

# 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**

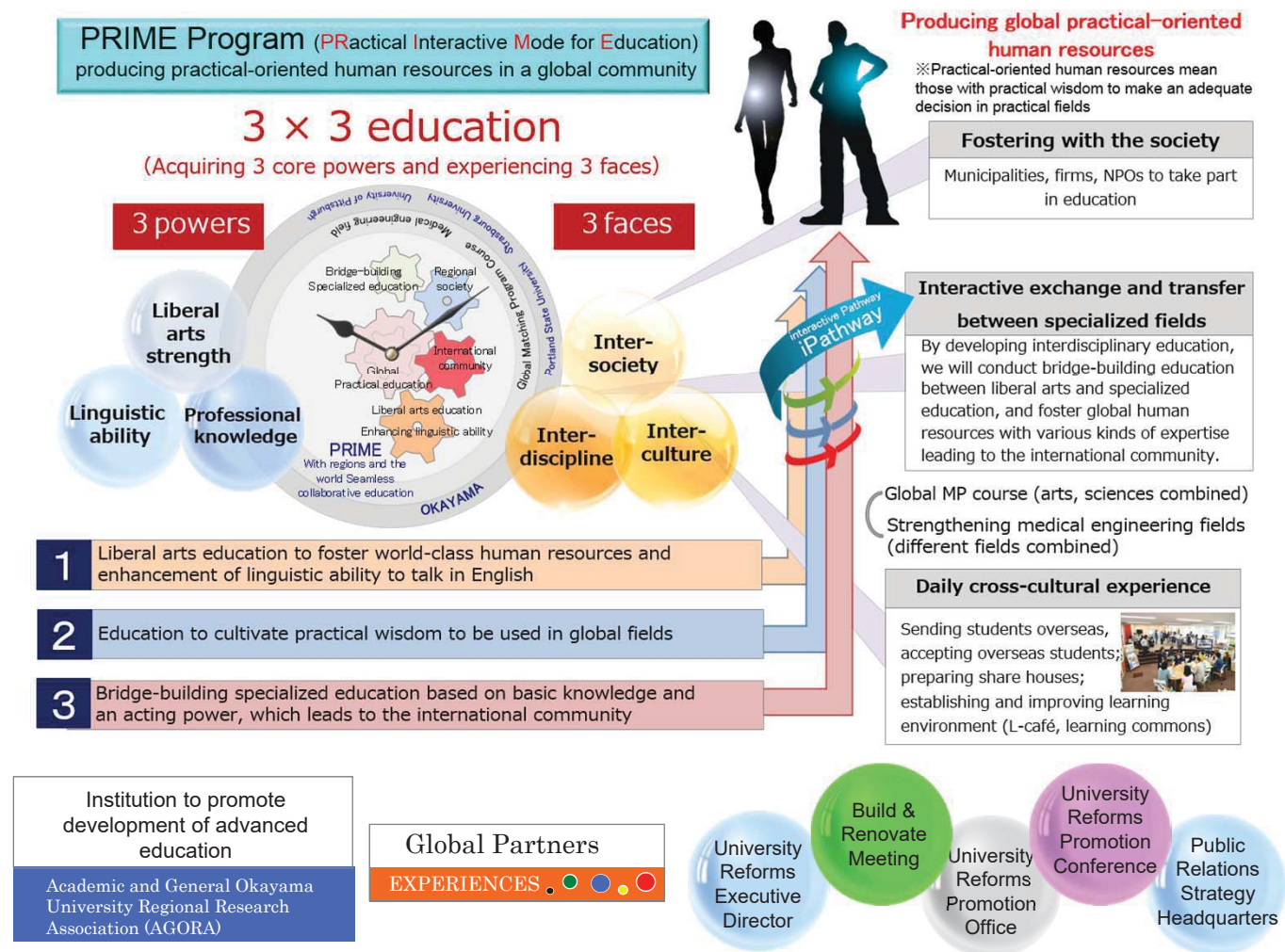
Through liberal arts education, we will build students' identities as Japanese necessary for them to play active roles globally and develop their communication skills to talk about their own ideas in English.

**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 "AREAtTGETxpqW" 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

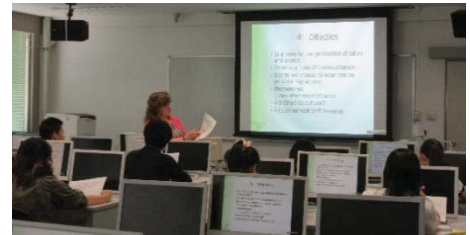
In March 2016, a shared house, where 120 students (30 Japanese students and 90 international students) can live together, was completed. Living together with other students may improve mutual cultural understanding, cooperation, and learning from each other. This shared house is expected to be a place 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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**Intense learning and extramural activities will be possible.**

### Four Term System

**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

〈 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.

