will provide financially sustainable education. The corporation will be our own investing company and provide services for education and student support including arranging short term study abroad programs and brokerage of overseas travel insurance as our main services.

## ■ Free description

### ○ Contribution as International Secretariat of UMAP; 25 Years Anniversary International Symposium and International Board Meeting

As the International Secretariat of UMAP (University Mobility in Asia and the Pacific), we facilitated two international board meeting in Malaysia and Japan respectively. On September 23<sup>rd</sup>, 2016, we hosted an international symposium on student mobility in Asia Pacific region celebrating 25 years of UMAP's history at our Hakusan Campus, where 200 education professionals attended from Japan and abroad.



Opening remark by president at the international symposium of UMAP

### ○ Upgrade of supports for outbound students

The number of outbound exchange students increased by 13 since last FY, and in FY2016, 69 students studied abroad as exchange students at our partner institutions. While expanding our study abroad programs, we set up study abroad counselling which enables students to have one-on-one consultations on any concerns or questions they have about study abroad. In addition, we introduced our own emergency manual in case of accidents concerning students sent on our study abroad programs.

### ○ Scholarship for Excellent International Students

Aiming at attracting highly talented international students and promoting internationalization at Toyo University, we established the "Toyo Top Global Scholarship". For academic year 2017, 53 students applied from all over the world, and 38 were selected to receive the scholarship and enter Toyo University in April 2017. We will continuously strengthen our international public relation activities and overseas recruitment to acquire and educate talented international students.



TOYO GLOBAL UNIVERSITY JAPAN TOYO UNIVERSITY

Brochure of Toyo Top Global Scholarship Type A

### ○ Large Increase in Number of Agreements for Academic Collaboration and Student Exchange

In order to promote internationalization of education, we actively seek partner institutions abroad. In FY 2016, we signed 37 new agreements, including 16 student exchange agreements. This brings the total number of student exchange agreements (including fee-based exchange) up to 66, exceeding our target number of 50. We will continue our efforts in expanding our international network by participating in international academic fairs and visiting potential partner institutions.



## 5. FY2017 Progress

### ■ Common Indicators and Targets

#### Internationalization

##### ○ Percentage of International Faculty Members or Faculty Members Who Have International Doctoral Degrees.

<FY2023 final target of 51.9% / Currently 42.4%>

Every year Toyo hires new faculty members with high English proficiency. To attract highly talented candidates, our faculty recruitment program advertises worldwide. In addition, Toyo established the President's Direct Council, which consists of international faculty members, and the Council discussed issues related to promotion of internationalization. The Council has met twice. We will continue improving the environment for internationalization, education, and research based on advice from international faculty members.

##### ○ Percentage of International Students Within the Student Body

<FY2023 final target of 8.5% / Currently 4.8%>

In order to accept more international degree-seeking students, Toyo changed its application period for international undergraduate students from September last year to July this year. As a result, the number of applicants increased from 53 applicants from 8 countries in FY2016 to 123 from 19 countries in FY2017. In addition, Toyo started offering undergraduate admissions in September in order to correspond with overseas school calendars. This year we received applications from 117 students from 17 countries. Two coordinators were assigned to the International Affairs Office to provide international students with various supports.



Communication among Japanese and International students

##### ○ Percentage of Japanese Students with Overseas Study Experience

<FY2023 final target of 10.3% / Currently 3.9%>

Toyo has organized and implemented various types of outbound study abroad programs to accommodate the diverse needs and language levels of students. This year more students participated in highly competitive special programs; for example eight students were selected for the 8<sup>th</sup> TOBITATE program; and one student received an award of excellence.

In addition, in order to immediately respond to any emergency cases might occur to dispatched students, crisis management trainings for Toyo staff were held in this year.

##### ○ Number of Courses that Allow Students to Graduate Only by Learning in a Foreign Language

<FY2023 final target of 15.4% / Currently 9.4%>

Including English tracks available in three new faculties and departments, Toyo now offers 11 English taught courses of study, and has accepted bright and diverse international students from a multitude of countries.

##### ○ Efforts for Measuring, Understanding, and Improving the Language Levels of Students [TOEIC=730] (TOEFL=550/IELTS=6.0)

<FY2023 final target of 3.1% / Currently 2.0%>

In FY2017, 626 students achieved target language level scores. We are also increasing the quality and quantity of our extra-curricular language programs, opening 50 courses comprising 19 programs catering to different levels. In FY2017 2,369 students attended these courses (up from 1,858 in FY2016), an increase of more than 27.5%.

#### University Reform

##### ○ Measures to Facilitate Quick Decision-Making

Through the formation of two committees chaired by our president to promote internationalization, we have been able to accelerate our decision making for internationalization. As a result, we have been able to institute various reforms, assess our strategies, monitor our achievements and share information more efficiently. Furthermore, two international-related admin-offices were combined in order to more effectively provide one-stop service for students.

##### ○ Hiring and Training Focusing on International Mobility

Faculty hiring will be carried out internationally in a more transparent manner as part of our ongoing efforts to offer more courses taught in English. Admin staffing was also reinforced by hiring persons who are competent in English and/or have expertise in internationalization. In addition to faculty development seminars about teaching classes in English, an English support desk for faculty members was established, and 382 staff benefited from its services. Toyo continually strives to develop the teaching and research capacity of faculty members, as well as our ability to respond to diversified needs.

#### Education Reform

##### ○ Promotion of Proactive Learning by Students

To accelerate students' proactive learning, Toyo has developed facilities conducive to students' self-learning on four campuses. In these spaces, students are able to access various services including language support, introductory education, and remedial education.

##### ○ Using TOEFL and Other Outside Tests for Admissions Exams

<FY2023 final target of 15.0% / Currently 48.5%>

Toyo has promoted the use of TOEFL and other outside tests for admissions exams. At the admission exams for FY2018, half of the total admissions quota—3,540 spots—was allocated for outside tests. In addition, the number of applicants for the FY2018 admission exam exceeded a hundred thousand which was a significant increase in recent years.

## ■ University's Own Indicators and Targets

### ○ First Awardees for Toyo Global Leader (TGL) Gold Status

Thirteen students were awarded TGL Gold Status as the first awardees since the TGL program was launched. The TGL Gold Certificates were presented by the president at the graduation ceremony. In addition, 91 students were awarded TGL Silver Status. The number of participants in TGL camps increased from 691 in FY2016 to 2,636 in FY2017. This nearly fourfold increase demonstrates the extent to which the TGL program has been embraced at Toyo.



Toyo Global Leader Gold Award Ceremony at the graduation ceremony (FY2017)

### ○ Conducting IDI (Intercultural Development Inventory)

In order to assess students' intercultural competence, we conducted the IDI (Intercultural Development Inventory) among our outbound students. The number of students assessed increased from 551 in FY 2016 to 996 in FY 2017.

### ○ Promoting "All Generation Global Education"

A wide variety of multi-generational English education programs was offered in FY 2017. The Business English Communication Program at the Toyo-UCLA Extension Center; Business English Presentation Program; and the Toyo Achieve English program for kids and adults attracted 246 participants from a broad array of different age groups. Toyo is also establishing a new educational collaboration model between high schools and universities by providing English programs for students of Toyo-affiliated high schools.



English program for students of an affiliated high school

## ■ Featured Initiatives Based on the Characteristics of the University

### ○ Building a Sustainable Education Platform

In order to maintain our global education platform, Toyo set up a subsidiary company, "Toyo Global Service Co., Ltd". This company is tasked with sustaining the activities pertaining to "Toyo Global Diamonds" by operating various programs such as language programs for elementary school children, junior-/senior-high students, adults, and senior citizens. By conducting these language programs and others, this company will also play an important role in promoting globalization in the community.

## ■ Free Description

### ○ Establishment of New Faculties and Departments

The Faculty of Regional Development Studies was dramatically restructured and renamed Faculty of Global and Regional Studies. Within this new faculty, Toyo established the Department of Global Innovation Studies (GINOS), which provides a global learning environment by teaching all subjects in English, requesting all Japanese students to study abroad for a year, and allocating 30% of its admissions quota to international students. In addition, the Department of International Tourism Studies was rechristened as Faculty of International Tourism Management—all two years ahead of the original plan. Finally, the Faculty of Information Networking for Innovation Design was opened at our new Akabanedai Campus.



Special Event with H.E. Mahathir Department of Global and Regional Studies

### ○ Self-Evaluation through International Association of Universities

Toyo signed an MoU with the International Association of Universities to use their Internationalization Strategies Advisory Service, ISAS2.0, in FY2017. We are going to set up a steering committee for ISAS2.0 next year to facilitate campus-wide self-evaluation of internationalization strategies and achievements. Through this process, Toyo will further strengthen our systems and strategies to enhance internationalization efforts.

### ○ Introduction of the Quarter System

In addition to the current semester system, a quarter system with eight-week terms was introduced in nine faculties. The quarter system is expected to increase educational effectiveness by enabling students to concentrate on their learning for a short period. In addition, the quarter system will help students flexibly coordinate their course curriculum with their schedule to study abroad and/or participate in internships.

### ○ Large Increase in Number of Agreements for Academic Collaboration and Student Exchange

In order to promote internationalization of education, we actively seek partner institutions abroad. In FY 2017, we signed 47 new agreements. This brings the total number of student exchange agreements (including fee-based exchange) up to 87 from 65 of FY2016, resulting in an expanded array of study abroad opportunities for students. We will continue our efforts to broaden our international network by participating in international academic fairs and visiting potential partner institutions.



Signing Ceremony with Douglas College (Canada)

# 1. Overview of the initiative

## 【Name of the Initiative】

Creating the Global University: Toward a sustainable society from pioneering Japan

## 【Future vision of the University to be realized through the efforts for the TGU Project】

"Sustainable society", the center of the initiative of the University, is seriously studied and taught in Japan, which has experienced many challenges earlier than the rest of the world. By attracting a diverse array of research to the University on a global scale, we will strive to become a university leading globalization of Japanese society, through establishment and dissemination of "made-in-Japan" sustainable education which can be only realized in Japan, including sustainability of society brought about by stability of jobs due to the high level of education, and sustainability of culture with a long history and diversified development.

## 【Overview of the Initiative】

### ■ Train front-runners having abilities to survive anywhere in the world

- ◎ Develop an environment where global society can be felt on a daily basis
- ◎ Train human resources having abilities to survive anywhere in the world

### ■ Collect human resources for establishing a "sustainable society", and enhance the power for transmitting messages to global society

- ◎ Build an internationally competent education system
- ◎ Train teachers to become internationally competent
- ◎ Enhance the function for accepting foreign students

### ■ Support secondary education institutions so as to build the foundation of a sustainable global society

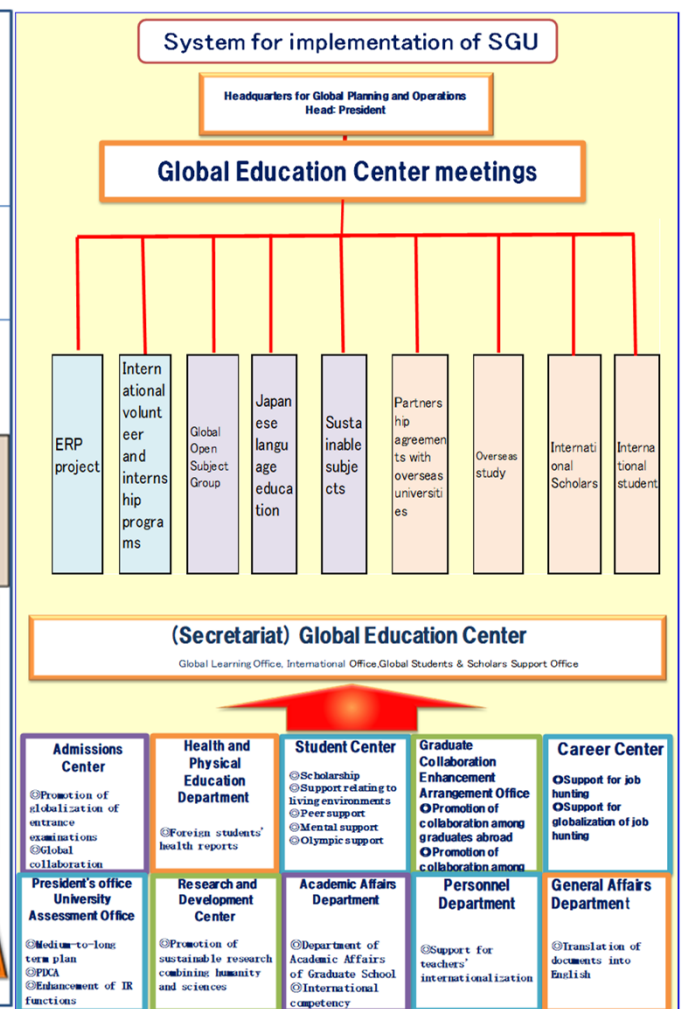
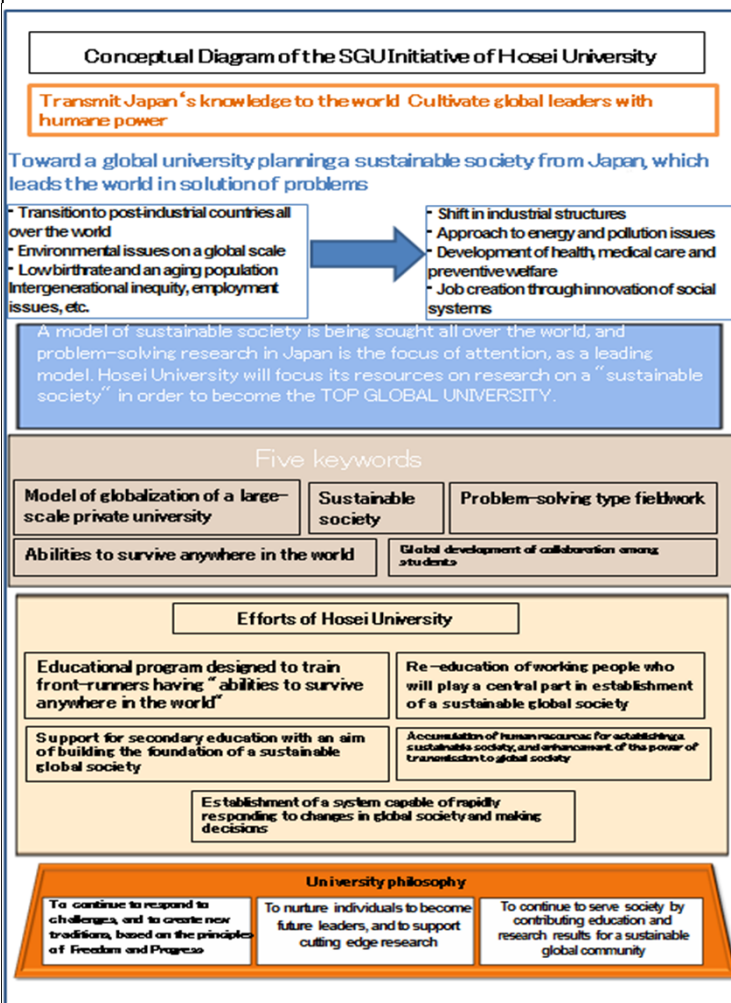
- ◎ Reform the entrance examination system to correspond to globalization
- ◎ Provide a wide variety of educational programs in the University in enhanced collaboration with domestic and overseas high schools engaged in globalization

### ■ Encourage working people, who will play a central part in establishment of a sustainable global society, to return to school

- ◎ Offer global re-education to working people with the use of rich resources and networks of the University
- ◎ Present model examples of human resources, including graduates, who may contribute to realization of a "sustainable society", thereby guiding university education

### ■ Establish a decision-making system capable of quickly responding to changes in global society

- ◎ Make governance reforms to guarantee rapid decision-making





## **【Outline of the ten-year plan】**

### **■ Train front-runners having abilities to survive anywhere in the world**

- ◎ Implement educational programs designed to achieve a "Made-in-Japan" sustainable society
  - \* Implement "problem-solving type fieldwork" jointly created by Japanese and foreign students
  - \* Establish cross-faculty subject groups called "Global Open Group" and "Group for a Sustainable Society"
  - \* Newly establish six degree courses offered in English, which deserve to be taken especially in modern Japan
- ◎ Develop an environment where global society can be felt on a daily basis
  - \* Dramatically increase the number of lectures given in English and other foreign languages
  - \* Develop an environment where advanced English skills can be acquired, through an "English Reinforcement Program (ERP)" and a "G Lounge"
  - \* Increase opportunities to join volunteer activities and internships in international organizations located in Japan
- ◎ Train human resources having abilities to survive anywhere in the world
  - \* Enhance the system for dispatching students to foreign countries, and the "Study Abroad"(SA) system
  - \* Globally develop student collaboration programs, including participation in support activities overseas

### **■ Collect human resources for establishing a "sustainable society", and enhance the power for transmitting messages to global society**

- ◎ Transmit research results to the world, focusing on "sustainable research" combining humanities and sciences
  - Collect and organize research materials including literature and images, and enhance archive functions so as to transmit messages to the world
  - Promote sustainable research, including research on cities (Edo, Tokyo) trying to harmonize nature, society and culture
  - Promote sustainability education/research in collaboration with efforts made by the U.N. and UNESCO
  - Transmit "research results designed to solve challenges in Japan", such as regional revitalization and environmental problems
- ◎ Build an internationally competent education system
  - \* Introduce an academic calendar combining semesters and quarters, and numbering codes
  - \* Have the Business School internationally certified
- ◎ Train teachers to become internationally competent
  - \* Invite excellent researchers and teachers from abroad for a short period
  - \* Promote employment of foreign staff and people with work experience abroad
- ◎ Enhance the function for accepting foreign students
  - \* Increase the number of partner schools abroad, and expand foreign offices mainly in Southeast Asia
  - \* Enhance the entrance examination system for foreign students
  - \* Build and expand international dormitories (room-sharing type). Improve facilities for short-term trainings

### **■ Support secondary education institutions so as to build the foundation of a sustainable global society**

- ◎ Reform the entrance examination system to correspond to globalization
  - \* Introduce an entrance examination based on the International Baccalaureate, thereby improving the framework for adopting Baccalaureate education
  - \* Enhance the entrance examination based on external English tests
  - \* Introduce an entrance examination focusing on applicants' global experience
- ◎ Provide a wide variety of educational programs in the University in enhanced collaboration with domestic and overseas high schools engaged in globalization
  - \* Offer educational support through university-high school collaboration, on the basis of affiliated schools (SGH) of the University
  - \* Implement a variety of educational programs including problem-solving type presentation competitions in English, and short-term campus tours in English

### **■ Encourage working people, who will play a central part in establishment of a sustainable global society, to return to school**

- ◎ Offer global re-education to working people with the use of rich resources and networks of the University
  - \* Newly establish a global MBA course in English, which will be offered only to people with work experience
  - \* Offer a wide variety of programs to foster qualities required for supporting a sustainable society
  - \* Introduce the extended registration system not only in master's courses but also in doctoral courses, thereby responding to various career paths
- ◎ Present model examples of human resources, including graduates, who may contribute to realization of a "sustainable society", thereby guiding university education
  - \* Build a human network based on the "global network" of the graduates
  - \* Organise "HOSEI MEETINGS", sponsored by the University, in overseas cities as well

### **■ Establish a decision-making system capable of quickly responding to changes in global society**

- ◎ Make governance reforms
  - \* Establish "HOSEI 2030", a long-term vision toward the 150th anniversary of the University
  - \* Introduce the vice president system for the purpose of enhancing the president's leadership and supporting the president
  - \* Make fundamental reforms including revision of systems relating to contribution, contemplating what officers ought to be
  - \* Enhance and improve the ICT infrastructure and IR functions

## **【Distinctive efforts (internationalization, governance reforms, educational reforms, etc.)】**

These efforts are designed to cultivate human resources having interdisciplinary knowledge required to solve problems, responding to future changes in Japan and the world in advance. These efforts are also designed to cultivate front-runners having knowledge and experience corresponding to globalization, and to boost demand for opportunities to return to school, thereby remarkably improving individuals' abilities. These are farsighted and leading efforts in that a large-scale, socially influential private university has started to cultivate human resources with an aim of realizing a global sustainable society.

## 2. Progress of the Efforts (in FY 2014)

### ■ Common performance indicators and goals

#### Internationalization

##### Percentage of foreign students in the total student population

In the ESOP (Exchange Students from Overseas Program), which started in 1997, students learn the latest topics of Japanese culture and economy, etc., in English, and are given lessons of Japanese and hands-on learning of Japanese culture. This program also includes interaction with Japanese students. This program is highly evaluated by overseas universities. The University is receiving more and more requests for execution of exchange agreements, and accepting more and more foreign students. As a result of implementation of short-term student acceptance programs, the reform of entrance examinations and public relations activities abroad, in addition to ESOP, the total number of foreign students accepted by the undergraduate and graduate schools is increasing from 588 in FY2012, 669 in FY2013 to 905 in FY2014.

##### Percentage of all the university's students from Japan who have studied abroad

In addition to the Study Abroad Program, we conducted surveys in Malaysia and Vietnam for the purpose of developing international volunteer/internship programs. We implemented an international internship program in collaboration with the Vietnam FPT University in February, and another international internship program at the Kuala Lumpur shop of Kinokuniya Bookstore in Malaysia. We gave English trainings in Malaysia and German trainings in Australia from August to September, and in March. We further gave Chinese trainings in China and Taiwan, and Korean trainings in Korea from February to March. The number of students sent to foreign countries overseas is 804 in FY2012, 877 in FY2013 and 990 in FY2014, which is increasing steadily.

##### Exchange on the basis of agreements between universities

Under the policy of increasing the number of agreements between universities which will enhance the opportunities of students, we have promoted execution of such agreements. The number of universities/institutes with which we entered agreements increased from 108 in FY2012, 130 in FY2013 to 145 in FY2014.

#### Governance Reforms

##### Establishment of concrete visions and medium-term plans, etc.

The HOSEI 2030 Establishment Board and individual committees for establishing long-term visions of the University mentioned challenges relating to management and operations of the University ("vision for governance") and internationalization strategies ("vision for globalization") as important issues that should be examined with long-term visions in mind, and have been examining those visions in close association with this Initiative.

##### Schemes for achieving quick decision-making

It has been decided that the vice president system will be established in FY 2015. In addition, the HOSEI 2030 Establishment Board and individual committees for establishing long-term visions of the University mentioned challenges relating to management and operations of the University ("vision for governance") and internationalization strategies ("vision for globalization") as important issues that should be examined with long-term visions in mind, and have been examining those visions in close association with this Initiative. We also developed "Hosei University Global Policy --- A university contributing to establishment of a sustainable, peaceful global society" in July, announcing twenty-five projects for globalizing the University both within and outside the University.

##### Establishment of the Global Education Center

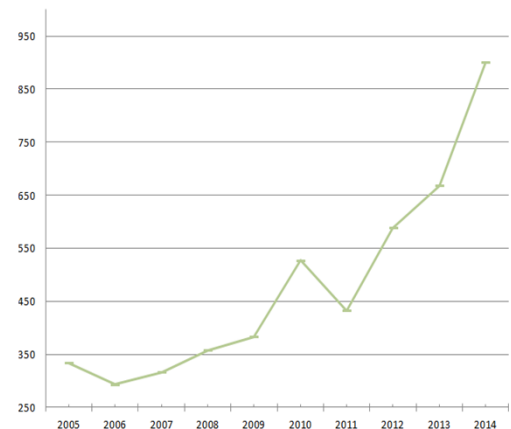
With the adoption of this Initiative, the Global Education Center was established in November. The Global Strategy Headquarters Council and the Global Learning Office were also established at the same time. Also in November, it was decided that the University Assessment Committee was in charge of external assessment of SGU in every fiscal year, so we have been evaluated by members of an external assessment committee.

#### Educational Reforms

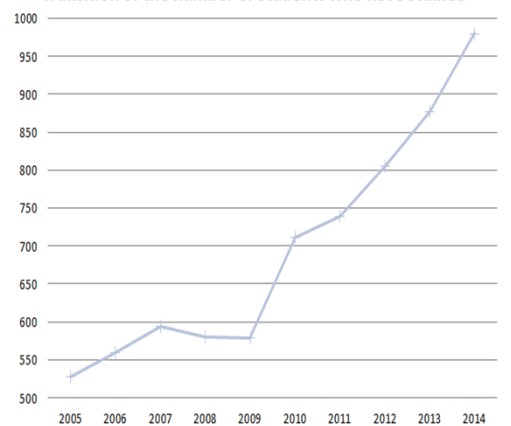
##### Improvement of facilities for active learning

From the standpoint of "making units substantial", we have made efforts to improve environments for assuring students' autonomous learning to encourage students to study actively, thereby making learning substantial. In order to promote active learning such as group work, fieldwork and presentations, we have improved learning environments corresponding to active learning in every campus where the faculties are located. In addition, the active learning facility ("Learning Commons") in the Ichigaya Campus has learning advisors, who are graduate students, to receive consultation about preparation of reports or research papers, presentation methods, and learning in general from graduate students.

Transition of the number of foreign students



Transition of the number of students who have studied



〈Active Learning Facilities〉

## Reform of the entrance examination system

It is decided that, for entrance examinations for FY 2016 (to be held in FY 2015), external English tests will be utilized for general entrance examinations in the Faculty of Humanity and Environment, Faculty of Social Policy and Administration, Faculty of Global and Interdisciplinary Studies, Faculty of Sports and Health Studies, Faculty of Computer and Information Sciences and Faculty of Bioscience and Applied Chemistry, and for a self-recommendation entrance examination in Faculty of Economics. In addition, "global experience" public application recommendation entrance examinations will be held in the Faculty of Letters, Faculty of Business Administration and Faculty of Life-Long Learning and Career Studies, and an International Baccalaureate will be utilized for self-recommendation entrance examinations in the Faculty of Letters, Faculty of Intercultural Communication and Faculty of Life-Long Learning and Career Studies. Since the entrance examinations for FY 2015, the Faculty of Law, Faculty of Economics, Faculty of Humanity and Environment, Faculty of Engineering and Design and Faculty of Bioscience and Applied Chemistry will give foreign students an opportunity to take an entrance examination even before they come to Japan. It is decided that such a system will be introduced in the Faculty of Computer and Information Sciences as well, starting from the examination for FY2016.

## Implementation of Academic Support Service

The Academic Support Service, a program for supporting Japanese teachers in giving presentations and lessons in English, was introduced as a trial from December to January. While this program was implemented only for six weeks when lessons were given, about 16 teachers used the Service and received advice from foreign lecturers. Based on the results, projects for supporting teachers will be continuously implemented in all the campuses, starting from FY2015.

As a FD training for teachers who will have to give lessons in English, a training was provided in the University of Nebraska Omaha (Omaha, NE, U.S.A) in March, and thirteen teachers from several faculties participated in the training.



〈FD training at an overseas university〉

## Our own performance indicators and goals

### Support for secondary education with an aim of building the foundation of global society

For the purpose of supporting promotion of globalization of secondary education, we established a class for students from the affiliated high schools in the English Reinforcement Program (ERP) during the spring vacation of FY2014, and implemented a program designed to improve four English skills through the two-week intensive course of four hours a week. In addition to the English Camp at the Mitaka City Daisan Junior High School, we are conducting educational collaborative activities with students from Yokohama City Utsukushigaoka Junior High School, Miwada Gakuen High School and The Second High School of Tokyo Agricultural University. We have decided to conduct collaborative activities with overseas high schools as a part of the Sakura Science Plan in the summer of FY2015.



〈Collaborative activities with secondary education institutions〉

### Organization of alumni networks

An alumni network has been established with the use of LinkedIn. Soon after the establishment, more than 3,700 graduates joined the network both within and outside Japan. In addition, the Graduate Collaboration Enhancement Arrangement Section decided to hold an "HOSEI MEETING," graduates' meeting, in Dusseldorf, Germany in FY2015, and is now in the process of preparing for the meeting. In order to secure talented students, a graduate living in Korea was appointed as higher education advisor for FY2015.

## Distinctive efforts based on the characteristics of the University

### Promotion of collaboration among students

Foreign undergraduate students can use "foreign student advisors", and foreign graduate students can use the "tutors' guidance system for foreign students" to get livelihood and learning support. In addition, thanks to the enhanced system of "Language Buddy", problems can be solved through peer support among students. We held the "Discover Japan !!" Tama seminar in November 2014, and the Nikko seminar in January 2015, so that Japanese students and foreign students could learn from each other. These are well known as programs where foreign students and Japanese students cooperate with each other in conducting a problem-solving type project, thereby understanding each other more.



〈Students' collaboration (Language Buddy)〉

## Free field

### Efforts toward establishment of English degree courses and problem-solving fieldwork

As planned, we decided to establish the Global MBA Program in the Hosei Business School of Innovation Management in FY2015, and are in the process of preparing for establishment. In order to establish the Global Business Course in the Faculty of Business Administration, the Sustainable Society Co-creation Program in the Faculty of Humanity and Environment, the International Program in the Faculty of Engineering and Design, and the Institute of Science and Technology (IST) in the Koganei Campus in FY2016, we set up a preparation committee of such establishment for each and are in the process of preparation.

With establishment of the English degree courses, we are planning to offer the Global Open Subject Group, and to include the Problem-solving Type Fieldwork, which is based on sustainability-related programs offered in various faculties, in the "Subjects common to all faculties". Here students, foreign or Japanese, will go out to various fields all over Japan to learn "problems tackled by Japanese society (environmental issues, decreasing birthrate and aging population, and regeneration of communities)." We hope that students having pluralistic cultural backgrounds will enter a field composed of various communities and acquire the practical power of creating sustainable society in the process of solving challenges, which every country in the world will evenly face in the future, in collaboration with one another.



### 3. Progress of the Efforts (in FY 2015)

#### ■ Common performance indicators and goals

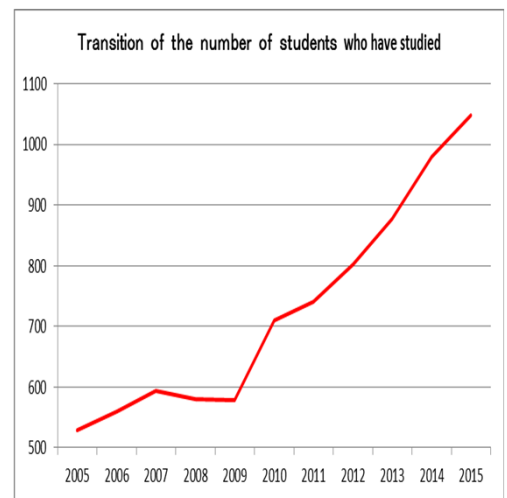
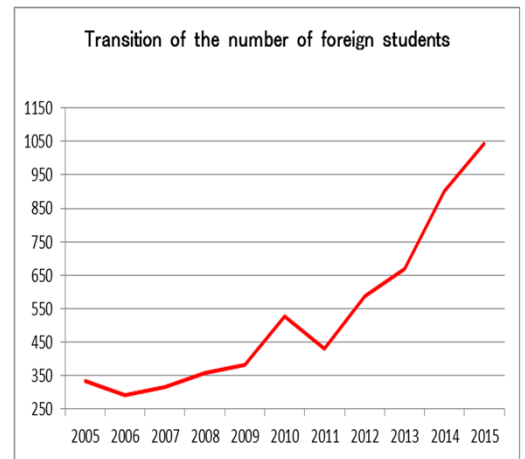
##### Internationalization

###### Percentage of foreign students in the total student population

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###### Percentage of all the university's students from Japan who have studied abroad

We conducted surveys in some countries for the purpose of developing international volunteer/internship programs. The number of students sent to foreign countries overseas is 804 in FY2012, 877 in FY2013 and 990 in FY2014, to 1055 in FY2015 which is increasing steadily.



###### Exchange on the basis of agreements between universities

Under the policy of increasing the number of agreements between universities which will enhance the opportunities of students, we have promoted execution of such agreements. The number of universities/institutes with which we entered agreements increased from 130 in FY2013 to 145 in FY2014, 194 in FY2015.

##### Governance Reforms

###### Establishment of concrete visions and medium-term plans, etc.

The HOSEI 2030 Establishment Board and individual committees for establishing long-term visions of the University mentioned challenges relating to management and operations of the University ("vision for governance") and internationalization strategies ("vision for globalization") as important issues that should be examined with long-term visions in mind, and have been examining those visions in close association with this Initiative.

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##### Educational Reforms

###### Improvement of facilities for active learning

From the standpoint of "making units substantial", we have made efforts to improve environments for assuring students' autonomous learning to encourage students to study actively, thereby making learning substantial. In order to promote active learning such as group work, fieldwork and presentations, we have improved learning environments corresponding to active learning in every campus where the faculties are located. In addition, the active learning facility ("Learning Commons") in the Ichigaya Campus has learning advisors, who are graduate students, to receive consultation about preparation of reports or research papers, presentation methods, and learning in general from graduate students.



〈Active Learning Facilities〉

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〈FD training at an overseas university〉

## ■ Our own performance indicators and goals

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〈Collaborative activities with secondary education institutions〉

### Organization of alumni networks

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## ■ Distinctive efforts based on the characteristics of the University

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## 4. Progress of the Efforts (in FY 2016)

### ■ Common performance indicators and goals

#### Internationalization

##### Percentage of foreign students in the total student population

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##### Percentage of all the university's students from Japan who have studied abroad

We conducted surveys in some countries for the purpose of developing international volunteer/internship programs. The number of students sent to foreign countries overseas is 877 in FY2013 and 990 in FY2014 and 1055 in FY2015, to 1058 in which is increasing steadily.

##### Exchange on the basis of agreements between universities

Under the policy of increasing the number of agreements between universities which will enhance the opportunities of students, we have promoted execution of such agreements. The number of universities/institutes with which we entered agreements increased from 145 in FY2014 and 194 in FY2015 to 212 in FY2016.

#### Governance Reforms

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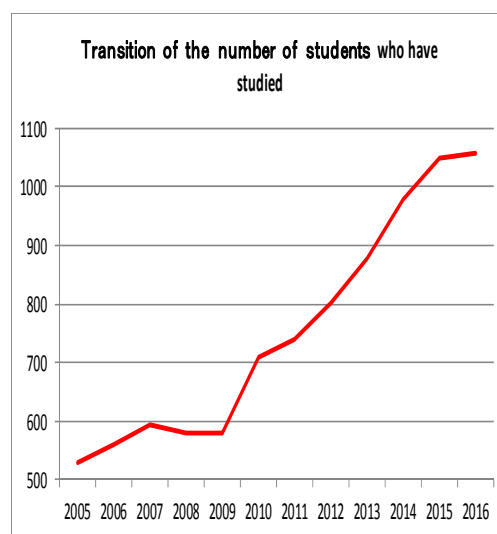
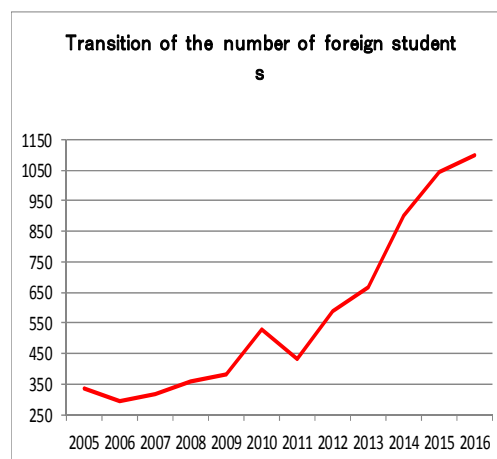
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〈FD training at an overseas university〉

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〈Collaborative activities with secondary education institutions〉

### Organization of alumni networks

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## ■ Distinctive efforts based on the characteristics of the University

### Promotion of collaboration among students

Foreign undergraduate students can use "foreign student advisors", and foreign graduate students can use the "tutors' guidance system for foreign students" to get livelihood and learning support. In addition, thanks to the enhanced system of "Language Buddy", problems can be solved through peer support among students. We held the "Discover Japan II" Tama seminar in November 2014, and the Nikko seminar in January 2015, so that Japanese students and foreign students could learn from each other. These are well known as programs where foreign students and Japanese students cooperate with each other in conducting a problem-solving type project, thereby understanding each other more.



〈Students' collaboration (Language Buddy)〉

## ■ Free field

### Efforts toward establishment of English degree courses and problem-solving fieldwork

As planned, we established the Global MBA Program in the Hosei Business School of Innovation Management in FY2015. Also we established the Global Business Course in the Faculty of Business Administration, the Sustainable Society Co-creation Program in the Faculty of Humanity and Environment, the International Program in the Faculty of Engineering and Design, and Institute of integrated Science and Technology (IIST) in the Koganei Campus in FY2016.

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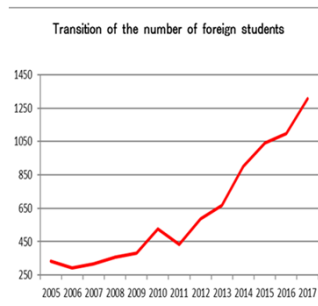
## 5. Progress of Respective Activities (2017)

### ■ Common performance indicators and goals

#### Globalization activities

##### Proportion of international students

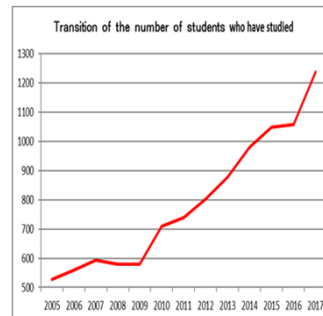
The ratio of international students to domestic students is increasing as a result of progress in the acceptance of international students through the Exchange Students from Overseas Program (ESOP), English-based degree programs that have been gradually introduced since 2015, and the Japanese Language Program started in 2016. The short-term study program, an opportunity for international students to experience Japanese culture and mingle with Japanese students, has also contributed to the globalization of the campus environment. The total number of undergraduate and graduate students from abroad has increased from 1,043 in 2015 to 1,097 in 2016 and 1,306 in 2017.



〈Learning with international students〉

##### Proportion of Japanese students who have studied abroad

The support system to send Japanese students abroad has been enhanced, while increasing the number of foreign universities that have agreed to accept these students. In the SA program, as a result of establishing a new cooperative relationship with overseas universities based on surveys and negotiation, the number of students sent abroad has steadily increased, from 1,055 in 2015 to 1,058 in 2016 and 1,238 in 2017.



〈SA Program <Ireland>〉

##### Number of exchange students based on interuniversity agreements

Under a policy to promote interuniversity agreements to improve student mobility, we have endeavored to conclude more of these agreements with overseas universities and institutions, increasing the number of these institutions from 194 in 2015 to 212 in 2016 and 236 in 2017.

#### Activities for governance reorganization

##### Review of globalization through third-party evaluation

The progress of our long-term vision and international strategies (globalization vision) was reviewed based on the result of third-party evaluation by the Globalization Evaluation Group of the Quality Assurance for Hosei Management Committee. As a result, we were able to develop a shared understanding of the progress of activities to support the Top Global University Project and English-based Degree Programs, as well as their current achievement level.



〈Interviews in third-party evaluation〉

##### Activities to enhance the linguistic and global management skills of administrative staff

The personnel overseas training system has been changed from voluntary to designation-based. Accordingly, personnel recommended and screened by their immediate managers have been sent to overseas universities for five months. Also, a domestic, in-house training system has been newly established to designate and solicit several administrative staff to take TOEIC® correspondence courses or online English conversation courses or study at external language schools. Concurrently, we have offered financial assistance for the testing fees of TOEIC® and other language (Chinese, Korean, etc.) ability exams. Through these training systems, we have succeeded in enhancing the diverse skills necessary for Hosei's globalization, including language and management skills and capabilities to appreciate other cultures and acknowledge advanced examples of overseas universities.

##### Development of specific vision, mid-term plans, etc.

HOSEI 2030 Development Committee and the respective committees responsible for developing long-range strategic plans are discussing challenges to be addressed to realize the University's long-term visions: namely, those related to the University's management operation (governance vision) and globalization strategies (globalization vision), both of which are closely linked to the HOSEI 2030 project.

#### Activities for educational reform

##### Implementation of a digital "hospitality" program with the Tokyo 2020 multi-language voice translation app

In an effort to encourage students to learn actively and help them put what they have learned into practice, a digital "hospitality" program using a multi-language voice translation app was conducted with the accreditation of the Tokyo Organising Committee of the Olympic and Paralympic Games. Using the multi-language voice translation app Voice Tra developed by the National Institute of Information and Communications Technology (NICT), students created a new international communication program that can make example sentences, etc. By building the translation app, students were able to deepen their understanding of Japanese culture and nurture a global mindset.



〈Lesson through active learning〉



## Implementation of entrance examination reform

Since 2016, ahead of other universities, Hosei University has used external English tests in the general entrance examination in the Faculty of Sustainability Studies, the Faculty of Social Policy and Administration, Department of Global and Interdisciplinary Studies (GIS), the Faculty of Sports and Health Studies, the Faculty of Computer and Information Sciences, and the Faculty of Bioscience and Applied Chemistry; and in the self-recommendation entrance examination in the Faculty of Economics. Also since that year, global experience-based general recommendation has been implemented in the entrance examination of the Faculty of Letters, the Faculty of Business Administration, and the Faculty of Lifelong Learning and Career Studies; and International Baccalaureate-based self-recommendation in the entrance examination of the Faculty of Letters, the Faculty of Intercultural Communication, and the Faculty of Lifelong Learning and Career Studies. For international students, entrance examinations before coming to Japan have been conducted since 2015 in the Faculty of Law, the Faculty of Economics, the Faculty of Sustainability Studies, the Faculty of Engineering and Design, and the Faculty of Bioscience and Applied Chemistry; and since 2016 in the Faculty of Computer and Information Sciences.

## Implementation of Academic Support Service

The Academic Support Service program has been introduced to help Japanese faculty members make presentations and conduct lessons in English. In this program, foreign instructors offer advice to Japanese faculty members who conduct lessons in English and personnel involved in the English-based Degree Program. In 2017, a total of 137 Global Open Courses that are conducted in English were offered and 2,685 students took them.

### ■ Performance indicators and goals unique to Hosei

#### Support for secondary education to lay the foundations of global society

A collaborative project with high schools, primarily our affiliate schools, that are positively promoting globalization with an interest in sustainable global society is in progress. This project has been chosen by the Japanese Ministry of Education, Culture, Sports, Science and Technology as one of examples of efforts to nurture people with a global view for further promotion of education for sustainable development (ESD). We have organized an English Camp event (lasting three days and two nights) and a high school English presentation competition. As a collaborative project with overseas high schools, we implemented an invitation program through the “Japan-Asia Youth Exchange Program in Science” conducted by the Japan Science and Technology Agency (JST). This science and engineering program aims to offer Southeast Asian high school students an opportunity to acquire Japan’s latest scientific and technological knowledge. Also, through our unique HOSEI –SSP (HOSEI Short-term Scholarship Program for High School Students), high school students were invited from Vietnam, Thailand, Indonesia, and Cambodia to learn about the Japanese way of doing business and the concept of sustainability derived from Japan.

We also organized events to drive social globalization on an extensive scale, including an English Play Day event targeting local children.



