

# 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

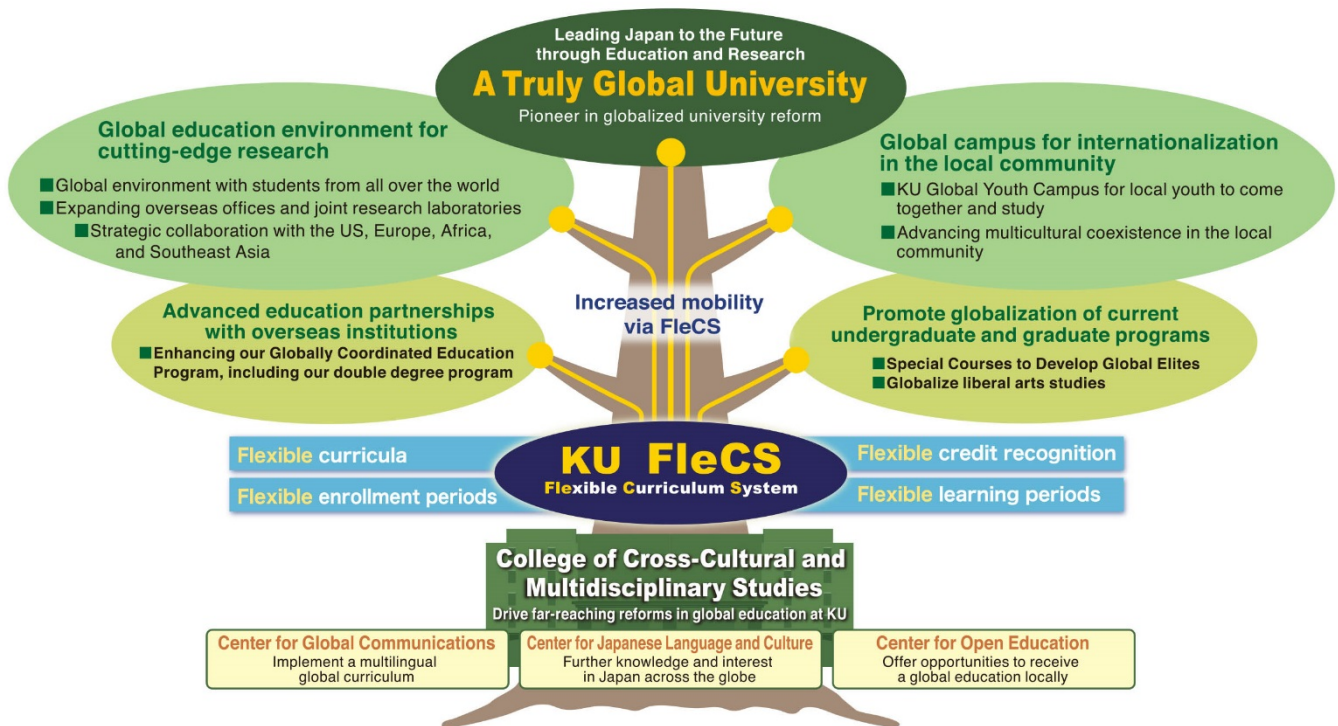
**Kumamoto University continually improves, researches, and develops**