### Free description

### ○ Symposium commemorating the establishment of the Discovery Program for Global Learners

### ○ Explanatory session on the progress of the Top Global University project

### ○ Explanatory session on the progress of the PRIME Program: Producing Practical-oriented Human Resources in a Global Community, which has been selected as a Top Global University project.

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## 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

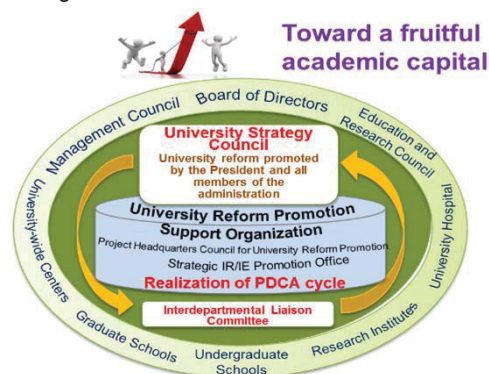
The Institute for Education and Student Services refined the 60-minute lessons and four term system, improved liberal arts courses, and introduced competency-based education courses.

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.ccsv.okayama-u.ac.jp/en/>



〈 Top page of the website of the Top Global University project 〉

## 6. FY2018 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Okayama University Selected as the Program Site for the “Critical Language Scholarship” Program

Okayama University has been selected as the Program site in the U.S. Department of State Critical Language Scholarship (CLS) Japanese Program operated by the Bureau of Educational and Cultural Affairs (ECA) of the Department. In the short-term overseas study program, 26 undergraduate and graduate students with academic excellence and great personalities selected from approximately 500 applicants from universities across the U.S. will study Japanese language and culture at the Japanese university for two months. Okayama University will start to accept these students in June 2019, and provide them with the opportunity to participate in extracurricular activities using local resources and homestay activities. By using the program as a hub for human resource development through education for the SDGs and ESD (Education for Sustainable Development), in which we have been engaged on a university-wide basis, we will further promote global education.

##### ○ Students at Okayama University Participate in the World Youth Summit, One Young World 2018, representing Japan

Two students at Okayama University participated in the One Young World (OYW) Summit 2018 held in The Hague, the Netherlands as members of the Japanese delegation. OYW is one of the world's largest summits that brings together next-generation young leaders representing more than 190 countries. Okayama University has participated in OYW as an official partner for four consecutive years since 2015. Under the framework of the SDGs, discussions were held on various issues, including climate change, war and peace, education, human rights, leadership, and global business.

##### ○ “Okayama University Integrated Japanese Language and Culture Program for Leiden University” Begins

Okayama University accepted 23 Leiden University students under the “Okayama University Integrated Japanese Language and Culture Program for Leiden University.” This is a new three-month program that Okayama University started in AY 2018, in collaboration with the Faculty of Humanities, Leiden University in the Netherlands, with a focus on improvement of Japanese language ability, understanding of Japanese culture, and exchanges with local communities. At the Presentation Session, those accepted students gave speeches about their most impressive experiences during the program, with beautiful slides they had made for this session. Okayama University hopes that what they learned during the program would be a stepping stone for their bright future.

#### University reform

##### ○ Vice President for Global Engagement Strategy Appointed to Communicate to the World the Achievements of Okayama University

Okayama University appointed Atsufumi Yokoi as Vice President for Global Engagement Strategy on September 11, 2018. Vice President Yokoi participated in the first UNESCO Partners' Forum held in Paris, to strengthen the partnership between the UNESCO and the University.

In addition, he was invited to the International Youth Conference held in Tokyo in 2018 under the auspices of the Cabinet Office in cooperation with the Imperial Household Agency for commemorating the marriage of the present Their Imperial Majesties Emperor and Empress, as a keynote speaker and a supervising facilitator of discussions attended by them. Under the theme of “Water and Disaster,” he facilitated discussions about the SDGs with nine foreign young people selected from across the world, in the presence of the present T.I.M. Emperor and Empress.