〈 A collaboration project targeting local children〉



〈 A Collaboration project with secondary schools〉

#### Establishment of alumni network

HOSEI MEETING, a gathering of Hosei alumni, was held in the U.S. in 2017. Also, a LinkedIn-based alumni network was established to connect more than 4,500 Hosei alumni not only in Japan but elsewhere in the world.



〈 A collaboration projects with alumni (in New York)〉

### ■ Unique activities based on Hosei’s characteristics

#### Promotion of students’ collaboration

A system for Japanese students to offer advice to international undergraduate students and a tutoring system for graduate students to support their international peers in their academic and daily lives in Japan are in place. Also, “Language Buddy” is a well-organized system that helps students solve problems through peer support. These systems have been fully rooted as a means to deepen mutual understanding between international and Japanese students by allowing them to cooperate with each other to solve problems. In 2017, as an event based on collaboration with students, Hosei Global Day 2017, was held to invite the public at large. Lectures by representatives from international volunteer and internship service organizations and people involved in global organizations and businesses were held and consultation booths were set up. The visitors included the general public and students from other universities, as well as from affiliate schools and other local high schools, for whom this is an opportunity to imagine global experiences they will be able to have as Hosei students.



〈 Students’ collaboration event (Hosei Global Day 2017)〉

### ■ Free description column

#### Enrichment of English-based Degree Programs and implementation of problem-solving fieldwork

As English-based Degree Programs, the “Global MBA Program,” was introduced in the Graduate School of Innovation and Management in 2015, and the “Global Business Program” and “Sustainability Co-creation Program” in the Faculty of Economics and the Faculty of Sustainability Studies, respectively, in 2016. That year, the Institute of Integrated Science and Technology (IIST) was opened in the Koganei Campus, while the Institute for Global Economics and Social Sciences is scheduled to open in September 2018.

In line with the introduction of these English-based Degree Programs, the Global Open Course has been started, and a problem-solving fieldwork project based on sustainability-related programs that have been offered by respective faculties is scheduled to be introduced as a university-wide common course. In this course, both international and Japanese students on an equal basis will have an opportunity to do various fieldwork in local areas in Japan to learn together about the problems Japan faces, including the declining birthrate, the aging population, and the revitalization of local communities. This course aims to nurture the practical skills of students from a pluralistic background to address problems that people worldwide will inevitably face in the future and create a sustainable society by involving students in collaborative problem-solving projects in various communities.



# 1. Project Summary

[Project Name]

Going Global Meiji 8000!

- Developing Students with a Frontier Spirit for the Future, by Encouraging Students' Proactive Learning -

[Our Vision of Meiji University as a Top Educational Institution]

Globalization is making it possible to instantly communicate all kinds of information around the world, and this is having a profound impact on politics, economies, culture and other aspects of human society. The world needs Global Human Resources with a Frontier Spirit for the Future, who can cultivate mutual trust within the global community, working together to solve problems and making major changes while shaping a new future, based on a deep understanding of the history and culture of regions affected by environmental degradation, poverty, human rights violations and other global issues. Through its efforts in the Top Global University Project, Meiji University is developing students with a frontier spirit for the future, by encouraging students' proactive learning, we will send out approximately 8,000 graduates each year into the world as global human resources who can learn, think and act proactively to shape a new future in our diverse world.

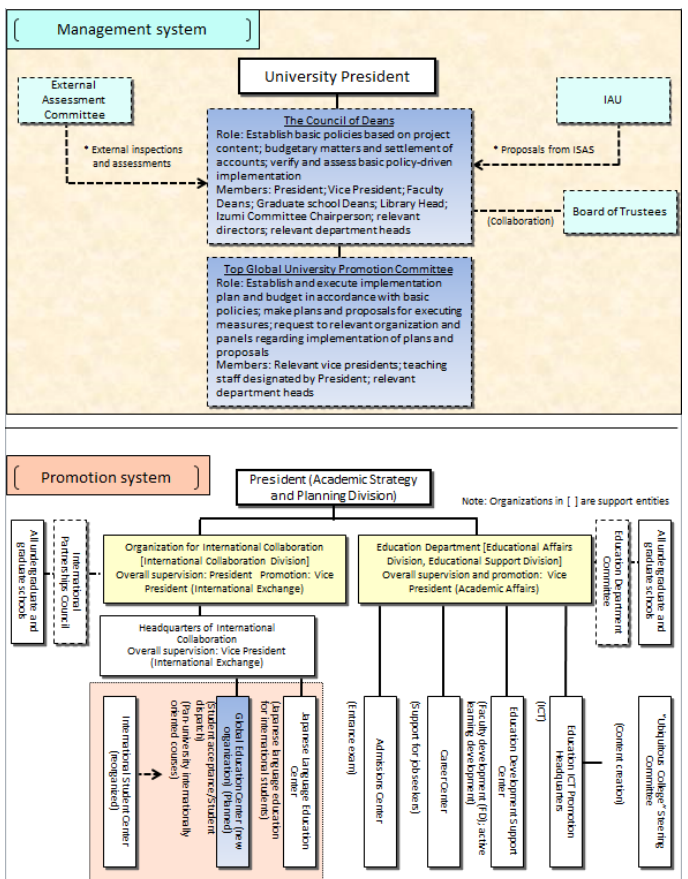
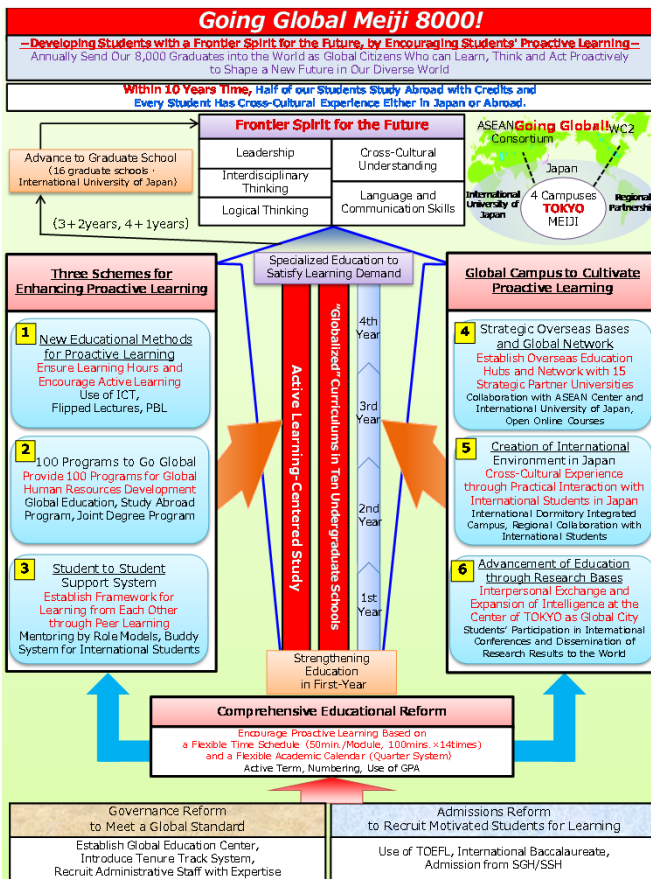
[Project Summary]

The project envisions developing global human resources with a frontier spirit for the future capable of thinking and making decisions on their own, and creating new values in the diversified world by globalization. To achieve this, Meiji University is cultivating superlative students by (i) based on Comprehensive Educational Reform that dramatically improve the educational ability of Meiji University, (ii) developing three schemes for proactive learning, and (iii) establishing a global campus to cultivate proactive learning is the norm. Meiji University is also raising its standards, including those for students occupying the average student profile. Our Comprehensive Educational Reform will lead to an "Active Term" system (academic terms that have no required subjects and combine inactive periods during the summer or spring). This will increase the mobility of students and teaching staff, and encourage students to study proactively, with the support of the following initiatives that are applied in combination.

- (1) New educational methods for proactive learning (distance education, flipped lectures, problem-based learning [PBL], etc.)
  - (2) 100 programs to go global (summer sessions at universities outside Japan, overseas internships, etc.)
  - (3) Student to student support systems (peer learning, an accredited student system sending Japanese students for study overseas and accepting foreign students to Meiji University, etc.)
  - (4) Develop strategic overseas Bases (15 educational institutions) and a global network (consortiums)
  - (5) Creation of an international environment for cross-cultural experiences in Japan (interaction with foreign students)
  - (6) Advancement of education through research bases (partnerships bringing together industry, educational institutions and governments)
- To cultivate proactive learning, the most important endeavor is sending students overseas. Meiji University intends to send 4,000 students overseas each year (one out of every two graduates and graduate school graduates), to study special subjects in other countries. Likewise, we intend to accept 4,000 foreign students each year. This will help create an international environment in Japan, provide opportunities for Japanese students to study with them, and promote the dynamism required to cultivate human resources who will make a name for themselves in the world.

[Project Concept]

[Organization for Project Implementation]



[10 Year Plan Summary]

		Phase establishing education system foundation for project implementation			Phase using that base to boost educational potential and super-globalization				Phase evaluating super-globalization			
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Globalization promotion	Opening up to the world	Scholarships	New: International Students Incentive Scholarship Program; Special Grant for Privately Financed International Students									
		Foreign student dormitories	Acquire land, construct buildings	Plan, construction, and management of dormitories housing both Japanese and foreign students								
		Support for overseas study	Development programs			Formal adoption of bridging program (linking language study to regular subject after the study completion)						
	Subject	Focus on enhanced language ability	Existing: Program to enhance practical English ability			New: Subjects enhancing practical English ability			Subjects to be required			
		Subjects focused on study abroad	Existing: Courses preparing students for study abroad			Expansion of subjects relevant to study abroad						
		Global education	Existing: International Education Program			New: Global education subjects			Subject to be required			
		Global-specific	Existing: Subjects held in English in each faculty			New: Global-specific subjects						
		Classes by invited famous foreign instructors	Existing: Top school seminars			Top school seminars (University-wide)						
		PBL subjects	Existing: Cross-faculty practical subjects			New: Cross-sectoral PBL subjects						
		Foundation	Governance	Organizational structure	Existing: International Student Center			New: Global Education Center				
Personnel affairs of teaching staff	Determination of appointment policies			Adoption of tenure track system			Appointment of tenure track teachers					
Personnel affairs of non-teaching staff	Rules established			Hire global-oriented professionals								
Education system	Numbering		For some subjects			For subjects in all faculties						
	Academic calendar		Prepare for adoption			For common subjects throughout university						
	Scheduling		Develop system		Exam administration		14-week half-year term (7 + 7 weeks); set academic year; [100-min. class per segment]				100 minutes per segment (50 + 50 min.)	
Entrance exams	Active terms		System Design		Curriculum revision		For some faculties		For all faculties			
	General entrance exams		Begin system-related studies		Release of entrance exam information		Carry out the entrance exam (faculty entrance exam, University wide exam, National Center Test for University Admissions) taken into consideration of any scores of accredited external English exams such as TOEFL					
	Multi-faceted entrance exams		Begin system-related studies		Release of entrance exam information		For university entrance exam, calculations of marks to include scores of accredited external English exams such as TOEFL					
							New: SGH entrance exams, super-science high school entrance exams, International baccalaureate university qualification tests					
External assessments		New: Establish External assessment committee			External assessments (1st time)		Improvements guided by external assessments		External assessments (2nd time)		Improvements guided by external assessments	External assessments (Completed)

[Special-focus Efforts (Promotion of Globalization, Governance Reform, Educational Reform, etc.)]

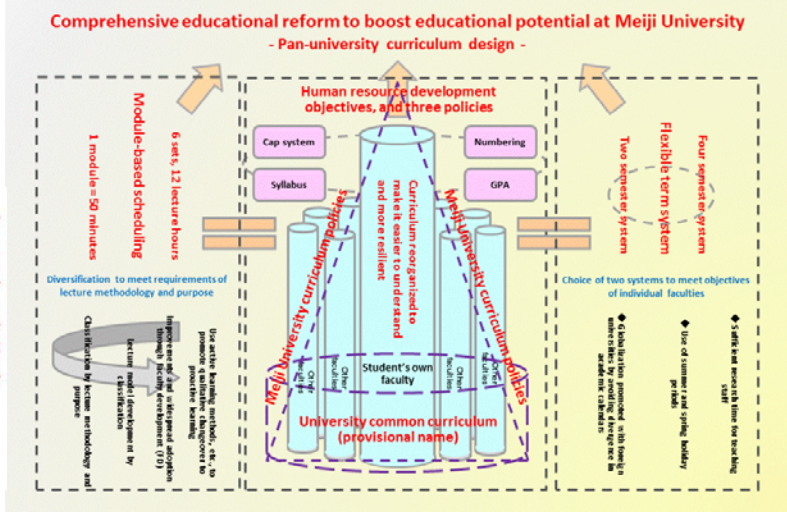
Development of New Pedagogical Systems as Part of the Comprehensive Educational Reform

In accordance with our aim to amend some of our original criteria and thereby permit the establishment of a flexible academic calendar, we have decided to adopt a New Class Schedule consisting of 14 weeks of classes for each term. This schedule will replace the current 90-minute class system with a 100 minute (50 minutes + 50 minutes) system, beginning in the 2017 academic year. This decision will ensure conformity with the number of class hours required by law. The 50-minute module system will increase class hours per segment and permit more flexible class configurations, thereby promoting qualitative improvements in teaching methods and encouraging active learning. With a lecture term of 14 weeks and a more flexible academic calendar, each term can be divided into two 7-week periods to create quarters that are better suited for the development purposes and curriculums of each school (department) and graduate school, creating learning frameworks more conducive to study.

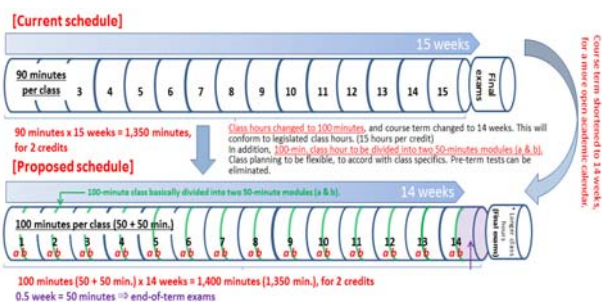
When the new class schedule and academic calendar are implemented, beginning in 2017, adjustments to the curriculums for each undergraduate and graduate school will permit required and major subjects to be offered in each quarter, letting students work toward completion on their own. This in turn will make the establishment of active terms possible, letting students pursue activities in a proactive manner. Students will create their own active terms, using them to gain experience overseas such as short term studies, training, practical studies, internships. To satisfy the unique aspirations of each student, Meiji University will offer them opportunities to study subjects they are particularly keen on, such as international programs promoting overseas study, special lectures in other departments, and programs offered throughout the university. To encourage students to design their own career paths as talented individuals with a Frontier Spirit for the Future, we will take the necessary steps to establish a base that offers them cross-cultural experiences either in Japan or abroad, to proactively experience other cultures.

<Comprehensive Educational Reform>

Comprehensive Educational Reform Organogram



<New lecture schedule>



## 2. Program implementation (2014 academic year)

### ■ Common Performance Indicators and Goals

#### Participation in Globalization

##### Student Support Systems driven by the students themselves

Meiji University has established a Community Coordinator System at the Komae International House. The community coordinators and junior community coordinators support the studies and life of students, and organize events to encourage interaction among dormitory residents. At our Nakano Campus, an International Exchange Promotion Office has been established at the School of Global Japanese Studies to serve as a location for individuals who have studied abroad to discuss their experiences and present information on their place of study. This provides opportunities for students who will study abroad or hope to do so in the future, strengthens networking among students, and promotes among our students a greater interest in the potential of foreign study.

##### International Symposiums

Meiji University presented a Commemorative Symposium on the Ministry of Education's Selection of Meiji University for the "Top Global University Project." The symposium was called "Developing Mutual Understanding and Mutual Trust in the East Asia Region — Toward Forming a Stable and Thriving East Asia," and was held on March 31, 2015.

Working in collaboration with Northeastern University, Duke University, Peking University and Yonsei University, the symposium included a panel discussion conducted by the inviting parties. Presentations were given by students, and the symposium offered practical experience for participants, developing skills that are essential for global human resources (such as independently considering difficult challenges and developing solutions).



Michael Dukakis (former governor of Massachusetts) giving the keynote address



Presentation by students

##### Establishment of the International Students Incentive Scholarship Program and the Special Grant for Privately Financed International Students

To attract talented foreign students, during the 2014 academic year Meiji University established two assistance programs: the International Students Incentive Scholarship Program, and the Special Grant for Privately Financed International Students. Selections have already been done preparatory to grant award. Also during 2014 academic year, our representatives were sent abroad to international partner universities, to promote stronger ties with them and discuss the assistance programs. These efforts spread knowledge of the assistance programs, and enhanced our dissemination of information that is useful in attracting talented foreign students.

#### Governance Reforms

##### Establishment of a Global Education Center (provisional name), and Examination of a Tenure track system

We intend to establish a Global Education Center (provisional name) as one part of our organizational restructuring efforts aimed at promoting globalization. As a first step, we established a review system to develop a Globalization Subject Group (provisional name). We also examined the experience of other universities that are introducing a tenure track system, to consider which type of system will be best for our own teaching staff. During the current 2015 academic year we are revising relevant university bylaws, and during the next 2016 academic year we will adopt procedures for advertising positions and hiring, with a view to making new appointments beginning in the 2017 academic year.

##### Adoption of globalization promotion Measures, and considerations for establishing a task force

The Council of Deans, which is the highest decision-making body on pedagogical matters, was given management authority over this program. Under its authority, bylaws were introduced for the establishment of a steering committee to develop a range of specific relevant policies. To assist in the implementation of those policies, a Top Global University Promotion Team was established with members from relevant departments throughout the university.

##### Implementation of overseas language study programs



Faculty development (FD) training sessions at the University of Nebraska

To raise the quality of teaching staff, in March 2015 Meiji University conducted international faculty development (FD) training sessions at the University of Nebraska at Omaha. During lectures held in English, teaching staff participants acquired practical skills, including methods useful for bi-directional lectures and active learning.

Under the overseas learning program (dispatch to overseas educational institutions), in August 2014 Meiji University sent 10 of its young employees to the University of California —Irvine in the United States to improve their ability to promote globalization projects. And, as part of our long-term overseas study program, we sent a university employee who had been granted a Fulbright scholarship to an American university to obtain a Master's degree.



## Educational Reforms

### Lecture on the use of TOEFL and other external tests

For the February 24, 2014, faculty development (FD) training session held to examine improvements to entrance exams using TOEFL and other external tests, we invited a specialist in the four English-language skills (listening, conversing, reading and writing), and organized a lecture within the university entitled English Language Education and Reform of the University Entrance Exam System: Using Tests To Evaluate the Four English Language Skills. During the lecture, participants learned about the significance and use of entrance exams that employ external tests, and examined examples of how such tests have been adopted at other universities.

### Development of a system to publish an English-language syllabus

To assist individuals from other countries who take our entrance exam in the hope of studying at Meiji University, as well as students enrolled in English credit courses at the university and those who wish to take subjects in English, beginning in 2017 academic year we will offer English translations of all course syllabuses. To permit these syllabuses to be viewed in Japan and abroad, we have taken steps to develop a publishing system for them.

## ■ The own performance indicators and goals of Meiji University

### Establishment of a Global Campus based on cross-cultural exchange

In addition to target sending 4,000 students to study abroad annually by 2023, we also intend to accept 4,000 international students at our university by 2023. Meiji University has been given first place (Humanities category) for three years in a row as the university most recommended to international students by Japanese language school instructors. Our university is highly regarded for its acceptance of international students, and offers them excellent support systems including enhanced Japanese-language education.

The Cross-cultural Experience Opportunities in Japan program envisages interaction with the 4,000 international students who will be accepted to our university every year. The program offers this type of opportunity in Japan even for Japanese students who have no plans to study overseas. We are enhancing our programs for international students, such as the highly popular Cool Japan Summer Program, the Law in Japan Program, and programs accepting international students from the University of Southern California, North Eastern University. At the same time, we are strengthening our promotion of interaction among international students and Japanese students. We also organize problem-solving programs, sending students to recommend ways to reinvigorate local communities in Japan. These activities, which are designed to establish stronger links with local communities, attract the participation of some of our international students and, together with the Cross-cultural Experience Opportunities in Japan program, provide synergies for local community tie-ups.



Dialogue with  
Northeastern University's students

## ■ Innovative steps designed to take advantage of unique university characteristics

### Knowledge creation from world city Tokyo



WC2 General Meeting

Meiji University hosted an annual meeting of the World Cities, World Class University Network (the WC2, established by City University London). Representatives from eight prestigious universities in world cities attended. During the three-day meeting, Meiji University teaching staff also participated in theme-oriented clubs, shining a bright light on some of our research activities.

In August 2015, an inaugural WC2 Symposium also takes place in London, to provide opportunity for faculty member and students from across the WC2 network to gain new insights and share perspectives in academic areas. It will also support the development of cross border relationships and learning communities both as a platform for professional development and collaborative research. This type of international university network is strengthening our ties with major universities in the world, also helping our teaching staff enhance their own person-to-person networks.

### 100 Programs to Go Global

Under the Top Global University Project of Meiji University, we plan sent out all 8,000 annual graduates of our undergraduate and graduate programs into the world as talented human resources with a Frontier Spirit for the Future. For them to be imbued with such a Frontier Spirit for the Future, it is critical that they practice proactive learning. And the most important way to assist them in this is to offer opportunities for study abroad. The project's plan calls for 4,000 students to be sent each year from Meiji University for study overseas. This adds up to 16,000 students over four years. Since Meiji University has about 32,000 students, this works out to half of all students studying overseas during part of the four-year program. In other words, the plan envisions half of the student body gaining experience as foreign students.

The 100 Programs to Go Global serves as the driving force for sending students to overseas studies. Meiji University believes that taking specialized subjects in English makes it possible to acquire world-class useful knowledge, thinking and English language skills. So far, Meiji has signed agreements with eight universities including the University of California, Berkeley for summer sessions lasting about three months, and is sending many students to those sessions. Under the project, we will expand the number of universities to 20, and to send 600 students annually. In addition, we offer "100" opportunities for our students to study in other parts of the world. For example: overseas study programs linked to English Language Study (ELS) support institutions; summer study sessions in law at the University of Cambridge's Pembroke College; a French Fashion Program (short-term overseas lecture series); a study program at the Lyon Institute of Political Studies; and a semester internship program offered in conjunction with Walt Disney World.

### 3. Program Implementation (2015 Academic Year)

#### ■ Common Performance Indicators and Goals

##### Globalization

###### 1. Approaches to improving the English competency of students

Meiji University has developed this program to enhance practical English ability and to help students acquire practical skills in English. In the 2015 academic year, the university held four such programs, including a course to assist preparation for TOEFL and IELTS exams, distance education from specialized teachers in other countries, and an e-learning course utilizing multiple forms of media. These programs attracted the participation of 1,125 undergraduate and graduate students. In addition, Meiji University newly instituted the Intensive Academic English Program in coordination with ELS, a U.S. English education institution. The program was taken by 14 students in the February session and 13 in the March session.

Starting in the 2016 academic year, Meiji University will require all new students take the TOEIC or TOEFL exams at the time of admission. These results will be used for the organization of English classes and checking of proficiency levels in the first year. In addition, more than half of the undergraduate schools will have their students take one of the aforementioned exams in the fall semester of the first year as well, the results of which will be used for organization of English classes in the second year.

###### 2. Strengthening of information dissemination and overseas public relations in foreign languages

To attract talented international students, Meiji University produced English-language videos introducing the university and student life. Titled "About Meiji University" and "Life at Meiji University," these videos strengthened our dissemination of information both inside and outside Japan. In addition to WAKUWAKU JAPAN, a TV station broadcasting in the three ASEAN countries of Indonesia, Singapore, and Myanmar, broadcasting a special program on Meiji University, ads were placed in newspapers in various countries as well as banner ads (Internet) aimed at students in North America in general and on the West Coast of the United States.

Furthermore, Meiji University launched "ALL ABOUT MEIJI ~ Meiji in Numbers," a PR website conveying the strengths and specializations of the university through 25 topics in an easy-to-understand fashion. The university is strengthening its provision of information to other countries through public relations in 10 languages, including Japanese.



<ALL ABOUT MEIJI ~ Meiji in Numbers>

##### Governance Reforms

###### 1. Implementation of overseas training for faculty

International faculty development (FD) training sessions aimed at raising the quality of teaching staff were held in the United States, at the University of California, Irvine. The eight teaching staff members who participated learned practical teaching methods premised on instruction in English, including interactive teaching and active learning. At the University of California, Davis, 11 teaching staff participated in an experience-oriented training sessions focused on study and work abroad. These training sessions were aimed at developing core human resources for the promotion of globalization. Upon their return, the 11 participants reported on the results of these training sessions and made proposals concerning the operation of Meiji University to the university administrative team (the Chairman and other members of the Board of Trustees). In addition, Meiji University decided to send teaching staff to Södertörn University (Sweden) for a one-year program in the 2016 academic year. As these activities indicate, the university is engaged in efforts to construct networks with universities in other countries and to develop human resources versed in the state of higher education in other countries.



<Presentation at the University of California, Davis>

###### 2. Institution of the IR Steering Committee and issuance of analytical reports

Meiji University instituted the IR Steering Committee and established a system to support decision-making from a quantitative perspective. The committee built a data warehouse on a university-wide level, and began operating an IR database to assist analysis. Simultaneously, the committee engaged in discussion with the executive units in each undergraduate school on the data-based operation of education and learning. Based on these results, the committee released the "IR Data Catalog (2015)," a report presenting the findings of an analysis of education data, and shed light on matters such as trends in learning among international students. Hence forth, the committee will be conducting surveys and analyses as well as presenting reports and proposals mainly for the purpose of improving education.

##### Educational Reforms

###### 1. Implementation of a new instruction timetable and promotion of comprehensive educational reform

Meiji University has decided to implement a new timetable (with 100 minutes per slot, consisting of two 50-minute modules), starting in the 2017 academic year. The new timetable will not merely expand the class time per slot from 90 to 100 minutes; but is also aimed at more flexible instruction matching the aptitude level of the class, in keeping with the diversification of teaching methods for a qualitative conversion in instruction. In connection with this, a training session was held on teaching methods related to the implementation of 100-minute classes. This training session consisted of reporting as well as questions and answers on the methodology for making the qualitative conversion of instruction at Meiji University, with descriptions of cases of active learning at other universities.

The university is also planning a change to the academic year calendar where a flexible academic year calendar enables the dividing of each 14-week semester into first and second halves lasting for seven weeks each. While retaining the semester class setup as a general rule, the new academic year calendar will permit the development of intensive classes based on completion in seven weeks, in accordance with the class purpose, method, and education effect or the globalization promotion policy in the particular undergraduate or graduate school. Our objective is to construct a framework allowing for the establishment of an environment that makes it easier for students to study abroad, in accordance with the globalization policy for each undergraduate school.

## 2. Use of TOEFL and other external exams in undergraduate entrance exams

A study session was held for faculty members in each undergraduate school on using English qualification and certification exams in entrance exams. The study session introduced social trends as well as the current state of similar programs at other universities and undergraduate schools while profiling cases of other undergraduate schools that have already decided to implement the use of these qualification and certification exams in general selection entrance exams. The Admissions Center collected information on various external exams and periodically provided it to the undergraduate schools.

Beginning with the entrance exams for the 2017 academic year, the School of Business Administration decided to implement a method that uses four English language skills (listening, speaking, reading, and writing) in its general selection entrance exams. The School of Commerce has established a recruitment quota for the use of TOEFL in its special entrance exams using the National Center Test for University Entrance Examinations. The School of Political Science and Economics is newly implementing a global version of the special entrance exam, and the School of Global Japanese Studies will be expanding application eligibility for the English Track entrance exams to Japanese nationals as well.

The use of TOEFL and other external exams will make it possible to gauge the English language proficiency of students in regards to the four skills of listening, speaking, reading, and writing, which could not be assessed by conventional entrance exams. Through this, a system has been established that enables selection of students equipped with not only language proficiency but also intercultural understanding and logical thinking skills as well as the qualities needed to proactively and independently study abroad.

## ■ Performance Indicators and Goals Unique to Meiji University

### 1. Promoting acceptance of international students and creation of an international environment for cross-cultural experiences in Japan

In addition to a plan to send 4,000 students overseas every year, Meiji University also intends to accept 4,000 international students every year. Meiji University ranked first in the Universities of East Japan Liberal Arts Department in the Nihon-Ryugaku Awards for four consecutive years. These awards are based on selections by Japanese language school instructors of universities they would recommend to international students. The university was given high ratings for its acceptance of international students and it is augmenting its study abroad support for these students, including the strengthening of Japanese language education.

The creation of an international environment for cross-cultural experiences in Japan is a program that involves interaction with the 4,000 international students who will be accepted into Meiji University every year. This project provides venues and opportunities for cross-cultural experiences in Japan without having to study abroad. Short-term programs such as the highly popular Cool Japan Summer Program and the short-term Japanese Language Program recruit Student Supporters and volunteers, and provide a venue for cultural exchange.

Meiji University will continue to provide cultural exchange spaces in Japan, including the opening of the English Cafe in the International Lounge on the Izumi Campus in the 2016 academic year. It is also promoting use of the student resident supporter system in dormitories whose residents include international students, and developing a new community exchange program.



<Ranked 1st for the fourth consecutive year in the Nihon-Ryugaku Awards>



<The English Cafe opening on the Izumi Campus>

## ■ Distinctive Approaches Based on the Characteristics of Meiji University

### 1. A diverse international program and enhancement of the study abroad support system

Under the Top Global University Project, Meiji University plans to send all 8,000 students who graduate or complete their studies every year into the world as human resources brimming with a Frontier Spirit for the Future. For them to be imbued with this spirit, it is critical for students to practice proactive learning, and the most important means to this end is to study abroad. The goal for Meiji University is that in eight years time, it will be sending 4,000 students to study abroad every year. This would mean one out of every two students will have studied abroad by the time they graduate.

For this purpose, Meiji University currently offers a variety of international programs. These include Summer Sessions in collaboration with the University of California, Berkeley, a study abroad program at Sciences Po Lyon, and the Walt Disney World Semester & Internship Program. Furthermore, to support students wishing to study abroad, Meiji University not only launched a study abroad counseling system in the 2013 academic year, but also began holding a new event titled "Study Abroad Festa" on each of its campuses in the 2015 academic year (continuing in the 2016 academic year as well), and opened a study abroad consultation counter on the Izumi Campus in April 2016.

### 2. Functional reinforcement of the Meiji University ASEAN Center

Located in Bangkok, Thailand, the Meiji University ASEAN Center provides Japanese language education for students from ASEAN countries before they come to Japan for study, and is engaged in distance education and other activities with Meiji University campuses. In study abroad programs for the ASEAN region, the Meiji University ASEAN Center offers life counseling and support for international students. In addition, it has played a front-line role in crisis management activities, such as confirming the safety of students sent to those countries in times of emergency. The capabilities and functions of the Meiji University ASEAN CENTER will be further developed in the future.



<Study abroad program at Sciences Po Lyon>



<At the Study Abroad Festa>



## 4. FY2016 Progress

### ■ Common indicators and targets Internationalization

#### 1. Expansion of the program for study at four University of California (UC) campuses to all schools beginning with the summer sessions

As a general rule, this program allows students to study for about 12 weeks in the spring semester and complete regular courses together with U.S. students at four University of California campuses. In the 2016 academic year, a total of 29 students from Meiji University studied under this program. In October 2016, Meiji University invited Cole Harry, who is in charge of this program at the University of California-Berkeley (UCB), to speak at an event titled “The 2017 Academic Year University of California-Berkeley Program.” The event was attended by about 100 students wishing to study at UCB. Although the program was open only to students in the School of Political Science and Economics up to the 2016 academic year, it is being expanded to cover students in all schools beginning with the 2017 academic year. As of May 1, 2017, Meiji University was planning to send 33 students to the summer sessions held at the Berkeley, Los Angeles, Irvine, and Davis campuses of the University of California.



<Seminar of the UCB program in the 2017 academic year>

#### 2. Appearance of Meiji University in the Times Higher Education World University Rankings

Meiji University achieved a place (801+) on the World University Rankings 2016-2017, which were released on September 21, 2016 by “Times Higher Education,” a British educational magazine. It was the first time for Meiji University to appear in the Rankings. Meiji University also appeared in the Asian University Rankings 2017, the Asian edition of its rankings, released on March 15, 2017. In this edition, it placed 251+.

### University reform

#### 1. Start of operation of a comprehensive student information database and publication of the “IR Data Catalogue – 2016 Academic Year Edition”

The IR Steering Committee has newly constructed a “Student Information Database” that is linked with the student registration system; this constitutes a comprehensive store of information on individual students in all aspects, from academic record for entrance (credits earned and GPA) to career path. It has commenced provision of data for studies of ways to improve entrance exams and curricula, in consideration of learning and career paths. The Committee held a “Deans Confab on IR” based on the findings of an analytical report setting forth the key points of the data. Its members also exchanged views with faculty members in each school on the subject of “data-based improvement education.” The results of these activities provided footing for publication of the “IR Data Catalogue – 2016 Academic Year edition.” Besides presenting the relations between high school records and GPAs, the Catalogue sheds light on the influence exerted by GPAs on career decisions and the characteristics of selection of the type of business when seeking employment, particularly through comparisons between international and Japanese students.

Currently, the Committee is also incorporating data on the linguistic scores of Japanese students. In the future, it intends to analyze the results of studies on curriculum improvement related to international education and make related reports and proposals based on the findings.



(IR Data Catalogue)

#### 2. Institution of the Personnel Division

As globalization progresses, the sustained advancement of universities into the future demands not only improvement of the individual capabilities of faculty but also a higher level of capacity in the organization as a whole. Toward this end, Meiji University decided to newly institute a Personnel Division, which aims to bolster personnel functions through such activities as examination of staffing arrangements, strategic faculty hiring and human resource development, and promotion of seminars to support career development.

### Education reform

#### 1. Publication of a collection of cases of active learning and faculty development (FD)

Meiji University collected cases of ingenious teaching methods already being applied by teachers in their classes and compiled them into a booklet. Titled *Collection of Cases (Active Learning, etc.) for Heightening Education Effects in Classes*, the booklet was published in January, 2017. At the same time, as a part of its FD activities, the University conducted a seminar based on this collection of cases at the Faculty Council in each school. Meiji University also introduced a timetable with 100-minute classes beginning with the 2017 academic year; this time presents good opportunities for the mutual sharing of information by teachers on knowledge they have acquired on ways of teaching classes and ingenious methods, so that each teacher could again review his or her own classes and take tips from this information.



<Collection of Cases of Active Learning>

#### 2. Use of TOEFL and other external exams in school entrance exams

Beginning with the entrance exams for the 2018 academic year, the School of Commerce will establish an application quota and introduce the use in its general entrance exams of the results of exams of the four basic English skills. The School of Global Japanese Studies has introduced an entrance exam system for awarding the highest score (200) to applicants who have reached a certain benchmark in exams of the four English skills and exempting them from the English exam on the day of entrance exams. In addition, Meiji University is considering the use of the results of external exams for assessing English competency in all-school integrated entrance exams. In these exams, ten schools will simultaneously hold exams with the same questions so that applicants can apply for more than one school by taking just one exam; this will come into effect from the entrance exams for the 2019 academic year.

## ■ University's own indicators and targets

### 1. Opening of the English Cafe

The English Cafe is a venue for interaction between students from Japan and those from other countries. It is held mainly by first- and second-year students in the School of Arts and Letters on the Izumi Campus. In the English Cafe, international students serve as navigators in sessions held three times a week for two or three hours per session. The English Café brings the participants into contact with the cultures of other countries around the world and ordinary conversation in English. Besides improving linguistic and communication skills, the purpose of the sessions lies in nurturing ability for mutual intercultural understanding. In addition, as a trial project conducted in advance of the Discover Japan program, in which Japanese students will introduce Japan to people from other countries in English, the English Cafe confirmed that it was possible to enliven venues for co-learning through mutual interaction.



(A session of the English Cafe)

## ■ Initiatives for the enhancement of international reputation/ Featured initiatives based on the characteristics of the university

### 1. Math Everywhere: Meiji University *doing* mathematical sciences – elucidation of complex phenomena by modeling

Meiji University is a comprehensive urban university whose campuses are located in the central part of Tokyo, one of the world's major cities. The adjective "urban" does not just refer to its site in the national capital; Meiji University is also characterized by its ongoing buildup of knowledge and extensive advanced research.

In the 2016 academic year, a program in which the Meiji Institute for the Advanced Study of Mathematical Sciences (MIMS) was a planning participant was selected for the Private University Branding Project (Type B: Research for the World) by the Ministry of Education, Culture, Sports, Science and Technology. The program is titled "Math Everywhere: Meiji University *doing* mathematical sciences – elucidation of complex phenomena by modeling." It is being given support for five years.

The program has defined the following five research agenda: 1) mathematical model-based elucidation of self-organization and collapse in biological and social systems; 2) mathematical modeling approach to elucidation and utilization of illusory phenomena; 3) statistical modeling approach to mechanism elucidation of financial crises; 4) geometric model-based contribution to origami folding for driving industrial innovation; and 5) design of comfortable nursing care space using human sensitivity models based on machine learning. Through research on these agenda, the program will attempt to clarify urgent issues related to complicated phenomena appearing in society.

## ■ Free description

### 1. Initiation of the project for collaboration with 15 ASEAN & CLMV universities

In response to an application by Meiji University, its project "Creation of Innovative Educational System for Sustainable Societies and Urban Growth in CLMV" was selected for the FY2016 Re-Inventing Japan Project in the Type B category (Support for the Formation of Collaborative Programs with Universities in the ASEAN Region). The Ministry of Education, Culture, Sports, Science and Technology had issued a call for applications for the Project.

Recent years have seen remarkably rapid economic growth in the countries of Cambodia, Laos, Myanmar, and Vietnam (CLMV). This fast-paced urbanization, however, holds the risk of causing various problems such as overpopulation in cities, depopulation (and population aging) in rural areas, environmental destruction and pollution, and income disparities between different parts of the country. A look at the actual situation in CLMV neighboring countries reveals that the correction of such problems takes considerable time and comes at a great cost. In light of this situation, the project is aimed at preparing a vision for Asian-style progressive cities of the future based on the lessons learned from Japan's past experience and also devising a co-creation educational system for bringing this vision into reality. It is being implemented together with 15 partner universities in ASEAN and CLMV countries.

Through collaboration in the project, the Meiji University students and students in the developing CLMV countries will acquire an understanding of the problems in their respective countries from different perspectives. At the same time, they will become aware of the uniqueness of those problems and acquire the specialized knowledge and capacity needed to overcome differences in stages of economic and technical advancement and thus deal with shared problems. The project is aimed at developing human resources able to reach practical agreements and form (co-create) value while transcending differences of language and culture.

### 2. Courtesy call on the UN Secretary-General

On May 1, 2017, a group led by President Keiichiro Tsuchiya of Meiji University paid a courtesy call on Antonio Guterres (awarded an honorary doctorate by Meiji University in 2014), on the occasion of his inauguration as secretary-general of the United Nations. Meiji University conferred this degree on Mr. Guterres out of its high regard for his social achievements and tremendous contribution to resolving humanitarian issues toward the goal of world peace. During their visit, the Meiji University group congratulated Mr. Guterres once again on his appointment as secretary-general and expressed their hopes for his contribution to world peace. They then described the current state of Meiji University's entrance exams for refugees and approaches to refugee problems, and received advice from Mr. Guterres on these issues.



"UN Photo / Eskinder Debebe"

(Mr. Guterres and President Tsuchiya exchanging a firm handshake)

## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Increase in the number of students Top World Universities

The summer session program for study abroad at four universities in the University of California (UC) system was expanded to all Meiji departments from the 2017 academic year. Under the program, in the spring semester students study abroad for about 12 weeks as a general rule and complete regular courses together with UC students. Awareness of these universities as excellent study abroad destinations has risen among the students, and Meiji University will be sending 44 students to these universities in the 2018 academic year (up 30 percent from last year).

In addition, beginning in the 2018 academic year, Meiji University is also planning to send a number of students to summer sessions at Stanford University, the University of Pennsylvania, and Harvard University (as of May 1, 2018), all of which have particularly high academic and linguistic requirements.



〈 A class at the University of California, Berkeley 〉

##### 2. Graduate School of Global Business becomes EPAS Accredited

The Meiji University Graduate School of Global Business (Meiji Business School = MBS) received EPAS accreditation by EFMD, a global accreditation body for business schools, on February 20, 2018. MBS is the first part-time MBA course in Japan to receive EPAS accreditation, with the support and initiative of the Meiji University Grand Design policy implemented by the president of Meiji University.

With its goal of educating professionals in Family Business Management and Start-up Business Management in addition to fostering globally competent general managers, MBS strives to deliver content that matches the widely diverse levels and interests of students.



##### 3. New “Meiji University Student Subsidy to Encourage Study Abroad at Top World Universities ” system established

Meiji University established a new system titled “Meiji University Student Subsidy to Encourage Study Abroad at Top World Universities ” in order to help talented students study abroad at top world universities . The subsidies are grants that do not require repayment. Following a selection process, grants will be awarded to students for the purpose of study abroad at top world universities designated by Meiji University, using the agreement or certified study abroad system. There are two types of subsidies. The “Subsidy to Encourage Study Abroad at Top World Universities – S” is awarded to about five students with a maximum of 3 million yen per semester. The “Subsidy to Encourage Study Abroad at Top World Universities – A” is awarded to about 35 students with a maximum amount of 1 million yen per semester.

##### 4. Institution of the Izumi International Mixed-Residence Dormitory in the spring of 2019

Meiji University is promoting internationalization and co-creative learning and education. As a part of this promotion, it is preparing to open the Izumi International Mixed-Residence Dormitory on a lot adjacent to the Izumi Campus, which is attended mainly by first- and second-year undergraduate students in the humanities. The dormitory will open in March 2019.



〈 Conceptual image of the dormitory 〉



〈 Conceptual image of a shared living room 〉



〈 Conceptual image of a dorm room 〉



## Education reform

### Use of TOEFL and other external exams in school entrance exams

For the entrance exams for the 2018 academic year, the School of Commerce is following the School of Business Administration in establishing an application quota and introducing a scheme for use of the results of exams of four English skills in its general selection entrance exams. The School of Global Japanese Studies has implemented an entrance exam system for awarding the highest score (200) to applicants who have reached a certain benchmark in exams of the four English skills and exempting them from the English exam on the day of entrance exams. In addition, the School of Agriculture, School of Business Administration, School of Global Japanese Studies, and School of Interdisciplinary Mathematical Sciences have decided to introduce the aforementioned scheme for use of the results of exams of four English skills in the all-school integrated entrance exam. The integrated entrance exam is one in which ten schools simultaneously hold exams with the same questions so that applicants can apply for more than one school by taking just one exam; this will take effect for the entrance exams for the 2019 academic year. Meiji University is steadily opening its door wider in the aspects of both the entrance exam system and number of applicants.