Enriching an advanced education system and research activities

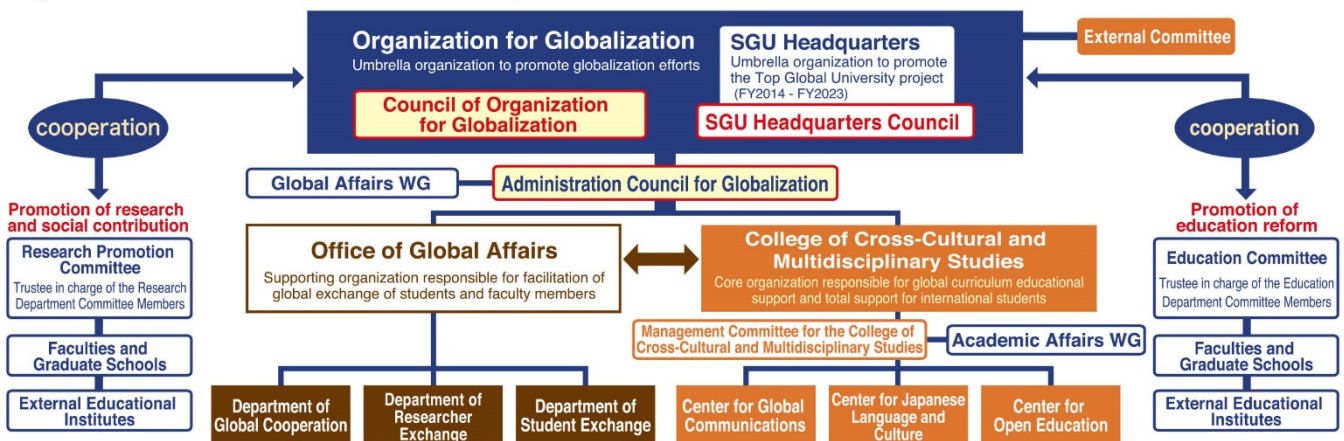
[Summary of Project]

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) <i>Interim evaluation</i>	2019 (6th year)	2020-2022 (7-9th year) <i>Interim evaluation</i>	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 annual salary system for faculty and staff members 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) 〉

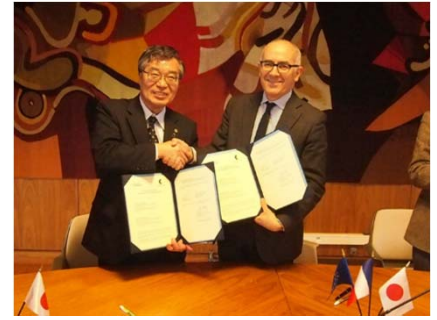


〈 SD seminar at University of the Philippines Diliman 〉

## ■ 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**otential 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 〉

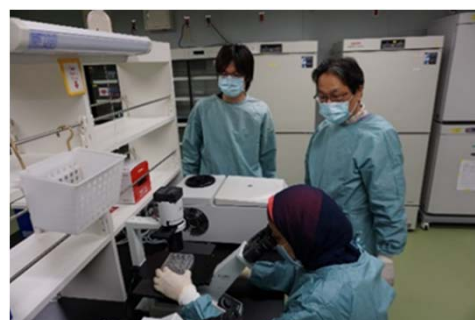
### ○ Enhancing Our Globally Coordinated Education Program

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.

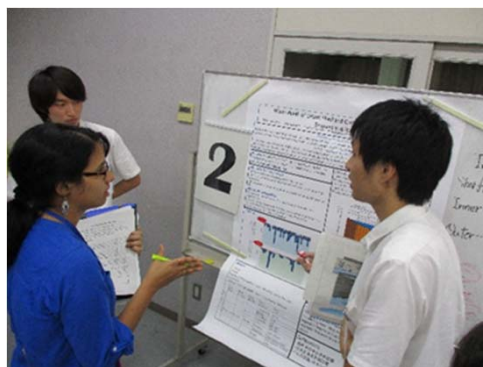


〈 Establishment of the Headquarters for Admissions and Education 〉

### ■ 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.



〈 Researchers 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.

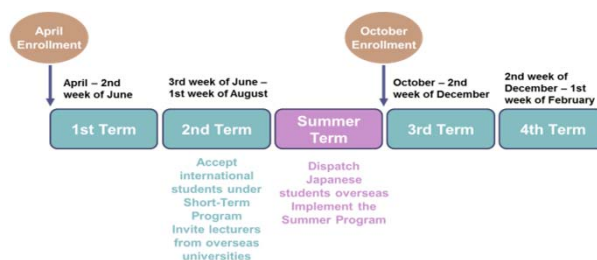


Fieldwork in the short-term overseas exchange program

### ○ 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