#### Education reform

##### ○ “SiEED Program” – Developing real intrapreneurs and entrepreneurs in Okayama

Okayama University and Stripe International Inc. will offer the SiEED (STRiPE intra & Entrepreneurship Empowerment and Development) program at Okayama University, aiming to promote the creation of new businesses in Okayama by providing students with a new learning forum where they can be inspired to create a better future. The SiEED program is designed to enhance students' abilities to identify unknown problems and create unknown solutions, with the aim of creating a better world in a drastically changing society. In the program, students learn entrepreneurship, with which they take on challenges for the future, and intrapreneurship, which aims at reform from within the organization. We look forward to seeing positive results produced through the integration of the SiEED mindset and education for the SDGs.

## 【OKAYAMA UNIVERSITY】



〈 Visit to the ECA of the U.S. Department of State 〉



〈 An opening ceremony was held at The Hague, the Netherlands 〉



〈 Presentation Session and Program Completion Ceremony 〉



〈 The present T.I.M. Emperor and Empress seeing discussions facilitated by Vice President Yokoi 〉



〈 SiEED Program experimental class 〉

**■ University's own indicators and targets****○ The AY2018 Second Workshop Session for Learning Groups of Young Employees Held—in Collaboration with the SDGs Planning Committee**

Okayama University set up the PBL (Project Based Learning)-based “leading group of young employees” program, with the aim of providing its young employees, key players in developing the University, with the opportunity to think of their responsibilities and roles and cultivate the capabilities to carry them out. Under this program, workshops have been held since AY2012, and the AY2018 five session-series workshop was participated in by 10 young employees.

The 2nd session of the workshop was held with the topic of the U.N.-proposed SDGs (Sustainable Development Goals), in collaboration with Okayama University SDGs Planning Committee. The objective of the session was to understand the University's advantages and look at the future of the University. In the session, participants performed group work with Committee members, referring to examples of approaches to promote SDGs. Also, specific themes to be addressed to promote the University's SDGs Initiatives were given to participants, who gave presentations on the kinds of problems that would arise in addressing the themes and how to solve them.



〈 Young employees working in a group 〉

**■ Featured initiatives based on the characteristics of the university****1. University-wide development of practical global education**

In AY2018, two “Co-op in Okayama” program students from the University of British Columbia (UBC), Canada, were accepted into the “International Internship” subject, which Okayama University offers in cooperation with UBC as a part of OU Global Practical Education subjects. In the course, they studied in five companies, two local governments, and two University laboratories. In addition, another “International Internship” subject was opened to OU students, in which seven OU students studied together with the UBC students through internship experience in forestry-related companies and local governments in Okayama.

**2. Discovery Program for Global Learners evolving its characteristics**

As of March 2019, 86 students (from 21 countries including Japan) had joined the “Discovery Program for Global Learners,” operated by a teaching group consisting of 14 diverse dedicated members (from six countries including Japan).

In this program, students can make a choice between the “Japanese-based Open Track,” in which students mainly take classes offered by 10 faculties of the University, and the “English-based Discovery Track,” in which students mainly take classes offered in English by Discovery Program teaching members. However, Program students can take both Track classes, depending on their wishes. This program allows bilingual education in English and Japanese, and project-based learning beyond the boundaries of existing academic disciplines.

**3. Faculty and Graduate School in the field of medical engineering, which is developing its strengths**

In April 2018, the “Graduate School of Interdisciplinary Science and Engineering in Health Systems” was set up as the eighth graduate school of Okayama University. Three lecture and recruitment meetings were held to strategically give the graduate school publicity. The University also made enthusiastic efforts to communicate the school's objectives and vision both inside and outside of the University, including holding an event commemorating the establishment of the school in June 2018 and an international symposium in January 2019. In addition, an FD program was offered in March 2019, to improve the quality of education and research at the school.



〈 Mr. Takimoto, Deputy Minister of MEXT (at that time) reading the congratulatory message from the Director-General, Higher Education Bureau for him at the event commemorating the establishment of the school 〉

**■ Free description****○ Okayama University Top Global University Project Third-Party Evaluation Committee Meeting Held**

Okayama University held the fourth Okayama University Top Global University Project Third-Party Evaluation Committee meeting in AY2018, with the participation of five outside experts, as well as the President, two Executive Directors and the Director of the Center for Global Partnerships and Education of Okayama University.

In the meeting, outside Committee members presented their comments such as: “It is essential to examine project issues in detail and give future direction to the project in view of the seventh year's intermediate evaluation. It is also important that efforts have been made in respective departments as well as university-wide. It is expected that feedback on the results of such efforts will be developed into initiatives to be addressed by the whole university. These comments have encouraged the University to continue its university-wide efforts to further advance “reform” and “internationalization” of the University, under the leadership of President Makino.