### ■ University's own indicators and targets

#### Enhancement of language proficiency required for study abroad - Start of the "English Program for Prospective Study Abroad Students"

Starting with the 2018 academic year, the "Program to Enhance Practical English Ability", which was held through the 2017 academic year, will be replaced with the "English Program for Prospective Study Abroad Students." The new program is directed at students who wish to study abroad in the future, and its objective is to enhance language proficiency required for studying abroad so that they will be able to achieve this goal while they are enrolled at Meiji University. Because the curriculum for this program is designed according to language level and skill, students are able to select courses in the program that match their particular needs. In addition to this program, students can view short movies on learning English (English Learning Tips Movies), take part in the "English Learning Advising Office Hour" for individual consultation on learning English, and make use of other types of learning support.

### ■ Featured initiatives based on the characteristics of the university

#### The First in Japan: Technology for Producing Fermentation-Aged Meat "Aging Sheet" Developed by Meiji University

Meiji University is a comprehensive urban university whose campuses are located in the central part of Tokyo, one of the world's major cities. The adjective "urban" does not just refer to its site in the national capital region; Meiji University is also characterized by its ongoing accumulation of knowledge and continuation of extensive advanced research.

Meiji University has launched a collaborative research project into dry-aged meat production with Foodism Co. Ltd. as an industrial-academic cooperation project; this project recently succeeded in the development of "Aging Sheet" (patent pending). It is Japan's first technology for producing fermentation-aged meat in a short time with stable quality. Together with Foodism, Meiji University established Meat Epoch Co. Ltd., a venture firm within the Center for Collaborative Innovation and Incubation, located on the our Campus. Born of Meiji University, Meat Epoch intends to make steady-state production of Aging Sheet for sale and promotion.

### ■ Free description

#### "Incredible Senseis at Meiji University," a new video series showcasing Meiji's world-class research released.

Meiji University has created a series of promotional videos, "Incredible Senseis at Meiji University," and launched a dedicated page to tell the world about its cutting-edge research. Using English-language narration and subtitles in English and Japanese, the videos introduce the work of researchers. The videos make the results of our university's cutting-edge research, which aims to contribute to society by being easily accessible to and engaging for a broad general audience rather than simply targeting other researchers. They combine animation and explanations by the researchers themselves, paired with catchy music and narration to create highly ingenious and attractive movies.



# Top Global University Project (Type B) Rikkyo University

## 1. Outline

### 【 Name of project 】

Global Liberal Arts Education × Leadership Education × Self-Transformation  
 - The Evolution of Rikkyo as a World-Class University -

### 【 Future vision of the university planned in TGU project 】

Rikkyo University's project is titled as "Global Liberal Arts Education × Leadership Education × Self-Transformation - The Evolution of Rikkyo as a World-Class University -." To respond swiftly to the rapid internationalization of society and the needs of a changing world, Rikkyo University will execute its strategic initiatives focusing on three kinds of reforms: Reform of Curriculum, Reform of Students' Awareness, and Reform of Governance. By conducting these reforms, Rikkyo University aspires to become a university equipped with creativity and deployability as well as self-transformational force that could the internationalization of the Japanese universities, while maximizing the mobility of students and faculty members and enhancing the university's competitive advantage and credibility on the global stage.

### 【 Summary of Project 】

#### Reform of Curriculum

In the Reform of Curriculum, the University introduces a number of different new programs, including the university-wide "new" leadership program (Global Leadership Program, GLP), Rikkyo University Integrated Undergraduate Programs, the Global Liberal Arts Minor, the Global Liberal Arts Program (GLAP) and the International Cooperative Graduate Programs, and aims to obtain the maximum effectiveness by creating the organic and strategic linkages among the programs.

#### Reform of Students' Awareness

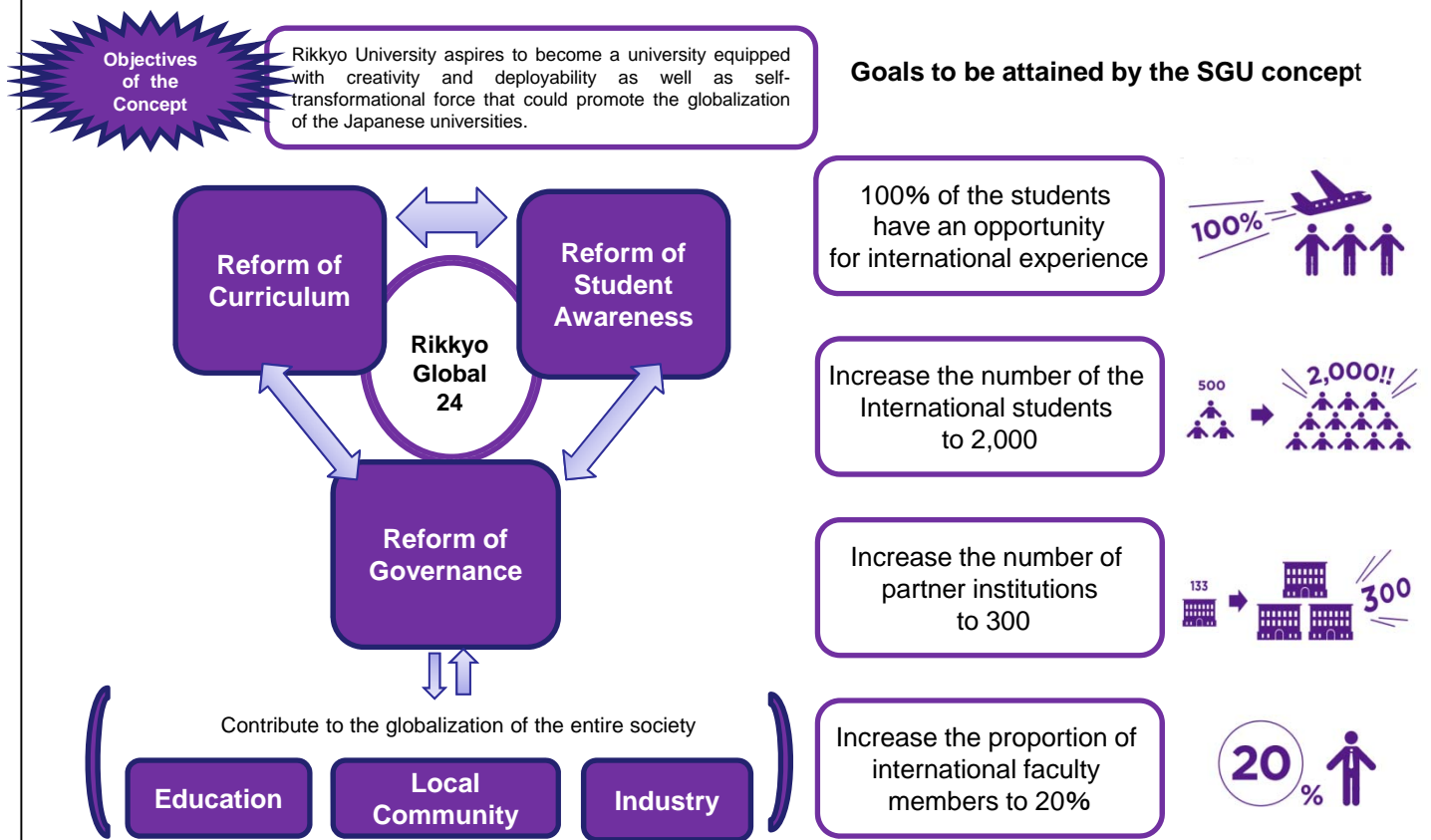
In the Reform of Students' Awareness, the University intends to provide, by utilizing summer programs and the social activities to be hosted at the Global Lounge, the environment where students can acquire independence and expand their worldviews in order to motivate the students to learn about the world and become players in the global community.

#### Reform of Governance

In the Reform of Governance, Rikkyo University plans to enhance its international credibility by making revisions in its academic system, such as the introduction of a new university-wide course numbering system and the GPA as well as the participation of foreign nationals in its executive meeting. Rikkyo University will also streamline its decision-making process to create the Organization of Global Initiatives by re-organizing some of the existing administrative units.

Rikkyo University will endeavor to achieve goals in its internationalization plan through the three types of reforms outlined in the preceding sections. The specific targets for internationalization before the University's 150<sup>th</sup> anniversary of foundation in 2024 are listed as follows:

- (1) all students will in principle have an overseas experience before graduation;
- (2) the University will expedite its campus internationalization by increasing the number of international students to 2,000;
- (3) the University will increase the number of overseas partner institutions to 300 in order to facilitate international collaboration further; and,
- (4) the University will raise the percentage of international faculty members to 20% and establish an internationally competitive campus environment. In addition, the university will spearhead the internationalization of Japanese universities and society at large by publicizing the University's Top Global University Project initiatives both in Japan and overseas through the activities such as the hosting of symposia.



## 【Summary of the 10-year plan】

### Summary of the Reforms for the Next 10 years

Rikkyo University will undertake a number of new tasks and projects for the next ten years, focusing on the Reform of Curriculum, the Reform of Students' Awareness, and the Reform of Governance. Especially, in the Reform of Curriculum, the University envisions the Global Liberal Arts Program (GLAP) as the flagship program. The University continues to lead the organizational reform, introducing the establishment of the English-taught courses, the co-development of new academic programs with overseas institutions and the promotion of diversity in student population.

	2013	2016	2019	2023	
Reform of Curriculum	Global Liberal Arts Minor	Developed curricular framework	Enroll 1,000 students(25%)	Enroll 2,000 students(50%)	Enroll 4,000 students(100%)
	Global Liberal Arts Program(GLAP)	Developed curricular framework	Start the program with class size of 20	Expand class size up to 50	Expand class size further up to 100
	International Cooperative Graduate Program	Signed MoU with partners abroad	Start the English-taught program with 30 students	Expand the number of international students	
	Degree programs offered in English	Developed the joint programs in Graduate School of Business	Start the English-taught degree program in undergraduate colleges	Start the English-taught programs in all 13 graduate schools	Start the English-taught programs in all 10 undergraduate colleges
Reform of Students' Awareness	Leadership Education	Expanded leadership programs	Start new extra-curricular programs, led by Division of Student Affairs	Start graduate program in cooperation with partners abroad	Co-develop new programs with universities in Asia
	Overseas programs	Conferred with Oxford University and the University of the South	Introduce "Rikkyo Service Learning"	Start summer program in University of Cambridge	All students have overseas experiences
	Intercultural environment	Established Global Lounge	Start Global Liberal Arts Minor	Open study abroad support offices in all 10 undergraduate colleges	Students contribute to globalization of local communities
Reform of Governance	Leadership of the President	Announced "VISION 2024," strategy toward the 150 <sup>th</sup> anniversary	Establish University-Wide Liberal Arts Education Council	Utilize the information warehouse in making of the university's policies and strategies	Review the overall project based on performance indicators
	Recruitment of International Staff	Introduce flexible hiring procedure to recruit international faculty and staff members effectively		Hire up to 10 faculty members on tenure track	All administrators experience international services
	Quality assurance of education	Introduce course numbering, GPA system and quarter system		Co-develop quality assurance framework with liberal arts institutions overseas	Build liberal arts consortiums
	Reform of entrance examinations	Accepted International Baccalaureate and English standardized test scores	Start new type of admission for globally-minded candidates	Introduce rolling admission system	Adopt standardized testing of English in entrance exam

### Achievement Goals for the Next 10 Years

By completing the aforementioned tasks and projects, Rikkyo University aims to enhance its international credibility over the next ten years. In particular, the University plans to ensure that all students will in principle have an overseas experience before graduation by providing more study abroad options and introducing the more flexible academic calendar such as quarter system.

	2013	2016	2019	2023	
Core Numerical Goals	Study Abroad	20~25% of students	30% of students	50% of students	All students (100%)
	International Students	750 international students	1,000 international students	1,500 international students	2,000 international students
	Overseas Partner Institutions	123 universities	150 universities	210 universities	300 universities
	International Faculty Members	14% of all faculty members	15% of all faculty members	17% of all faculty members	20% of all faculty members

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### Collaborations Based on the Liberal Arts Tradition and the Network of the Colleges and Universities in the Anglican Communion

Rikkyo University was founded by a missionary of the American Episcopal Church and since its foundation the University has maintained an educational philosophy that fosters globally-minded individuals who can support society in an era marked by a rapidly changing global environment, based firmly on global mindedness and a liberal arts in its educational and research activities. Building on its 140-years of tradition, the university plans to advance its internationalization further internationalization by making use of the network with liberal arts universities and the colleges and universities in the Anglican Communion.

In 2014, Rikkyo University opened overseas liaison offices in Seoul, London, and New York in an effort to cultivate new partnerships with local institutions. Starting in 2015, Rikkyo University plans to expand its network in China and the ASEAN through the new educational programs that have been currently under development.

### "Rikkyo Global 24" and "VISION2024"

Rikkyo University's Top Global University Project concept, "Global Liberal Arts Education × Leadership Education × Self-Transformation: The Evolution of Rikkyo as a World-Class University," is based on the University's internationalization strategies outlined in "Rikkyo Global 24," which was announced in May 2014. In addition, in time for the University's 150<sup>th</sup> anniversary of foundation, younger generation of Rikkyo's faculty and staff members are currently working to produce "VISION 2024" in order to recapture the University's founding principles from modern perspectives and transmit a powerful message for the future.



## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### Increase Diversity in Faculty and Staff Members

In the academic year 2014-15, 57.0% of Rikkyo University's faculty members and 9.6% of staff members were reported to be foreign nationals. Especially in the selection of new faculty members, the university as a whole as well as individual colleges and graduate schools have established "The Profile of Faculty Members Desired by the University and the Policy for Forming Faculty Member Organizations" and announced such profile and policy on the University's homepage. The university has started its efforts to meet the target numbers in the near future.

##### Increase Diversity in Student Body

In the academic year 2014-15, international students represented 3.5% of total student body, and 4.4% of Japanese students had an overseas experience. Regarding the inter-university partnerships that could serve as the basis for student mobility, Rikkyo University signed 15 new partnership agreements with overseas institutions in the same year and the volume of student exchanges is expected to grow in the future. In the academic year 2015-16, several colleges, including Business, Intercultural Communication and Sociology, participated in international conferences such as NAFSA. Rikkyo University has been actively networking with overseas partner institutions and engaging in more international collaborations.

##### Improve Students' English Language Proficiency

In 2014, 6.1% of students had English proficiency that is the equivalent of TOEIC score of 730, TOEFL iBT score of 79, or IELTS score of 6.0. In the same academic year, Rikkyo University made the existing English Proficiency Advancement Test by using TOEIC free of charge and built the system to assist the students' willful and active participation in English language education. As the result, the number of upperclass students who took the test in December was increased from 909 to 1,649 (the increase of 80%) compared to the previous academic year. Moreover, in the April 2015 testing, 1,898 students (13.9% of students in their second to fourth years), took part in the test. In addition, the College of Business held its 12th commendation ceremony of TOEIC Club 900, the group of the students who scored 900 or above in TOEIC exam, and 33 students received the honor.

#### University reform

##### Develop the Skills of Administrators

Starting in 2014, Rikkyo University commenced a new short-term overseas training program for staff members in addition to its previously existing overseas language training. In the overseas training program, administrative staff members first participate in a preparatory course on campus (focusing on office English), then attend an intensive off-campus training program in Japan, and finally visit overseas partner institutions to exchange ideas and opinions with staff members at various departments of host universities, including student affairs, international relations and chief administrative office. In the academic year 2014-15, 10 staff members participated in the overseas training program, and in the academic year 2015-16, 6 administrators are currently receiving the training.

##### Facilitate Swift Decision-Making

In April 2015, the Organization for Global Initiatives (OGI) was established as a key administrative unit in the University's international advancement in order to make swift decisions on enhancing and implementing international cooperation in education and research as well as student mobility. The OGI incorporates the three existing departments, including International Office, Center for Japanese Language Education, and Center for Global Human Resource Development, and intends to strengthen the coordination among the departments. Furthermore, the Vice President for International Advancement serves as the director of the OGI, and supervises the organization in coordination with university-wide policies. The administrative office of each existing center will be unified under the OGI. The OGI is responsible for the planning of the University Council for International Advancement and also the overall operation of Top Global University Project initiatives as well as tracking of each initiative's progress.

#### Education reform

##### Improve the Quality of Education and Developing Programs for Independent Learning

Many of Rikkyo University's curricular and extra-curricular programs feature active learning, including the Global Leadership Program (GLP), the Rikkyo Service Learning Program, overseas internships, and the United Nations Youth Volunteer Program. The GLP is consisted of five sequential classes, ranging from GL101 to GL302 for the purpose of enabling students to acquire the type of leadership that can endure in any kind of trying situation. Since 2014, the English-taught GL202 classes started to be offered and the advance-level classes GL301 and GL302 were introduced in 2015 to complete the systematic learning program. In GL301, it is planned to offer the academic program that provides the opportunity with the students to perform their leadership skills abroad. In order to encourage the student's participation in the program, the introduction of the Rikkyo GLP Scholarship has also been planned.

##### New Admission Procedure for General Entrance Examination

Starting in the academic year 2016-17, the new university-wide admission procedure will be introduced. Instead of the conventional English test, the score of standardized English proficiency tests (such as GTEC CBT, TEAP, TOEFL and IELTS) will be used to evaluate the applicants' English proficiency in the four skill areas of listening, speaking, reading, and writing. The paper tests will be conducted in two subjects. Rikkyo University decided to introduce the new type of admission in 2014 and has been planning the procedure at the moment.



〈Commendation ceremony of the 12<sup>th</sup> CLUB900 award in College of Business〉



〈Rikkyo Service Learning Program〉

## ■ University's own indicators and targets

### The Number of Contact Hours in an Intercultural Environment per Student

Rikkyo University has introduced a Global Consciousness Index (GCI) as an indicator to measure a student's conscious effort to immerse oneself in an intercultural environment. GCI is projected by calculating the total number of hours the students spend in the University's intercultural facilities per year, including the hours of residency at the international dormitories, the hours spent by the visitors to the Global Lounge as well as the total length of time spent overseas in study abroad programs. In 2014, the average hours spent in an intercultural environment was 68 hours per student. In the same year, Rikkyo University opened the Global Lounge in Ikebukuro and Niiza campuses, and each month the university has hosted various intercultural events such as the World Café and Country Festival. The total number of event participants at the Lounge was 620 people in Ikebukuro and 287 people in Niiza during the academic year 2014-15. The university is now in the process of implementing programs to sponsor various events each month involving students' active participation, such as photo exhibitions or event planning contests.

### Response to Suggestions Made by the Advisory Committee with Foreign Nationals

The University decided to propose the solutions to all suggestions made by the Rikkyo University Advisory Committee, which members include the executives of international organizations and multinational companies as well as the consulate officials stationed in Japan by the end of the following academic year. During the academic year 2014-15, the University has offered solutions to all the problems pointed out at the committee meetings in the previous academic year. During the February meeting, the University made a detailed report on its efforts in the areas of internationalization, liberal arts education, and the educational coordination with affiliated schools. The minutes of the committee meetings has been disclosed on the University's homepage in both Japanese and in English.

## ■ Featured initiatives based on the characteristics of the university

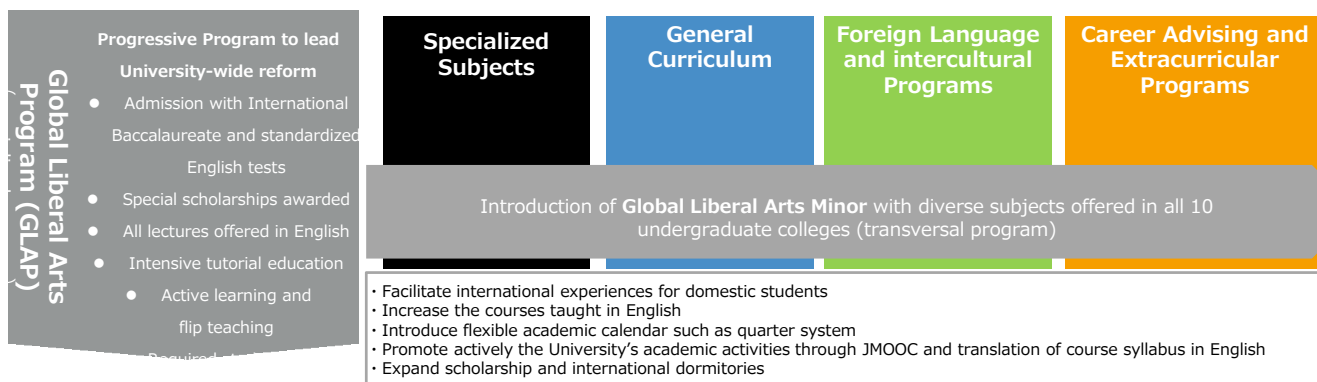
### Global Liberal Arts Minor

The main purpose of the Global Liberal Arts Minor, starting in 2016, is to develop the students' ability to study various topics from multiple perspectives in the global context, utilizing the University's rich liberal arts tradition, the experiences in the University-wide Curriculum as well as the diversity of courses offered in the University's ten undergraduate colleges. More specifically, the students learn about the subjects that are inter-connected under a specific theme within diverse areas of study that could lead to the adaptation of specialized knowledge, while they prepare for an overseas study experience which they will pursue afterwards. The Global Liberal Arts Minor offers a group of subjects on the Japanese studies as Category 1, another group of subjects on that focus on acquiring broad variety of knowledge and expertise as well as developing the students' ability to analyze as Category 2, and finally the additional group of language subjects and the English-taught subjects as Category 3. Moreover, overseas experience is regarded as one of the required components and it could count different kinds of unique experiences, including not only the curricular overseas training and study abroad program, but also extra-curricular programs and independent program designed by the students themselves, if approved by advanced screening.

### Global Liberal Arts Program (GLAP)

The Global Liberal Arts Program (GLAP) is a new interdisciplinary degree program designed to meet the diverse needs and interests of our students, to promote students diversity, and to realize a cross-college degree program by building on the academic specialties and the characteristics of Rikkyo University's ten undergraduate colleges. Specifically, the GLAP students are not requested to choose a certain major at the time of admission and they enter the University with their major undeclared. In addition, the program enables the students to graduate by taking only English-taught courses and emphasizes the development of the students' intercultural skills by mandating to reside in dormitories with international students and to study abroad. As GLAP is scheduled to start admitting the students in the academic year 2017-18, the University has been working to finalize the curriculum design of the program and to prepare for more active collaboration with overseas partner institutions.

### University-wide Educational Reform Based on GLAP and Global Liberal Arts Minor



## ■ Free description

### New Type of Entrance Examination to Select the Candidates for International Programs

Starting in the academic year 2016-17, the College of Intercultural Communications will introduce a Dual Language Pathway, in which the students can complete all the degree requirements using both English and Japanese. Furthermore, the College of Sociology will introduce the International Society Program. Starting in fall of 2017, both colleges plan to utilize the score of standardized English test that can measure four skills as the proof of English proficiency in admission.

### More Options for of Overseas Programs to Meet the Needs of Students

In the academic year 2014-15, the College of Economics started an overseas internship program in the Philippines, and in 2015, also started short-term study abroad programs to learn economics in English in United States, United Kingdom, and Australia. Additionally, other colleges have started to offer more options for study abroad programs with different destinations, durations, course contents and objectives, including the Oxford Summer Program proposed by the College of Law and , and the Short-term Asian Immersion Program offered by the College of Business.

### Formation of the Rikkyo Local Community Council

Since 2014, Rikkyo University has been planning on the project titled "Ikebukuro: A City of Freedom and Culture" in cooperation with Toshima Ward and the Tokyo Metropolitan Theatre as well as local companies and business owners in the neighborhood. To lead future internationalization efforts within the local community, the University is planning the formation of the Rikkyo Local Community Council based on the collaboration made through the initial project.

### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### ○ Development of New Short-term Study Abroad Programs

Rikkyo University has become capable of providing a wide variety of study abroad experiences suited for the diverse needs of the students in term of schedule, locations, purpose as well as contents, due to the fact that each college and department has been actively developing new programs. In the academic year 2015, College of Economics launched new programs for its students to learn economics in English at multiple locations, including United Kingdom, Australia and Philippines, with the total participation of 41 students. International Office also started a new short-term English language program in Australia with the total participation of 27 students. Furthermore, Organization for Global Initiatives (OGI) has hired four Education and Research Coordinators for the purpose of assisting the administration of study abroad programs operated by each college and the newly hired coordinators have been able to streamline the operation of study abroad programs effectively by organizing the activities such as information sessions, pre-departure orientations and re-entry meetings. In the academic year 2015, the total number of the participants in international programs has been increased to more than 1,000 students, combining both curricular and extra-curricular programs.



New Study Abroad Program in Philippines



Global Festa

###### ○ Enhanced Publicity and Global PR Efforts in Foreign Languages

In order to strengthen the university's publicity in foreign languages, Rikkyo University has established the new system that consolidates the official English translation of the university terms and thus assures the transmission of the accurate information to the global community. With the introduction of "English Translation Search Engine" in the academic year 2015, a new organization was formed to take responsibility to maintain and manage the English translation glossary. The new committee, "Committee for Advancing English Translation and Managing University Glossary," has been periodically maintaining and revising the English translation glossary since then. As a result, it enabled the appropriate description of the university's activities in its global PR materials, such as Rikkyo Global 24 footage and pamphlets, and made it possible to conduct the effective promotion in international conferences such as NAFSA, as well as in visits to potential partner institutions overseas and in PR efforts led by overseas liaison offices (Seoul, London and New York). The university signed 20 new agreement with partner institutions overseas in the academic year 2015.

###### ○ Global Festa

The university held an event called "Global Festa" in September 2015 in order to promote its study abroad programs to the students. The event featured several activities, including a panel discussion between alumni and current students who experienced study abroad and the information sessions on the university's various study abroad programs. The event attracted the total participation of 101 students. Moreover, the Global Lounges on both Ikebukuro and Niiza campuses have organized intercultural events on regular basis, including the presentations on world cultures by international students as well as discussion sessions with the visiting students from overseas partner institutions, and provided the opportunities for the Rikkyo students to expand their cultural horizons. The Global Lounge events attracted the total participation of 1,951 students throughout the academic year.

##### University reform

###### ○ Formulation of Mid-term Plan "RIKKYO VISION 2024"

The university formulated its mid-term plan, "RIKKYO VISION 2024," to envision the university's future in time for its 150th anniversary of foundation in 2024 and announced it in October 2015. During the formulation process, many younger and seasoned faculty and staff members played a pivotal role. They gather ideas from current students and alumni, integrated various directions and opinions and finally proposed the three major values, including "(1) Lead for Learning," "(2) Lead for Globalization," and "(3) Lead for Future," as well as concrete action plans. The University's globalization strategic plan, "Rikkyo Global 24," has been positioned to be included in this mid-term plan.



Logotype of "RIKKYO VISION 2024"

###### ○ Organizational Reinforcement for Advancing Globalization

The university established Organization for Global Initiatives (OGI) in April 2015. The OGI's director post is taken by Vice-president for International Advancement and the vice-president has been serving as the chief responsible officer for globalization and organizing the Council for International Advancement, a university-wide meeting to be held once a month. By the formation of OGI and Council for International Advancement, the university is now capable to discuss, examine and execute its globalization plans swiftly and concretely.

##### Education reform

###### ○ Introduction of New Entrance Examination System

In the entrance examination for the academic year 2016, the university introduced a new examination classification that utilizes the English proficiency certification and standardized test scores, which evaluates the four basic skills, including listening, speaking, reading and writing. College of Intercultural Communication and College of Sociology adopted "Special Entrance Examination for Internationalized Programs." In addition, the university also created a separate category, "Global Type," in its university-wide entrance examination and received 422 applications in total.

###### ○ Introduction of "RIKKYO Learning Style"

Starting in the newly admitted class of the academic year 2016, a new learning system, "RIKKYO Learning Style (RLS)" will be applied. RLS is a newly created style of learning that assists the students to envision their future self and conduct the chosen studies steadily and autonomously to actualize their goals by completing the three developmental phases of "Introduction Phase," "Development Phase," and "Completion Phase." It places a particular emphasis on the intensive first-year education, "Rikkyo First-term Program." The careful examination for the introduction of the new curriculum took place during the academic year 2015 and its preparation has been already completed.



## ■ University's own indicators and targets

### ○ Survey for International Students to Measure "Globalization Impact Scale"

The university sets its Original Performance Indicator 8 as "Globalization Impact Scale" by using the percentage of retailers and services that provide assistance in English within the vicinity of Ikebukuro and Niiza campuses. In the academic year 2015, in order to prepare such index and specify the areas and types of services to be included in the research, the university conducted a survey among the international students who reside in international dormitories to identify the type of retailers that they regularly visit and sorts of problems they encounter.

### ○ Increase of Newly Admitted International Students Who Applied Overseas and Actually Completed Admission Procedure (Entrance Examination Accessibility)

The university has already introduced the entrance examination for international students and given admission to the students who live overseas to ease the logistical burden of overseas applicants. Starting in the entrance examination for the academic year 2015, the on-line application system was launched to make it even more convenient for international applicants. As a result, the total number of international applicants has been increased to 439, adding 123 students more compared to the previous academic year. Furthermore, two of the new graduate programs that start admitting international students in the academic year 2016, TESOL-J Program of the Graduate School of Intercultural Communication (already started the admission in April) and the International Cooperative Graduate Program (due to start the admission in September), established the whole admission procedure (from entrance exam to admission paperwork) that can be completed overseas and already completed the entrance examination during the academic year 2015.

## ■ Featured initiatives based on the characteristics of the university

### ○ Updates on the Preparation for Global Liberal Arts Program (GLAP)

To prepare for the opening of GLAP scheduled in April 2017, the university has been examining and developing the policies pertaining to curriculum development, entrance examination, new partnerships with overseas institution for required study abroad component, and scholarship funds. Based on the long tradition of Rikkyo University's liberal arts education, GLAP provides the comprehensively packaged academic program, including the liberal arts education conducted in English in small-sized classes, the required study abroad to overseas liberal arts institutions starting in fall semester of second year, and the in-depth specialized education, chosen from the three options of "Humanities," "Citizenship," and "Business," after the students' return to campus. The admitted students are required to live in dormitories with international students for a year and half between their entrance to the university and the departure to study abroad. In the academic year 2016, GLAP Preparatory Office is established and the university continues its efforts to start the admission of the students in the academic year 2017.



The University of the South (the U.S.)  
(One of partner institutions for GLAP students)

### ○ Start of the International Cooperative Graduate Program

As the intellectual contribution to global society by human recourse development, the International Cooperative Graduate Program, which could be entirely completed in English, starts to admit the international students, mainly from Indonesia in September 2016. In the academic year 2015, Master of International Business (MIB) program at the Graduate School of Business opened a new academic specialization called Master of Public Management and Administration (MPMA) and the university examined and prepared the concrete plan for the program curriculum and entrance examination. Moreover, the university signed new partnership agreements with four national universities in Indonesia and now cooperates with the total of six Indonesian institutions of higher education. When the university received a visit of the student groups from partner institutions, the university staff introduced the program curriculum to the visiting students. The entrance examination was conducted during the academic year 2015 and three prospective students are scheduled to be admitted in 2016 at this time.



A visit of the student groups from  
Indonesian partner institutions

### ○ Start of Additional New Academic Programs (TESOL-J, Dual Language Pathway and Global Citizenship Program)

Since a number of new academic programs, including TESOL-J program in Graduate School of Intercultural Communication, Dual Language Pathway program in College of Intercultural Communication and Global Citizenship Program in College of Sociology, are scheduled to be inaugurated in the academic year 2016, the development of curriculums and entrance examination system took place during the academic year 2015. Through these new programs, it is expected that the number of courses to be taught in English will be increased. In addition, "Special Entrance Examination for Internationalized Programs," which utilizes the English standardized test results that examine the four basic skills, was newly introduced in the academic year 2015.

## ■ Free Description

### ○ Installment of "Prayer Room"

As part of enhancing the environment for admitting more international students, "Prayer Room" was installed in Ikebukuro campus. Though the Room is chiefly designed to suit the needs of Muslim students, it serves as a multi-cultural spiritual space without adhering to any specific religious affiliation. The opening ceremony of the Room was held in April 2016 and the students have been utilizing the facility since then. At the same time, the university cafeteria started to provide Halal instant noodle on campus.



Prayer Room

### ○ Continuation of Overseas Training Program for Administrative Staff and Its Follow-up Initiatives

Overseas Training Program for Administrative Staff was started in the academic year 2014 and the university continued to hold the program in the academic year 2015 with six staff members. After having taken the pre-departure on-campus training (business English) and the intensive off-campus training, the participants visited the university's partner institutions in United Kingdom as well as the university's London Liaison Office and met with the relevant staff members of the host sites. In addition, based on the proposal made by the participants in the previous year, the Kendo workshop for international students was held and the total of 21 students took part in the workshop. The event was completed in cooperation with the kendo team of the university's athletic association and provided an cross-cultural learning opportunity for the team members who rarely have a chance to study abroad. Starting in the academic year 2016, the past participants will be joining the international student recruitment activities such as Japan Study Abroad Fair and thus the participants could continue their involvement with the university's globalization efforts.

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### ● Short-term Intensive Japanese Program

Rikkyo University inaugurated the short-term intensive Japanese program in academic year 2016 and received a total of 17 students from the University's partner and prospective partner institutions overseas in the summer (June 2016) and winter (January 2017) intakes. In addition to the student exchange for one semester or whole academic year, the intensive program now offers a new scheme for admitting international students into short-term programs. During the preparation for the program, Niiza campus administration made a number of arrangements in order to welcome the short-term students, including the introduction of bi-lingual menus in student cafeterias and signs around the campus (English and Japanese). Moreover, the program also provided opportunities for domestic students to interact with visiting international students through intercultural programs, including cultural workshops co-organized with student organizations on tea ceremony, flower arrangement and traditional Japanese archery (*kyudo*), as well as working with volunteer student interpreters of RiCoLaS (Rikkyo Community Language Service), organized by the College of Intercultural Communication.



Students enrolled in the short-term intensive Japanese program

##### ● Establishment of Overseas Liaison Offices in China and ASEAN region

The University established additional overseas liaison offices in 2 locations - Shanghai, China (January 2017) and Jakarta, Indonesia (March 2017) - in order to develop overseas study and training programs and network with local organizations in the respective regions. The University now operates 5 overseas offices worldwide, in addition to Seoul (Korea), London (United Kingdom) and New York (United States).

Due to the networking coordinated by the overseas offices, the University has signed a total of 43 new inter-university and inter-departmental partnership agreements during the academic year 2016. With the opening of the 2 new locations, the University is anticipated to diversify its overseas study options and further develop additional partnership agreements through the effective and efficient promotion of the University in overseas markets, utilizing the connections and resources provided by each liaison office.



Opening ceremony for the Rikkyo ASEAN office

#### University reform

##### ● Establishment of the Medium and Long-Term Strategic Plan "Rikkyo Vision 2024" Advancement Committee and the Actualization of the Action Plans

In order to advance the University's medium and long-term strategic plan "Rikkyo Vision 2024," formulated in the academic year 2015, "Rikkyo Vision 2024" Advancement Committee was formed in academic year 2016. By establishing the Committee, the University now has the administrative system to oversee the advancement of the entire plan and actualize the 9 action plans described in Vision 2024. As part of the action plans, the University created the "Rikkyo Global/Local Network for Career Support" with the participation of 24 alumni members to formalize the system and discuss career support services for students from global and local perspectives.

##### ● Participation of Administrative Staff Members in Recruitment Fair for Prospective International Students

The University decided to call for the participation of administrative staff members in international student recruitment fairs, held both in Japan and overseas, for the purpose of engaging many staff members with international affairs and advance each staff member's competency, regardless of the actual areas of responsibility within the university. The 10 staff members from various offices (except for those regularly involved in work related to international affairs) received pre-event training and took part in the international recruitment fairs to speak directly with prospective international students about the University. As staff members from diverse departments engage with international students, it is expected that each staff member will gain experience dealing with the practical issues relating to the globalization of the University and the support system for accepting international students.



Study in Japan Fair by JASSO

##### ● Mid-term Evaluation Conducted by the Advisory Board for Globalization

The advisory board meeting was held in March 2017 and, at the meeting, the board members conducted the mid-term evaluation of the University's Top Global University concept and the progress review of the related projects. While the board members concluded that the University's overall globalization plan has been proceeding smoothly, they made the recommendations to consider the following 4 aspects for further advancement of reforms: 1) Careful assistance and sharing of good examples with the students in the inaugurating class of the Global Liberal Arts Program (GLAP); 2) Creation of opportunities for local students to develop their sense of identity as a Japanese citizen and enhance their understanding of Japanese culture by utilizing the Global Liberal Arts Minor subjects; 3) Further reforms to actualize the overall diversification on campus; and 4) Reforms featuring the characteristics of Rikkyo's traditional liberal arts education.

#### Education reform

##### ● Introduction of the Rikkyo Learning Style

Starting with the first-year students in academic year 2016, the "Rikkyo Learning Style" (Rikkyo University Integrated Undergraduate Programs) was introduced as the new system of learning for undergraduate students. In "Rikkyo Learning Style," the undergraduate curriculum is divided into 3 phases, including "Introduction Phase," "Formation Phase," and "Completion Phase". Such an approach allows each student to structure their learning so as to be able to work autonomously towards her/his own objectives. For the first-year students in 2016, the intensive first-year education program (the Rikkyo First-term Program) was provided as the core of "Introduction Phase". This program was effective in helping students acquire an appropriate mindset for academic study, as well as basic academic knowledge and skills.

##### ● Establishment of the New Educational Programs (Dual Language Pathway, TESOL-J and Global Citizenship Program)

The University commenced multiple new educational programs in academic year 2016. In the College of Intercultural Communication, the "Dual Language Pathway (DLP)" program was started with 14 students. This program allows the students to earn the sufficient number of credits for graduation by only taking courses offered in English. The DLP students, in principle, are expected to study abroad for one academic year starting from the fall semester of the second year. In addition, the TESOL-J program in the Graduate School of Intercultural Communication and Global Citizenship Program in the College of Sociology were also started.



## ■ University's own indicators and targets

### ● Increase in the Use of External Standardized English Tests for Entrance Examination

The "Global Format," which utilizes the score of external standardized English tests that evaluate the four key competencies, was newly introduced in the entrance examination for academic year 2016. The test result for academic year 2017 shows that the Format attracted a total of 1,397 applicants, which is 3.7 times the number of the previous academic year (the number of the Global Format applicants was 374 for academic year 2016). By recognizing such a trend, the University decided to include the result of standardized English tests as part of the requirements for admission by recommendation from partner schools and affiliated schools.

### ● Introduction of the On-line Enrollment Procedure System

An on-line application and enrollment system was introduced from the entrance examination for academic year 2017. The new system streamlined the procedure for applicants and made it easier for overseas applicants to submit their applications. While such a system was already available in the entrance examination for international students for academic year 2015, it attracted the largest number of international applications, with 857 applicants in the entrance examination for academic year 2017, as compared to 652 applications for academic year 2016.

## ■ Featured initiatives based on the characteristics of the university

### ● Preparation for the Global Liberal Arts Program (GLAP)

The University opened the Global Liberal Arts Program Preparatory Office in academic year 2016. The Office was responsible for preparation before the opening of the Program in academic year 2017, including the revision of university regulations, the formulation of academic policies (including admission, curricular and diploma policies), the development of the program curriculum, a new dormitory (Rikkyo Global House), a new scholarship program and the relevant rules and regulations. In addition, with the active promotion of the program targeted at the designated high schools of "Super Global High School" program administered by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan, schools offering International Baccalaureate and other international schools, the Program attracted a total of 113 applications for a little over 10 spots in two entrance examinations conducted in November 2016 and February 2017.

Furthermore, the University invited a faculty member from Trinity College (United States), a renowned liberal arts college and one of Rikkyo's exchange partners for the GLAP. The invited professor taught the intensive summer course for 5 days. 17 students, mostly consisting of first and second-year students, were enrolled in the intensive course and it provided an opportunity that was beneficial for the preparation of the GLAP. Moreover, during the annual recruitment event called Open Campus, part of the intensive course was open to visiting high school students to audit and such an experience inspired some of the students to consider applying for the GLAP. It is planned that the University will continue to offer the intensive course in the next academic year and beyond. Since the course was open to the students in all of the existing undergraduate colleges, it could possibly bring the impact of liberal arts education in English to the university-wide level.



Intensive summer course by the invited professor from Trinity College

### ● Admission of the Students in International Cooperative Graduate Program

Based on inter-university partnership agreements with 6 leading universities in Indonesia, in September 2016 the University accepted 3 international students from Indonesia as the first incoming class of the double-degree program, which is the principal cooperation scheme of the International Cooperative Graduate Program.

The International Cooperative Graduate Program is the degree program that offers Master's degree in Public Management and Administration (MPMA) and can be completed entirely with courses offered in English. In the process of promoting the program, it was confirmed that a few other emerging nations, in addition to the original target nation of Indonesia, show interest in the program. Thus, the University decided to expand the targets for the program and include the regular applicants in the entrance examination for Fall 2017 admission and started to accept the applications. In addition, with the opening of the ASEAN liaison office, an efficient administrative system is now in place for the recruitment of the second incoming class, communication with partner institutions and the collection of information on the scholarships offered by local governments and the latest trends within the region in sending the students overseas.



New students and faculty members of the International Cooperative Graduate Program

## ■ Free description

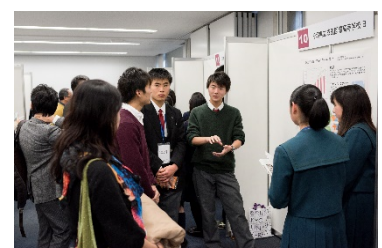
### ● The First Annual Super Global High School (SGH) Student Research Presentation Contest

The University has strengthened its cooperation with the designated schools of the "Super Global High School" Program in order to recruit prospective students who have qualifications that are in line with the University's globalization advancement policy. In academic year 2015, the University held "SGH Designated Schools-University Collaborative Research Seminar" which targeted teachers of the SGH-designated schools, offering workshops and information sessions. During the meeting, the teachers requested the University to organize an event to feature student presentations. Hence, in cooperation with Kwansei Gakuin University, which had already organized a similar event in the past, the University held "Super Global High School (SGH) Student Research Presentation Contest," which was targeted at 39 SGH-designated schools in Kanto, Koushin'etsu and Shizuoka regions.

On the day of the Contest, approximately 140 students from 13 schools participated and conducted presentations and/or poster sessions either in English or Japanese. 8 faculty members from the University took part in the event as judges. By having hosted the event on campus, the University was given an opportunity to gain insight into the changing reality of high school education today and also how the University should evaluate each applicant's qualities such as problem-solving skills, cooperativeness and creativity in order to actualize the multi-dimensional admission process. Such comprehension gained by hosting of the event is expected to play a larger role not only in the designing of educational programs and the entrance examination system, but also in the development of the rubric for the GLAP. Lastly, the event also offered the chance for the high school students to experience the type of education and learning offered at the University through the comments and questions given by the University's faculty members and students.



Presentation session



Poster session



## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of International Cooperative Graduate Program

In September 2017, Rikkyo University (RU) accepted nine international students from Indonesia as the second group for the double-degree program, which is the principal scheme of this program. RU also accepted another group of three international students through the scheme of PHRDP (Professional Human Resource Development Project) by Indonesian government, the scholarship program by local governments, and regular admission by RU. RU's ASEAN liaison office, which was established in March 2017, communicated with partner institutions, gathering the latest information so that RU may be able to recruit students from Indonesia through collaboration with the local partner institutions.

##### ○ Strengthened Collaboration with Indonesia

RU has strengthened its collaboration with Padjadjaran University (PU), one of RU's partnership institutions. RU accepted approximately 80 students from PU in July 2017 and January 2018, conducting one-week seminar, in which they learned business, Japanese culture, and business manner. RU also accepted 30 students from PU in September 2017, organizing the event of cultural exchange, where they performed Indonesian folk music instruments RU's students performed "Wadaiko," or Japanese drum. This event attracted the audience of approximately 100 students, which contributed to reinforce the cultural bridge between RU and PU.



International Cooperative Graduate Program

##### ○ Continuing efforts toward Rikuzentakata Project

RU has been conducting the PBL (Project-based Learning) collaborative field work at Rikuzentakata, Iwate Prefecture in conjunction with Stanford University (SU) since 2015. In September 2017, based at "Rikuzentakata Global Campus," RU's 11 students and SU's seven students worked on the project to promote Rikuzentakata and made a presentation for the Mayor of Rikuzentakata. Thus far, a total of 53 students from both RU and SU have participated in this project.

##### ○ Expansion of reciprocal exchange programs and partner institutions

In 2017, RU sent a record high of 1,300 students overseas (increase by 100 compared to 2016). Furthermore, RU increased the number of its partner institutions to 190, while accepting a record high of 1,183 international students from 52 countries and areas in 2017. RU offered enriched and globalized academic environment, where the students may learn with the people having diverse values and cultural background on and off campus.

##### ○ Joining AALAU (Alliance of Asian Liberal Arts Universities)

In 2017, RU joined the Alliance of Asian Liberal Arts Universities as one of official founding members. The first conference of AALAU was held in November 2017 with representatives of 19 universities from Asia. Its vision, objective, and future goals were discussed.

#### University reform

##### ○ Introduction of "RIKKYO Award for Excellence in Teaching"

"RIKKYO Award for Excellence in Teaching" was introduced in 2017 as a system to recognize the achievement of faculty members who produced good educational achievements, being creative in educational contents and methods. RU's Selection Committee awarded 34 faculty members based on the recommendation from each College and Graduate School. Such good practices are being shared throughout RU among faculty and staff.

##### ○ Continuation of "Overseas Training Program for Administrative Staff"

Overseas Training Program for Administrative Staff, which has been conducted since 2014, was held in 2017. Six administrative staff participated in this program. After going through intensive off-campus training at International University of Japan, they went to the United States and visited Montana State University and Columbia University, having meetings with faculty and staff.



Overseas Training Program for Administrative Staff

##### ○ Introduction of e-Portfolio system

In April 2017, RU introduced its e-Portfolio system for all undergraduate students. The system allows them to accumulate their academic achievement as well as curricular and ex-curricular activities. This system also allows them to reflect on their academic goals and progress.

##### ○ Renewal of RU English website

In March 2018, RU renewed its English website. The renewal was thoroughly done, and more information became available in English, which contributed to enhance overseas publicity.

#### Education reform

##### ○ Expansion of external standardized tests of English for entrance exam

In order to accept more students who are proficient in English, RU began to accept the External Standardized Tests of English (ESTE) that evaluates four key competencies for entrance exam in 2016. For admission in 2018, RU began to use its test scores for the "Admission accepting the score of National Center Test for University Admissions". RU received a total of 2,675 applicants (record high) for "Global Type" in General Admission, which was introduced in 2016. Also the university admission quota for the admissions using ESTE scores turned out to be a record high of 901 students and 17 times compared to 2013.

##### ○ RSL-Project Planning launched

In 2017, RSL (Rikkyo Service Learning) Center began to offer its new curricular program, "RSL-Project Planning" so that the students may study in nine fields in and out of Japan. Seven students participated in the program and studied social entrepreneurship in Indonesia.

## ■ University's own indicators and targets

### ○ TOEIC CLUB 900

The number of Japanese students with a high score of over 900 on TOEIC have been increasing due to RU's utilization of the external standardized test scores of English for entrance exam. Also more students are motivated to study abroad. 239 students scored over 900 on TOEIC in 2017 (increase by 89 compared to 2016). RU plans to conduct language education reform, where the students may continuously learn and improve English.

### ○ More administrative staff capable of handling international affairs

As the number of international students and faculty members is increasing, there are more situations for administrative staff to deal with them in English. As a result of RU's efforts to offer a number of opportunities for them to go overseas including "Study Abroad Fair" and "Personnel Training," the number of such staff who have been overseas and versed in international affairs increased by 193, which is two times compared to 2014. Thus, RU's foundation for global personnel training was reinforced.

## ■ Featured initiatives based on the characteristics of the university

### ○ GLAP (Global Liberal Arts Program) launched

In 2017, RU officially launched an English-taught degree program, GLAP, having accepted 23 students.

**Classes:** GLAP offers liberal arts subjects fully in English, providing "Tutorial" with a maximum of five students per class so that they may acquire fundamental academic skills. Detailed guidance was given and ideal global academic environment was set up.

**Dormitory:** In April 2017, RU provided a new dormitory, "Rikkyo Global House" for Japanese and international residents, where GLAP students as well as exchange students are accommodated.

**Overseas Partner Institutions:** GLAP students are required to study abroad for one academic year at partner institutions (e.g. Liberal Arts College). In 2017, nine overseas institutions signed the agreement to partner with RU.



GLAP

### ○ Global Liberal Arts Minor launched

RU began its course registration for Global Liberal Arts Minor in 2017 for 4,687 students who were admitted in 2016. 181 students among those students registered to enroll either "Arts & Science Course" or "Language & Culture Course." In 2018, RU will provide another course, "Discipline Course," (based on each College's specialization) under which there are two themes, "Teaching Japanese as a Foreign Language Course" and "Data Science". RU aims to provide more "Discipline Course" offered by each College and expand the minors for more students.

## ■ Free description

### ○ Second Annual Contest of Super Global High School (SGH) Student Research Presentations

In December 2017, RU held the "Second Annual Contest of SGH Student Research Presentations" for 39 designated schools in the Kanto, Koshinetsu, and Shizuoka Regions selected by MEXT. RU strengthened its ties with them to recruit prospective students who are qualified and motivated to study at RU. 250 students from 19 schools showed up and conducted presentations and poster sessions either in English or Japanese. RU's 10 faculty members and graduate students were present and reviewed their performance.



SGH Student Research Presentations

### ○ More students participating in "Global Festa"

RU held its cultural event, "Global Festa" in May and October 2017 to promote the opportunities to study abroad. Approximately 1,500 students showed up at the event and the number of the participants increased significantly compared to previous years. Global Festa in May was particularly designed for the first year students, which contributed to motivate them to consider study abroad at an early stage of their campus life.

### ○ Establishment of "Rikuzentakata Global Campus"

In April 2017, RU and Iwate University (IU) jointly established "Rikuzentakata Global Campus (RTGC)" in Rikuzentakata, Iwate Prefecture. RTGC plans to be utilized as the "hub" of place for exchange with local people, students, and researchers from Japan as well as overseas. RU organized a variety of programs related to reconstruction from the natural disasters including earthquake and tsunami as well as international cooperation.

### ○ Promotion of globalization to local community through short-term intensive Japanese program

RU has been conducting the short-term intensive Japanese program for international exchange students since 2016. In 2017, RU began to provide the "home visit" program for them, which is a part of regional collaboration under the cooperation of the City of Niiza. In this program, they visited Japanese family for one day and experienced daily life with them, which contributed to promote globalization to local community.

# Top Global University Project (Type B) Soka University

## 1. Outline

### 【 Name of project 】

Global Initiative for Humanistic Education :  
Fostering Global Citizens for Building Peace and Sustainable Prosperity

### 【 Future vision of the university planned in TGU project 】

We aim to foster global citizens for building peace and sustainable prosperity, and will undertake the development of humanistic education in global society to foster such individuals.

### 【 Summary of Project 】

Soka University's mission is to foster creative individuals in line with our founding principles, and to produce individuals who will contribute to the society. With our active efforts in the international exchange, Soka University was selected for the MEXT "Project for Promotion of Global Human Resource Development" in fiscal 2012. In this project, we set a goal to foster "Creative Global Citizens" who lead the way for peace and sustainable prosperity, and we define "Creative Global Citizens" as individuals with "intellectual capability" and "strength of character" who will creatively open up the international society. In order to foster such individuals, we will undertake the following 4 initiatives:

1. "Global Mobility: supporting study abroad and accepting students from abroad to advance the globalization of the campus,"
2. "Global Learning: improvement of undergraduate and graduate programs that meet global standards,"
3. "Global Administration: globalization in the university governance," and
4. "Global Core: establishment of the Global Core Center and a new graduate program to promote world-class peace research." Through these, we aim to establish a "Global Initiative for Humanistic Education."

(Outline Figure etc.)

### Global Initiative for Humanistic Education

Fostering Global Citizens for Building Peace and Sustainable Prosperity





## 【Summary of the 10-year plan】

The summary of the 10-year plan to realize the “global initiative for humanistic education”, which will provide programs in order to produce “Global Citizens” who are dedicated to advancing peace and sustainable prosperity, will be the below:

### ○ Fiscal 2014

- Provided pre- and post- study abroad session, and created and distributed a risk-management handbook (every year onward)
- Provided IP courses to study specialized courses in English, and hired adjunct instructors and extramural instructors (until fiscal 2017)
- Provided pre-enrollment English course using e-Learning system (every year onward)
- Promoted English translation of administrative documents, and enrichment of simultaneous interpretation system (every year onward)
- Implemented self-assessment and third-party assessment centering on IR (every year onward)

### ○ Fiscal 2015

- Enhance new and ongoing study abroad destination through utilizing publicity pamphlets in English (every year onward)
- Implement and improve pre-arrival entrance examination for international students using the online application system (every year onward)
- Enhance English writing centers utilizing graduate students (every year onward)
- Develop new overseas center and hold exchange events (when required)
- Promote multi-lingual websites by hiring specialized translation staff (every year onward)
- Prepare towards a symposium commemorating the opening of the Global Core Center

### ○ Fiscal 2016

- Implement academic advising for international students in their language by students with overseas experience (every year onward)
- Provide common courses in English (every year onward)
- Open the Global Core Center and hold of the commemorative symposium

### ○ Fiscal 2017

- Renew the registrar system for Fall admissions
- Renew the graduate school registration system to support the GPA system
- Commence the discussion on Global Design 2.0 aiming towards 2030 (until fiscal 2018)
- Apply for the opening of the Graduate School of Peace Research and World Citizenship Education

### ○ Fiscal 2018

- Establish an overseas center in South Korea (tentative)
- Open the Graduate School of Peace Research and World Citizenship Education

### ○ Fiscal 2019

- Establish an overseas center in the Philippines (tentative)
- Announce the Grand Design 2.0 aiming towards 2030, and create and distribute publicity pamphlets (until fiscal 2021)

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### ○ Internationalization

#### - Increase the number of International Students

With the goal of increasing the yearly international students to about 1200 students (approx. 15% of the entire class) by fiscal 2023, we will undertake the following initiatives:

1. Establish English Track in both bachelor's degree and master's degree program, 2. Renovate international students admission for undergraduate and graduate programs in line with the implementation of English Track, 3. Newly build and expand the international dormitories, 4. Enrichment of career support for international students, 5. Establishment of short term programs for overseas partner universities based on their various needs (development of a program available to yearly 400 international students by fiscal 2023), 6. Enrichment of scholarship programs for international students

#### - Implementation of English Track in the bachelor's degree program

With the English Track of the Faculty of International Liberal Arts serving as an example, and with the success of the International Program of the Faculty of Economics that has performed highly for over 10 years developing into the English Track, "SUCCEED," we will expand the courses offered in English by considering the implementation of the English Track in all other faculties aside from Nursing.

### ○ University Reform

#### -Promote non-Japanese national in the Exterior Assessment Committee

Scheduled to re-examine the initiatives taken for the globalization of our campus through international perspective through promoting non-Japanese committee member in the Exterior Assessment Committee of this project and GGJ in fiscal 2016.

### ○ Educational Reform

#### - Implementation of early graduation, enrollment, and 5 year consecutive degree program

The Graduate School of Peace Research and World Citizenship Education (working title) and the Faculty of Liberal Arts will implement a consecutive degree program in which students can earn the bachelor's and master's degree in total of five years. With this five-year consecutive degree program, students can earn their bachelor's degree at the end of the bachelor's program (4 years), and their master's degree at the end of their fifth year at the earliest counting from their enrollment in the bachelor's program.

#### -Placement of Specialized faculty and staff in the IR center

Soka University's IR center which collects and analyzes data relevant to the improvement and quality assurance of the education is currently a committee consisted of faculty and staff members holding multiple responsibilities. Under the supervision of the president, we will consider the recruitment of professionals who have the skill to analyze big data and aim to place specialized faculty and staff members

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Overseas Partner Universities

In order to enhance global mobility among students, we expanded our partner universities from 148 universities in 47 countries and territories (as of the time of application) to 161 universities in 48 countries and territories (as of June 2015). We will deepen the international exchange through exchange programs and short-term study tours, as well as increase our partner universities to 200 universities in 60 countries and territories by 2023.

##### ○ Japanese Students Studying Abroad

We aim to increase the number of students with overseas experience to 80% of the entire undergraduate students, and students earning credits in overseas universities to 1260 students by fiscal 2023. In fiscal 2014 there were 933 students studying abroad, which includes 78 students in the Faculty of International Liberal Arts (FILA), a newly established faculty where students can graduate by only taking lectures in English. FILA students study abroad for one year from their second semester to four universities in the U.S., U.K., Canada, and Australia, and about 20 students study at each destination respectively. From this fall semester, they are scheduled to take specialized courses in English.



〈 Students of Faculty of International Liberal Arts studying at London University, Goldsmiths 〉



〈 Participants of Japanese language and culture study program from Malaysia 〉

##### ○ Enrichment of Japanese Language Courses

Japan Studies Center improved the learning environment by increasing the number of Japanese Language Courses from 5 to 6 by adding a beginner level course in response to the increase of international students. In addition, we offered the Japanese Language and Culture program as requested by our partner universities. In fiscal 2014, we welcomed international students from four universities in China, South Korea, Malaysia, and Singapore. From this summer, we will launch the same program open for public, and we are scheduled to have 25 participants.

#### University reform

##### ○ Recruitment of International Faculty and Staff

Through international open recruitment, we hired competent non-Japanese faculty, as well as Japanese faculty who earned a doctorate degree at overseas graduate schools. With these efforts, the number of non-Japanese faculty and faculty with a degree from overseas universities in fiscal 2015 became 158, which amounts to 45.7% of the entire faculty. As for recruitment of staff members in fiscal 2014, we hired two staff who earned their bachelor's degree in Malaysia and Brazil, promoting the internationalization of university governance.

##### ○ Initiatives in Faculty Development (FD) and Staff Development (SD)

In fiscal 2014, we sent 1 faculty to Teachers College, Columbia University for one semester, and held specialized classes to the local students in English. In addition, for the purpose of improving their skills in teaching to non-English students, we conducted a short-term FD program on campus in which we invited two lecturers from the University of Southern California, and 17 faculty participated in the program.



〈 Short-term FD program on campus 〉

##### ○ Initiative in sophisticating the administrative staff

In addition to hiring people with job experiences and who holds a degree from overseas universities, we will preferentially hire those with certain language proficiencies (TOEIC 730). In fiscal 2014, 35 full-time staff members met the language requirement (TOEIC 730), which amounts to 15% of the entire staff members.

#### Education reform

##### ○ Specialized Program offered in English

In order to provide specialized programs in English unique to each Faculty, with the International Program (IP) offered in the Faculty of Economics for over 10 years, we have been implementing specialized English courses in other faculties as well. In fiscal 2014, Faculty of Education and Faculty of Science and Engineering have launched such program. With these undertakings, in fiscal 2014, the number of classes offered in a foreign language in both undergraduate and graduate program has become 161. As a result, about 5% of the classes are conducted in a foreign language. In the future, with the English Track program, SUCCEED, which was launched by the Faculty of Economics, we will consider the implementation of the English Track in all other faculty excluding the Faculty of Nursing.

##### ○ Applying External Examination for Undergraduate Admission

Regarding the selection process of the applicants, from the recommendation-based Entrance Examination in fiscal 2014, applicants with TOEIC 730, TOEFL-iBT 79, IELTS 6.0, Pre-1 Level of English Language Proficiency Test, Level A of United Nations Association's Test of English, GTEC for STUDENT 800+, GTEC CBT 1190+ are exempted from taking the English test, and the scores were converted to a score of 100. Starting from fiscal 2016, this will be implemented in the general entrance examination and unified faculty entrance examination as well as the recommendation-based entrance examination.



## ■ University's own indicators and targets

### ○ Soka's unique goals Toward the Global Initiative for Humanistic Education

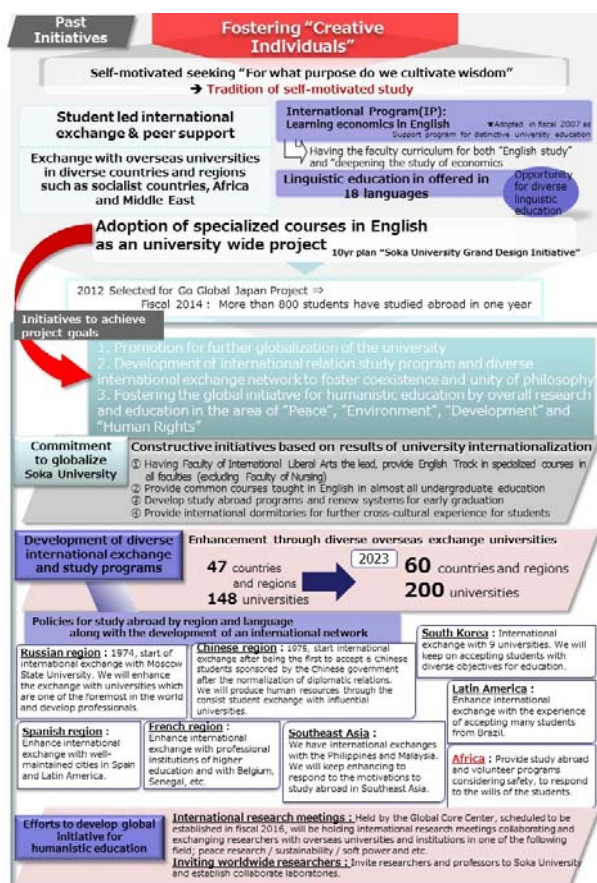
While we keep putting efforts in achieving the goals set under GGJ, we have set a theme, "Global Initiative for Humanistic Education," as an ideal vision for an educational/research institution. The goals to measure the promotion of internationalization that secures diversity and quality assurance in order to foster "Creative Global Citizens" are as follows:

- Expansion of countries and territories with which we have exchange (37 countries and territories as of fiscal 2014 → 60 countries and territories as of fiscal 2023)
- Students studying in the African countries as the benchmark of the expansion of overseas experience to learn the principles of coexistence and unity (13 students as of fiscal 2014 → 50 students as of fiscal 2023)
- Students satisfying foreign language skills (40 students as of fiscal 2014 → 150 students as of fiscal 2023)
- Students earning credits (more than 6 credits) during study abroad (65 students as of fiscal 2014 → 400 students as of fiscal 2023)
- Nurses who have overseas experiences (no students yet as it is still the third year of the Faculty of Nursing as of fiscal 2014 → 50 students as of fiscal 2023)
- Elementary, Junior, and High school teachers who have overseas experience (15 students as of fiscal 2014 → 70 students as of fiscal 2023)

### ○ Quantitative Measurement through the number of students working for a Global Company

For the purpose of quantitatively measuring the social assessment of students from Soka University in light of fostering global citizens who lead the development of the economical society, we set our goal of potential employee of the 500 companies listed in the Fortune Global 500 Ranking which is announced once a year in the U.S. magazine Fortune. In fiscal 2014, 105 students were employed in 29 companies (103 students in 22 companies in fiscal 2013), and among those students, 54 had overseas experience. Some of the companies are NEC, Goldman Sachs Japan Co., Ltd., Nihon GE, IBM Japan, Ltd., Microsoft Japan Co., Ltd., and Nissan Motor Co., Ltd.

## ■ Featured initiatives based on the characteristics of the university



The following three points are Soka's featured initiatives of this project:

### ○ Promotion for further globalization of the university

→ Faculty of International Liberal Arts in which all classes are conducted in English was launched in fiscal 2014, and English Track "SUCCEED" in the Faculty of Economics was started in fiscal 2015.

→ In order to maximize the globalization of the learning environment, new international dormitories (capacity: 100 male students; 100 female students) were established in fiscal 2014 with the concept of "Living & Learning."

### ○ Development of international relation study program and diverse international exchange network to foster coexistence and unity of philosophy

→ Based on our past achievements in international exchange, below are the list of universities with which Soka signed an agreement in fiscal 2014 to start student exchange to provide diverse overseas experience, and to cultivate students' cross-cultural understanding and consciousness of coexistence and unity:

YANGON university of foreign languages (Myanmar), Universiti Tunku Abdul Rahman (Malaysia), People's Friendship University of Russia (Russia), St.Xavier's College (India), Inje University (South Korea)

### ○ Initiative to Achieve Global Initiative for Humanistic Education

Scheduled to open the Global Core Center in fiscal 2016 to promote research under the theme of "Building Peace and Sustainable Global Society" in the area of "Peace," "Development," "Environment," and "Human Rights." Also scheduled to launch Graduate School of Peace Research and World Citizenship Education (working title) in fiscal 2018. International Strategy Office was reorganized in fiscal 2014, and started the discussion on the opening of the Global Core Center as well as the new graduate school.

## ■ Selected for MEXT AP Project in Fiscal 2014

Established in year 2000, Center for Excellence in Teaching and Learning has took the lead in promoting collaborative learning and FD programs at Soka University. The achievements being acknowledged, Soka University was selected for the AP Project in fiscal 2014. In this AP Project, we will enrich the quality of our active learning, and through visualizing the achievements and putting efforts in the assessment process, we will implement active learning in 80% of the entire courses. All students will then register for at least 4 classes that implement active learning. With the campus-wide development of active learning, Active learning style such as "Learning Through Discussion (LTD)" and "Project Based Learning (PBL)" have been promoted campus-wide. This has improved the international competency of the bachelor's degree program at Soka University.



< Project adventure study session of Active Learning >



### 3. Progress of Efforts for FY2015

#### ■ Common performance indicators and achievement targets

##### 1. Efforts toward internationalization

###### ○ Encouragement of Japanese students to study abroad

Established in FY2014, the Faculty of International Liberal Arts allows students to graduate after taking only courses given in English. The faculty requires students to study abroad for about one year from the second semester of their first year to the United States, the United Kingdom, Canada, and Australia. **In FY2015, including these students, total of 971 Japanese students (12.4% of all Soka University students) studied abroad.**



Students of the Faculty of International Liberal Arts studying at Goldsmiths, University of London

###### ○ Expansion of foreign student intake

As of May 2016, **447 foreign students (5.6% of all Soka University students) from 47 countries/territories on five continents** are studying at Soka University. To further enhance this environment, in which foreign and Japanese students study together, a new **International Student Dormitory** is planned, in addition to the current one, which houses 100 male and 100 female students. **Accommodating 400 male and 144 female students, the new facility will be completed in the spring of 2017.** The new dormitory will accept both Japanese and foreign students to encourage the development of their intercultural communication skills.



International Student Dormitory to accommodate Japanese and foreign students (Scheduled for completion in spring 2017; Artist's impression of the building for male students)

###### ○ Expansion of Japanese language education for foreign students

In line with the increase in foreign student numbers and in order to establish an environment that is more responsive to increasingly diverse Japanese learning needs, the Japan Studies Center has expanded its learning levels from five to six by adding a new introductory Japanese language course. Further, the Japan Studies Center has been running a Japanese Language and Japan Culture Study Program to meet the demands of our international exchange partners.

###### ○ Expansion of international exchange partners

To enhance mobility between students, we have made efforts to expand our international exchange partners. As of May 2016, we had managed to increase this total from 148 universities in 47 countries/territories (at the time of application for the MEXT "Top Global University Project") to **181 universities in 54 countries/territories.** We will enhance exchanges with these partners by exchanging students and overseas short term programs, and aim to increase our partners to 200 universities in 60 countries/territories by 2023.

##### 2. Governance Reforms

###### ○ Aggressive recruitment of international faculty members and staff

**As of May 2016**, through internationally opened recruitment for excellent non-Japanese nationals, and an aggressive promotion campaign to recruit Japanese faculty members who have obtained PhDs at overseas graduate schools, Soka University has now **175 international faculty members** (non-Japanese nationals, Japanese citizens with degrees from foreign universities, or persons who matriculated or participated in research programs at university level institutions outside Japan for a total of more than one year). Such staff represent **49.1% of all full-time faculty members.**

###### ○ Efforts for development of administrative staff

We plan to aggressively recruit personnel who have degrees from overseas universities or working careers abroad. Further, we will give all administrative staff priority to persons who possess a certain level of foreign language skills—concretely, ability equivalent to TOEIC score of 730. **As of May 2016**, we have **49 full-time staff who meet this foreign language requirement (22.1% of all staff).**

##### 3. Educational Reforms

###### ○ International Program (IP) for studying specialized courses in English

For the purpose of providing a "specialized course program to study in English" in order to maximize the characteristics of each of our faculties, we started the "International Program (IP)" in the Faculty of Economics ten years ago. We have since expanding this program into other faculties. As the result of these efforts, **in FY2015, we had a total of 203 courses (excluding linguistic courses) taught in foreign languages for our undergraduate programs and graduate schools—that represents about 5% of all courses.**

###### ○ Expansion of "English Medium Program" to permit students to graduate/complete only with courses in English

In FY2016, we established **courses to permit students to complete only with courses in English** in all three majors of the Graduate School of Engineering and Economics Major (scheduled to start in September). As a result, we now have **a total of seven courses**, including existing two undergraduate courses (Faculty of International Liberal Arts, which requires students to study abroad for a year from the second semester of their first year, and Faculty of Economics SUCCEED) and one graduate course (TESOL).

###### ○ Promotion of syllabus in English

We are promoting the use of syllabus written in both Japanese and English for core courses and some other courses that have been studied by many foreign students in the past. **In FY2016, 33.5% of all courses in our undergraduate programs and graduate schools** are described in English to facilitate the fulfillment of the Learning Agreement.

## ■ University-specific performance indicators and achievement targets

### ○ Our unique targets to become a “Global Initiative for Humanistic Education”

In addition to our continued efforts to achieve the performance indicator for the GGJ project, we have set up the following unique quantitative targets:

As the ideal future direction for an education/research institute, we aim to establish a "Global Initiative for Humanistic Education"; and in order to foster "Creative Global Citizens", we aim to promote internationalization as a means to guarantee diversification and quality.

#### [Examples of Soka University’s unique targets]

##### ▶ Increase of countries and regions for exchanges

[FY2014 (at the time of being selected for the MEXT “Top Global University Project”)] 37 countries/regions => [May 2016] 54 countries/regions => [FY2023 (at the end of the project)] 60 countries/regions (target)

##### ▶ Increase of students receiving job offers from global enterprises

•As an index of human resources educated through our project, we are aiming to increase the numbers of students receiving job offers from the 500 global companies which are announced every year by “Fortune” business magazine of the United States or America.

[FY2014 (at the time of being selected for the MEXT “Top Global University Project”)] 105 students => [FY2015] 132 students => [FY2023 (at the end of the project)] 200 students (target)

#### [Distinctive efforts based on the university’s characteristics]

Our University’s Unique Approaches to Performance Indicators and Achievement Goals Under Framework of This Initiative	
	1. Achievement of numerical targets set in Go Global Japan Project and steady progresses thereafter 2. Introduction of seven new indicators measuring the degree of <b>the development of creative individuals and global initiative for humanistic education</b>
Targets Set in GGJ Project	<b>(1) Number of Students Advancing to Overseas Graduate Schools</b> The number of students advancing to overseas graduate schools within 2 years from their graduation will be further increased (from 40 students per year in FY2016) to <b>60 students per year by FY2023.</b>
	<b>(2) Number of Students Employed by Global Corporations</b> The number of students employed by global corporations will be further grown (from 150 students per year in FY2016) to <b>200 students per year by FY2023.</b>
	<b>(3) Number of Students Participating in Overseas Volunteers</b> The number of students participating in overseas volunteer activities through CIEE and other Incorporated NPOs will be enhanced (from 100 students per year in FY2016) to <b>150 students per year by FY2023.</b>
	<b>(4) Number of Students Taking Part in Overseas Internships</b> The number of students taking part in overseas internship programs offered by our university and other bodies will be increased (from 100 students per year in FY2016) to <b>150 students per year by FY2023.</b>
Newly Added Targets to This Initiative	<b>(5) Cultivating Public School Teachers with Overseas Experience</b> Many students of our university wish to be teachers and 105 students passed the teacher employment examination in FY2013. Through overseas training programs, etc. that specialize in teacher-training courses, <b>70 public school teachers with the experiences of overseas trainings will be produced per year by FY2023.</b>
	<b>(6) Cultivating Nurses with Overseas Experience</b> The Faculty of Nursing of our university aims to develop nurses with global minds through classes on international nursing science and unique overseas training programs. In this initiative, <b>50 nurses having experienced overseas trainings will be produced per year by FY2023.</b>
	<b>(7) Conclusion of Exchange Agreements with Universities of Various Linguistic Areas</b> Aiming for the “Global Initiative for Humanistic Education”, by proactively concluding exchange agreements with universities belonging to a variety of linguistic areas as well as English-speaking areas, <b>the number of countries and regions where our university students are to be dispatched will be increased from current 37 countries/territories to 60 of them.</b>
	<b>(8) Number of Students Experiencing Study Abroad in African Countries</b> As a benchmark of the expansion of opportunities for study abroad experiences where students learn the concept of “Coexistence” and “Solidarity”, with the enhancement of the numbers of students experiencing study abroad in African countries, <b>it will be expanded from 13 students in FY2013 to 50 students per year by FY2023.</b>
	<b>(9) Number of Students Meeting Standards of Non-English Foreign Language Skills</b> <b>The number of students meeting the standards of non-English foreign language skills and scores (Level 5 in HSK [195 score], Level 2 in Diplom Deutsch, etc.) equivalent to the score of 730 in TOEIC, which was set as the standard of English skill, will be grown to 150 students per year by FY2023.</b>
	<b>(10) Increasing Number of Students obtaining 6 credits or more from Overseas Universities that can be accredited as credits of our University</b> With the strengthened system through the preparation of learning agreements, under the framework of this initiative, the credits obtained from overseas universities can be accredited as credits of our university. <b>We will increase the number of students who obtain 6 credits or more through study abroad, up to 400 students per year by FY2023, addressing the quality assurance of international higher education.</b>
	<b>(11) Measurements of Creative Thinking Power Using Creative Thinking VALUE Rubric</b> As an index measuring the concrete results of cultivating “Creative Individuals”, which our university promotes, the introduction of <b>“Creative Thinking Value Rubric”</b> that Association of American Colleges & Universities advances, <b>education programs will be developed so that students with GPA of 3 can acquire the method of creative thinking of Milestone 3.</b>

Toward “Global Initiative of Humanistic Education” Through Development of “Creative Individuals”



## 4. FY 2016 Progress

【Soka University】

### ■ Common indicators and targets

#### Internationalization

##### ○ Increase in the number of foreign students with enhancing support

The number of foreign students enrolled has increased 2.6 times from 313 students in 2014 (the start of the TGU project) to 834 students in 2016 (the target number of year 2016 was 600). In 2016, we introduced new entrance examination systems such as inter-college transfer system and recommendation entrance examination from Chinese high schools. We opened new international dormitories (one for each men and women) in which foreign students live together with Japanese students and introduced the RA (Residence Assistant) system, appointing foreign undergraduate and graduate school students. We also fulfilled financial support such as reduction of tuition and beneficial scholarships targeting for all undergraduate and graduate students (302 students in FY 2016).

##### ○ Promotion of study-abroad to Japanese students

905 students experienced accredited study-abroad in FY 2016 (target number was 868), which is 1.6 times higher than at the beginning where we had 557 students. We newly developed 19 unique study-abroad programs associated with the University's curriculum, and also started 10 new exchange programs with overseas partner universities. Also, Faculty of International Liberal Arts started a student exchange program with Thammasat University in Thailand.

##### ○ Expansion of the network with foreign universities

The number of countries and territories has increased from 47 with 148 universities to 58 with 186 universities as of May 2017. We aim to expand the network to 60 countries and territories with 200 universities by FY 2023.

##### ○ Establishment of overseas offices

We established satellite offices in Thailand (Thammasat University, Bangkok City) in June 2016 and South Korea (Seoul City) in September 2016. Together with the previously founded satellite office in China (Beijing City), in total, we have developed three overseas bases.

##### ○ Outcomes of language education

In FY 2016, total of more than 34,000 students have used the extracurricular programs offered at our learning commons, such as English and other foreign language conversation, writing center, and TOEFL iBT® speaking training, etc. Furthermore, through our unique undergraduate curriculum and various study abroad programs, the number of students who exceed the target language proficiency level of Soka University (equivalent to or higher than TOEFL iBT® 80) increased largely from 296 students at the start of TGU program to 1,035 (13.1% of total students) in FY 2016.



〈Opening of Soka University Thailand Office〉

#### University reform

##### ○ Establishment of Global Core Center

In June 2016, we established “Global Core Center” under the Internationalization Strategy Committee in order to achieve the goals of this project and to keep enhancing the globalization of our university. By the establishment of the center, decision making process has become short and prompt. In addition, it will also serve as the preparation committee for the “Graduate School of International Peace Studies” that will newly open in 2018.

##### ○ Increase in foreign faculty and staff members

We have accepted applications from overseas, and as a result, the number of foreign faculty members increased to 49.2% (175 faculties out of 356 in total) and that of staff members increased to 9.9% (22 staff members out of 222 in total).

##### ○ Improvement of staff's foreign language skills

We conducted English training courses and promoted to take TOEIC® Listening & Reading Test (TOEIC® L&R) to administrative staff members. As a result, the total staff who acquired the English level equivalent to or higher than TOEIC® L&R score of 730 increased from 24 (at the start of TGU project) to 49 in FY 2016.

##### ○ faculty meetings in English.

In addition, by making documents in English for meetings that affect the whole university, such as the University Education and Research Council, it is now possible to hold faculty meetings in English.



〈English Track to be extended to 11 courses〉

#### Education reform

##### ○ Extension of classes taught in foreign languages and English Track

Classes taught in foreign languages (excluding language classes) increased from 112 in FY 2014, to 392 in FY 2016. English Track, which students can take all required classes in English and graduate, extended from 1 course in FY 2014 to 7 courses in FY 2016. It will further develop to 11 courses in FY 2018 by adding courses from 3 faculties and 1 graduate program.

##### ○ Introduction of external tests (TOEFL, TOEIC® L&R, etc) to entrance exam for undergraduate programs

In addition to public application entrance exam, we introduced a new system for entrance examination by which the applicants is allowed to submit the official scores of external language proficiency tests such as TOEFL iBT® and TOEIC® L&R instead of taking the university English exam.



## ■ University's own indicators and targets

【Soka University】

### ○ Expansion of countries and territories of exchange programs

As of May 2017, our network of partner universities has extended to 56 countries and territories with 186 universities (52 countries and territories in FY 2016). We newly built relationships with the following 8 countries; Myanmar, Ethiopia, Kyrgyzstan, Uzbekistan, Lithuania, Morocco, Papua New Guinea and Macedonia. We now aim to expand to 60 countries and territories, 200 universities by FY 2023.

### ○ Increase of study abroad to African countries

While 11 students studied abroad to Africa in FY 2014, the number increased to 32 in FY 2016 due to expanding network and building new internship programs. Although we temporarily stopped two programs due risk management for safety issues, they will restart in 2017 as we confirmed the safety by actually visiting. Our aim is to send 50 students to study abroad to African countries by FY 2023.

### ○ Increase in the student number who are proficient in foreign languages

The number of students who achieved certain foreign language levels increased from 59 (FY 2015) to 245 in FY 2016. For example, 50 students for Chinese (HSK Level 5 and above), 9 for Korean (The Korean Language Proficiency Test Level 2 and above), 5 for German (Diplom Deutsch in Japan Level 2 and above), 4 for Russian (Russian Language Proficiency Test Level 2 and above), and Japanese (JLPT N1) also.

### ○ Increase in participants of overseas internships and volunteers

We newly built short term study abroad programs in Kenya, India and Myanmar in FY 2016, and the participants of overseas internships and volunteers reached 100 and 111 respectively. The target in FY 2023 is 150 student participants for both internships and volunteers.



〈Study abroad programs to Africa〉

## ■ Featured initiatives based on the characteristics of the university

### ○ Establishment of Graduate School of International Peace Studies

A new graduate school, School of International Peace Studies will start from 2018. This school will be mainly research about international relations and peace studies. All courses will also be provided in English, and will be one of the English Tracks provided. For that, 4 teaching staff out of 8, were employed by internationally opened recruitment.

### ○ Promotion of English-written documents on campus

“English Translation Team” was formed in FY 2016, being responsible for the translations of conference materials and documents toward the public, as well as for interpretation for on-campus events. It also aims to create a database for English expressions for the words related to our university, such as facility and office names.

### ○ Concluding exchange agreement with UNHCR

In May 2016, we concluded an agreement with the United Nations High Commissioner for Refugees (UNHCR) in Tokyo to accept one refugee student every year, and prepared their learning environment.

### ○ Establishment of the “Russian Center”

The first “Russian Center” at a university opened on Soka University’s campus in June 2016 by receiving in-kind support from Russkiy Mir Foundation. The center will be in charge of promoting Russian language and culture by cooperating with the Foundation and the Embassy of the Russian Federation to Japan.



## ■ Free description

Soka University encourages Undergraduate students to participate in academic conferences and symposiums held overseas. The following are some participation examples of FY 2016.

### ○ Participation in World Summit of Nobel Peace Laureates

In February 2017, four students attended the World Summit of Nobel Peace Laureates held in Columbia, South America. They had discussions upon challenging topics such as “peace and education” and “peace and sustainable development” with youth representatives, gathered from throughout the world. One of the Soka students had a chance to get involved in making the “Declaration of Youth” and contributed as a presenter.

### ○ Participation in G(irls)20 Summit 2016

One girl student was selected as a delegate of Japan to attend the G(irls)20 Summit 2016, and participated in the summit taken place in Beijing, China, in August. This summit is a part of the Clinton Global Initiative founded by former U.S. president Bill Clinton, aiming to foster female leading figures of the next generation. Through the discussions and workshops with youth delegates from G20 countries, the participants issued a joint statement regarding “how to create 100 million new jobs for women by 2025” and submitted to the leaders of G20.



〈With Nobel laureate Mr. Kailash Satyarthi〉

## ■ Common indicators and targets

### Internationalization

#### ○ Increase in the number of international students and enhancement of support programs

- The number of international students has increased about 2.66 times, from 313 students in FY2013, before being selected for the Top Global University Project, to 833 students in FY2017. In FY2017, in addition to schools in China, Soka University began preparations to conclude an agreement with high schools in Brazil regarding entrance examinations for recommended students from partner schools. In addition, the university also began preparing to implement student exchange programs with the national governments of Cuba and Egypt.
- Due to the increasing number of international students, Soka University started preparations to establish an “International Students Support Center (tentative name),” which will be a core facility for the provision of a more enriched education and living environment. Staffs such as mental health counselors who can speak foreign languages are stationed at the center.

#### ○ Promotion of study abroad to Japanese students

- In FY2017, Soka University concluded partnership agreements with 11 new universities, expanding the total number of international exchange partners to 196 universities in 58 countries and regions.
- In addition, the Faculty of Law, Nursing, and International Liberal Arts have developed new faculty-hosted study abroad programs which are synchronized to their specific curricula, while the graduate program in International Language Education (ILE): TESOL has launched exchange student programs with universities in Thailand and the United States.
- The university has organized coordinators to assist students locally in countries and regions in which many students study abroad.

#### ○ International student dormitories

- The international student dormitories (for both Japanese and international students) established in March 2017 have the capacity to house 400 male students and 144 female students, increasing the total admission capacity of the international student dormitories to 744 students in total (500 male students/244 female students). “Resident Assistants (RAs)” comprising both international students and graduate students are present in each dormitory.

#### ○ Research exchange programs with international exchange partners

- In FY2017, Soka University was selected for the “Private University Research Branding Project” by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Following the selection, joint research projects with 3 Ethiopian universities started as well as faculty member exchanges between the universities and Soka University Graduate School of Engineering and Economics, Faculty of Economics, Business Administration, Education, Law, International Liberal Arts, and Nursing. In May 2018, Soka University hosted a kick-off symposium for the project.
- On the graduate school and research center level, the university launched new research exchange programs with 5 overseas universities (Graduate School of Engineering with universities in Singapore, Malaysia, and Thailand and the Graduate School of Teacher Education and International Research Institute for Advanced Buddhism (IRIAB) with universities in China).



Private University Research Branding Project Symposium

#### ○ Activities of overseas liaison offices

- The Liaison Office in Thailand held a joint seminar with Thammasat University (Thailand) in August 2017, which had about 200 participants.
- As the secretariat of the “JunThai” association of Japanese universities with Thailand offices, the “Thammasat University-Soka University Liaison Office” is mainly engaged in activities focusing on planning and operation of various activities.
- Soka University has decided the location for its fourth overseas liaison office in the Philippines and has started preparing for its opening in FY2018.

#### ○ Outcomes in language education

- As a result of the extra-curricular programs for linguistic ability training at the Learning Commons on campus, various language programs, faculty major courses in English, and overseas language training programs, the number of students who achieved the foreign language standard set by Soka University (equivalent to a score of 80 in TOEFL iBT®) have increased from 296 students in FY2013 (before the project launch) to 1,106 students in FY2017 (14.0% of all students).
- The number of courses offered in foreign languages increased 4.55 times from FY2013 (120 courses) to FY2017 (534 courses).

## University reform

#### ○ Function of the Global Core Center

- The Global Core Center was established in 2016 as an organization to constantly promote the Top Global University Project and the globalization of the university itself. The center has been cooperating with faculties, graduate schools, research institutes, and various departments, establishing a structure to concretely facilitate the project and university globalization through deliberation at the “Global Core Center Meeting” (held twice a month).

#### ○ Increase of international faculty members

- The university internationally recruited 4 full-time faculty members who will be in charge of the graduate courses at the new “Graduate School of International Peace Studies” established in April 2018. The number of international faculty members increased to 182 out of the total 356 faculty members (51.1%; 43.3% in FY2013 before project launch). Meanwhile, the number of international staff has increased to 26 people out of the total of 224 (11.6%; 2.4% in FY2013).