〈 During the Q&A session 〉

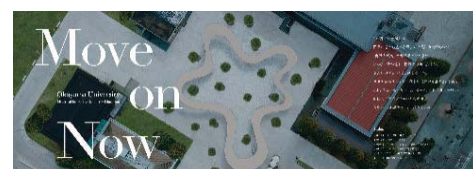
**○ Okayama University Publishes a “Top Global University Project” Brochure (in Japanese)**

To give the project great publicity and promote the internationalization of Japanese universities, in January 2019 the University published a Japanese-language brochure to introduce its “PRIME Program.”

This brochure, with the main title “Move on Now,” has made it possible to widely share the content of the program, which will advance to the next stage through the incorporation into the project of the University's achievements contributing to the achievement of the U.N. proposed SDGs (which were described in the reviewed Project Reports).

●The brochure is available on the Okayama University Top Global University Project” website.

<https://www.sgu.ccsv.okayama-u.ac.jp/en/>



〈 “Move on Now” from the Top Global University Project” Brochure 〉

## 7. FY2019 Progress

【OKAYAMA UNIVERSITY】

### ■ Common indicators and targets

#### Internationalization

##### ○ Whole Institution's Approach of SDGs efforts presented at the UN Headquarters

President MAKINO Hirofumi participated in a side-event of the High-level Political Forum (HLPF) entitled "Education for Sustainable Development for 2030," held at the UN Headquarters. At the event, organized by UNESCO and co-organized by the governments of Japan, Germany and Kenya, President Makino presented Okayama University's "university management with emphasis on the SDGs" as its university-wide "whole institution approach" toward SDGs promotion.

The University aims to translate its "university management with emphasis on the SDGs" into tangible form during the three years from FY2019, carrying the momentum to its long-term vision that envisages Okayama University as a research university pursuing sustainability and well-being ten years ahead.



〈 President Makino making a presentation 〉

##### ○ Okayama University and UNCTAD signed a comprehensive MoU to foster human resources for STI for SDGs and promote the framework

In January 2020, Okayama University and the United Nations Conference on Trade and Development (UNCTAD) signed a Memorandum of Understanding (MoU) to foster human resources for the framework of "science, technology, and innovation for sustainable development goals" (STI for SDGs). This is the world's first MoU signed between the UN body and a university.

Based on this MoU, with a view to contributing to the STI for SDGs promoted by the UNCTAD, Okayama University will provide two human resource development programs: a short-term program (joint research/training courses for young female scientists from developing countries) and a long-term program (PhD program for young scientists from developing countries). The University will use the conclusion of the MoU as an opportunity to further its efforts for human resource development for STI for SDGs and spread them to the world while disseminating related information at home and abroad, in cooperation with the UNCTAD, one of the main UN organs implementing the framework.



〈 Signing MoU with UNCTAD 〉

##### ○ Okayama University student selected to take the platform at the international summit for youth "One Young World 2019" for the first time in the University's history

Two students from Okayama University participated in "One Young World Summit 2019" in London, the United Kingdom, as members of the Japan team. Of them, one student was selected as one of the representatives of world youth in the plenary session titled "One Young World Interfaith Dialogue" and took the platform together with incumbent leaders. He was the third Japanese person and the first Okayama University student selected to go onto the platform.



〈 Taking the platform in the plenary session 〉

#### University reform

##### ○ Okayama University released its first integrated report "Pay it Forward"

Okayama University released its first Integrated Report 2019—Pay it Forward—in Japanese and English. An integrated report is designed to explain how "an organization creates value over time," and this is indeed the University's first attempt. The report presents a review of the University's past achievements and results and explains its future vision in an easy-to-understand manner to various stakeholders both inside and outside the university and the country, expanding the circle of sharing, empathy, and cooperation.

To mark its release, Okayama University Integrated Reporting Forum 2019 was held, attracting approximately 200 participants, including alumni and students of the University, high school students, those from other universities and companies, and local residents.



〈 Okayama University Integrated Report 2019—Pay it Forward—(in English) 〉

#### Education reform

##### ○ Striving to develop Okayama University into a global base for community-based SDGs learning

As part of SDGs education it has promoted, Okayama University started in FY2019 the guidance course "Introduction to Okayama University x SDGs" designed for all new students. Introducing what SDGs are and SDGs-related initiatives the University has conducted to date, the course is expected to provide new students with a hint for starting "their own effort towards SDGs" by translating their learning into practice.

In addition, the University newly established a system to assign individuals or organizations supporting SDGs promotion activities as Okayama University SDGs Ambassadors. There have so far been 133 SDGs Ambassadors under this system. Furthering this SDGs Ambassadors initiative will hopefully help the University's SDGs promotion efforts gain further momentum.