## Education reform

#### ○ Expansion of the English Medium Program (EMP)

- The EMP, through which students can earn degrees in English, was expanded from 1 course in FY2013 to 7 courses in FY2017. The university will open 4 additional courses in FY2018 at the Graduate School of International Peace Studies and Faculty of Business Administration, Law, and Letters.

#### ○ Introduction of the International Baccalaureate entrance examination system

- As a means to utilize external exams for faculty enrollment, the university has introduced the International Baccalaureate entrance examination system and has also established a system to accept students from partner schools in Japan, starting from the entrance examinations scheduled to be held in FY2018.



English discussion at an extra-curricular program



■ **The university's own indicators and targets**

○ **Expansion of exchanges with African universities**

• Injibara University and Bahir Dar University in Ethiopia, with which Soka University started the joint research project under the “Private University Branding Project” of MEXT, have been added to the list of overseas partner institutions, and it is expected to have active exchanges of students such as graduate students. As a result, Soka University now has exchange agreements with 11 universities in 9 countries in Africa. Furthermore, in March 2018, the university welcomed 13 members of the University of Nairobi and held a commemorative event to mark the 30<sup>th</sup> anniversary of the exchanges between the two universities.

○ **Number of students joining global companies**

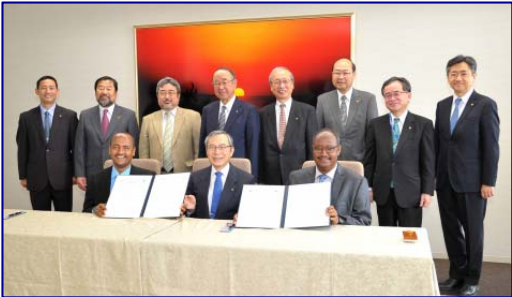
• The number of Soka University students who received job offers from or got employed by global companies listed in the US economic magazine “Fortune Global 500” increased 1.56 times, from 103 students in FY2013 to 161 students in FY2017.

○ **Increase in the number of students advancing to overseas graduate schools**

• The number of Soka University students admitted to overseas graduate schools increased from 30 students in FY2013 to 44 students in FY2017. Major universities include Cornell University (Public Affairs), the University of California San Diego (International Affairs), Soka University of America (Education) in the US; the University of Sussex and the University of Leeds in the UK; and the National University of Singapore (Public Policy).

○ **Increase in the number of nurses with overseas training experience**

• Currently, the Faculty of Nursing offers overseas short-term training programs with international exchange partners in South Korea, the US, and the Philippines. In FY2017, 38 students participated in the program, in comparison with the target number of the year of 50 (achieved 76%). So far, 82 graduates out of 160 (51%) have participated in overseas training programs.



Conclusion of exchange agreements with Injibara University and Bahir Dar University

■ **Featured initiatives based on the characteristics of the university**

○ **Opening of the “Graduate School of International Peace Studies”**

• To realize education and research on “establishing a peaceful and sustainable international society” and to foster individuals who can contribute in the global society, the Graduate School of International Peace Studies was launched in FY2018. Through international recruitments, 8 full-time faculty members of whom 7 are foreign faculty members were employed. All classes and research at the graduate school are conducted in English.

○ **Collaboration with international organizations**

• Following the office of the United Nations High Commissioner for Refugees (UNHCR), with which the university concluded an agreement for admitting refugee students in FY2016, Soka University also concluded agreements with the United Nations Development Programme (UNDP) and United Nations Food and Agriculture Organization (UNFAO) in FY2017. The university has scheduled to start exchange programs such as student internships, volunteer activities, and participation in international meetings. Moreover, the university has hosted special lectures (3 times) by the representatives of the organizations, as well as exchange events with the students.

○ **Regional contributions**

• Soka University was selected from all universities with comprehensive agreements with Hachioji City, to cooperate for the “JICA Grassroots Technical Cooperation Project.” This is a joint collaboration project with Hachioji City and the Japan International Cooperation Agency (JICA), and all three parties concluded the project contract. To date, faculty members and students of Soka University have been sent 3 times to the Federated States of Micronesia, where the project is being implemented, to conduct public awareness activities aimed at reducing and reusing a large amount of trash in order to reduce the volume of solid waste.



Hosting of a Holocaust exhibition to consider peace and human rights (open to the public)



Hosting of an exhibition commemorating the 130<sup>th</sup> anniversary of Japan-Thailand Diplomatic Relations (open to the public)

○ **Hosting of a Holocaust exhibition and a photo exhibition commemorating the 130<sup>th</sup> anniversary of Japan-Thailand Diplomatic Relations**

• In April 2018, Soka University and the Simon Wiesenthal Center (US) co-hosted the “The Courage to Remember: The Holocaust 1939-1945 -The Bravery of Anne Frank and Chiune Sugihara” at the university campus to look back on the history of the genocide of the Jews by Nazi Germany and to consider peace and human rights. This exhibition was sponsored by 10 organizations including the French Embassy and the UN Information Center in Tokyo (the exhibition was held in Fukushima, Gunma, Kagoshima, Yamagata, and Gifu Prefectures in FY2017).

• In May 2017, “Exhibition on the 130<sup>th</sup> Anniversary of Thailand-Japan Diplomatic Relations: A Memorable Tribute to H.M. King Bhumibol Adulyadej” was held at the Soka University campus. The exhibition was co-hosted by Soka University, the Ministry of Culture (Thailand), the Ministry of Foreign Affairs (Thailand), and the Embassy of Thailand in Tokyo. About 200 guests including the Deputy Prime Minister of Thailand, the Minister of Culture of Thailand, and the Ambassador of Thailand to Japan attended the opening ceremony.

○ **Launch of a donation project to promote Top Global University Project**

• The university launched a donation project in April 2018 to promote the project and ensure the continuation of the “Top Global University Project”.

■ **Free description**

○ **Student participation in international conferences and contests (major events)**

• Soka University students participated in “The World Summit of Nobel Peace Laureates,” the “Global Social Business Summit 2017” (as a representative of Japan) in Paris, the “G(irls)20 Summit 2017” in Munich (participated as a representative of Japan for the third consecutive year), and the “International Development Youth Forum.”

• Soka University hosted the annual conference of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL) in March 2018, in which about 200 researchers from Southeast Asia, Europe, North America, and Japan participated.



Hosting of the annual ASAIHL conference for the first time in Japan



## 1. Outline

### 【 Name of project 】

Establishing a New Global Standard from Asia

### 【 Future vision of the university planned in TGU project 】

Under the founding principles of fostering leaders who not only possess high-caliber expertise and interdisciplinary perspectives but also are capable of applying what they know in a demanding international setting, the International University of Japan (IUJ) has implemented internationalization in many aspects with the philosophy of being the university where people gather from all over the world. For the next decade, we will continue to work to leave the status quo behind and foster human resources who can understand and promote diversity in the world. By producing human resources who can serve both national and global interests, we will continue to be a university that increases our contributions to the world.

### 【 Summary of Project 】

#### 1. Produce adaptable global leaders

By sending Japanese students, etc., throughout Asia and, through our alumni network and the cooperation of collaborative universities, we foster and produce global leaders who can play active roles immediately after graduation.

#### 2. Support companies with education

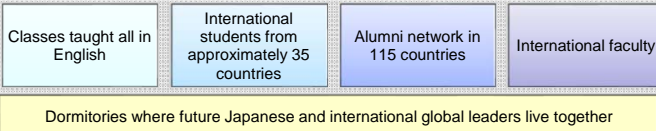
We support the advance of Japanese companies in Asian and African countries with education and realize business-academia collaboration through education in Japanese business practices overseas.

#### 3. Create a network in Africa

To extend our university bandwidth that has been already established in Asian countries into Africa, we promote accepting international students from African countries and academic exchange with affiliated universities.

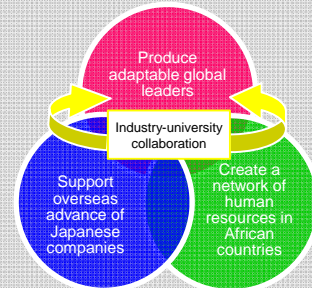
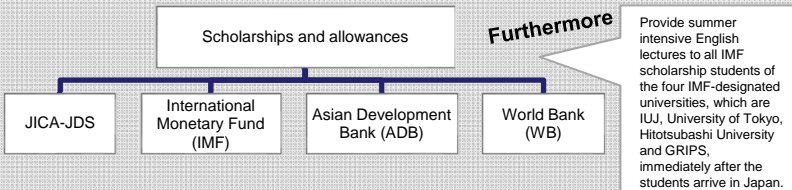
## Establishing a New Global Standard from Asia

### ● Outstanding international environment in Japan



### Top Global University the IUJ aims at Strategic initiative for achievement

- Newly established the Center for Language Education and Research
- Established overseas bases in Sri Lanka, Myanmar and Ghana
- Introduced double degree program with overseas universities



### ● IUJ MBA is internationally ranked.

- The Economist: 6th in Asia (the only Japanese university in the list)
- CNN Expansión: Rank 2nd in Asia

### ● Collaboration with business circles



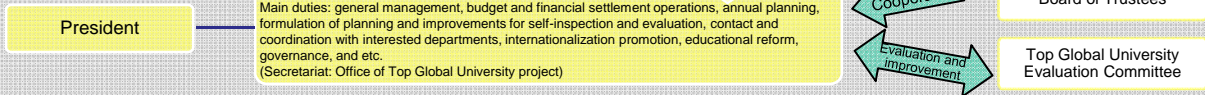
### Comprehensive measures

- Establishing the Top Global University Global Promotion Headquarters
- Educational reform
- Governance reform
- Establishing the international advisory board
- Strengthening collaboration with Japanese and overseas universities and organizations
- Strengthening the network with Japanese business circles
- Collaboration with Meiji University

### Well-developed learning and living environment

- Study and computer rooms are open 24 hours a day.
- Library is open until midnight.
- Exchange with top overseas schools
- English support for students
- English can be used in the local community.
- Quick decision-making only in small-scale schools

### ● Management system



### ● Promotion system and administrative organizational chart



## 【Summary of the 10-year plan】

### Step 1 (FY 2014 to FY 2016): Strengthening our bases in Asia and preparing for development in Africa

#### <Strengthening the bases for internationalization>

We will experimentally provide Japanese-language education in Southeast Asia where our alumni and teacher networks are strong; the Center for Language Education and Research founded in FY 2014 will play a key role. We will start double degree programs with Southeastern Asian universities sequentially by collaborating with existing higher education institutions. In addition, we will prepare and negotiate for concluding overseas study agreements with top universities in Africa.

#### <Internationalization Promotion>

For students who are planning to study overseas, we will provide services such as offering a risk management course, introducing TAs (teaching assistants) for supporting study overseas and consultations about doctoral studies at overseas universities in order to establish a campus-wide overseas study support system.

#### <Educational reform>

We will apply to establish a Ph.D. program in FY 2014 and plan to establish it in September 2015. We will prepare and study for unifying the school affairs system, education support system and alumni management system that we have independently developed within the university. As to the numbering of subjects that we have already implemented, we will conduct research on overseas affiliated schools, and recreate the numbering system to help students to study in Japan and abroad.

#### <Governance>

To implement the initiative, we will establish the Top Global University Project Headquarters and the Office of Top Global University Project to promote the project and strengthen campus-wide collaboration.

### Step 2 (FY 2017 to FY 2019): Development and base creation in Africa

#### <Strengthening the bases for internationalization>

We will conclude overseas study agreements with top universities in Africa and promote exchanging students. We will also hold explanatory sessions for seeking students in Africa twice a year. We will create overseas internship subjects and overseas volunteer subjects at overseas bases that will be established in Southeast Asia and Africa to increase the number of IUJ students who will study overseas. In addition, we will start providing Japanese business practice training for local employees of Japanese companies advancing into Asia as well as non-degree programs for bureaucrats in neighboring Asian countries.

#### <Internationalization promotion>

After establishing the overseas study support system for students in Step 1, we will create an overseas study database to promote peer support among students. To create the Professional School for Human Resource Development for International Cooperation, we will introduce subjects for degrees by using overseas bases and lectures to be taught by visiting faculty based on their practical experience.

#### <Educational reform>

With the improvement of the school affairs system, we will recreate the numbering of subjects and introduce it to all graduate schools. We will reexamine the formats of syllabuses to enable on-line entry of information.

#### <Governance>

We will strengthen night support for student dormitories and offer support in English 24 hours a day. By reorganizing the current student center, we will establish a support center that supports students and international faculty. To operate the university in line with movements in Japan and overseas by extensively incorporating the ideas and proposals of international intellectuals and business executives, we will newly establish an International Advisory Board that has external international board members.

### Step 3 (FY 2020 to FY 2023): Creating the bases for development in the world

#### <Strengthening the bases for internationalization>

We will further promote overseas study of IUJ students through the double degree program introduced mainly with universities in Southeast Asia, overseas internship program and overseas volunteer subjects, and international exchange with affiliated schools in Africa. We will implement a short-term program of dispatching IUJ faculty to affiliated universities in Africa.

#### <Internationalization promotion>

We will continue expanding the Human Resource Development Program for International Cooperation and enhancing the overseas study support for students.

#### <Educational reform>

We will continue numbering subjects and unifying the formats of syllabuses implemented in Step 2.

#### <Governance>

We will continue the governance system that has been established in Steps 1 and 2.

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### ABE Initiative

In the 1st Batch of the African Business Education Initiative for the Youth (ABE Initiative) of the Japan International Cooperation Agency (JICA) in September 2014, we accepted 13 participants, the largest number among all universities in Japan. The ABE Initiative is for providing internship opportunities in Japanese companies in addition to education in higher education institutions. Among the 13 participants who entered IUJ, 90% of the students have already found internships. This high rate was achieved due to IUJ having been established by four economic organizations (Japan Business Federation, Japan Chamber of Commerce and Industry, Japan Association of Corporate Executives and Japan Foreign Trade Council, Inc.) as well as collaboration with global human resource partner companies that consist of 55 companies in Japan. We will contribute to development in Africa and, through our network of alumni and the establishment of overseas bases in Africa, we will support the overseas development of Japanese companies.

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1 Diversity

In our initiative for the Top Global University Project, Africa is a priority. In the 1st Batch of the African Business Education Initiative for the Youth (ABE Initiative) in September 2014 of the Japan International Cooperation Agency (JICA), we accepted 13 participants, the largest number among all universities in Japan. Based on past education results, we promote strategic student acceptance to further strengthen our alumni network.

##### 2 Flowability

Following the participation in the Japan-Africa Academic Network (JAAN), through the network with participating universities, we have started expanding academic exchange including both sending students to Africa and welcoming African students in Japan. We concluded the collaboration agreement with Nagaoka University of Technology to contribute to human resources development and development in academic fields and the local community. We will develop this into comprehensive collaboration that covers diversified fields including educational research, contributions to local communities, exchanging faculty members and students, and promoting internationalization.

##### 3 Overseas study support

For establishing our support center, we selected a company that will be entrusted with operations. With the establishment of the support center, we can offer support in English 24 hours a day, which is expected to quickly help solve problems that occur at night and improve the campus life of students and their families.

##### 4 Language ability

Since our foundation, IUJ has provided lectures of all subjects in English except for Japanese language subjects for international students. We will newly establish a Ph.D. program in international relations in the Graduate School of International Relations in September 2015 to foster advanced specialized professionals.

To provide business Japanese-language education for overseas bases, faculty in charge of Japanese language education visited Vietnam and Myanmar and produced teaching materials that meet local needs and created a network with local government officials, educators and business persons.

##### 5 Internationally viable school affairs system

To enhance convenience for students, facilitate the data management of IUJ students and alumni, and strengthen evidence-based management of learning and teaching, we unified the school affairs system, My IUJ education support system and alumni management system. These systems had been independently developed within the university; we also formulated the specifications of the new school affairs system corresponding to IR (Institutional Research). In accordance with the unification, to secure internationally viable system, we will recreate the current subject numbering system by using those of affiliated universities as a reference to address the flow of students.

##### 6 International opening of the university

Since our foundation, we have introduced a flexible academic year that includes the start of the new school year in September and a trimester system in an educational environment where all students live in dormitories together. We introduced the system of accepting entrance applications via our website in 1999 for the first time in Japan and now accept applications from more than 120 countries. In the future, we will conduct on-site interviews or interviews via video conferencing for entrance examinations for overseas residents. At present, all students who were informed that they qualified for scholarships after entering IUJ and did so have received their scholarships. We will work to continue to achieve this ratio of 100% for providing scholarships to students in the future. Moreover, we will work to get title scholarships from companies and alumni.



<International festival / African team>

#### University reform

##### 1 Personnel affairs system

To academically enrich our faculty, we will utilize the sabbaticals introduced in FY 2014 to enable our faculty to conduct their research in Japan and overseas, for a certain period of time. Moreover, at overseas bases to be established under our initiative for the Top Global University Project, we will promote research and education exchange with overseas affiliated schools.

As for university staff training, we will institutionalize hands-on training including dispatch while we are establishing overseas bases and expanding exchange with overseas affiliated schools. With Meiji University, which we are affiliated with, we have mutually exchanged one university staff since FY 2014, and we will continue providing staff training to improve their qualifications.

##### 2 Governance

At present, in IUJ planning, policy formation and decision-making, we survey our alumni and administer questionnaires to students for their evaluation of classes to improve operations based on data and evidence. With the improvements of the school affairs system that started from FY 2014, the IR concept is shared by faculty members and the data analysis in each department enables promoting internal quality assurance: the PDCA (plan-do-check-action) cycle.



<Hearing survey conducted in Vietnam>

#### Education reform

##### 1 Securing qualitative change of education and independent-minded learning

With regard to required subjects, upper-class students provide extra classes as TAs and substantial learning time is secured. We will expand the TA sessions to subjects other than required subjects. In order to use the TA sessions for improving student understanding of lectures and as the method for providing educational experience for teaching assistants themselves and enhancing teacher educational quality, we will increase opportunities for faculty development (FD).

##### 2 Entrance examination reform

The IUJ obliges all applicants to submit certificates of English proficiency (TOEFL, IELTS or TOEIC) for all graduate programs when applying for admissions, excluding those who have cleared certain conditions. GMAT and GRE scores are also used for the MBA program. We will continue using these external tests for admissions in the future. At present, all applicants must have interviews for entrance examinations conducted in Japan, but for overseas entrance examinations interviews are only required in the special selection process. We will have interviews using Skype and video conferencing and introduce in-person interviews after overseas bases are established.

##### 3 Flexible, diversified academic path

As career guidance for students, we hold orientations and assign a faculty advisor to each student, which we will continue in the future.



## ■ University's own indicators and targets

### 1 Producing global leaders (Sending Japanese students to Asia)

We have already implemented collaboration with higher education institutions in Asia while our many alumni are active in Asia. We have sufficiently established the foundation for the double degree program in Asia. By newly creating the overseas internship subjects and overseas volunteer subjects, including study overseas in affiliated schools, we will enhance our program for sending IUJ students overseas.

In the Human Resource Development Program for International Cooperation that started in 2012 in cooperation with Meiji University and Rikkyo University, we offer an active research course taught by a full-time Myanmarese instructor that contains a field trip to Myanmar as part of the programs for sending Japanese students overseas.

### 2 Creating the human resources network in Africa (Establishing the bases in Africa)

We position Africa as a strategic and prioritized region for the next decade. We have already established an alumni network of more than 160 people in Africa, of which over 10 people are teaching at higher education institutions in Africa. Since we have engaged in research exchanges in the form of joint studies after the graduation of African students, we will increase the number of affiliated schools in Africa by using our alumni network. Through inviting visiting educators, we will play a central role in African research in International Relations and International Management. As indicated by the ABE Initiative, we will increase the number of students from Africa. To increase the visibility of our university, we will hold explanatory sessions gradually.

### 3 Supporting Japanese companies' advance overseas (Support companies in education)

In our university, our faculty teach their subjects entirely in English. Also, based on our founding principles, we offer Japanese-language education for international students (in particular, business Japanese) to help foster the human resources sought by Japanese business circles.

In April 2014, we opened our Center for Language Education and Research that has Japanese and English faculty. In FY 2014, Japanese faculty visited higher education institutions, Japanese-affiliated companies and more in Vietnam and Myanmar, producing Japanese-language education teaching materials after studying local needs.

In the Japanese-language education program, we assume collaboration with Japanese companies that are abroad. Therefore, by incorporating internships in Japanese companies, we will produce excellent local human resources for Japanese companies overseas that seek adaptable human resources.



<Vietnam's Hai Phong City mission visits IUJ>

## ■ Featured initiatives based on the characteristics of the university

### 1 Enhancing the double degree program and establishing overseas bases focusing on Southeast Asia

IUJ has an international environment supported by internationalization on campus and a strong alumni network beyond the borders of Japan. The international environment is cultivated by all students living in dormitories together for two years, which is uncommon even in higher education institutions in American and European countries. In addition, the international faculty network supports the alumni network. First, we will expand the double degree program and establish overseas bases in Southeast Asia where we have already established a foundation and then develop in Africa.

### 2 Development in Africa

IUJ was established by strong support from business circles and has a philosophy of fostering global leaders. As the next step, we will further deepen our collaboration with companies and combine the development of human resources sought by business circles with education at graduate schools through offering corporate-driven seminars to establish bases in Africa.

### 3 Expanding the Human Resource Development Program for International Cooperation

We will provide a more sophisticated academic educational environment by developing the Human Resource Development Program for International Cooperation in the Professional School for Human Resource Development for International Cooperation and establish a Center for Community with Asia as the theme. Through educational continuity from undergraduate education to master's and doctoral programs, we will produce human resources who can assume responsibility in international public affairs in order to promote finding solutions to global issues.

## ■ Free description

Using our human network and diverse environment, IUJ is promoting the internationalization of Minamiuonuma City and Niigata Prefecture.

Since FY 2014, Minamiuonuma City in Niigata Prefecture has promoted the platinum town initiative known as a CCRC (continuing care retirement community) to promote the movement of active senior citizens (platinum human resources) from urban areas to Minamiuonuma City. We plan that the residences for the CCRC will be built around the IUJ campus and the senior citizens are expected to live together with IUJ students. The senior citizens will have experience overseas and great interest in multicultural exchange. We will offer them a well-developed active life by entrusting operations such as support for international students and career support while providing opportunities for lifelong education. The platinum human resources are expected to participate in promoting exports of local agricultural products, processed goods and other products as well as to try to find solutions to problems in nearby cities such as employment issues, consumption expansion and preventing population decreases.

In February 2015, we concluded a framework agreement with Nagaoka University of Technology which was also selected to participate in the Top Global University Project from Niigata Prefecture. With the agreement that can promote collaboration beyond the national and private universities, we have established a system for promoting the globalization of other universities in Niigata Prefecture and local revitalization.

Since Niigata Prefectural Kokusai Joho High School was selected as a Super Global High School (SGH) in March 2015, we will support upper secondary education in Niigata Prefecture together with Meiji University, which we are affiliated with.

Through the Top Global University Project, we will promote vertical and horizontal deployment of globalization to contribute to society.



<Japanese class>



<Lecture under the Human Resource Development Program for International Cooperation>



<Entrance ceremony in FY 2014>

### 3. Progress Report on Implemented Initiatives (Academic Year 2015)

#### ■ General assessments and performance targets

##### Topics related to internationalization

###### 1 Diversity

The ratio of female faculty members in Academic Year 2015 rose to 15.6% as a result of newly hired faculty members. Moreover, the ratio of female managers improved to 50%. The number of home countries or regions for newly admitted students rose from 36 in AY2014 to 47 in AY2015. IUJ accepted 39 participants in the second batch of the African Business Education Initiative for Youth. Like last year, this was the largest number of participants received by any university in Japan.

###### 2 Mobility

We have been using the Hanoi Office, which was established in AY2015, as a base for activities aimed at strengthening our networking with Japanese companies in preparation for the establishment of an overseas internship course. Moreover, we have examined the possibility of cooperating with JICA Tokyo on the establishment of an overseas volunteering course based on a framework agreement concluded with JICA Tokyo. As part of our efforts to conclude an agreement with an African university, we have sent faculty members on inspection tours to Africa and carried out networking with former IUJ international students and local universities, and we have exchanged information and given briefings about IUJ. We have also investigated the current state of education in Africa and African educational institutions via former IUJ international students and Japanese companies.

###### 3 International student support system

In AY2015, we launched 24-hour English language support at the student dormitories in order to strengthen our international student support system. We have carried out a case study survey of mental health care for international students at other universities and we are working to develop our support for international students even further.

###### 4 Language skills

Along with the establishment of a doctoral course at the Graduate School of International Relations, we have increased to 16 the number of courses through which a degree can be obtained entirely in a foreign language (including courses on the Public Policy Program launched in 2014). This is up from the initial number of 10 courses. We continue to offer all lessons in English. At the Graduate School of International Management, we have increased the maximum number of students from 150 to 180 to match the capacities of business schools located in Europe and the United States.

###### 5 International acceptability of course system

In order to ensure that our course system has international currency, we have modified the course system to handle any course numbering reorganizations. Under the new course system, it has been possible to centralize the students' portal website and former IUJ student management system, and to strengthen and develop the IR function. From a quality assurance perspective, we have developed a system to receive screening in various fields by AACSB (which is the oldest international business school accreditation organization). We have also introduced a lecture video recording system as part of these efforts in order to promote lecture information disclosure via Open Course Ware.



< International students from 47 countries and regions >

###### 6 International openness of the university

We will use the Hanoi Office as a base for our efforts to build relationships and strengthen partnerships with local universities and research institutions. What's more, we will make active use of our network of more than 120 Vietnamese former IUJ international students when carrying out local activities. Based on our global partnership agreements with 55 companies, we held an HR Network conference as a way of exchanging opinions with the personnel representatives of Japan-based companies.

##### Topics related to governance reforms

###### 1 Personnel system

We have used an international open recruitment system to hire three new faculty members with doctoral degrees. We have also launched the Faculty Development Committee in order to develop our teacher training system. What's more, in March one of our faculty members took part in a Case Method Teaching Seminar at Harvard University with the aim of enhancing our faculty development. Upon returning to Japan, the faculty member gave briefings and shared information with IUJ faculty members.

###### 2 Governance

We encourage our faculty members to sit external examinations, such as TOEIC, and we work hard to identify and manage their level of English language skills. We carry out university corporation accounting and finance training as part of our week-long staff development training. Faculty members who wish to do so are allowed to take part in the business creation training and on-demand training offered by The Japan Association of Private Universities and Colleges. One of our faculty members took part in advanced model training on the internationalization of Korean universities and the construction of a global campus, exchanged information on university governance, and carried out networking through advanced model research on the topic of internationalization.

##### Topics related to educational reforms

###### 1 Qualitative transformation in education and ensuring independent learning

In addition to continuing to offer existing TA sessions, our faculty members took part in a seminar on the new TA system at Hiroshima University and carried out an advanced model survey of overseas universities and other universities. Based on the survey results, we will make adjustments in cooperation with the relevant university departments and further develop our TA sessions.

###### 2 Reforming admissions

A large number of students at IUJ are in employment. This can be explained by our university's history of being founded through the strong support of the business community. For this reason, we offer a special selection entrance examination for working adults and we select students for admission in numerous ways. As part of overseas admissions, we carry out interviews using Skype and face-to-face interviews overseas.



< Staff Development Training >

###### 3 Flexible and diverse academic paths

As part of the careers guidance we offer our students, we hold orientations and provide each and every student with a faculty consultant in order to offer a contact point for consultations. This is something we plan to continue in the future.



## ■ IUJ's own assessments and performance targets

### 1 Producing “work-ready” global leaders (sending Japanese students out to Asia)

We will establish new “Overseas Internship” and “Overseas Volunteering” courses to include overseas study at our global partner schools and develop our program for sending students from IUJ overseas. We will use our Hanoi Office to build partnerships with Vietnamese educational institutions with the aim of realizing a double-degree program.

### 2 Building human resource networks with African countries (platform-building in Africa)

As of June 2016, we have a total of 51 students staying with us on the ABE Initiative, including 39 students who came to Japan as part of the second batch in September 2015 and the second-year students who came with the first batch in 2014. This means that we achieved the target we set of 40 international students from Africa by 2023 in AY2015. In February, a former IUJ student who now works for the Ghana Statistical Service gave a special lecture at the IUJ campus on consumer price index case studies in Ghana and opinions were exchanged on development in Africa. We also took part in a Study in Japan Fair held in South Africa and explained IUJ to the 50 African students who visited our booth.



< Study in Japan Fair held in South Africa >

### 3 Supporting the overseas expansions of Japanese companies (supporting Japanese companies from an educational perspective)

The Manager of the Hanoi Office gave a lecture at University of languages and International Studies-Vietnam National University, Hanoi (ULIS) to Vietnamese undergraduates aiming to join Japanese companies on the topic of business etiquette when starting work at Japanese companies, with the cooperation of one of IUJ's global partnership company. We have used Japanese language teaching materials produced at IUJ and activities at our overseas bases in order to support Japanese companies from an educational perspective. We also held discussions in preparation for the conclusion of a three-party framework agreement between the Japan External Trade Organization (JETRO), Nagaoka University of Technology and IUJ, which is planned for AY2016. We plan to utilize the strengths of the three organizations in order to support the overseas expansions of Japanese companies from multiple directions.

## ■ Unique measures based on IUJ's distinct characteristics

### 1 Expanding the double-degree program with a focus on Southeast Asia and establishing overseas bases

At the Hanoi Office, we will establish a double-degree program in Southeast Asia by promoting public relations activities and partnership-strengthening activities, including activities aimed at strengthening our relationships with local universities and research institutions. We will also carry out inspection tours to Myanmar and Ghana and interview former IUJ international students with a view to establishing overseas bases in Myanmar and Ghana to follow on from the base in Vietnam.



<IUJ's Hanoi Office >

### 2 Strategic developments in Africa

Africa is attracting attention from the Japanese business community as the next opportunity for business expansion, and we intend to establish IUJ's presence in Africa. We have set a target of establishing a base in Ghana by 2020, and we plan to use Ghana as the focus for contributing to the development of human resources in Africa through collaboration between industry and academia with the cooperation of IUJ former students and locally-based Japanese companies.

### 3 Development of programs to foster human resources for international cooperation

We will develop the Human Resource Development Program for International Cooperation into a “Professional School for Developing Human Resources for International Cooperation”, provide an even more advanced academic and educational environment, and establish a “knowledge base” on the subject of Asia. We will use an integrated education system from undergraduate through to masters and doctoral degrees in order to produce human resources capable of working in the field of international public policy and promote solutions to global issues.

### 4 Japanese language education based on a newly-established Center for Language Education and Research

We have made a global release of *Ganbatta Kana* (a hiragana and katakana study app) on App Store. We are currently developing a shadowing app for Japanese language study. We have also created e-learning teaching materials for foreign international students who are visiting Japan for the first time. We have released the materials on the IUJ website and YouTube and included them in the Info Pack sent to students planning to come to IUJ to study. The assumption is that the materials will be used for educational purposes prior to students coming to Japan with the aim of helping them make a smooth start to their lives as international students. What's more, we have interviewed companies in Vietnam about Japanese language education and created Japanese language teaching materials to reflect these needs. We plan to use these materials to develop educational support for locally-based Japanese companies with a focus on the Hanoi Office. With the cooperation of our global partnership companies, IUJ held a special intensive Japanese language seminar for Japanese teachers and researchers in August 2015 at the University of Languages and International Studies, Vietnam National University, Hanoi, and we plan to hold the seminar again in AY2016.

## ■ Free comments

IUJ utilizes its international network and extremely diverse environment as part of its efforts to make an active contribution to regional society. In February 2016, we signed an MOU with Niigata Prefecture, Minami-Uonuma City (which is located in Niigata Prefecture) and Adam Innovations Co., Ltd. on initiatives aimed at promoting a Global IT Park in Minami-Uonuma. The goals of the project are cited as developing a base for overseas IT companies to operate in Japan and attracting them to Minami-Uonuma with the aim of securing talented human resources and creating employment. IUJ will provide total support from an educational perspective and promote the internationalization and vitalization of the region.



< Signing ceremony >

We are also working in cooperation with our incorporated alliance partner Meiji University to strengthen our partnership with Niigata Prefectural Kokusai Joho High School, which has been designated as a Super Global High School (SGH). In AY2015, faculty members from IUJ and Meiji University visited Kokusai Joho High School to give a lecture entitled “Uonuma Studies”. We plan to continue building partnerships with schools that have been selected as SGHs and to support upper secondary education. What's more, in February 2016 IUJ became the focal point as a place “Where the World Gathers” by hosting an open seminar by the President of NGO Ehime Global Network entitled “Education for Sustainable Development (ESD), Supporting Mozambique, Arms into Art and Community Creation” and held an art exhibition entitled “Arms into Art” with the aim of strengthening partnerships between academics and students and promoting a flow of new exchange from Uonuma to the world.

IUJ will continue to promote vertical and horizontal globalization through the Top Global University Project and to contribute to society.



## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Diversity

In October 2016, IUJ welcomed new students from 43 countries and regions. The number of countries and regions where students come from has risen to 55, and we are realizing a diverse educational research environment. We actively accept study abroad and scholarship programs through specific organizations, including international organizations, development assistance organizations, and foreign governments. We strive to attract strong international students from various countries.

##### 2. Support system for study abroad

We established an English-language mental health care system as part of constructing a support system for international students and other students. Examining with psychological expertise, we established a counseling office that gives maximum consideration to students' privacy. Also, we will place one full-time bilingual counselor starting in April 2017. In the future, we will construct a collaborative system, such as regularly dispatching doctors from local medical institutions, and strengthen the mental and physical support systems for students and their families. Doing so, we aim to enhance the academic environment and make it one where students can focus on their research.

##### 3. International application of teaching systems

From the viewpoint of quality assurance with strong international applicability, Graduate School of International Management will be examined for a field-specific business school accreditation by AACSB in 2017. A self-evaluation draft was completed this year, inviting mentors from abroad and carrying out interviews. The school has come together, and we are making progress with our preparations for the examination.

##### 4. University's international openness

We hosted IUJ-ULIS Hanoi Office 1st Symposium, using the IUJ-ULIS Cooperative Office at the University of Languages and International Studies - Vietnam National University, Hanoi established in 2015. We welcomed three guest speakers—a Japanese alumnus of IUJ who is managing a Japanese company in Vietnam (a corporation participating in our Global Partnership Program), a faculty member from Hanoi University of Science and Technology (an alumnus of IUJ), and a specialist from the JETRO Hanoi office. They gave lectures on Vietnam's industries and economy. Approximately 60 people participated in this symposium, including those from the Embassy of Japanese and other institutions in Vietnam and Japanese corporations, as well as alumni from our university. The symposium promoted industry-academia collaborations with Japanese companies and so on that are expanding locally.



〈New Students Welcome Day〉



〈Symposium〉

#### University reform

##### 1. Human resources system

This year, we established the staff development policy, the centerpiece of our efforts. In this SD policy, "Staff capable of working in a global and diverse educational research environment" are given as guidelines for International University of Japan staff HR development (desired staff). As a place where international students from all over the world gather, practical abilities in English as well as an understanding and knowledge of diversity and multiculturalism are required at our university. We believe that an understanding of diversity is a critical ability in our globalized society, greater than English language abilities. We established a system that allows staff to attend lectures on cross-cultural communication with students, and have worked on improvements with the entire office. And, this year we implemented mental care psychologist qualification acquisition assistance for the purpose of enhancing our counseling services. In addition to advanced English language abilities, we aim to develop human resources to train internationally capable university staff with advanced expertise and skills.

##### 2. Governance

To ensure the objectivity and validity of the self-assessment and evaluation results conducted by the university, and to conduct a substantial external evaluation that contributes to improvements and reforms of the university's education, research, and social contributions in general, we appointed external evaluation committee members to the four external experts, including international members, and established an external evaluation committee.

#### Education reform

##### 1. Qualitative changes to education and ensuring independent learning

In this plan, from the perspective of international applicability and quality assurance of educational programs, the lecture information of 50% of all courses held will be made publicly available via OpenCourseWare. Our efforts this year included recording and editing the lectures from the fall semester and publishing them on our website. By further working on operational aspects and enriching the distributed content in the future, we will externally ensure the quality of education at our university and will "give back knowledge" to society. At the same time, we will internally make them a useful means of providing information to university students at registration.

### ■ University's own indicators and targets

##### 1. Produce global leaders who will be immediately effective (delivery of Japanese students to Asia)

Of affiliated overseas universities, we are implementing a linkage program with four Indonesian universities (Gadjah Mada University, University of Indonesia, Padjadjaran University, and Syiah Kuala University) and one university in Mongolia (Mongolian University of Science and Technology). In 2016, we concluded new agreements on a linkage program with American University of Central Asia (AUCA) (Kyrgyzstan), National Chengchi University (Taiwan), and Royal International University of Mongolia (Mongolia).

##### 2. Human resource network construction in African countries (building a foundation in Africa)

As of March 2017, we have 80 international students from 25 African countries enrolled at our university. This far exceeds the goal of the most recent year of accepting 40 international students from Africa. Since the beginning of the African Business Education Initiative for Youth (ABE Initiative), we have continued to accept the largest number of students of any domestic university. Also, we have already turned out 200 graduates to African countries, and our own graduate network is in place. We will continue to strengthen our foundation in Africa by making full use of this network.

### 3. Supporting overseas expansion of Japanese companies (supporting Japanese companies from an educational standpoint)

Two kinds of Japanese teaching materials created by last year ("Business practice: learning through examples—work methods—" and "Intro to Japanese 1 for engineers") are widely disseminated to Japanese companies expanding business in Vietnam, centering on the Hanoi office. We sent samples and data for teaching materials to companies, schools, and institutions, and tried to utilize the teaching materials and give back knowledge to society. Also, in the joint ABE Initiative program held in March 2017, "Business practice: learning through examples—work methods—" was distributed to the third batch of trainees (about 350 people). Japanese faculty members from our university gave a lecture on the content. We will continue to expand the range of utilization of these Japanese language education-related materials and assist with the overseas expansion of Japanese companies from an educational standpoint.

#### ■ Initiatives for the enhancement of international reputation/ Featured initiatives based on the characteristics of the university

##### 1. Expansion of the double-degree program centered on Southeast Asia and the establishment of overseas bases

We will promote academic collaborations (student exchanges, faculty exchanges, the double-degree program, etc.), and overseas internship courses and overseas volunteer courses. This is with the aim of continuing to provide practical and international educational programs based on the founding philosophy of the university: "to educate capable young men and women and develop in them a high level of interdisciplinary and specialized knowledge which they can put to practical use in the international arena." Following Vietnam and the establishment of overseas bases in 2015, we are preparing for the establishment of bases in Myanmar and Ghana as well as cooperation with local higher education institutions.

##### 2. Strategic expansion in Africa

We participated in activities at the Japan-Africa Academic Network (JAAN) and activities of the exchange student coordinator placement office, and worked on creating a foundation in African countries through visits to local sites. At the same time as strengthening the network with overseas government offices and Japanese companies, by promoting exchanges with local educational institutions and strengthening the graduate network, it will become a bridge to link Japanese companies and local talent. On March 2, 2017, we concluded the first inter-university agreement between the University of Ghana and higher education institutions located in Africa. Our university takes on human resource development with foresight with Africa as a region of focus, to which the Japanese business world is also paying attention.



〈Signing Ceremony〉

##### 3. Expansion of the Human Resource Development Program for International Cooperation (HRIC)

The developed form of the "Human Resource Development Program for International Cooperation," a shared inter-university collaborative education promotion program started with Meiji University and Rikkyo University, this program sets out to launch the "Human Resource Development Professional School for International Cooperation" program that combines bachelor, master, and doctoral courses. We conducted interviews with external experts and faculty members from the Graduate School of International Relations. In view of the establishment of the double-degree program and the joint double-degree program with international universities so as to be developmentally more attractive to applicants than the content given in this program, we are working on creating a foundation for the purpose of establishing a new program.

##### 4. Japanese language education centered on the new Center for Language Education and Research

We have worked to further expand Japanese language education by creating e-learning teaching materials and providing business Japanese language education at overseas bases. In addition to the Japanese language learning application "Ganbatte Kana" created in 2015, this year we created the Japanese language learning application "Ganbatte Shadowing." We introduced two Japanese learning applications to Japanese language classes, and by providing blended learning that combines e-learning and face-to-face classes, we were able to build a system that is suitable for attentive care to individual learners and self-study. Because these are distributed free of charge, they are used not only by our students but also by people around the world.



〈Japanese education application〉

#### ■ Free description

##### - Cooperation with Super Global High (SGH) School

We also work closely with SGH-designated schools, especially Kokusai Joho High School located in Minamiuonuma. Kokusai Joho High School aims to disseminate the appeals of Uonuma to the world under the research theme of "Training through the global transmission of [Snow country and rice area, Uonuma] —From Urasa to the World—." We are also aiming to train talent who can consider and make suggestions from a global perspective on the problems facing a region as well as related regional global problems. Teachers and students from our university participated as lecturers in regional research classes, one of our initiatives, and led presentations. Also, various events provide opportunities for exchanges with international students at our university. In addition, this year we welcomed 25 freshman students from Yokohama Minami High School and conducted cross-cultural communication training. The training placed an emphasis on "output" in English and was conducted in English from start to finish. Students from our university also participated as facilitators. We will actively promote cooperation with SGH-selected schools and will support their education to lead globalization in education.



〈Training for cross-cultural communication〉

##### - Three party comprehensive collaboration promotion agreement

On May 24, 2016, the Japan External Trade Organization (JETRO), Nagaoka University of Technology, and the International University of Japan signed an agreement on comprehensive collaboration promotion. Taking advantage of the strengths of the three institutions in different fields, we will cooperate with each other in cultural, industrial, educational, academic fields and so on, and promote international development in academic research, human resources education, industry-academia collaborations, etc. This will contribute to national and regional development as well as human resource development.



## 5. Progress in Initiatives (AY2017)

### ■ Common Outcome Indicators and Achieved Targets

#### Globalization Initiatives

##### 1. Diversity

In AY2017, IUJ welcomed new students from 51 countries and regions. The countries/regions of origin of our students now numbers 60, creating an extremely international, multicultural, and multi-ethnic student body. By actively taking in international students from any countries and regions through the study abroad and scholarship programs of Japan and other countries, including JICA, IMF, and ADB, IUJ offers study opportunities in its international and diversified environment.

##### 2. Student Support Systems

In April 2017, we employed permanent bilingual (Japanese and English) counselors with advanced qualifications and experience in counseling overseas and established a counseling room. Further, on June 1, 2017, we concluded an agreement with a local medical institution for the dispatch of medical doctors, and the dispatch of doctors who are able to provide service in English to IUJ began. This initiative further strengthened our systems for the physical and mental support not only of our international students, but all students, teaching faculty and administrative staff.