〈 Kickoff meeting held 〉

## ■ University's own indicators and targets

### ○ Okayama University Future Sessions in FY2019 held under the main theme "SDGs"

Okayama University has been holding the "Okayama University Future Sessions" series since FY2017, offering it as a new platform for university governance. In the round table talk, young faculty and staff members of Okayama University, who are responsible for the next generation, discuss their new ideas freely on how to enable Okayama University to be a sustainable university. In FY2019, the talk was held under the theme "To deepen the efforts of Okayama University × UN SDGs," attracting the participation of students assigned as Okayama University SDGs Ambassadors in addition to the University's young faculty and staff members. As a result of the talk, draft plans were proposed to implement visible improvements in the areas of campus environment, education and research, presenting a path for Okayama University to become the "best university to study at" and the "best workplace to work for" and to evolve into "Okayama University to be chosen more favorably." These plans will be incorporated into actual efforts toward "university management with emphasis on the SDGs".

## 【OKAYAMA UNIVERSITY】



〈 Participants discussing in a free and open-minded manner during the group discussion 〉

## ■ Featured initiatives based on the characteristics of the university

### 1. University-wide development of practical global education

In FY2019, two "Co-op in Okayama" program students from the University of British Columbia (UBC), Canada, were accepted into the "International Internship" subject, which Okayama University offers in cooperation with UBC as a part of its Global Practical Education subjects. In the course, they studied at six companies, two local governments, and two University laboratories. From Okayama University, five students took the subject to study together with the UBC students through internship experience at forestry-related companies and local governments in Okayama.

### 2. Discovery Program for Global Learners Promotes Diverse and Sustainable Communities

As of March 2020, 142 students from 25 countries (including Japan) have joined the Discovery Program for Global Learners. Our students are guided by a diverse faculty consisting of 14 dedicated members from 5 countries (including Japan). As part of their university coursework, a group of 27 Japanese and international students participated in the Okayama University "Tsuyama Ideathon," an event to discuss the application of the SDGs in our local community. At a debriefing attended by Tsuyama City government officials, members of the Tsuyama Tourism Association and Tsuyama Chamber of Commerce and Industry, NPO representatives, local residents, as well as local high school students and teachers, GDP students presented various ideas that they had developed at the Ideathon, including a hands-on museum or café that incorporates the unique history and culture of Tsuyama, environmental conservation activities, and support for local entrepreneurs.



〈 Debrief meeting of Okayama University "Tsuyama Ideathon" 〉

### 3. Faculty and Graduate School in the field of medical engineering, which is developing its strengths

The Graduate School of Interdisciplinary Science and Engineering in Health Systems has strategically performed public relations activities, such as enriching its website content, running newspaper advertisements, conducting open lectures, dispatching its faculty members to briefing sessions for international students in Beijing, newly establishing a short-term study abroad program based on the signing of the Appendix of the O-NECUS Program Agreement, and paying visits to overseas universities. The Graduate School's redoubled efforts, including such strategic publicity work, has successfully helped fill its admission quota (new admissions to the Doctor's course: in FY2018 at 44% of capacity with seven entrants → in FY2019 at 119% of capacity with 19 entrants).

## ■ Free description

### ○ Marking its 70th anniversary, Okayama University held an international symposium

As part of its 70th anniversary celebrations, Okayama University held an international symposium entitled "Toward Greater Okayama as the Center for the U.S. and Japan Youth Development to Advance the SDGs." Keynote speeches were delivered by David Patton, President of American Councils, which operates the Critical Language Scholarship (CLS) Program, and TSUTSUI Kiyoteru, Director of the University of Michigan Center for Japanese Studies. In a panel discussion under the title "Talent and Leadership Development to Enhance Cross-Cultural Exchange and Collaboration Between the U.S. and Japan," an Okayama University student currently participating in the Discovery Program for Global Learners exchanged views, as one of the panelists, regarding the ideal form of human resource development and interaction to promote SDGs. Panelists of the subsequent panel discussion, including another student from Okayama University, engaged in lively discussions on the theme "The Skills and Knowledge Required for Sustainable Development in Okayama," with a focus on the local community.



〈 At a panel discussion 〉

### ○ Okayama University Published a "Top Global University Project" Brochure (in English)

To greatly publicize the project both inside and outside the country, in August 2019 the University published an English-language brochure to introduce its "PRIME Program."

- The brochure is available on the Okayama University "Top Global University Project" website (in English).

<https://www.sgu.ccsv.okayama-u.ac.jp/en/>



〈 "Top Global University Project" Brochure (in English) 〉