##### 3. Language Initiatives

The Japanese language study smartphone apps, *Ganbatte Kana* and *Ganbatte Shadowing*, are being used for e-learning and blended study in IUJ's Japanese language classes. This is proving effective in raising students' motivation to learn and their awareness of pronunciation. This academic year, we have developed an Android version of *Ganbatte Shadowing* and made it available free of charge. This has enabled almost all students who own a smartphone to use this app for their self-study. Also, because 90% of our students are foreign nationals and many of those international students are unable to understand Japanese, in the Info Pack sent to new students before they come to Japan, we encourage them to watch the Japanese language education program "Lesson for Useful Expression in Japanese" (streamed free of charge on YouTube), to help give them a smooth start to their study abroad.

##### 4. International Compatibility of Curriculum Systems

IUJ obtained certification from AACSB (Association to Advance Collegiate Schools of Business), an international certification organization for business schools, in February 2018. In the initiatives undertaken to obtain certification, we made efforts to further improve our educational programs through the systematic organization of educational courses, as well as innovations and developments in the area of pedagogy. We will always provide a world-standard education to the students in our Graduate School of International Management.



(New Students Welcome Day)

Japanese language learning apps



Video Educational Material



Total installations: <b>11,313/88</b> countries and regions (As of 3/31/2018)		
iOS version	<i>Ganbatte Kana</i>	<b>3,769</b> installations/ <b>28</b> countries and regions
	<i>Ganbatte Shadowing</i>	<b>5,156</b> installations/ <b>27</b> countries and regions
Android version	<i>Ganbatte Kana</i>	<b>569</b> installations/ <b>46</b> countries and regions
	<i>Ganbatte Shadowing</i>	<b>1,819</b> installations/ <b>77</b> countries and regions



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#### Governance Reforms

##### Meeting of the External Evaluation Committee

To improve and revitalize the university's organizational management systems, the International University of Japan External Evaluation Committee Regulations were established on April 1, 2017, and the IUJ External Evaluation Committee was formed. On October 10, 2017, the first meeting of the IUJ Top Global University Project External Evaluation Committee was held. Going forward, we will continue to take in the opinions of our stakeholders, and enhance the university's own capacity to reform in response to changes in its environment and the university's functions for responding flexibly to the new needs of society. In this way, we will raise the quality of education extended to students and heighten our educational effectiveness.

##### Formulation of Medium-Term Plan/New Vision

The IUJ Medium-Term Plan (New Five-Year Plan), which will begin in AY2018, was approved by the Board of Directors and a "New Vision" to embody the future university that we want to be. In this New Vision, we have declared our goals of connecting Japan and the world and offering a balanced learning experience to the global leaders of the future, who will promote diversity in the international community and be active on the world stage. There are three main axes to the Vision: (1) Actively communicate messages about Japan to the world in both education and research; (2) nurture professionals of a high standard in the government and business sectors; and (3) raise the level of interdisciplinary activity in the basic areas of our educational programs.



(1st Meeting of the IUJ Top Global University Project External Evaluation Committee)

#### Educational Reform

##### Employment of Doctoral Students as TAs

From November 2017 to March 2018, doctoral students in the Graduate School of International Relations were employed as teaching assistants (TA) on a trial basis. These TAs held TA sessions, collected data and other materials for use in lectures, and held individual meetings with MA program students. Going forward, we will continue to systematically develop this TA scheme, based on the contents of surveys of other universities in Japan and the experiences of foreign-national teaching faculty at IUJ.



## ■ IUJ's Own Outcome Indicators and Achieved Targets

### 1. Production of Career-Ready Global Leaders (Sending Japanese students to Asia)

Even after the completion of International Cooperation Personnel Development Program, which IUJ conducted in conjunction with Meiji University and Rikkyo University, these three universities continue to collaborate. To cultivate professionals with the knowledge and English language skills that are essential to working actively in the area of international cooperation in the future, IUJ teaching faculty accompanied a group of undergraduate students on a field trip to Sri Lanka.

### 2. Establishment of Personnel Network in African Nations (creating foundations in Africa)

In September 2017, IUJ participated in a Japan Study Abroad fair held in Ethiopia. IUJ staff paid another visit to the University of Ghana, with which IUJ concluded a partnership agreement in the previous academic year, where they held discussions on faculty and student exchange. As a result of these discussions, in February 2018, to kick off our faculty exchange initiative, we were able to invite an IUJ graduate who is now a lecturer at the University of Ghana to IUJ.

### 3. Support for Japanese Companies Venturing Overseas

#### (Support of Japanese Companies from an Educational Perspective)

The Japan External Trade Organization (JETRO), Nagaoka University of Technology, and IUJ held a Hanoi-Niigata business-academia collaboration workshop in Hanoi, Vietnam. This workshop was planned and held under a comprehensive collaboration agreement concluded between these three organizations in May 2016, with such objectives as helping Niigata companies to expand overseas, attracting foreign companies to Niigata, and cultivating global professionals, taking advantage of the three organizations' different respective strengths. 180 people participated in the workshop, including Japanese companies considering venturing overseas, Japanese companies already operating in Vietnam, and alumni from NUT, IUJ, and HUST. 2017 was the 45th anniversary of the establishment of diplomatic relations between Japan and Vietnam, so this workshop was positioned as part of the program of commemorative events to mark this milestone.



(From left: Professor Shinoda of IUJ, Vice Chancellor of University of Ghana, IUJ staff member, University of Ghana's Dean of Agriculture (IUJ graduate) )



(Hanoi-Niigata Workshop on Industry-Academia Collaboration)



(MBA World Summit 2018)

## ■ Distinctive Initiatives Based on the University's Characteristics (B-Type only)

### 1. Expansion of Double-Degree Initiatives, Centering on South-East Asia, and Initiative for Establishment of Overseas Bases

Continuing on from the IUJ overseas base opened in Hanoi, Vietnam in AY2015, we are also planning to establish a base in Myanmar. Taking advantage of our network of teaching faculty and graduates, we are engaged in discussions with local higher education institutions in Myanmar.

### 2. Strategic Developments in Africa

A student enrolled in IUJ through the ABE Initiative was chosen as one of the 100 Most Inspiring MBA Students at the MBA World Summit 2018. A total of 100 students from 39 of the world's top business schools, including IUJ, Gordon Institute of Business Science of University of Pretoria, Columbia Business School, Yale School of Management, Harvard Business School, Imperial College Business School, and London Business School, were invited to an international conference at the University of Cape Town. Twenty-four of those students, including our IUJ student, were given the opportunity to speak at the conference, giving presentations of approximately 45 minutes each. The opportunity for our IUJ student, who is from Africa, to present alongside students from some of the world's most prestigious universities embodies our efforts to use educational assistance to Africa to develop talent that can contribute to the world.

### 3. Expansion of International Cooperation Personnel Development Program

Under the leadership of the University President, IUJ has established a New Vision for the future of the university. In the New Vision, we will aim to connect Japan and the world, offer a balanced learning experience to the global leaders of the future who will promote diversity in the international community and be active on the world stage, and to offer a place where they can learn about both "the world" and "Japan in the world." Through this vision, we will continue to promote further the development of international cooperation personnel in the international cooperation sector and the international business sector.

### 4. Japanese Language Education Centered on the New Language Education Research Center

Taking advantage of our Vietnam base, we are conducting endowed courses sponsored by Japanese companies. In a course aimed at cultivating local Japanese-language teachers, lecturers from the Japanese Language Program of IUJ's Language Education Research Center and the director of the IUJ local office conducted lectures. Also, for students of the University of Languages and International Studies, which is part of the Vietnam National University, Hanoi where IUJ has its Vietnam office, the director of the IUJ local office conducted an endowed course on Japanese business manners, sponsored by Japanese companies. Further, with the aim of cultivating IT talent, we have started an IUJ IT course on a trial basis, with the cooperation of employees of Japanese IT companies in Vietnam, using *Beginner Japanese for IT Engineers 1*, a textbook published by IUJ. We also held a class for 80 students of the Vietnam National University, Hanoi's University of Languages and International Studies who hope to find employment with Japanese companies, using *Learning Business Practice from Case Studies*, written by IUC lecturers.



## ■ Free Comments (space to promote your initiatives)

### Collaboration with Super Global High School (SGH)

As a partner university of Niigata Prefectural Kokusai Joho High School, the only high school in Niigata designated as a Super Global High School (SGH), IUJ dispatches IUJ students to the high school's local research classes. This is a good opportunity for IUJ international students to actually experience Japan's traditional culture, as well as enjoying interactions with Japanese high school students. IUJ also conducts presentation training and cross-cultural communication training for another SGH, Yokohama Municipal Minami High School. In addition, in the current academic year, in a new collaboration with the Niigata Prefectural Board of Education, IUJ held two Global Seminars for Niigata High School Students, for 33 students enrolled in Niigata High School and Niigata Prefectural Secondary School's Senior School. By actively partnering with SGH schools and supporting senior high schools, IUJ is engaging in the cultivation of global leaders who can be active on the world stage.

# Top Global University Project (Type B) Ritsumeikan University

## 1. Outline

### [Name of the Project]

Bridging the World and Asia Human development to collaborate across cultures and contribute globally to Asian communities

### [Future vision of the university planned in TGU project]

Having “globalization” as the pillar of the university reform since 1980, Ritsumeikan University established western Japan’s first College of International Relations in 1988. We have carried out various international programs that have expanded the field of study for students, especially after being selected as a G30 member university in 2009. On the basis of our experiences, through implementing the TGU projects, we aim at developing our education and research as well as our organization in order to develop human resources who will collaborate across cultures and contribute globally to Asian communities. Our future visions are as follows;

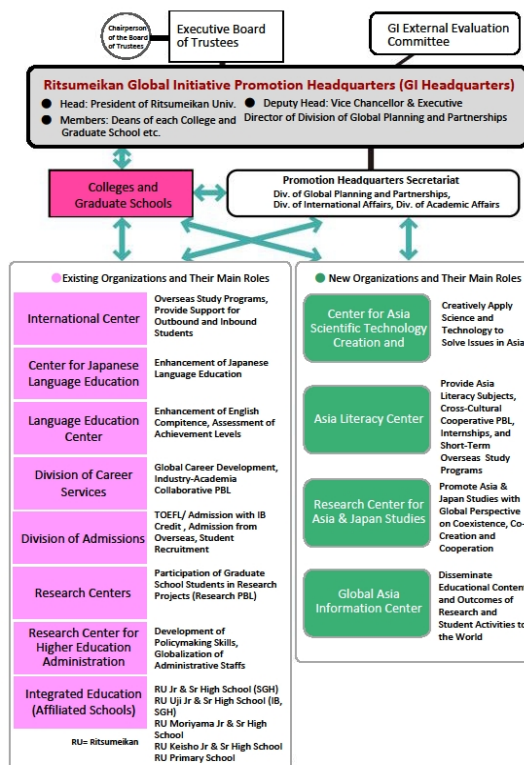
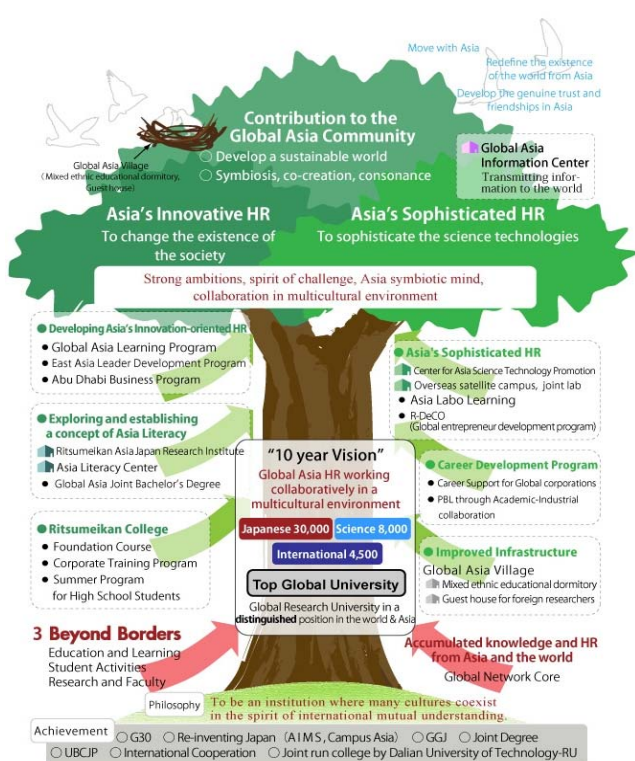
1. Enhance the partnerships with universities in Asia utilizing our strength as a comprehensive university to develop human resources who will collaborate across cultures and contribute globally to Asian communities
2. Improve the quality of education and lead the globalization of Japanese higher education system as an Asian leading university

### [Summary of project]

Through carrying out the projects mainly in the fast-developing Asian region, we will promote students’ learning experiences and interaction with people from other countries. We will develop human resources who will collaborate across cultures and contribute globally to Asian communities; someone who has a deep understanding of “Asia and Japan in Asia”, who has a high aspiration and a spirit that seeks challenge, and who contributes to forming a sustainable world through working in a multi-cultural environment.

Nearly 60 % of the entire population of the world live in Asia and we have a variety of languages, religions, manners, customs, social systems and so on. In spite of its highly anticipated economic developments, there are issues that has to be tackled together beyond countries and regions such as environmental energy, food, health, safety, and preservation of peace and order. The key to resolution of the conflicts between nations is to cultivate each individual’s understanding of different cultures and values, not to just be dependent on international politics. Through our TGU projects, students at Ritsumeikan University will actively engage with people around the world and cultivate their abilities to tackle issues and draw a path to the solution.

The Ritsumeikan Trust have designed the mid-long-term vision, “R2020”, with a message “Creating a future Beyond Borders”. We develop the future and contribute to the global society by developing the universities’ international viability, transparency, exchanges and creating opportunities beyond various borders.



## [Summary of the 10-year plan]

### 1. Contribution to the global Asian communities – Re-question the existence of the world from Asia

Through each program, we develop human resources who will connect people with people, knowledge with knowledge bidirectionally between Asia and the world and foster true trust and friendships. We present human resources to the society who will overcome conflicts and frictions between different cultures, develop the value of “Symbiosis, Co-creation and Consonance”, contribute to forming a peaceful, sustainable world, and make a global contribution to Asian communities.

### 2. Exploring, establishing, and transmitting the concept of “Asia Literacy”

We pursue exploration and establishing the “Asia Literacy” concept as basic knowledge required in order to understand and learn about Asia. Students will learn from the diversity of Asia in accord with historical, cultural, religious backgrounds and cultivate their spirits of symbiosis and multi-cultural cooperation. Ritsumeikan University Asian Research Institute (tentative title), Asia Literacy Center (tentative title), Double Degree Program with ANU are scheduled to be established.

### 3. Hub of Asian advanced human development –Contribution to Asia Science and Technology Community –

We will establish Asia Science Technology Creation Center (tentative title) and utilize our scientific technology in order to solve the problems in Asian countries and enterprises integrating our international deployment, research and educational capacity. We promote cooperation among government, industry, academia and community (internship programs/ PBL) and establishment of joint laboratories with universities overseas for development of diversified learning of students in the science and engineering field at “Asia Lab Learning (tentative title)”.

### 4. Hub of leading innovation human development –Asia Innovative Human Resources-

We will develop programs at the Asia Literacy Center (tentative title) for all students to deepen understanding of Asia. We aim at creating a hub of human development to lead innovation in Asia through designing programs targeting undergraduate students in the art and science field or social science field such as Global Asia Learning Program (tentative title), Japan-China-South Korea Campus Asia Program, East Asia Global Leader Program (tentative title), Abu Dhabi Business Competency Program.

### 5. Construction of “Ritsumeikan Learning Model”

With the objective of development of students' specialized knowledge active learning skills beyond borders, we will construct “Ritsumeikan Learning Model” centered around the committee which consists of members from each college, graduate schools, Division of Academic Affairs, Division of Student Affairs. We will offer diverse opportunities of learning outside the classroom such as English programs and multi-cultural programs for both Japanese and international students.

### 6. Expanding JD and DD program

We will expand joint degree/double degree programs at each college and graduate school with the aim of offering education specialized in each area in a globalized environment. Through partnerships with universities beyond countries, we will expand high-quality and value-added learning opportunities as well as becoming a world-class educational institution.

### 7. Development of Asian Studies as Top Global University

We will establish Ritsumeikan University Asian Research Institute as we position it one of the Top Global University's missions to make our base of Asian studies which lead to the knowledge and the practice of symbiosis in Asia.

### 8. Establishment of Global Asia Information Transmission Center (tentative title) and information transmission

We will improve our presence and branding by presenting information overseas including educational contents, research findings and student's extracurricular activities or sports activities. We might retain the services of student staff for transmission of information positioning it as extracurricular international PBL, and we will utilize it as the opportunity cultivating media literacy.

### 9. Infrastructure corresponding to globalization

With the aim of the university's thorough globalization and improvement of the quality of education and research, we will upgrade the infrastructure such as globalization of the education/learning system (global quality assurance, reform of the academic calendar, course numbering system etc.), reform of admissions (IB admissions, international admissions etc.), networking with the alumni who have global careers (+R Global Career Network), and Global Asia Village (tentative title)(Dormitory for both domestic and international students).

### 10. Active development of international cooperation projects and establishment of a global network

Our strength is the contribution to the global society through our international cooperation projects. We will utilize the strength that we have cultivated through various projects in Asia, Middle East, and Africa including bilateral projects to expand our global network.

## [Featured initiatives (Internationalization, University reform, Education reform) ]

- **Globalization** : Double degree program with Australian National University (ANU): ANU is a research-intensive university which is ranked 25<sup>th</sup> in the QS World University Rankings 2014-15. We will develop our education, research, and also quality assurance.
- **University Reform** : We have established the Ritsumeikan Academy's vision “R2020” with 8 basic strategies in order to make constituent members have the common future vision of the academy. Under the cross-item slogan of “Ritsumeikan Global Initiative”, we have been working on the globalization of the academy by constructing the system which connects reforms in various fields to our globalization tasks.
- **Education Reform** : In order to implement the slogan of “Beyond Borders” in teaching and learning, we will develop projects which improve Ritsumeikan's international compatibility (JD, DD etc.), the ones which improve its openness (expanding English courses, enhancing Japanese education), and the ones which promotes interactions with other cultures (multi-cultural cooperation projects, activities at Global Asia Village (tentative title) etc.).



## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Discussion with ANU about the double degree program

We had discussions with ANU to share ideas about the double degree program and to talk about the possibilities to collaborate in research, education, and contents of the program. (December 2014, January and March 2015) .

##### 2. Concretization of JD and DD programs

We hold talks at Campus Asia Program partner universities (Japan, South Korea, and China) about permanent installation of the JD program (November and December 2014). JD and DD programs with American University had also been discussed in terms of the commencing period, framework, subjects, and the name of the degree (February and March 2015).

##### 3. East Asia Global Leaders Development Program

With the purpose of inheriting the concepts of Campus Asia and promoting globalization of education and research, Tamkang University in Taiwan, Kyung Hee University in South Korea and Ritsumeikan University will conduct "East Asia Global Leaders Development Program" in April, 2016.

##### 4. Abu Dhabi Business Competency Formation Program

It was determined to start an internship program at enterprises in Abu Dhabi, UAE, from 2016 (March 2014). Incorporating the perspective of Islamic culture and global business, students will acquire global perspectives through working with people in the cutting-edge energy industry.

##### 5. International Cooperation Projects

Special Training Program for Administrators from Chinese Universities was completed 2 years ago with the completion of the yen loan project, however, we hold a networking event in terms of medium-and long-term academic research and education which also was directed at following up the alumni (October 2014). Ritsumeikan University and Gadjah Mada University in Indonesia cohosted a symposium on disaster mitigation where students and faculty from both universities presented their research findings. Many alumni who were sent to Ritsumeikan from the Indonesian government also participated in the symposium (Photo 1, February 2015).



Photo 1: International Symposium on Disaster Mitigation held by Ritsumeikan University and Gadjah Mada University

#### University reform

##### 1. Establishment of Ritsumeikan GI (Global Initiative) Promotion Headquarters

We have established the Ritsumeikan Academy's medium- and long-term vision "R2020" with 8 basic strategies directed at the last half of the period (FY 2016-FY 2020) positioning the strategy of "Promotion of Ritsumeikan Global Initiative" as a cross-plan strategy. "GI Promotion Headquarters Committee" was set up in order to connect various reforms to the tasks of globalization and head the projects. Several discussions were held on the policy of Ritsumeikan's international development and progress report from each college and graduate school.

##### 2. Improvement of the ratio of female researchers

We have confirmed that we will work on diversity environment infrastructure which improves the ratio of female researchers (target: 25% in the FY 2023) and also allows them to work comfortably. Leveraging our education at our affiliated schools, we will implement efforts to broaden the base of female researchers and also began consideration of the framework in which the maintenance of the environment directly leads to education and research. (e.g. create more touch points between female students majoring in science and engineering at our affiliated schools and female researchers)

##### 3. Recruitment and training programs which focus on Ritsumeikan's international compatibility

Administrative staff are required to have international skills as there are more numbers of international operations. Given that there are also many opportunities for them to work on globalization projects with the faculty, we have established the leave of absence system for those who participate in the language / practical training at partner institutions overseas or obtain a degree at overseas universities

(recruitment in the FY 2014, commencement in the FY 2015) We have also actively set up the opportunities to expose them to the international environment in Japan such as interaction with the staff from universities overseas (Photo 2).



Photo 2: Discussion between administrative staff from Ritsumeikan and MJIIT (Malaysia-Japan International Institute of Technology)

#### Education reform

##### 1. Concretization of Japanese foundation course concept (Ritsumeikan Pre-College \* tentative title)

With the goal of establishment in 2017, the cross-sectional organization, which consists of Division of Academic Affairs, Division of Admissions, Division of International Affairs, and Division of General Planning and Development, began discussing the curriculum, completion requirements, and the administrative structure.

##### 2. International Admissions

We planned effective admission strategies and marketing also including the new regions leveraging our overseas offices. We received applications from new regions which led to the creation of a global environment at undergraduate schools.

## ■ University's own indicators and targets

### 1. Construction of Ritsumeikan Learning Model

With the purpose of concretization of "Ritsumeikan Learning Model" (page 2 [Summary of our 10 Year Plan]), globalization of education and learning, reform of English education, reform of the educational system including academic calendar, and the development of students' active learning in the specialized disciplines beyond borders have been discussed.



Photo 3: Participants of the Indonesia disaster mitigation training program visiting the disaster area

### 2. Cooperation through reconstruction assistance projects

We have been sending students on a continuing basis to the stricken Tohoku area where mid- and long term support is required after the Great East Japan Earthquake. 18 students from Ritsumeikan, students from Taiwan and some volunteer students built a makeshift meeting place in the football ground in Laos. This is the same type of the building, called ODENSE, which students from Ritsumeikan built in Miyako City, Iwate. We have also carried out projects which people learn from disasters beyond nations such as a training program we conducted in Tohoku for Indonesian participants (Photo 3).

### 3. Global Human Resource Development Program

We have conducted the program with the assistance of 28 organizations in the FY 2014 aiming at developing global leaders through cooperation among government, industry, and academia. The participants aspire to work in a global environment in the future and they address the issues which the enterprises face with in a team consists of students from different colleges and countries.

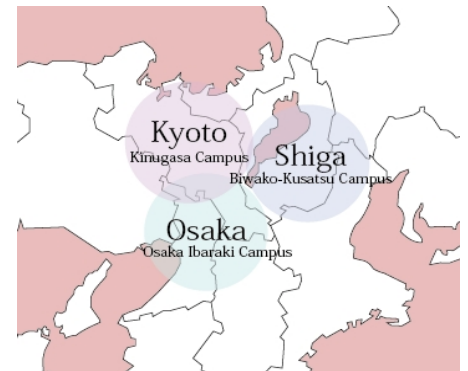
## ■ Featured initiatives based on the characteristics of the university

### 1. Promotion of globalization of all the campuses, colleges, graduate and schools utilizing its comprehensibility

We have three campuses and each campus has its own characteristic as follows;

- Kyoto (The campus for arts and humanities through traditions and creation)
- Biwako Kusatsu in Shiga (The campus of innovation through the fusion of natural science and social science)
- Osaka Ibaraki (The campus of problem-solving mind under the concepts of creation of the communities, regional/social cooperation, and the Asia gateway)

As we fully use the locations and characteristics of each campus, we connect their strengths organically to promote the globalization of the university as a whole.



〈 Ritsumeikan University's 3 campuses 〉

### 2. Education development through cooperation among government, industry, and academia and our research capabilities

We carry out research PBL programs in collaboration with the cutting-edge hub of research such as Ritsumeikan Global Innovation Research Institute (R-GIRO), Digital Humanities Center for Japanese Arts and Cultures (Art Research Center), Institute of Disaster Mitigation for Cultural Heritage, Research Centre for Paleoclimatology, Ritsumeikan International Research Center for Gastronomic Science. We also promote global education and research programs with graduate students through research projects.

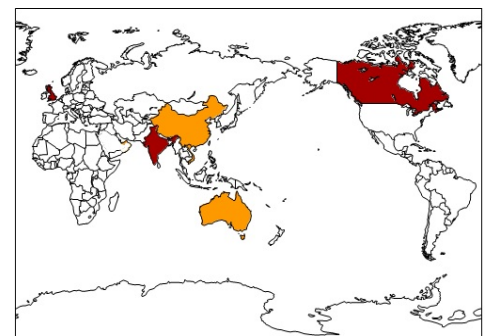
### 3. Globalization of administrative staff which leads to globalization of Ritsumeikan University

We position it as one of the pillars of globalization of Ritsumeikan University to globalize our administrative staff. In the FY2014, we sent 4 staff from different divisions to University of York in U.K. for the training program. We will increase the number of staff who have internationally compatible skills and encourage them to utilize their learnings from the training to their operation when they come back to Ritsumeikan in order to promote globalization of Ritsumeikan University and staff development.

## ■ Free description

### 1. Global Asia Village (tentative title) Concept

We have been working on the arrangement of the environment which allows our students to have experiences that are "Beyond Borders". As we clarify the position of the dormitory as a place for education, we will make it a place for multi-cultural cooperation for both international students and domestic students.



〈 Location of our overseas offices and potential locations 〉

### 2. Expanding our overseas offices

As of the academic year 2013/2014, we operate Ritsumeikan India Office and Ritsumeikan UK Office. We also have established UBC Office at the University of British Columbia which handles operations related to the joint program. We will open new offices in Australia, ASEAN countries (Vietnam or Indonesia), the Middle East and so forth to build a network and improve our presence through presenting the research findings and student recruitment.

### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

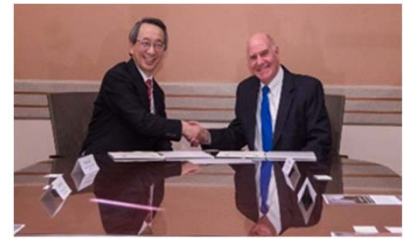
#### 1. Exploring the Possibility of a New Collaboration

##### -Joint Undergraduate Degree Program with American University-

The College of International Relations signed an agreement to cooperate and develop a Joint Undergraduate Degree Program (JUDP) with the School of International Service at American University.

We have already set up Japan's first DMDP (Dual Master's Degree Program) and DUDP (Dual Undergraduate Program) with American University, which has produced over 400 accomplished graduates in various fields such as the Ministry of Foreign Affairs of Japan, Department of State and various international organizations.

Based on our 25-year proven track record, we are launching a plan to establish JUDP in 2018, the first such bachelor program by a Japanese university.



Provost Bass (American University) and Vice President Ichikawa (Ritsumeikan)

#### 2. Establishment of the “Asia-Japan Research Institute” and “Asia-Japan Research Center ”

The Ritsumeikan Asia-Japan Research Institute and Asia-Japan Research Center were established in December 2015 to produce and promote future academic research throughout Asia.

#### 3. Newly-built International Dormitory “I-House Taishogun”

In September 2015, I-House Taishogun was built to accommodate the increasing number of students and researchers coming to Ritsumeikan University. The dormitory is home to students from 32 different countries and regions.

Student volunteer staff and Resident Mentors live with international students to promote a cooperative and internationally minded study environment while also helping to internationalize the local community through special events.



I-House Taishogun

##### University reform

#### 1. Creation of an Action Plan for the Second Stage of R2020 (2016-2020)

In May 2016, an action plan for the next stage of R2020 was formulated under the direction of the Ritsumeikan Global Initiative Promotion Head Office, led by President Mikio Yoshida. Having set our key challenge to promote Ritsumeikan's Global Initiatives, we aim to rapidly accelerate the development of our education and research with global competency.

#### 2. Enhancing the Global Capabilities of Staff Through a Personnel Development System

Since 2016, we have taken steps to enhance the skills of our staff. Skill development is approached in 4 ways, language study support, short-term study abroad programs, mid-term study abroad programs and on-the-job training, in order to help staff improve language proficiency and global knowledge to excel in their work. Such efforts have already resulted in a steady improvement in staff TOEIC scores.

##### Education reform

#### 1. New Multi-Lateral Educational Model (Campus Asia)

This is a trilateral program operated by partners in Japan, China and South Korea, designed to allow students from those countries to learn on-site about each other's history, culture and society.

In 2015, this program produced 30 graduates from across the three universities. It will be offered on a regular basis to students to foster a new generation of humanities leaders in East Asia. Since 2016, students have also been able to take a yearly “Asian Community Leadership Seminar”.



Pilot students of Campus Asia Program



## ■ University's own indicators and targets

### 1. Career Support Program -Creating Talented Global Individuals-

We conducted an academic-industrial alliance program, in which domestic and international students learned together for 7 months and had internships in international companies.

### 2. Go Match Between 4 Universities

In August 2015, an International Go Match was held at OIC. The participants consisted of students from 4 universities; BeiHANG University (China), Myongji University (South Korea), Tamkang University (Taiwan) and Ritsumeikan (Japan). They played exciting matches and were able to strengthen cultural ties through the game of Go.



Competitors from 4 countries; Japan, China, South Korea and Taiwan.

## ■ Featured initiatives based on the characteristics of the university

### 1. Asia Future Session

In November 2015, an Asia Future Session was held at OIC, inviting Lim Kah Wai (film director), Tamako Mitarai (Representative Director, Kesennuma Knitting Co., Ltd), and Kazunari Taguchi (Social Entrepreneur, Borderless Japan Corporation).

Malaysian Film Director-Lim Kah Wai talked about the importance of connecting with others and trying to understand other people's feelings as a means to find clues for various issues in Asia.

Following the lecture presentation, speakers held lively discussions with students about how to tackle and solve issues in Asia.



Active discussions with audience

### 2. Ritsumeikan Co-hosts Symposium with Embassy of Japan in the UK

In March 2016, we held an international symposium at the Embassy of Japan in the UK, titled "UK-Japan Collaboration, The past and Future Earth – Climate Change and Co-existing Sustainably with Nature", with about 75 participants including Mr. Keiichi Hayashi, Japanese Ambassador to the UK. Various intriguing presentations and speeches were enthusiastically received and followed by a question and answer session with the audience.

As always, Ritsumeikan University will strive to continuously deliver fruitful achievements in the areas of education and research, and promote various projects in collaboration with other universities and organizations.



UK-Japan Collaboration Symposium

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Concept for the Australian National University (ANU) Double Degree Program

RU worked towards the establishment of the "College of Global Liberal Arts (tentative name)", set to open in April 2019, and hammered out the concept for the ANU Double Degree Program. Both RU and ANU will continue to discuss and develop this program together.

##### 2. Campus Asia Program

From this year, the Campus Asia Program became a permanent program and was selected for the "MEXT FY2016 Re-Inventing Japan Project" for the second consecutive term. A total of 240 students from Japan, China, and South Korea are expected to participate in this program during the next 4 years. At the core of this program is the effort to expand exchange between Japan, China, and South Korea both on and off campuses and disseminate academic research resulting from this program.

##### 3. Asian Community Leadership Seminar

The Asian Community Leadership Seminar, an international education (study abroad) program jointly operated by Kyung Hee University (South Korea), Tamkang University (Taiwan), and RU, was offered. A total of 26 participants from the 3 universities participated in the program, developing their ability to think creatively, critically, and independently from an international perspective based on the concepts epitomized in the keywords of "Peace", "Asia", and "Future". Students from various countries came together to build relationships of peace and sustainable development in Asia and the wider world.



(Asian Community Leadership Seminar Completion Ceremony at Tamkang University)

#### University reform

##### 1. Recruitment and training programs which focus on Ritsumeikan's international compatibility

In order to improve the ability of staff to do international work on a daily basis, we offer many opportunities such as the leave of absence system to allow them to obtain a degree at an overseas university and participate in international cooperation projects. A demonstrable result of these efforts is participants' ability to improve their TOEIC scores.

##### 2. Ritsumeikan Global Initiative External Evaluation Committee Meeting

With regards to Ritsumeikan's efforts to promote internationalization, we held an External Evaluation Committee meeting made up of outside experts. The external committee members consisted of 2 industry professionals and 2 university professors, 1 from Australia and 1 from Japan. They actively exchanged their opinions with about 20 executive staff and faculty members working under President Mikio Yoshida. At the meeting, although a few things were pointed out that we have yet to achieve, the university received high praise for its current state of internationalization.

#### Education reform

##### 1. Establishment of the Information Systems Science and Engineering (ISSE) Program

With the start of the ISSE program in 2017, we conducted the admissions test for the program's inaugural term. This program allows students to receive their undergraduate degree while receiving instruction completely in English.

##### 2. Initiatives to improve students' language abilities

All colleges (14 in total) are involved in English language education that is rooted in each college's aim to develop individuals of great talent. We investigated methods to clearly verify students' level of achievement in accordance with each college's aim.



(ISSE class environment)

##### 3. Graduate school career paths

In addition to students utilizing skills and knowledge gained through research in a variety of fields, we offer seminars that cover the general skills and fundamental knowledge necessary to help them develop and achieve their desired career. We also actively invite undergraduate students to participate in these seminars to encourage them to further their education.

## ■ University's own indicators and targets

### 1. Global Human Resource Development Program

This extra curricular program aims to enhance the abilities and qualities needed in a global society through industry-academia collaborations. We have received support from numerous large and medium-sized enterprises, and have overcome the barriers between humanities and science students, undergraduate and graduate students, and Japanese and international students. In the program, students from various countries study together in teams for roughly 7 months. Up until this point, 7 different classes of students have completed this program, sending many talented individuals out into the world.

### 2. Malaysia-Japan International Institute of Technology (MJIT)

Entrusted by the Japan International Cooperation Agency (JICA), we conducted training for 10 young faculty and staff members from MJIT. This being the 4th time we conducted such training, we have received a total of 40 Malaysian faculty and staff thus far. Through this training, participants were able to gain a deeper understanding of education, research, and student support work.



(MJIT on-the-job training)

### 3. Global Leadership Training Program

The leadership training program was co-hosted with Nagoya University.

This program was conducted in both Japanese and English, and had

students working together in search of solutions to the various issues that they presented to each other, allowing them to think about what it means to be a global leader.

## ■ Featured initiatives based on the characteristics of the university

### 1. Establishment of the Beyond Borders Plaza (BBP)

We had numerous discussions regarding initiatives to promote exchange and cooperative study between Japanese and international students of RU, and from the next academic year we will establish an "international exchange commons" on every campus called Beyond Borders Plaza. It will be a place that combines the best aspects of language education and cultural exchange.

### 2. Increasing the number of exchange students and expanding partnerships

A total of 556 international students (as of March 29) plan to enroll as regular students (363 undergraduates, 193 graduate students) at RU in the coming academic year, a significant increase from the 407 international students (224 undergraduates, 183 graduate students) the previous year. In addition, a total of 1,730 students from RU have been sent abroad on programs for which they will receive university credit, a remarkable increase from the 1,598 students sent abroad in the previous year. As of September 2016, we have increased our partnerships with overseas universities and institutions by 7, which also included an additional country, making for a total of 445 partner universities and institutions across 68 countries and regions.

### 3. International Industry-Academic Collaborative PBL Program

RU is conducting a program with the Indian Institute of Technology (IITH), one of India's premiere technical institutions, in which teams consisting of students from both universities work together to investigate water, environmental and energy issues in India. In addition, engineering professionals participate in the program, allowing students to propose solutions to such issues from a practical technological and engineering standpoint. This program gained attention and was featured in a show broadcast on the BS Japan network.



(RU and IITH students preparing for their presentation)

## ■ Free Description

### 1. Abu Dhabi Business Competency Formation Program

Oil business internships were setup in the Middle East. We sent 2 students this year, and we will work to continue this program in cooperation with the host company, producing many talented individuals with an international perspective.

### 2. Establishment of New Overseas Offices

As of 2016, we have overseas offices based in New Delhi (India), London (England), and Vancouver (Canada). Two new overseas offices will be established in Peking (China) and Hanoi (Vietnam) from the following academic year. Each overseas office actively promotes various integral activities and is in charge of exchange program development and recruitment, as well as collecting information for our university regarding higher education in each country. These offices are a powerful driving force for the internationalization of Ritsumeikan.



## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. American University - Ritsumeikan University Joint Degree Program



(Signing ceremony in September, 2017)

(Photo by Jeff Watts, courtesy of American University)

The agreement was signed with American University (Washington, D.C., USA) for implementation of “American University - Ritsumeikan University Joint Degree Program,” the first of its kind in Japanese undergraduate schools. The student recruitment, admission, curriculum, administrative structure, counseling and student-support system were coordinated and developed jointly between the two universities. The new program officially began in April, 2018.

##### 2. Dual Degree Program with Australian National University (ANU)

We signed the undergraduate dual degree agreement with ANU (Canberra, Australia), which enables students from each institution to graduate with two degrees. The program will be operated by our newly-established College of Global Liberal Arts (GLA) and ANU Coral Bell School of Asia Pacific Affairs. GLA will offer Japan's first bachelor's course incorporating a college-wide dual degree program, and the agreement will lead to Australia's first undergraduate dual degree with a Japanese partner.



(Signing ceremony in October, 2017)

##### 3. Opening of new International House Dormitory (I-House)

Located near Osaka Ibaraki Campus, the new I-House opened in March, 2018, for both international and domestic students. The dormitory is comprised of 168 individual rooms with shared units. Each unit has a kitchen, living-dining space, and six individual rooms, and is designed to respect the residents' privacy as well as to enhance cross-cultural exchange on a daily basis in the common area.



(Individual rooms)



(Shared unit area)

#### University reform

##### 1. Admission officer

We established the Office of Admissions Strategic Planning in Division of Admissions in April, 2017, with the aim of strengthening our global admission structure. In order to analyze current information related to High School/University Articulation Reforms as well as to properly respond to the increasing number of international applicants, an admission officer on a permanent employment contract is assigned to the Division of Admissions

##### 2. Training of administrative staff at International Network Universities (INU)

As a part of capacity development training for staff to incorporate advanced cases of foreign universities into building future administrative structure, we conducted shadowing program for four staff members. They learned how the administration is organized in various divisions and offices at INU member universities in Spain and the U.K.

#### Education reform

##### 1. New English-based course launched (College of Information Science and Engineering)

“Information Systems Science and Engineering Course (ISSE)” has begun with 16 enrolled students, including two Japanese, as the first English-based course in our College of Information Science and Engineering.

##### 2. Conference on Test of English for Academic Purposes (TEAP)

As a partner university, we held a conference on TEAP with Eiken Foundation of Japan on our campus. This helped participating high schools and universities deepen their understanding of utilizing private-sector English tests as well as our efforts to utilize them for English assessment. The participants could learn the characteristics of different private-sector tests, and think about the future potential of utilizing them together with high school teachers.

## ■ University's own indicators and targets

### 1. Global Human Resource Development Program

This extracurricular program aims to enhance the abilities and qualities needed in a global society through industry-academia collaborations. In FY 2017, the 8th batch of students consisting of 20 Japanese and 20 international students, participated in the program. Divided into teams of diverse countries, they learned with/from each other for 7 months to formulate solutions to the problems presented by companies. One student commented: "It was a wonderful opportunity to interact with motivated students from various countries and faculties." The average number of students from the last batch of the program who were employed by well known companies is higher than that of the whole university; this adds another significance to the program.



(Presentation session in Global Human Resource Development Program)

### 2. Extracurricular activity in Micronesia

An overseas interactive activity of a student group, as a part of Ritsumeikan Project in Globalization (RPG), took place in Micronesia. 12 students, accompanied by a university staff member, participated and interacted with students of College of Micronesia. It became an opportunity for them to deepen their understanding of environmental preservation problems and globalize their extracurricular activity.

## ■ Featured initiatives based on the characteristics of the university

### 1. Global Fieldwork Project

Mainly targeting freshmen without a requirement of language skills, this short-term project enhances the students' abilities to learn independently. The first courses were held in FY 2017 at Ho Chi Minh City University of Social Sciences and Humanities and University of Science Malaysia for 30 participants each. The unique point of this project is the number of applicants from College of Information Science and Engineering is the largest among all of our overseas programs, which shows the project attracts students in the science field, and it significantly appeals to their motivation to study abroad. In the next FY, we will expand the project and organize 4 courses for totally 120 students, which newly includes a course at Pannasastra University in Phnom Penh, Cambodia. Furthermore, we will concretize the development and establishment of a new assessment method particularly for the participants of this project.



(Global Fieldwork Project in Malaysia)

### 2. Expanding overseas offices

#### 1) Beijing, China

In September, 2017, Ritsumeikan University Beijing Office was established inside JSPS Beijing Research Office in order to further deepen people-to-people exchange and mutual understanding between the two countries. The office provides information about the advantages of studying in Japan through Chinese SNS such as Weibo, work on public relations and support activities of the Ritsumeikan Alumni Association.

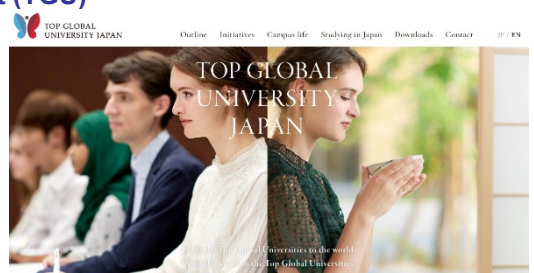
#### 2) Hanoi, Vietnam

In March, 2018, we opened Ritsumeikan University Vietnam Office inside Foreign Trade University. The purpose of this office is to engage in recruitment of Vietnamese students, creating partnerships with Vietnamese universities, and enforcing the network with Japanese-affiliated companies and members of the Ritsumeikan Alumni Association in Vietnam. We aim to improve our presence and branding in ASEAN region.

## ■ Free Description

### 1. Development of core website of Top Global University Project (TGU)

As the university in charge of operating the core website of TGU, we have expanded its content with new topics such as "studying abroad", "campus life" and "interviews with students who studied abroad", as well as "8 core points of the project" and "specific programs of TGUs" in the Outline/Initiatives pages. In addition, We have developed a new feature that allows the universities to individually post news and event announcements. Furthermore, we opened the website in English to widely transmit information of the project outline, campus life, each university's programs. We also created two digital flyers of the project in Japanese and English, which can be downloaded for promotion of TGU.



(Top page of TGU core website)



# Top Global University Project (Type B) Kwansei Gakuin University

## 1. Outline

### 【 Name of project 】

Establishing the Global Academic Port, an international hub for academic exchange

### 【 Future vision of the university planned in TGU project 】

The university reform plan is for establishing a homeport in which academic exchanges take place by students, faculty and staff, both local and international, to enable the cultivation of world citizens who embody the school motto 'Mastery for Service'. Prioritizing quality, Kwansei Gakuin University (KGU) aims to be a respectable 'Top Global University' through the implementation of this initiative.

### 【 Summary of Project 】

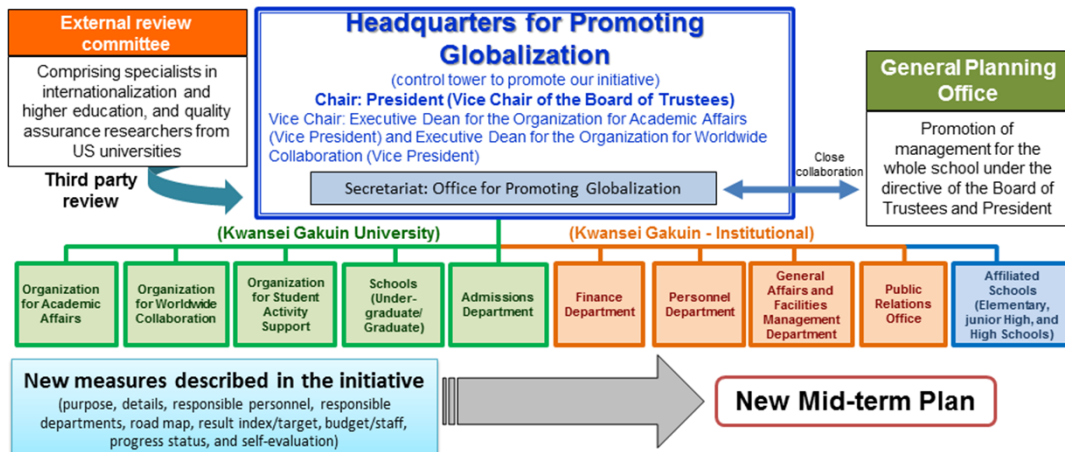
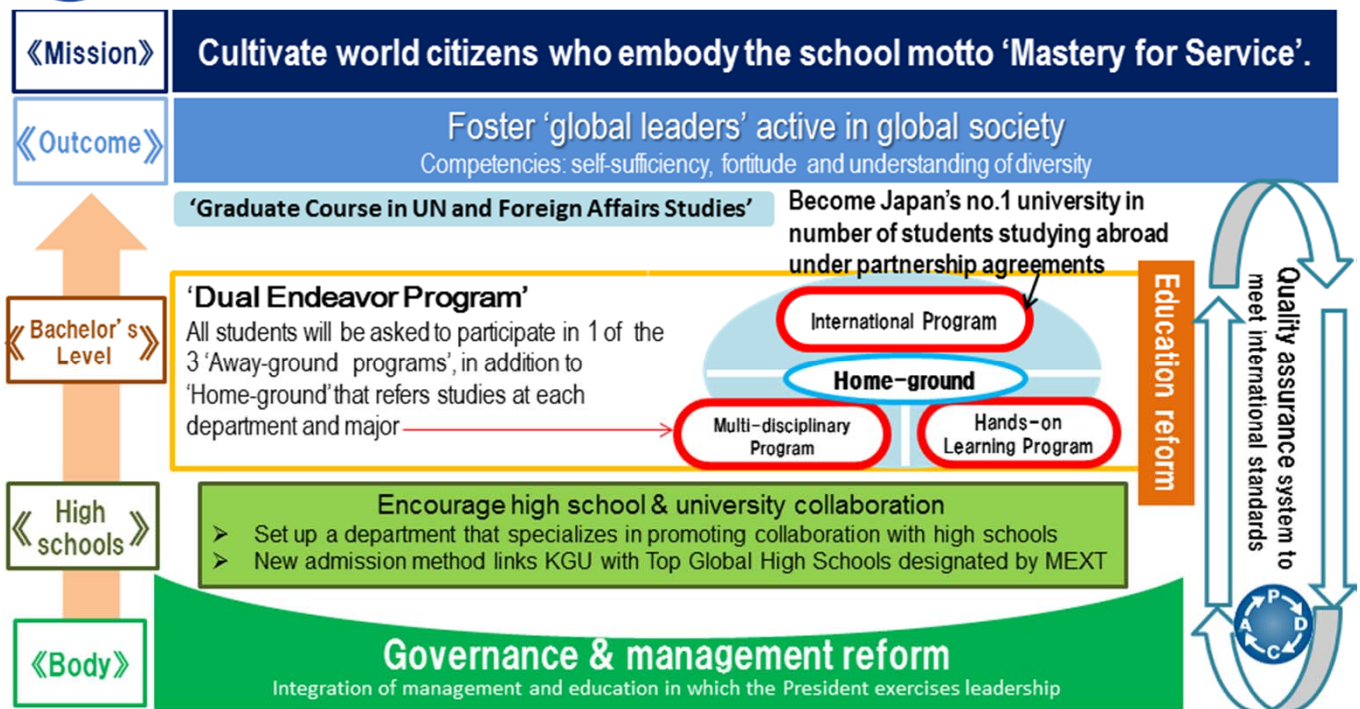
The Global Academic Port initiative can be described concisely with the following five keywords:

1. Introducing the 'Dual Endeavor Program' - a New Educational 'Operating System';
2. Becoming Japan's No.1 University in Number of Students Studying Abroad under Partnership Agreements;
3. Establishing a Gateway to the United Nations and Other International Organizations;
4. Establishing a Quality Assurance System that Meets International Standards;
5. Establishing a Comprehensive Management System through Governance Reform.



KWANSEI GAKUIN UNIVERSITY  
Global Academic Port

Aiming to be a respectable 'Top Global University'





## 【Summary of the 10-year plan】

### 1. Introducing the 'Dual Endeavor Program' - a New Educational 'Operating System'

The Dual Endeavour Program is a unique educational operating system composed of 'Home-ground' (studies at each department and major) and the following three types of 'Away-ground' programs: 'Hands-on Learning', 'International' and 'Multi-disciplinary' programs. All students enrolling in FY 2019 and later will be encouraged to try one of the three 'Away-ground' programs as well as the 'Home-ground' courses.

### 2. Becoming Japan's No.1 University in Number of Students Studying Abroad under Partnership Agreements

In terms of the number of students to be sent overseas based on university partnership agreements, KGU is currently the 4th highest ranking in Japan (source: Japan Student Services Organization, 2012).

The University aims to be the top university by increasing the number by 2.5 times from 900 students in FY 2013 to 2,500 students in FY 2022.

### 3. Establishing a Gateway to the UN and Other International Organizations

See 'Featured Initiatives'.

### 4. Establishing a Quality Assurance System That Meets International Standards

With reference to cutting-edge models in the United States, KGU will establish the quality assurance system that meets international standards. The initiative includes developing a unique portfolio applicable to all students by FY 2020; designing and introducing surveys of students and graduates based on clear indicators in FY 2021; and establishing the 'tuning' model, an evidence-based assessment of learning outcomes in FY 2022 in collaboration with researchers in the United States.

### 5. Establishing a Comprehensive Management System through Governance Reform

See 'Featured Initiatives'.

### 6. Others

Through the implementation of the 'Global Academic Port'-plan, KGU will establish a homeport in which academic exchanges take place, by students, faculty and staff, both local and international. For that, the GAP website has been launched. The 'Office for Promoting Globalization' has also been established in April 2015.

## 【Featured Initiatives (Internationalization, University reform, Education reform)】

### 1. Establishing a Gateway to the UN and other international organizations:

KGU will systematically offer programs for fostering future diplomats and staff of the United Nations and other international organizations, etc. The number of Japanese employed as UN staff is still far below the 'desirable range'. KGU will tackle this national challenge in Japan by cultivating human resources who realize the University's school motto 'Mastery for Service' at a high degree.

#### (1) The Graduate Course in the UN and Foreign Affairs Studies (Master's Level)

KGU is planning to launch the course, a minor program for graduate students, in FY 2017. The English-medium program, provided by to-be intensively experienced lecturers will be jointly offered by multiple graduate schools of KGU. Internships will be compulsory for completing the program.

#### (2) Bachelor's level programs and collaboration with high schools

In addition to the 'Active World Citizens Program' that has been subsidized since FY 2012 under the 'Project for Global Human Resource Development' of MEXT, KGU will offer a new bachelor-level Multi-disciplinary Studies Program in UN and foreign affairs studies in FY 2017 and later. Collaboration with affiliated schools and high schools designated as 'Top Global High School' by MEXT will be also enhanced.

#### (3) Career support

Centers for supporting career formulation will be established in October 2015 in collaboration with the following external agencies such as the Recruitment Center for International Organizations of the Ministry of Foreign Affairs in Japan and the UN Global Compact Japan Network.

### 2. Establishing a Comprehensive Management System through Governance Reform

KGU has implemented a governance reform in FY 2013 in which the President has been made the Vice-Chair of the Board of Trustees to exercise control over plans for financial administration, personnel affairs, facilities, and information systems, as well as education. The Committee for Planning and Promotion has also been established during the same year for consensus building regarding crucial items of management. Based on the governance reforms, KGU will propose the 'KG Model' leading Japan's private universities by establishing a system in which the President exercises leadership in comprehensive management.

As a result of the improved governance and management system, KGU will publish the Mid-term Comprehensive Management Plan by FY 2019. The General Planning Office, consisting of staff with specialized knowledge and skills, will also be established for integration of administration and education. The office will enable the promotion of various plans, strengthening the PDCA cycle, and improving data utilization.

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Increased the number of students studying abroad under partnership agreements

Results		Targets		
2013	2014	2016	2019	2023
895	<b>954</b>	1090	1560	2500

The number of students studying abroad under partnership agreements with overseas universities increased by 59 students from the previous year through several study abroad programs with newly started in FY 2014.

##### 2. Increased the number of incoming international students

Results		Targets		
2013	2014	2016	2019	2023
913	<b>920</b>	1020	1200	1500

The number of incoming international students in FY 2014 slightly increased from the previous year. To achieve targets in the future, KGU has been developing new educational programs and multi-national residences, among other projects.

##### 3. Established a new multi-national student residence

Along with the relocation of Seifuryo, KGU's female student dormitory, in FY 2014, the concept has also been modified: each accommodation unit is shared by a group of five students including more than 1 international student. The residents are expected to acquire a sense of assertiveness and cooperation through living together with people from diverse backgrounds.



〈 Seifuryo, a multi-national student residence 〉

##### 4. Established a new overseas liaison office

In addition to Jilin and Toronto Liaison Offices, in FY 2014 KGU established the Suzhou Liaison Office in the Jiangsu Province, China. KGU also installed a new entrance examination site in Seoul to increase the number of degree-seeking international students.

##### 5. Promoted multi-lingual communication

With the purpose of promoting dissemination of information in multiple languages, KGU launched a new Facebook page in English as well as newly-designed official websites in Chinese and Korean. The University brochure is published in Indonesian and Vietnamese.

#### University reform

##### 1. Revision of the Mid-term Plan

The Mid-term Plan of KGU incorporates initiatives described in the Global Academic Port Project. Additionally, in setting objectives for the next term, KGU predicted the future macro-environment in collaboration with two private think tanks.

Moreover, to establish a comprehensive management system, KGU discussed a possible concept with a securities company introducing 20 cases in the United States. Outcomes of the discussions have been shared with the University's Chair of the Board of Trustees and President.

##### 2. Developed IR data analysis system and the model of a dashboard

The base system for IR data analysis was developed. The system enables KGU to integrate information concerning students and graduates, as well as the results of a variety of surveys, for explorative data analysis. A model of a 'management information dashboard' that instantaneously shows a graphical presentation of the current status and historical trends of the 30 key indicators of the University's management was also developed.

#### Education reform

##### 1. Admission Reform

KGU Admissions Committee has decided to innovate new admission methods in FY 2015 that link the University to Top Global High Schools and Top Science High Schools designated by MEXT.

##### 2. Developed learning commons

Designated areas in Building H and the Central Auditorium at Nishinomiya Uegahara Campus were developed as learning commons in FY 2014 for promoting active group learning.

##### 3. Innovate an academic adviser system

In FY 2014, KGU established a university-wide educational principle for supporting students with poor academic records. Based on this principle, an academic advisor system has been innovated, in which one-by-one faculty/staff and student sessions are held to improve academic performance.

## ■ University's own indicators and targets

### 1. The number of students earning credits from 'Away-ground' of the 'Dual Endeavour Program'

1,531 KGU students were awarded credits from 'Away ground' composed of International, Hands-on Learning and Multi-disciplinary Studies programs in FY 2014. The details are exhibited in the table.

The total number of students earning credits from each 'Away-ground' program in FY 2014		
International	Hands-on Learning	Multi-disciplinary Studies
848	820	46

### 2. Establishing the quality assurance system to meet international standards

As an observer, KGU has been participating in the Multi-State Collaborative launched by the Association of American Colleges and Universities and the State Higher Education Executive Officers Association with nine state university systems for developing cutting-edge methods of assessing learning outcomes. Inviting a researcher from Utah State University, KGU also held an international workshop and a symposium on quality assurance. In addition, for creating the portfolio, the faculty and staff implemented hearing surveys at approximately twenty universities. The base system for IR data analysis was also developed

### 3. Establishing a Comprehensive Management System through Governance Reform

See 'Featured Initiatives' in '1. Outline' and 'University Reform' section on the previous page.

## ■ Featured initiatives based on the characteristics of the university

### 1. To sole university-based panelists to participated in a ministerial discussion of UNV Partnership Forum

The first United Nations Volunteers (UNV) Partnership Forum was held in Germany organized by the UNV in collaboration with the German Federal Ministry for Economic Cooperation and Development (BMZ). KGU Vice President-International and a FY 2013 graduate from the School of Policy Studies who worked in Ukraine as a UN youth volunteer participated in a ministerial panel discussion of the Forum, as the sole university-based panelists. They discussed UN youth volunteers' roles in promoting world peace, with other participants including the Parliamentary State Secretary with BMZ, a female minister from the Togolese Republic, and the Secretary General of the Ministry of Youth, Employment and Vocational Training of Burkina Faso. During the forum, the UNV and KGU agreed to share the operating costs of the UNV Tokyo Office. This will further strengthen the ties between the two organizations that have continued for over a decade, and provide an increasingly stable and sustainable base for Japan's student volunteer dispatch program for UN youth volunteering.

### 2. Hosted a symposium with Princeton University

KGU hosted a symposium entitled 'How Co-Curricular Activities Help Universities Foster Global Leaders- Information Exchange with Princeton University' in Osaka, Japan. Princeton University in the United States is known for having produced a number of excellent global leaders, with a range of programs to support students' co-curricular activities. The concept of Princeton University is similar KGU: KGU, since its founding in 1889, has aimed to send global citizens who are both capable and caring through education encompassing students' total personality out into the world, and the 'Dual Endeavor Program' has also been designed following this principle. This symposium enabled KGU members and the audience to learn about Princeton University programs' initiatives; encouraging students to engage in both regular curriculum and co-curricular activities; types of benefits and educational values co-curricular programs have built.



< Symposium 'How Co-Curricular Activities Help Universities Foster Global Leaders- Information Exchange with Princeton University' >

### 3. Increased the number of KGU students completing the 'Cross-Cultural College (CCC)' Certificate Program

CCC is a Canada-Japan collaborative education project in collaboration with KGU and the three Canadian universities: Mount Allison University, Queen's University, and the University of Toronto. Students who earn more than 16 credits are issued certificates of completion by CCC (KGU students are also required to mark a TOEIC® score of at least 820). In FY 2014, 43 KGU students received the certificate, a fivefold increase from the previous year.

## ■ Free description

### 1. Agreed to establish two centers in collaboration with MOFA and UNGC-JN

In collaboration with the Ministry of Foreign Affairs (MOFA) and the United Nations Global Compact Japan Network (UNGC-JN), 'KGU Recruitment Center for International Organizations' and 'UNGC Support KGU Center' will be established in October 2015 for promoting the 'Establishing a Gateway to the United Nations and Other International Organizations' plan.

### 2. KGU President exercising leadership

KGU established the Headquarters for Promoting Globalization as the conning tower for implementing this 'Global Academic Port' plan in which the President of the University served as the Chair. The President reported the progress of the plan to Committee on Basic Curriculum Guidelines ten times: he also held explanatory meetings opened to and attended by all KGU faculty and staff members.



### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### 1. Students who study abroad at partner institutions increase by 103 from the year before

Results (no. of students)			Targets (no. of students)		
2013	2014	2015	2016	2019	2023
895	954	1057	1090	1560	2500

With the aims of increasing the number of study abroad destinations for students, and building mobility programs and coordinated degree programs specific to each discipline in the undergraduate and graduate schools, faculty and administrative staff were sent on liaison missions with partner and prospective partner institutions overseas. As a result, new programs have been integrated into the curriculum, and both the quality and quantity of student mobility have risen correspondingly. In addition, a new double-degree program has been set to commence in AY2016, between a UK university and the Graduate School of Language, Communication and Culture, marking an expansion of KGU's coordinated programs as well.

Expansion of more programs is well underway, and it is expected to grow at a steady pace beyond 2016.

###### 2. Incoming student mobility

Incoming student mobility has risen from 913 in 2013, to 1052 in 2015. The goal of 1020 students for AY2016 has been reached a year ahead of schedule. Mixed accommodation targeted at short-term international students has also been completed and has been in use since the summer. In addition, the program aimed at incoming exchange students has now been restructured and renamed "Contemporary Japan Program", taking out the mandatory Japanese language course requirement, and is set to be offered from Fall Semester of 2016.



"International Student Residence VI" – primarily for short-term international students

###### 3. Increasing foreign language output of information

KGU has always excelled in using social networking sites for its public relations. And now, using the know-how from the Japanese site, a new English version Facebook page has been created, to communicate more news in English and promote KGU on a global scale. Also, at the NAFSA Conference in Boston, as well as the Japan-Australia University Symposium in Sydney, KGU has given presentations promoting its Top Global University Project initiatives.

##### University reform

###### 1. Development of the KPI Dashboard

Under the auspices of the President, joint research projects for "Comprehensive School Management" has been initiated, and a "KPI Dashboard" is being developed in cooperation with Nomura Securities, who has been doing ongoing research into the management of US Colleges and Universities.

###### 2. Establishment of the General Planning Department

With the aims of achieving a comprehensive management structure under the leadership of the President and the Chair of the Board of Trustees, and to raise the quality of university management, the General Planning Department is set to be established in AY2016. Through this initiative, academic affairs planning will become even more deeply integrated with matters of finance, human resources, building and IT infrastructure. The university executive committee will be further linked with the planning at the various schools and organizations. All in all resulting in a more efficient and effective use of resources in this new framework.

##### Education reform

###### 1. Development of the e-Portfolio

KGU has visited 15 leading institutions that utilize e-Portfolios. After assessing each model's strengths and weaknesses, KGU commenced development of its own model that aims to improve on student adoption. An idea has now been developed for the e-Portfolio that encompasses a student's entire university career including aspects of their studies, study-abroad experience, extra-curricular activities, and job-seeking activities. A developer has also been decided. A trial will begin in AY2017, after which functional improvements and additions will follow. It will become fully operational from AY2019. Going forward, KGU aims to create an internationally recognized quality assurance system, through examining leading overseas models, as well as through building an Institutional Research data analysis infrastructure system, and implementing measures to examine learning outcomes through student evaluations and graduate surveys.

###### 2. Course numbering system introduced for all Schools

Course numbering for all 11 Schools completed during 2015, and the system is set to be in full use from AY2016 for the entire university. Courses introduced this system has increased to 3326 in 2015 which is approximately ten times larger than that of 2013.

###### 3. University-wide implementation of the Academic Advisor System

From AY2015, an Academic Advisor System has been made available across the whole university. It was first introduced in 2014 as an across-the-board measure for student academic support, so that struggling students can have a chance to receive academic, enrollment and career advice and support from staff and faculty at every School, thus lifting both grades and motivation.

## ■ University's own indicators and targets

### 1. Students who gained credit in the Away-ground programs of the Dual Endeavor Program

In AY2015, a total of 1701 graduates completed the Dual Endeavor Program which encourages students to take part in "Home-ground" and "Away-ground" programs. Among the 1701 students, 903 earned credits in international programs, 908 in hands-on learning programs, and 63 in minor or multidisciplinary programs. Further, a new panel for the Dual Endeavor Program was established in May 2015 under the Academic Affairs Committee, and the appointment of a new member of faculty for hands-on learning has been decided for AY2016. Thanks to the establishment of the panel, information is now readily exchanged amongst the 11 Schools, easing the identification and development of subjects for Away-ground programs. With the appointment of new faculty for hands-on learning, development for these courses is also underway.

The total number of graduates earned credits from each 'Away-ground' program in AY2015

International	Hands-on Learning	Multi-disciplinary Studies
903	908	63

### 2. Laying the groundwork for the training of Japanese officers of international organizations

The KGU Recruitment Center for International Organizations and the KGU Center for UN Global Compact Support were established on October 24, 2015, at the 70<sup>th</sup> anniversary of the birth of the UN. These Centers cooperate with external organizations such as the Ministry of Foreign Affairs and the UN Global Compact Network Japan, to provide career support for students who want to become an international organization officer or a diplomat. The Centers began providing regular career guidance, personal and group career counseling, as well as mid-career coaching related to these jobs.

## ■ Initiatives for the enhancement of international reputation/ Featured initiatives based on the characteristics of the university

### 1. Hosting of a talk session to commemorate the 60th anniversary of Japan's United Nations membership

On February 23<sup>rd</sup>, 2016, KGU hosted the public talk session, "Quo Vadis United Nations?: The Role of Japan and the UN in the 21st Century" as part of the Ministry of Foreign Affairs' official events commemorating the 60<sup>th</sup> anniversary of Japan's UN membership. Leading the talks were former UN Under-Secretary-General and 2016 KGU Visiting Professor for the Top Global University Project, Dr. Yasushi Akashi; former UN Under-Secretary-General for Humanitarian Affairs and former Permanent Representative of Japan to the UN, Mr. Kenzo Oshima; and Vice-President of KGU, former Japanese Ambassador to the UN, Deputy Permanent Representative, and former Japanese Ambassador to Germany, Dr. Takahiro Shinyo. The speakers exchanged opinions on matters such as "What is the United Nations to Japan?", "Expectations and demands of Japan's diplomacy", as well as "The role of education in fostering globally competent people". Through the symposium, KGU was able to refine what the core competencies are that makes for a good diplomat or international organization officer – competencies that inform the curriculum policy for the graduate course in UN and Foreign Affairs slated to begin in AY2017. At the same time, Minister of Foreign Affairs Mr. Fumio Kishida, made a speech regarding UN diplomatic policies. This further strengthens KGU's ties with the Ministry of Foreign Affairs, which will be instrumental in the creation of future officers of international organizations for Japan.



From the left: Mr. Kenzo Oshima, Dr. Yasushi Akashi, and Vice-President Dr. Shinyo



Foreign Minister Mr. Kishida on Japan's UN Diplomacy: "Together with Developing Countries"

### 2. Promoting the linkage of secondary and higher education

Underpinned by KGU's mission of "fostering world citizens", KGU established the Center for Secondary and Higher Education Linkage in April 2015, with the hopes of enhancing the linkage and cooperation with secondary schools, and to attract students with high ambition. At the Center, the Section for High School-University Cooperation and Admissions Section were created, and teams of faculty, postgraduate and undergraduate students, as well as international students, have been sent to various high schools including Super Global High Schools (SGH), to offer academic support and enhance linkages of secondary and higher education. As for admissions reform, an open recruitment method for those graduating from SGH and Super Science High Schools, as well as a method of submitting approved English proficiency examinations across all Schools, commenced in 2015. Also, as part of the linkage initiatives, KGU hosted events such as SGH research meetings, UN Youth Volunteer workshops, Career Forum on "Working at International Organizations", and other events that were open to all high school students and teachers, and planned and publicized for all educational levels.



Official of the Republic of Malawi interacting with high school students in the 2015 Secondary and Higher Education Linkage program

## ■ Free description

### 1. Appointment of professionals who are experienced in diplomacy and have been at the forefront of the UN

KGU has appointed Dr. Yasushi Akashi, former Under-Secretary-General and the first ever Japanese staff to work at the UN, as the Top Global University Project's Visiting Professor, to begin from April 2016. In addition, former Deputy Executive Secretary of the UN Economic and Social Commission for Asia and the Pacific (ESCAP), Professor Shunichi Murata; as well as former UNICEF Representative to Kazakhstan, Professor Jun Kukita, both commenced their tenure from AY2015. Professor Takahiro Shinyo, KGU Vice-President and former Ambassador to Germany and Representative to the UN, has been made the head of the "UN and Diplomacy Task Force", as KGU realizes its vision of employing professionals who have been at the forefront of diplomacy and the UN.

### 2. Cooperation with JETRO

On December 1, 2015, KGU signed a comprehensive cooperation agreement with Japan External Trade Organization (JETRO). It is the third such agreement that JETRO has had with universities, and the first with a private university. Through the linkage with JETRO, who operates 73 overseas branches in 54 countries, KGU aims to widen its international networks and foster globally competitive human resources.



Dr. Yasushi Akashi, former Under-Secretary-General of the UN, to be appointed on April 1, 2016, as Visiting Professor of the Top Global University Project

## 4. AY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Study abroad at partner universities: 334 increase from previous year

In order to expand the number of study abroad destinations and explore new mobility programs unique to each discipline, KGU has sent a number of staff to potential and existing partner universities. Thus new programs were able to be integrated into existing curricula, and opportunities for students to study abroad have improved both qualitatively and quantitatively. Additionally, in AY2016, a double degree program was set up between the University of Stirling in the United Kingdom and KGU's Graduate School of Language, Communication and Culture. As a result of these accomplishments, the target number of students studying abroad at partner universities was surpassed, equaling to 1380 students.

Study abroad at partner universities							Incoming international student numbers						
Results (no. of students)				Target (no. of students)			Results (no. of students)				Target (no. of students)		
2013	2014	2015	2016	2016	2019	2023	2013	2014	2015	2016	2016	2019	2023
895	954	1046	1380	1090	1560	2500	913	920	1052	1115	1020	1200	1500

##### 2. Incoming student mobility

International student numbers have increased from the 913 students in AY2013 to 1115 students in AY2016, meeting the expected target for two consecutive years. To further increase incoming student mobility, KGU launched the Contemporary Japan Program in AY2016. This affords students a new option for studying at KGU without the requirement of Japanese language courses. In addition, the International Residence V commenced operations in the Fall semester, with 72 new rooms available.

##### 3. Promoting English language education

From AY2017, a university-wide placement test using the Global Test of English Communication (GTEC) will be introduced for all new students, who will then be streamed into English classes based on their ability. In the past, Interdisciplinary English Program that is open to all students had been mainly for upper ability students. However, from AY2017 we will be offering them to lower level students as well. In this way, the middle range students will be given more attention at the respective schools, and overall English scores will be lifted from the bottom end. We plan to raise the number of students who attain the designated English ability level set by each school (TOEFL-ITP 550 for School of International Studies, 540 for Humanities/Policy Studies, 520 for others) from 1027 students in AY2013 to double that by the end of this Project. In AY2016 this number was 1381, surpassing the target of 1147 students.

#### Governance reform

##### 1. Development of the KPI Dashboard

KGU and Nomura Securities, a company that has been undergoing long term research into US university management, started a collaborative research project titled "Comprehensive School Management" and developed the Key Performance Indicator (KPI) Dashboard. The Symposium "Integrating Management and Education" was held on July 15 under this project.



Symposium on Integrating Management and Education

##### 2. Establishment of the General Planning Department

In order to realize an integrated management structure under the leadership of the Chair of the Board of Trustees and the President, the General Planning Department was established in AY2016 charged with the task of raising quality in management. With this initiative, the university was able to further integrate affairs in education, finance, human resources, facilities construction, and IT infrastructure. By linking these projects with the university executive committee, the university has been able to provide a more effective and efficient use of resources for all organizations and schools involved.

#### Educational reform

##### 1. University-wide e-Portfolio

KGU conducted a study of 15 Japanese universities that utilize the e-Portfolio. From there KGU assessed each model's strengths and weaknesses and developed its own model that also aims at maximizing student use. The e-Portfolio was released for a trial-run in the beginning of AY2017, and it incorporates data pertaining to all aspects of a student's university life including academics, study-abroad experience, extra-curricular activities, and job-seeking activities. Improvements and additional functions will be added hereafter for an official launch in AY2019.

##### 2. University-wide course numbering system

In AY2016, the course numbering system was fully introduced at the undergraduate level. At the graduate level, preparations are now complete for the AY2017 introduction. The numbered courses as of AY2017 stand at 5013 courses (99.6% of all KGU courses), up from the 325 courses in AY2013.



## ■ University's own indicators and targets

### 1. Students who have completed the Double Endeavor Program and the Away-ground Program

In AY2016, a total of 1980 students graduated with the Dual Endeavor Program which encourages students to take part in "Home-ground" and "Away-ground" programs. Among them, 1030 earned credits in International Programs, 2775 in Hands-on Learning Programs, and 142 in Multidisciplinary Programs, surpassing the target of 1800 for the same year.

### 2. Selection of applicants for the graduate minor course in UN and Foreign Affairs

From AY2017, the graduate course in UN and Foreign Affairs will be established for the purpose of fostering leaders in global public affairs, such as those working in the UN, international organizations, and other diplomats. This is a minor course at Master's level. Students are admitted into their corresponding graduate course and will obtain 23 credits and acquire the practical skills related to the UN and Foreign Affairs specialism.

In AY2016 the first cohort was selected, and 6 students were accepted into the program which starts in AY2017. These students will receive career advice and support from the KGU Recruitment Center for International Organizations. In addition, the UN and Foreign Affairs course requires students to complete an internship at any international organization. To facilitate this process, KGU signed partnership agreements in AY2016 with the UN Development Programme (UNDP), as well as the UN Population Fund (UNFPA).

### 3. The Hands-on Learning Center to be established from AY2017

As part of the Double Endeavor Program, the Hands-on Learning component stresses "going outside of campus and learning from society". It includes practical and experiential learning activities such as: 1) Project-Based Learning involving the linking up of regional governments, businesses and NGO/NPOs in problem solving and project proposal activities; 2) Internship at various regional governments, businesses and NGO/NPOs; 3) Service learning through volunteering; 4) Fieldwork activities such as observations, interviews, and collection of historical and current data; and 5) Entrepreneurship seminars and practicum.

In addition, KGU opens the Hands-on Learning Center in the beginning of AY2017, the center for the development and running of Hands-on Learning courses within Japan. It will also serve as a go-between for regional governments, businesses, NGO/NPOs, and our faculty.

### 4. Open exchange with quality assurance experts from US and Japan

KGU has borrowed the newest ideas from the US in creating an internationally recognized quality assurance framework. On December 1, KGU invited Prof. Victor M. H. Borden of Indiana University, and Mr. Sentaro Ishikawa from MEXT to give talks at the international symposium on "Higher Education's Grand Designs in a Time of Turbulence: Transforming Educational Quality and University Quality Assurance". In the symposium, the newest ideas from both countries were exchanged on such issues as how to transform university quality, the assessment of degree programs, and "university portraits".

## ■ Featured initiatives based on the characteristics of the university

### Promoting secondary and higher education linkage: the Akashi School for Future Global Leaders

In AY2016, as part of the efforts to link secondary schools and higher education, KGU established the Akashi School for Future Global Leaders, and enlisted former Under-Secretary-General of the UN, Prof. Yasushi Akashi, to be Principal. The 3-day summer school targets high school students who have ambitions of becoming future global leaders in the field of international public administration. Speakers include Prof. Akashi, as well as KG scholars who have been at the forefront of UN and diplomatic affairs, and current UN staff around the world. In the 2016 seminar, 29 students participated from Super Global High Schools across Japan. Students took part in discussions in both English and Japanese, on the topics surrounding the Sustainable Development Goals of the UN, and undertook career-planning activities in groups.



Seminar at the Akashi School for Future Global Leaders

## ■ Free description

### President of The Walt Disney Company (Japan) gives lecture on "Global Human Resource"

On June 3<sup>rd</sup>, KGU invited Mr. Paul Candland, President of The Walt Disney Company (Japan) to give a special lecture on "Disney's Business Strategies and the Global Human Resource". Mr. Candland explained the important ideas and business strategies for The Walt Disney Company (Japan), how quickly the world landscape is changing day by day, and how business is transcending national borders. He encouraged students by saying, "It is very exciting to experience constant change. One cannot grow by hating change. During this tumultuous time it is ever more important that one should learn to have fun." Regarding the kind of human resource Disney is looking for, he mentioned that students should be passionate, flexible, adaptable, be up for a challenge, and have proficiency in English, and offered up explanations. In the Q&A, he answered students' questions one by one, lightheartedly joking along the way.



Special lecture on "Disney's Business Strategies and the Global Human Resource"

## 5. AY2017 Progress

[Kwansei Gakuin University]

### Common Indicators and Targets Internationalization

#### 1. Study abroad at partner universities

Study abroad at partner universities surpass 1500

Results (no. of students)					Target (no. of students)		
H 25	H 26	H 27	H 28	H 29	H 28	H 31	H 35
895	954	1057	1381	1570	1090	1560	2500

#### 2. Incoming student mobility

Similar to outgoing mobility, incoming student mobility increased to 1243 in 2017, accomplishing the milestone set for 2019 two years early.

As part of the expansion of incoming programs, a new Summer School has been developed that focuses on the study of Japan and East Asia, in preparation for the launch in 2018.

In addition, two new faculty members have been appointed in 2017 who are dedicated to international student education and developing subjects that integrate Japanese and international students. At the same time, extra-curricular subjects are also being prepared.

#### 3. Strengthening English language streams

A university-wide placement test based on the Global Test of English Communication (GTEC) has been implemented for all new students admitted in 2017. This allows students to be allocated into streams based on their English ability. In the past university-wide English subjects have only been open to upper level students, but from 2017, newly appointed faculty have begun courses aimed at lower level students as well. This initiative allows each department to focus on the middle level students while at the same time lifting the level of those at the bottom end.

KGU's Top Global University initiative aims to increase the number of students at the prescribed level of English ability (School of International Studies: TOEFL ITP® 550; School of Humanities/Policy Studies: 540; Other Schools: 520) two fold from the 2013 number of 1,027. This number reached to 1868 in 2017, significantly higher than the 1,381 from the year before.

### Governance reform

#### The "Kwansei Grand Challenge 2039" super long term strategy

In 2017, the long-term vision for 2039, called the "Kwansei Grand Challenge 2039" was drafted to establish the strategy of the university leading up to its 150<sup>th</sup> anniversary. This laid out the principles and direction of what Kwansei Gakuin should be and look like in 2039, as well as the long-term strategy for the first 10 years of the plan from 2018-2027. It was created under the principle of "Nurturing human beings that can solve the world's problems with grace and resilience" and was formulated based on predicted learning outcomes and a concerted effort from each and every department, junior college and university of the Kwansei Gakuin system. It brings together organizational management and educational excellence into one integrated strategy.



### Educational reform

#### 1. University-wide portfolio system begins trial

In 2017, testing begun on a KGU-designed e-Portfolio system that integrates each student's course progress, study abroad, extra-curricular and career-seeking activities. As for April 2018, the mobile application has been downloaded 11,000 times, making up around 90% of all new entrants in 2017 and 2018.

As the system prepares for its official launch in 2019, students will continue to be reminded to take advantage of the system and review their academic activities, through cooperation with various departments, planned upgrades and new functions.

#### 2. New co-learning space at Nishinomiya Seiwa Campus Establishment of a new "Learning Commons"

In 2017 a new Learning Commons called "Rippla" was established at Nishinomiya Seiwa Campus which houses the Undergraduate and Graduate Schools of Education. Various events aimed at fostering a co-learning habit among students have been offered throughout the year. KGU is proud to announce that all three campuses now have learning commons facilities which increases the space allocated for active learning.



< One of the interactive events held at the new Learning Commons >

A total of 1570 students studied abroad in 2017, an increase of 189 students from the year before, accomplishing the target set for 2019 two years early.

Measures were taken to increase the number of students sent abroad, such as the creation of new university-wide programs and ramping up promotional events for current students. In addition, the quality of study abroad programs improved too, with unique discipline-specific mobility programs being added at respective Undergraduate and Graduate Schools. Thus, the number of department-specific programs increased by 35% from 2016, bringing the total number to 46.

#### International student numbers

Results (no. of students)					Target (no. of students)		
H 25	H 26	H 27	H 28	H 29	H28	H31	H35
913	920	1052	1115	1243	1020	1200	1500

## ■ University's own indicators and targets

### 1. Dual Endeavor Program's Away-ground participation

The cumulative number of graduates who have completed Away-ground Programs under the Dual Endeavor Program reached these numbers in 2017: International Program, 868; Hand-on Learning Program, 1213; Minor Program 150. This totals to 1962 students.

### 2. United Nations and Foreign Affairs minor begins

The graduate minor course in "United Nations and Foreign Affairs" begun in 2017 with the aim to foster future officials in the UN and other international organizations. Students who are studying Masters or a professional degree from various graduate departments can opt to take this course as a minor subject alongside their main discipline and obtain 23 credits from the course.

The English-only course has attracted 8 students from Japan and abroad for its first year in 2017 and has enrolled 9 students for the second year starting spring semester in 2018.

### 3. Establishment of the Hands-on Learning Center

The Hands-on Learning Center was established in 2017 to serve as a center for the development and administration of this form of education. Dedicated faculty have promoted more and better experiential programs into the curriculum that take students out of the campus to learn from real-life problems. In total, 33 hands-on learning courses are now being offered, enrolling about 500 students.

These initiatives that take place throughout Japan have been featured by the media as innovative examples of active learning, and have attracted much attention outside the university.

< Case Study 1 > : Under the topic "Nuclear energy post-Fukushima", students undertook fieldwork in Fukushima to study the situation of the Fukushima No.1 Reactor. They spoke with officials from Fukushima prefectural office as well as experts in the energy sector, and presented a policy recommendation based on the results of their fieldwork.

< Case Study 2 > : As part of the "Asago and Takeda Castle Town Revitalization Project" in partnership with the Hyogo Prefecture Asago City Chamber of Commerce, etc., students interviewed tourists and proposed a solution that includes a tourism promotional plan, as well as bus advertisements and a social-media strategy.



< Students presenting for the Asago and Takeda Castle Town Revitalization Project >

## ■ Initiatives based on the distinct characteristics of the university

### 1. Promoting secondary and tertiary education linkage – the Akashi School for Future Global Leaders

Continuing from 2016, the Akashi School for Future Global Leaders was held for the second time with former Under-Secretary General of the UN, Prof. Yasushi Akashi, as head of the school. This forms part of the initiative to link secondary and tertiary education, as 20 students who were selected from Super Global High Schools around Japan took part in the 4-day program between August and November.

Students listened to lectures led by Prof. Akashi and faculty with rich field experience in the UN and foreign affairs, as well as practicing UN officials from around the world. Using research they had done beforehand, the students then tackled various issues facing the UN in the limited time they were given.



< Secondary school students receiving encouraging remarks from Headmaster Prof. Yasushi Akashi on the first day of the Akashi School of Future Global Leaders.>

### 2. Internship at international organizations for first year students in the UN and Foreign Affairs Course

As part of the requirements of the graduate minor course in "UN and Foreign Affairs", two students took part in an internship program for three months at the UN Development Programme (UNDP) in Thailand and Nepal. The two students visited project sites, took part in interviews and data analysis, and promoted the Sustainable Development Goals (SDGs) under the internship, as they accumulated valuable field experience by working alongside UN officials and local inhabitants.



< Student and locals at the project site during their internship with UNDP in Nepal. >

## ■ Free description

### UN and Foreign Affairs event with Director General of the International Atomic Energy Agency (IAEA), Mr. Yukiya Amano

To commemorate the launch of the UN and Foreign Affairs Course, a forum on the topic of "Atoms for Peace and Development: the work of the IAEA and how it relates to you" was held on April 13 at the Nishinomiya Uegahara Campus. The talk in English was led by Director General of the IAEA, Mr. Yukiya Amano.

Director General Amano spoke about measures being taken at the IAEA and various issues related to the prevention of the militarization of nuclear technology, as well as the peaceful use of nuclear energy, and supported it with concrete examples. Afterwards, he took part in a workshop with the first year cohort from the UN and Foreign Affairs Course.

In addition, several other events that promote Japan's drive to increase participation in international organizations were held throughout the year. For example, a public seminar commemorating the launch of the UN and Foreign Affairs Course was held, along with several career guidance events in collaboration with the Ministry of Foreign Affairs' Recruitment Center for International Organizations.



# Top Global University Project (Type B)

## Objectives of Ritsumeikan Asia Pacific University

### 1. Concept Outline

【Concept Name】 Global Learning: Towards New Horizons in University Education

【Aim at Establishing the Future Shape of APU through TGU Project】

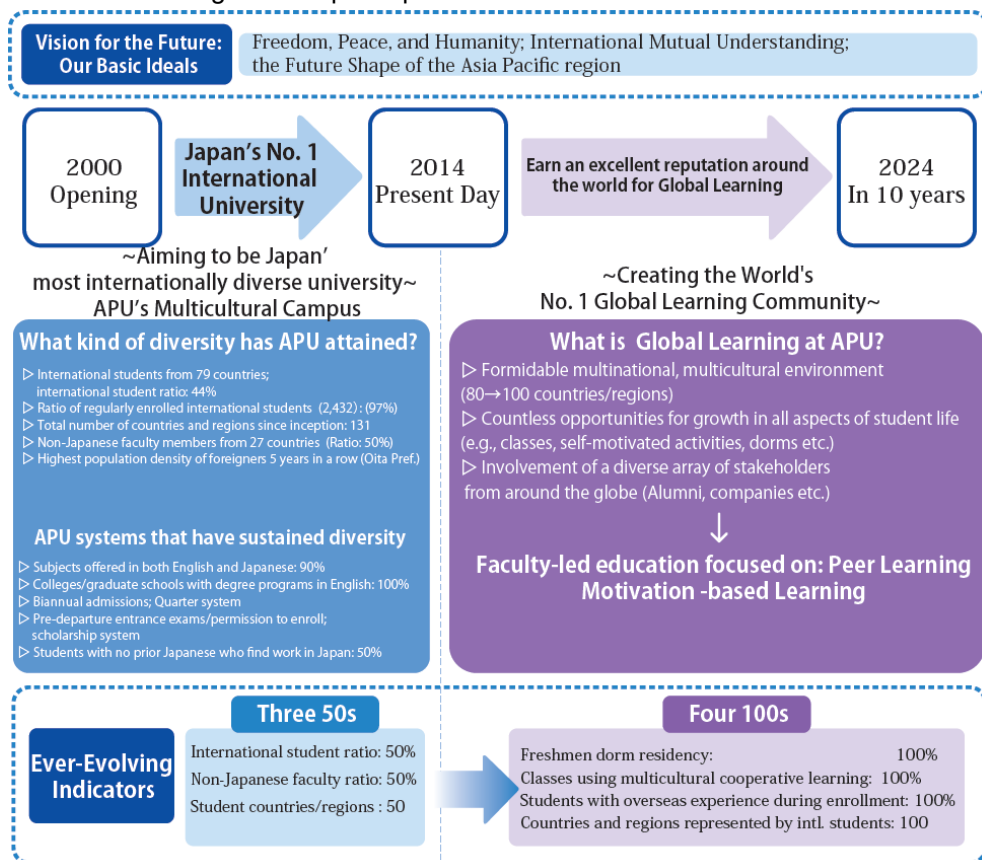
Based on “Freedom, Peace, and Humanity,” “International Mutual Understanding,” and “Future Shape of the Asia Pacific region,” which constitute our basic ideals, APU has realized an internationally diverse university (i.e., a multicultural campus) that is exceptional on a global level, and it has promoted the internationalization of higher education in Japan. Based on our diversity, APU will develop from being “Japan’s No. 1 International University” to become the “World’s No. 1 Global Learning University.”

【Concept Outline】

Using the environment and systems built thus far (e.g., a system for academic affairs of international standards typified by bilingual education as well as an internationally viable admission system), based on (i) development of the Global Learning methods, (ii) quality assurance and improvement of global education, research, and university administration, and (iii) various forms of international outreach supporting Global Learning, APU will attain the highest possible reputation and build a university model that will promote globalization.

APU’s Global Learning in this plan is an educational system that fosters APU’s ideal human resources and will be realized based on the following elements: (i) formidable multinational, multicultural environment (we aim to steadily enroll students from 100 countries and regions), (ii) offering of countless opportunities for growth in all aspects of student life (in class, in student activities, in the dormitory, etc.), and (iii) involvement of a diverse array of stakeholders in our education (alumni, companies, and organization from around the world, etc.).

Educational development will progress as follows. Examples include cooperative learning using multicultural environments, a Multicultural FD/SD Center, establishment of a dormitory for the education of all incoming freshmen, expansion of overseas experiences by Japanese students, development of multicultural Honors Programs, realization of learning systems for third and fourth languages other than Japanese and English, and classes as well as internships that involve the participation of alumni from around the world. In addition, quality will be comprehensively improved through the acquisition of international accreditation (e.g., AACSB). Moreover, progress will be made with the creation of communities for Global Learning with the participation of various stakeholders.



TGU Promotion Framework will be Overseen by the University Senate and the APU Governing Advisory Board

#### University Senate

- The university's highest decision-making body led by the President
- Drafting of policies, progress confirmation, and provision of instructions for this plan

#### APU Governing Advisory Board

- Supervision of the university administration by international and domestic stakeholders
- Evaluation of APU from various angles, including an international perspective

## 【Outlines of 10-Year Plan】

### 1. Education

- ① Aim at 100% of implementation rate for multicultural cooperative learning in mixed groups of Japanese and international students
- ② Establish a Multicultural FD/SD Center (tentative name) in order to promote the theory and practice of Global Learning
- ③ Deploy Global Learning in the AP House international dormitory, which is an effective educational tool that provides students with multicultural and cross-cultural experiences, use the dormitory to educate all incoming freshmen
- ④ Aim at 100% overseas experience for enrolled Japanese students through promotion of diverse overseas experiences (e.g., working at overseas NGOs and participating in internships at global companies)
- ⑤ Adopt Honors Programs as a part of our efforts for strengthening cultivation of a variety of leaders for Global Learning
- ⑥ Create a network of alumni who work in various fields around the world and use such network as a resource for education at APU
- ⑦ Develop joint degree programs with institutions overseas

### 2. Admissions

- ① Aim at steady acceptance of international students from 100 countries and regions, and implement global high school-university partnership education programs, i.e., distinctive educational programs that use APU's multicultural environment, starting from the first or second year of high school, which will allow us to ascertain which applicants are the best fit for APU and ensure that they transition seamlessly into First-Year experience upon enrollment
- ② Expand these global high school-university partnership education programs, expand the number of advanced international professional staff working as Admissions Officers

### 3. Outreach

- ① Develop Alumni Networking Forum, management lectures in Tokyo, (entrepreneurship and business matching), and Alumni NGO Linkage (network of alumni involved in NGOs around the globe)
- ② Strengthen ties with companies by enhancing global human resources development training and deepen exchanges between workers and students

### 4. Quality Assurance

- ① Aim at international accreditation from the Association to Advance Collegiate Schools of Business ("AACSB"; Headquarters: United States) and the EFMD Quality Improvement System ("EQUIS"; Headquarters: Belgium)
- ② Aim at achieving a top-30 ranking for QS World's Top Business Schools in Asia

### 5. Administration and Governance

- ① Establish an APU Governing Advisory Board (tentative name) composed of APU stakeholders
- ② Adopt a system for international open recruitment and an annual salary system for several executive positions based on the APU Governing Advisory Board



## 【Characteristic Initiatives (Internationalization, Governance Reforms, Educational Reform, etc.)】

### 1. Concept of Multicultural FD/SD Center (Tentative Name)

APU currently cooperates with the University of Minnesota (USA) and Saint Edward's University (USA) on faculty and staff training programs. The Multicultural FD/SD Center, which will cooperate with overseas universities, will focus on both research and faculty and staff training. By utilizing APU's multicultural environment, the Center aims to become a multicultural FD/SD hub in the wider Asia Pacific region, including Japan, and to give the results of these efforts back to society. In particular, multilayered support for faculty members using English as a second language will be provided. At the same time, class advancement FD that allows granting of classes in accordance with international standards using the APU multicultural educational environment with overseas cooperating and partner universities will be implemented (and some examples are described below).

- ▷ Multicultural class management, student participatory class administration, methods of grade evaluation, methods for assessment of learning outcomes, etc.
- ▷ Advancement programs regarding teaching methods in English for faculty members using English as a second language and class improvement workshops
- ▷ Provision of relevant content to cooperating universities and proactive acceptance of faculty members of other universities for training programs

### 2. Alumni Linkage

In this plan, of particular importance is the role played by our alumni, who now number more than 10,000 and represent 131 countries and regions. The following is an explanation of these initiatives.

- ① We will create a system that uses close relationships with our alumni for education at APU. We will also utilize further linkage with alumni to help us realize our goal of sending 100% of our Japanese students overseas.
  - ▷ Global Human Library with APU Alumni (Make a record of alumni activities to be used as a teaching resource)
  - ▷ Global Alumni Lecture (Lectures in which alumni are involved)
  - ▷ Global Internship with Alumni (Internships in Japan or overseas supervised by alumni)
- ② Participation in APU Governing Advisory Board (tentative name) meetings by alumni
- ③ Participation in the APU Admissions Associates (admissions mentors) system by alumni (provision of information on APU, Japanese society, and careers after graduation via admissions information sessions, support for entrance examinations, cooperation for education programs prior to arrival in Japan after admissions procedures, etc.)



## 2. Progress with Initiatives (AY2014)

### ■ Common indicators and targets

#### Internationalization

##### 1. International faculty and full-time faculty with degrees from overseas universities

The percentage of international faculty members, etc. was further increased through implementation of international recruitment and enhancement of faculty appointments without requiring Japanese language. (85.3% in AY2013→85.7 % in AY2014)

##### 2. International staff and full-time staff with degrees from overseas universities

Annual questionnaires for all staff members (overseas experience, English proficiency, working experience, etc.) are used. Through accumulation of information based on such questionnaires, staff development for individual staff members is implemented.

##### 3. Percentage of International Students

Since our inception, university administration based on “50% international students” has been implemented and a system for academic affairs (e.g., English courses, etc.) has been established. Based on the aforementioned elements, recruitment via ASEAN, etc. was enhanced, and the number of international students accepted reached 45.9% in 2014 (49.5% as of May 1, 2015)

##### 4. Percentage of Those who Experienced Study Abroad

The percentage of those who experienced study abroad increased due to review of global partnership strategies, new program expansion, etc. Moreover, discussion on dispatch policies based on international strategy working groups aiming at sending 100% of our Japanese students overseas has commenced.

#### University reform

##### 1. TGU as Conceived by Alumni, Enrolled Students, and Faculty and Staff Members (Implemented in February 2015)

The “TGU Kick off Event-Shape Your World, Shape Our Vision- Bringing APU to the Next Stage” in which discussion on APU in 10 years aimed at by this plan (e.g., participation in university administration and governance by international and domestic alumni who numbered 10,000, support for cooperation for internships, classes, and lectures thereby, etc.) was hosted by the President. It was attended by participants from 20 countries around the world, such as alumni.

##### 2. University Governance Survey

Realization of the APU Governing Advisory Board (tentative name) will be the main focus for governance reforms under this plan. Thus, research on governance regarding liberal arts universities, newly emerging universities, highly internationalized universities, etc. in the U.S., Holland, Singapore, and the like, were conducted and reports were created and shared.

##### 3. Advancement of Staff

APU staff has cultivated adjustment for different cultures, multifaceted perspectives, and capacity to feel empathetic towards diversification through daily exchanges with international students, international faculty members, etc. The resulting accumulated information is a source for advancement of staff organizations as a whole. The staff’s English proficiency is already higher than that of staff at other universities (see the table on the right). Campus English courses and overseas visitation programs that contribute to the enhancement of English proficiency will be implemented this year. 24.0% of all staff members (including fixed-term and non-fixed term staff members and clerical staff members who are not required to have extremely strong English ability) have scored at least 900 points on the TOEIC test.

#### Education reform

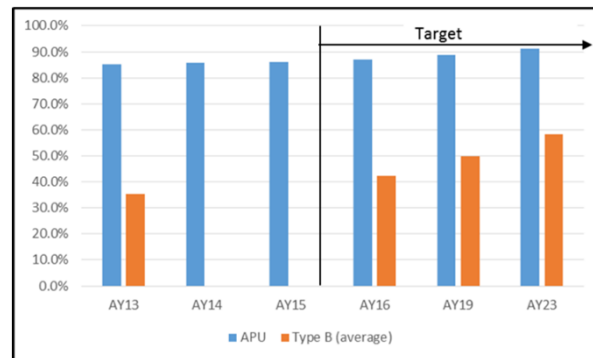
##### 1. Approaches for Implementation of Multifaceted Admission Selection

Education programs implemented prior to arrival in Japan after admissions procedures for international students who have been admitted and their parents were conducted extensively (e.g., in Thailand and Sri Lanka). In Sri Lanka, 6 new students, 9 parents, 4 graduates, and 30 enrolled students gathered, and guidance on life in Japan, scholarship, Japanese studies, etc. was implemented. Three such guidance sessions have been implemented since October in Thailand. A total of 270 new students, parents, graduates, enrolled students, etc. attended such guidance sessions.

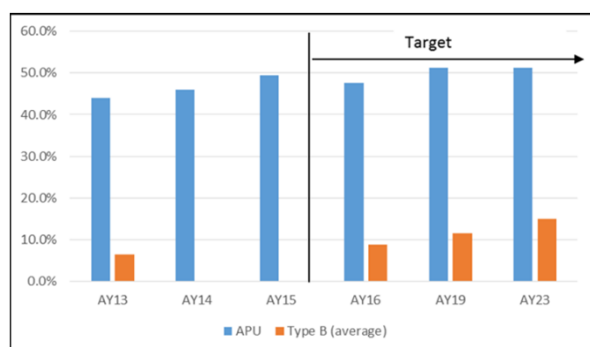
##### 2. Adoption of External Exams for Entrance Examinations (TOEFL, etc.)

Under this plan, entrance examinations that do not consider results of external exams, such as TOEFL will be abolished within the period for this plan.

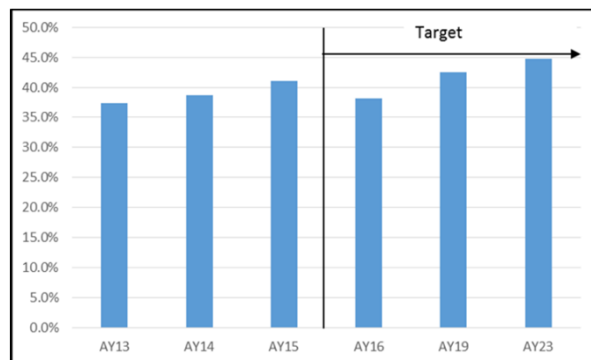
This year, standards regarding TOEFL, IELTS, etc. will be established as qualifications regarding application for entrance examinations for international students. Such standards will be used for judgment for entrance examinations.



<Common Performance Indicator>  
①Ratio of international faculty + full-time faculty with degrees from overseas universities



<Common Performance Indicator >  
④Ratio of international students



<Common Performance Indicator>  
⑩Advancement of staff  
APU: TOEIC Score: More than 800



## ■ University's own indicators and targets

### 1. APU Alumni Active throughout the World Using Multiple Languages

The number of international associates that classmates have is an indicator showing outcomes of student exchanges unique to APU. Through annual student questionnaires, information on "international associates from over 10 countries or more" is gained. There was a 14.4% (AY2014) increase from 12.0% (AY2013) based on enhancement of multinational student activities and dormitory exchange plans.

### 2. A Formidable Multinational, Multicultural Environment and Thorough Enhancement of Educational Strength

Substantial implementation of the Academic Cultural Exchange (ACE) program with secondary schools across the globe took place. Applications by 62 persons from 12 countries (e.g., Indonesia, Vietnam, Nepal, Myanmar, Germany, etc.) were submitted based on strategic formulation classified by country, enhancement of publicity unique to APU through high school visits, education fairs, etc. as well as publicity-related collaboration with Japanese embassies abroad and public institutions.

### 3. Pursue of Quality Assurance for International Standards

Progress was made with initiatives for acquisition of accreditation by the Association to Advance Collegiate Schools of Business ("AACSB") for the College of International Management and the Graduate School of Management. An on-site inspection by a peer review team composed of three overseas deans took place in January 2015. Moreover, APU participated in investigations of overseas business schools (Yonsei University in South Korea, BI in Norway, etc.), which enhanced international accreditation and international branding as well as seminars hosted by AACSB (in the U.S. and Malaysia). APU hosted the 10-year anniversary annual meeting for the "Association of Asia Pacific Business Schools (AAPBS)" business school consortium in which 150 or more deans of business schools in the world participated. Through the aforementioned activities, progress was made with initiatives for international quality assurance.

### 4. Staff's International Standardization

10 designated staff in advanced international professions relating to admissions and international exchanges were assigned, and progress was made with various projects. With a view to international standardization for staff who support university administration, participation in faculty and staff member training lectures, etc. for the five leading universities involved in globalization in Japan took place. Multilayered employee advancement support programs were enhanced and improved. The number of tenured full-time employees who can perform duties in more than three non-native languages has reached 12%.



Hosting of AAPBS  
10-Year Anniversary at APU

## ■ Initiatives for the enhancement of international reputation: Featured initiatives based on the characteristics of the university

### 1. Cooperation with Alumni around the World

Departmental cross-functional faculty-staff collaboration-driven projects were launched. Discussions on basic plans for internships under the guidance of alumni, guest lectures, implementation of classes participated in by alumni, and a digital library of information on alumni achievements took place. In conjunction, infrastructure for using achievements of alumni around the world was implemented. Examples included implementation of investigations for alumni strategies at overseas universities.

### 2. Cooperation with Companies and the Community as a Hub for Diverse Global Human Resources

Expansion of corporate training mainly targeting young and core employees from global companies as trainees (2014)

① Program (for 11 companies, such as NEC) for improvement of multicultural adjustment using the APU environment (e.g., English classes, living in the AP House international dormitory, cooperative learning with international students) in 2014

② Implementation of intensive Japanese-language courses for local subsidiary employees in Asia, etc. and short- and medium-term programs that deepen understanding of Japanese corporations and business concepts, etc. (26 persons accepted from the Bank of Tokyo-Mitsubishi UFJ, Ltd., Mitsubishi UFJ Lease & Finance Company Ltd., etc.)

### 3. Concept for Multicultural FD/SD Center

FD/SD benchmark investigations for overseas universities (4 countries) by a faculty-staff collaboration-driven group were implemented. Universities with characteristics in common with APU (i.e., year of establishment, number of students, academic fields) as well as cooperative achievement universities, such as the University of British Columbia (UBC, Canada) and other schools, were visited. FD/SD initiatives with diversified purposes and means (e.g., methods for teaching within classrooms, career development for individual faculty and staff members, evaluation of faculty and staff members, etc.) were investigated. Important knowledge about the realization of the multicultural FD/SD concept was obtained. (Multicultural FD/SD Center will be implemented in 2016)



Practical Corporate Training  
Promoting Understanding of Different Cultures



Front Left: 2<sup>nd</sup> President Cassim,  
Front Middle: 1<sup>st</sup> President Sakamoto,  
Front Right: Current President Korenaga

## ■ Free description

### 1. Plans for Panel Composed of Past Presidents

The "Panel Discussion of APU Presidents, Alumni and Students (Your APU Story): 10 Years Since Then, 10 Years from Now" was held in November 2014. It was attended by about 150 internal and external participants, and faculty and staff members, enrolled students, and graduates gathered. This discussion was held to explain purposes, outlines, etc. of this plan as well as for obtaining advice for effective project implementation, etc.

### 3. FY2015 Progress

#### Common indicators and targets

##### Internationalization

###### 1. Non-Japanese faculty and Japanese faculty with degrees from universities overseas

APU has maintained the ratio of foreign faculty at 50% since the inception of the University. If Japanese faculty who obtained a degree from a university overseas are included, 85.0% (as of May 1, 2016) of our full-time faculty are foreign or have been educated overseas. As shown in chart 1, this overwhelms the average numbers for other universities.

###### 2. Non-Japanese full-time staff and full-time staff with degrees from universities overseas

Through the aggressive hiring of staff with work or training experience overseas for at least one year, the ratio of such staff increased 2.7% from last AY's figure to comprise 34.2% of the whole in AY2016.

###### 3. Percentage of international students

Since its inception, APU has established its foundation based on elements such as a university administration based on the premise of a student body being "50% international students" and a system for academic affairs based on English courses and other similar content. Through stronger recruitment efforts in various countries, the ratio of international students at APU as of May 1, 2016 is 50.0% (47.6% as of May 1, 2015).

###### 4. Enhancement of overseas partner schools and discussions with strategic partner university bases

APU has entered new agreements with 25 universities, out of which it will conduct student exchange partnership programs with 16. Having come to an agreement on the policy of reinforcing and expanding multiple partnership programs such as dual degrees, short-term exchange and exchange students with two of its strategic partner universities in the U.S., St. Edwards University and Carroll College, APU has formulated concrete future plans for the joint operation of each of those programs.

##### University reform

###### 1. Advancement of governance through cooperating with stakeholders

APU pushed forward with examining the establishment of the "APU Governing Advisory Board" as a body made up of diverse worldwide stakeholders of the University that dispense advice on its administration. In AY2014, APU prepared a report that investigated and compared systems of higher education and overall governance (including decision-making institutions at universities, decision processes for university presidents, undergraduate deans, etc. and university advisory bodies) across the U.S., U.K., the Netherlands, Singapore and other countries, and held a meeting to report its findings.

APU is also in the process of benchmarking overseas universities such as The Hong Kong University of Science And Technology and Carroll College in the U.S., among other associated efforts. Going forward, the University will continue to look at how it can engage in administration that leverages the connection it has with alumni and other stakeholders.

###### 2. Advancement of clerical staff

The ratio of APU staff members who have scored at least 800 points on the TOEIC rose to 43.2% of all staff (chart 2), an increase of 1.8% from AY2014. When accounting, clerical and other staff members who are not required to have English ability are excluded, the ratio of APU staff that scored at least 900 points on the TOEIC test reached 42%. APU has been working to emphasize the handling of people and work duties using everyday English and enhance its dispatch endeavors for overseas training programs as well as reinforce and enhance its efforts to offer courses for staff members who do not meet established targets.

##### Education reform

###### 1. On-campus dissemination of assurance of learning (AOL) and utilization in discussions of curricular reform for AY2017

APU had successes in incorporating initiatives for researching AOL and promoting the understanding of AOL among faculty and staff members as well as incorporating the results of research and other endeavors geared towards acquiring accreditations such as AACSB into discussions of curricular reform for AY2017. For its AY2017 curriculum, the University is planning to increase required subjects, improve the administration of its classes and conduct other endeavors as part of the process of satisfying the various requirements set forth by AACSB. These endeavors will enable APU students to benefit from an education that is even more world-class than before.

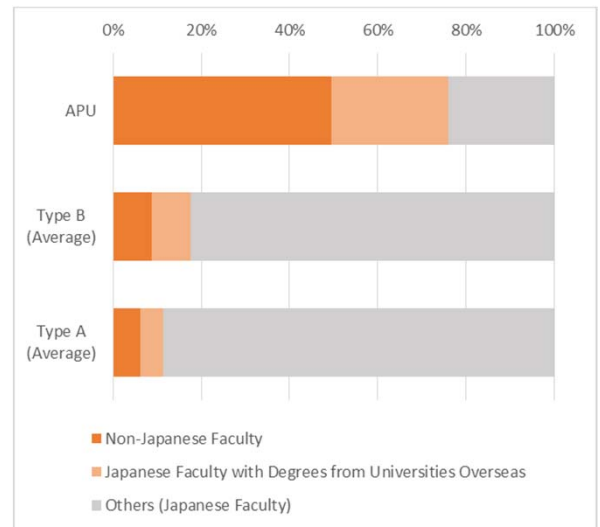


Chart1: Ratio of non-Japanese faculty and Japanese faculty with degrees from universities overseas(As of May 1, 2016)



Exchange of opinions between alumni, APU President and deans

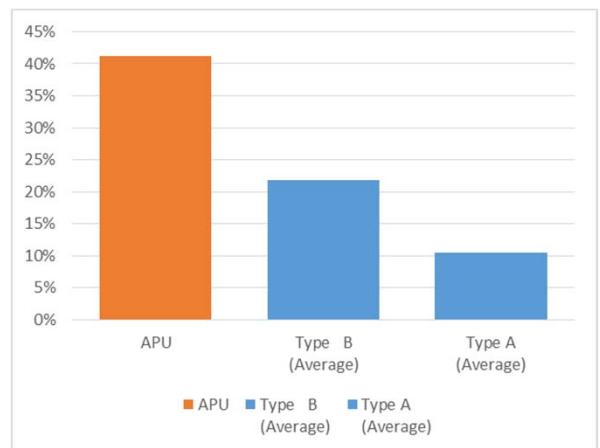


Chart2: Ratio of staff who satisfy foreign language criteria: (Established as TOEIC Score of 800 or higher at APU) \*As of May 1, 2016



## ■ University's own indicators and targets

### 1. International student body hailing from 100 different countries/regions

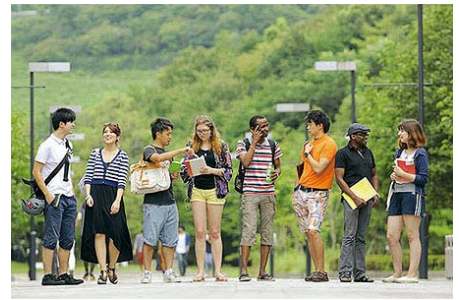
Between colleges and graduate schools at APU, the University's student body now accounts for 84 countries/regions (77 countries/regions during the same time in AY2015). In order to foster the enrollment of students from 100 different countries/regions by AY2023 (at any given time), APU paid a visit to countries with lower representation such as those in the African continent and Central America regions to conduct student recruitment activities and build local networks. The University also rebuilt its admissions website to help better its contents and improve its browseability.

### 2. 100% of Japanese students having diverse overseas experiences while enrolled at APU

The ratio of Japanese students who had overseas experiences while enrolled at APU is 80.3%, which met APU's AY2019 target of 80% ahead of time. Through a combination of reinforcing overseas dispatch programs and the meticulous gathering and analysis of data on student travel experience using institutional research in which various data is applied towards facilitating improvement, the aforementioned ratio increased by 28.6% over last year.

### 3. Challenge of achieving international accreditation (AACSB) for our business- related colleges and graduate schools

APU is currently taking on the challenge of acquiring AACSB, a global-standard accreditation that only about 4% of the world's business schools have acquired. The University wrapped up its final onsite inspection for that purpose on schedule at the end of AY2015. It would be the first time that a Japanese university is accredited for undergraduate and graduate courses in which degrees can be pursued in English as well as Japanese.



Campus where students from 84 countries and regions learn together

## ■ Initiatives for the enhancement of international reputation: Featured initiatives based on the characteristics of the university

### 1. Cooperation with alumni who are active around the world

In addition to having alumni conduct guest lectures as part of regular subjects, during the Fall semester, four alumni conducted lectures for the "First Year Student Workshop II" subject taken by all first-year students. Additionally, under the theme "alumni stories with the mark of APU on them," the University interviewed about 20 alumni engaged in distinct activities both within and outside of Japan, and started making those interviews available on the APU website. Moreover, roundtables that brought together the President, deans of colleges and alumni were held in Singapore and Tokyo, where attendees exchanged opinions on what the ideal image of APU is ten years down the road.

### 2. Formulation of orientation of honors program utilizing dormitories

Having verified the framework of student growth at APU facilitated by the utilization of its multicultural environment, the University proceeded to materialize its Honors Program, which also takes advantage of student dormitories, with the intention of implementing various programs and other endeavors that leverage APU's multicultural environment in domains that are not co-curricular in nature. Seeking to realize a style of learning that links "knowledge," "skills" and "character" together, the University also researched overseas universities and set forth an ideal timetable for the trial implementation of a pilot program for AY2016.

### 3. Initiatives geared towards opening of Multicultural FD/SD Center

In AY2015, APU prepared a concrete curriculum draft for its Multicultural FD/SD Center concept based on the benchmark investigations it conducted for overseas universities and results of a survey it administered towards faculty members. Moreover, ahead of the opening of the Center in AY2016, APU held a kickoff workshop in December with overseas lecturers as invitees. Not limited to APU faculty and staff members, attendees were welcome from other Japanese universities as well as South Korean, Taiwanese and other foreign universities as well.



Roundtable with APU President, deans of colleges and alumni



Kickoff workshop for Multicultural FD/SD Center

## ■ Free description

### 1. Friendly rivalry with some of the world's top students

APU took part in seven different business case competitions around the world during the 2015 academic year. Of particular note, a team from APU represented Japan at the 2016 Sauder Summit Global Case Competition, hosted by the University of British Columbia in Canada. The APU team took third place, beating several more experienced teams from top-ranked universities. APU also hosted a case competition on our campus in Beppu, which provided a unique opportunity for students from top universities across the globe to come to Japan and engage in educational and cultural exchange.



APU places third at UBC-held BBC, a global convention for students to put what they learned into practice



## 4. FY2016 Progress

### Common indicators and targets

#### Internationalization

##### 1. Percentage of non-Japanese faculty plus Japanese faculty with degrees from foreign universities

In AY2017(as of May 1), the percentage of non-Japanese faculty plus Japanese faculty with degrees from foreign universities increased to 87.1% (AY2016: 85.0%).

##### 2. Percentage of Japanese students residing in mixed dormitories

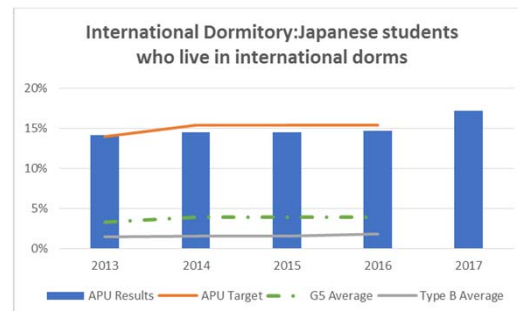
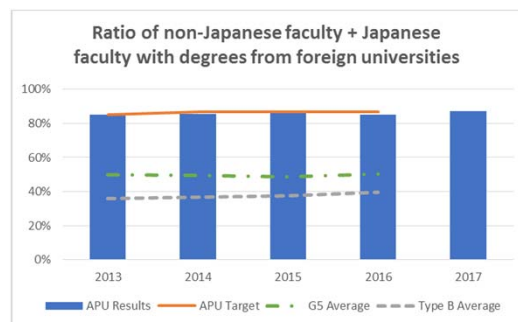
The percentage of Japanese students residing in mixed dormitories rose to 17.2% (as of May 1, 2017, AY2016: 14.7%). Concurrent with this, we are discussing ways to utilize our dormitories for first-year education.

##### 3. Percentage of students who satisfy language proficiency standard

The University has strengthened supporting students to improve their foreign language skills and understanding their highest scores of language proficiency exams. As a result, percentage of students who have satisfied the standard such as TOEFL-ITP550 increased to 36.6%, (AY2015: 21.1% (for both undergraduate and graduate students)).

##### 4. Instances of exchange with partner universities

The percentage of inbound international students received from partner universities reached 4.1% (AY2015: 3.4% (for both undergraduate and graduate students)).



#### University reform

##### 1. Talk with the Dean: Incorporating student opinions into university administration

We held "Talk with the Dean" events to engage students in a constructive dialogue on how to improve academics. During these events, the College Deans, Graduate School Deans, and Vice President/Dean of Academic Affairs exchanged opinions with APU students and students on exchange from top-tier partner universities around the globe.



An active discussion at a "Talk with the Dean" event

##### 2. Strengthening institutional research (IR) to ascertain the student situation

In addition to unifying the student data held by different offices, we strengthened efforts to ascertain the student situation through surveys and successfully achieved near 100% response rates on the New Student Survey and Graduation Survey. We reported a preliminary analysis of survey results at the University Senate Meeting and the Faculty Discussion Meeting, which raised awareness of IR and helped promote data-driven policy formulation and decision-making. To comprehensively analyze and report on the data collected, we formulated the IR Report and released it at the end of AY2016. Upon analyzing the student situation, we found that APU is the first choice for a large percentage of our students (about 80%) and that satisfaction at the time of graduation is generally high (about 80% of students indicated positive responses). We also analyzed the comments submitted in the open-ended comment box and used this to promote a discussion of how we can improve academics and student support.

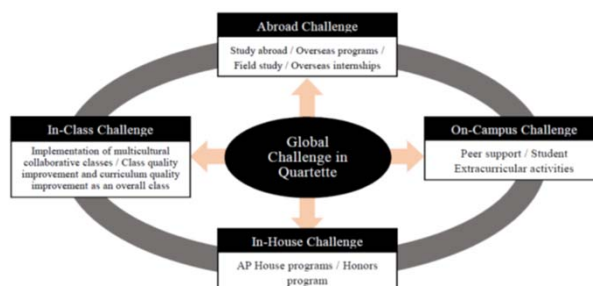
##### 3. Percentage of administrative staff satisfying the foreign language proficiency standard (800 on TOEIC or equivalent)

The percentage of administrative staff satisfying the foreign language proficiency standard rose to 48.7% (as of May 1, 2017, AY2016: 43.2%). Excluding fixed-term accounting and administrative staff who do not require English, the percentage of staff with TOEIC scores of 900 or higher (or other equivalent test scores) increased to 39.4%. We also offered English training programs for staff ranging from those with no TOEIC scores up to those with scores in the low 700s. 15 staff members participated in the spring semester and 12 staff members participated in the fall semester (Average score increase: spring semester 161.4, fall semester 125).

#### Education reform

##### Implementation of the 2017 academic reforms

We undertook academic reforms to develop APU Global Learning, an initiative that aims to connect APU's strengths to its education, and to improve the quality of our education even more. As part of these reforms, we defined the seven skills we want our students to master, and we stipulated curricular and extracurricular initiatives aimed at achieving this goal in terms of the Four Challenges: In-Class, Abroad, On-Campus, and In-House. The new curriculum, which went into effect in April 2017, is equipped with a classroom management scheme whereby students of diverse backgrounds can actively engage in peer learning.



2017 Academic Reforms: Global Challenge in Quartette

## ■ University's own indicators and targets

### 1. Number of countries and regions represented by our international students: 90

Thanks to stepped up student recruitment efforts in underrepresented countries (i.e., countries from which we have never admitted students or only a few students) in Europe, Latin America, Central Asia and Africa, we now boast students from 90 countries and regions (as of November 1, 2016), thus giving us an even more multinational and multicultural campus. Of particular note, we now rank number one in Japan for the number of privately-funded undergraduate international students from Africa.

### 2. Percentage of subjects with multicultural cooperative learning

The University has set a goal to implement multicultural cooperative learning by maximizing its multicultural environment in all undergraduate subjects. Percentage of subjects with multicultural cooperative learning as of AY2016 is 83.3% (AY 2015: 75.0%). In 2016 fall semester, the university had 8 role model subjects of multicultural cooperative learning.

### 3. Cooperating with Alumni on student recruitment

In AY2016, we proposed the Admissions Ambassadors Program in an effort to create a cooperative framework in which we leverage the strengths of our alumni all over the world for student recruitment. The program is scheduled to go into operation in AY2017.



*Students from several new countries and regions enrolled in AY2016*

## ■ Initiatives for the enhancement of international reputation: Featured initiatives based on the characteristics of the university

### 1. Business Unit acquires AACSB accreditation

The College of International Management and Graduate School of Management (collectively, "the Business Unit"), which had been in the process of securing AACSB accreditation since 2008, were accredited in August 2016. Out of the 16,000-plus business schools around the globe, only 5% (786 schools in 53 countries) are AACSB-accredited, and APU is only the third AACSB-accredited institution in Japan. Now that it is accredited, the Business Unit will need to keep publishing research outcomes and assure the quality of learning, and it is undertaking efforts to maintain and improve its high standard of education and research.



*AACSB Peer Review Team visits APU*

### 2. Cultivating Students who can Serve as Role Models: The Honors Program for Global Citizenship (HPCG)

The HPCG aims to cultivate students who can serve as role models and make contributions to their fellow students on APU's multicultural campus, to APU, and to the international and local communities. The program was launched in the fall of 2016 with a first batch of 17 students (nine international students (from the United States, Indonesia, Uzbekistan, Pakistan, Bangladesh, Finland, France, Bulgaria, and Vietnam) and eight domestic students). In addition to their regular studies, HPCG students live together in AP House for two years and participate in special programs taught by a dedicated faculty supervisor. They undertake projects, attend special lectures, and attend mentoring sessions with APU staff.



*An Honors Program workshop*

### 3. Global Internships with Alumni (GAIA)

As the name implies, GAIA are internships supervised by alumni based in Japan and around the globe. We began dispatching student interns in February 2017. As opposed to regular internships, alumni serve as role models on GAIA, which allows the students to learn how the alumni have utilized their experiences from APU in their careers. Current host institutions include Girls, Be Ambitious, Ltd. in Fukuoka, Pt. Ikuzo Indonesia, and the Embassy of the Maldives in Tokyo.

## ■ Free description

### 1. Global Career Dialogue: Designing the Future of Work and Learning

We held this cooperative workshop aimed at leveraging synergies among alumni, Global Competency Enhancement Program (GCEP) participants (i.e., company employees undergoing training at APU), and employees of companies and organizations that support APU. Attended by approximately 50 students, alumni, company personnel, and university faculty and staff, discussions were held on the future of work and touched on topics such as the ideal corporate workplace in Japan in 2030 and how APU can use its campus and other resources to achieve that ideal.



*Global Career Dialogue*

### 2. APU ranks first in diversity and 24th overall in Times Higher Education (THE) Japan University Rankings 2017

As part of our efforts to strengthen branding, we submitted data to several university rankings, including those administered by THE and Quacquarelli-Simmonds (QS). We successfully placed first in diversity and 24th overall in the THE Japan University Rankings 2017.

## ■ Common indicators and targets

### Internationalization

#### 1. Overseas programs expanded

The College of Asia Pacific Studies developed the “Roles and Activities of International Organizations” field study for students who want to work in the United Nations and other international organizations, and five Japanese students participated. After concluding a cooperative agreement with the University of Texas, Austin, we held an overseas externship program in August 2017 for students with intermediate English proficiency. This was the first time to hold such a program, and nine Japanese students participated.



*Students on an overseas program*

#### 2. Percentage of Japanese students with study abroad experience

In AY2017, the percentage of Japanese (undergraduate and graduate) students with study abroad experience increased 0.6% year-on-year from 8.9% in AY2016 to 9.5%, despite the fact that a large outbound program (with 200 participants) had to be cancelled due to political uncertainty. We aim to steadily increase this percentage going forward.

#### 3. Overseas Hub Established

In April 2017, we opened a new office in Ho Chi Minh City, Vietnam. This brings the total number of offices up to seven after Korea, China, Indonesia, Thailand, Taiwan, and Hanoi (Vietnam). The Vietnamese students who come to APU were the tops in their classes in Vietnam, so by adding the office in Ho Chi Minh City to our existing one in Hanoi, we can further strengthen the APU brand in southern Vietnam as we continue pursuing both quantity and quality.

### University reform

#### 1. New system for the recommendation of presidential candidates by open application established and new president appointed

The open recruitment of senior management was proposed as part of APU's governance reforms and internationalization efforts, so in AY2017, we established a new system for the recommendation of presidential candidates, which is almost unheard of for a Japanese university. A 10-person Presidential Candidate Selection Committee composed of faculty, staff, and alumni (four of these members were non-Japanese) screened the candidates who applied or were recommended from both inside and outside the university and from within and outside Japan. In November 2017, a new president was selected (and was appointed in January 2018).

#### 2. IR advanced (analyzing the student situation using 10 years of data)

Using data collected for the purpose of IR, including survey data and basic data, we analyzed the student situation from two lenses: i) leaves of absence and withdrawals and ii) scholarship recipients. By using this analysis to gain a better idea of the student situation over the past 10 years, we were able to contribute to our quantitative evaluation indicators.

We conducted benchmarking with other universities, surveyed cases at foreign universities, and held group interviews with alumni with an eye on designing the Alumni Survey we plan to conduct in AY2018. As a result of these efforts, we were able to draft a list of questions for the Alumni Survey. Not only did this help us ascertain the alumni situation, we had not done thus far, we were able to make steady preparations toward gaining a full picture of our students spanning from pre-enrollment and the time of admission all the way to the point of graduation and beyond.

#### 3. First SGU External Evaluation Committee Meeting

In July 2017, we held the first meeting of the SGU External Evaluation Committee, a panel composed of five stakeholders (of whom two were from overseas), including representatives from foreign universities, APU alumni, and company representatives. The Committee evaluated the university's initiatives and provided feedback on future support efforts.



*1st SGU External Evaluation Committee Meeting*

### Education reform

#### 1. Practical Handbook for Multicultural Collaborative Learning published

Since AY2016, we have selected several subjects (mostly major subjects) to serve as Model Lectures for Multicultural Collaborative Learning, and we compiled the classroom management methods the instructors required to put multicultural collaborative learning into practice in the bilingual Practical Handbook for Multicultural Collaborative Learning.

In AY2017, added reports from nine model lectures offered in AY2017 to the handbook as well as a page detailing the teaching methods used for implementing multicultural collaborative learning in the model classes. We distributed this to all faculty at March meeting of the Faculty Council to encourage the use of teaching methods that will help us achieve the goal of employing multicultural collaborative learning in 100% of classes. We also plan to distribute this handbook to non-university personnel who come to APU for workshops or other events in the future.

#### 2. AOL frameworks established for and rubrics adopted by both Colleges

In AY2017, the College of Asia Pacific Studies established learning goals, learning objectives, and a curriculum alignment matrix (CAM), and it created a rubric to be used as a tool for measuring learning outcomes. After that, it measured the outcomes of 10 subjects on a trial basis. In the College of International Management and Graduate School of Management, which have been conducting AOL for several years, the results of outcomes measured for AY2016 subject offerings were assessed and analyzed, and this was shared with the faculty. After this, discussions were held on measures to help improve the quality of student learning.



## ■ University's own indicators and targets

### 1. College of Asia Pacific Studies Tourism and Hospitality Program acquires TedQual accreditation

Seeking to obtain TedQual accreditation from the United Nations World Tourism Organization (UNWTO) for its Tourism and Hospitality Program, the College of Asia Pacific Studies sent faculty to the University of Valencia in Spain and other institutions to conduct benchmarking surveys, held hearings with the Wakayama University, the only TedQual-accredited institution in Japan, and visited the TedQual headquarters.

A TedQual auditor visited the campus to conduct an on-site audit in December 2017, and APU was granted accreditation in March 2018, making it the second TedQual-accredited school in Japan and the first TedQual-accredited private school in Japan. Going forward, we will provide students with the level of tourism education stipulated by the United Nations, and we will seek to cooperate with TedQual-accredited schools around the globe in an effort to offer our students new overseas programs.

### 2. Initiatives undertaken to utilize the international education dormitories to educate 100% of first-year students

We began offering additional off-campus student housing with the opening of APU Plaza Oita (formerly, Oita International House). By moving graduate students and exchange students to APU Plaza Oita, we are now able to offer on-campus housing to international students and all first-year domestic students. We also conducted intercultural communication for global leader training session to strengthen the Resident Assistant system.

### 3. International publicity strengthened

We added native English speaking staff to handle public relations (using the university's own funds), and we posted content for foreign audiences in Forbes Asia and Worldfolio. In this way, we have enhanced the dissemination of information in English to audiences outside Japan.



*TedQual on-site auditor visits APU*

## ■ Initiatives for the enhancement of international reputation: Featured initiatives based on the characteristics of the university

### 1. Partnerships with alumni encouraged and expanded

As part of the Global Alumni Lecture (GOAL) initiative, we invited a total of 41 alumni from Japan and overseas to serve as guest speakers in regular classes in AY2017.

International alumni currently using Japanese in the workplace gave talks in Japanese language classes, and their domestic counterparts gave talks in English language classes. They imparted their knowledge and experience on the current students and discussed topics including their current line of work, learning a language at university, and so on. Furthermore, as part of our career support efforts, alumni who went to graduate school led a seminar for students seeking to advance to graduate schools, while an alumnus working at the United Nations gave a workshop for students who want to work in international organizations.



*Invited alumni speaking at a GOAL*

### 2. Support policy for sexual minority (LGBT) students formulated

In respect for fundamental human rights, we established a working group in September 2015 to consider support measures for sexual minority (LGBT) students. The working group examined and deliberated a range of topics, such as what would make APU a more comfortable place to live and learn for LGBT students and the kinds of support the university needs to provide. After these deliberations and a university-wide collection of opinions, we formulated the Student Policies Relating to Sexual Minorities (LGBT) in December 2017. We are holding training sessions and other events to boost the understanding and awareness of throughout the entire institution.

## ■ Free description

### 1. International rankings improved

As part of our efforts to strengthen branding, we collected information on and submitted data to several university rankings, including those administered by Times Higher Education (THE) and Quacquarelli-Simmonds (QS). In the QS Asia University Rankings 2018 released in November 2017, we received full marks for diversity, and our total score put us within the top 2.5% of universities in Asia. What's more, the Graduate School of Management ranked in the top 30 in QS Global MBA Rankings 2018: Asia, Australia, New Zealand.

### 2. First Beta Gamma Sigma Chapter established in Japan

In September 2017, APU became the first university in Japan to establish a chapter of Beta Gamma Sigma (BGS), a premier honor society for students of AACSB-accredited business programs. Only the highest-performing students of AACSB-accredited school are invited to join the BGS. Membership in this global community of outstanding students enables connections with other BGS members around the globe, thus affording students lifelong opportunities for the development of global careers.



*The APU Chapter of BGS*