

1. Overview of the initiative

【Name of the Initiative】

Creating the Global University: Toward a sustainable society from pioneering Japan

【Future vision of the University to be realized through the efforts for the TGU Project】

"Sustainable society", the center of the initiative of the University, is seriously studied and taught in Japan, which has experienced many challenges earlier than the rest of the world. By attracting a diverse array of research to the University on a global scale, we will strive to become a university leading globalization of Japanese society, through establishment and dissemination of "made-in-Japan" sustainable education which can be only realized in Japan, including sustainability of society brought about by stability of jobs due to the high level of education, and sustainability of culture with a long history and diversified development.

【Overview of the Initiative】

■ Train front-runners having abilities to survive anywhere in the world

- ◎ Develop an environment where global society can be felt on a daily basis
- ◎ Train human resources having abilities to survive anywhere in the world

■ Collect human resources for establishing a "sustainable society", and enhance the power for transmitting messages to global society

- ◎ Build an internationally competent education system
- ◎ Train teachers to become internationally competent
- ◎ Enhance the function for accepting foreign students

■ Support secondary education institutions so as to build the foundation of a sustainable global society

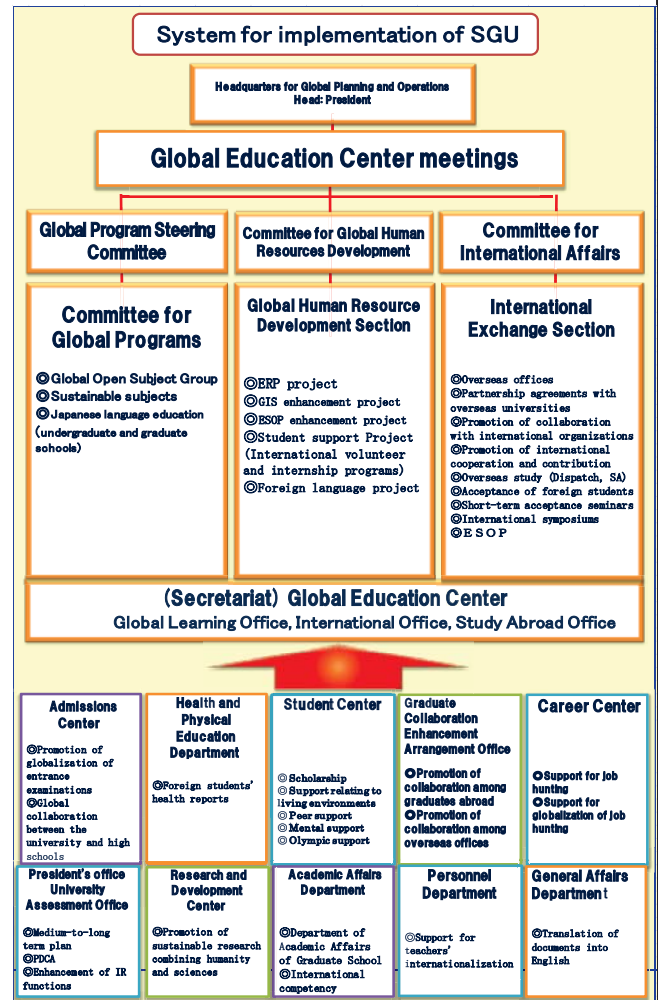
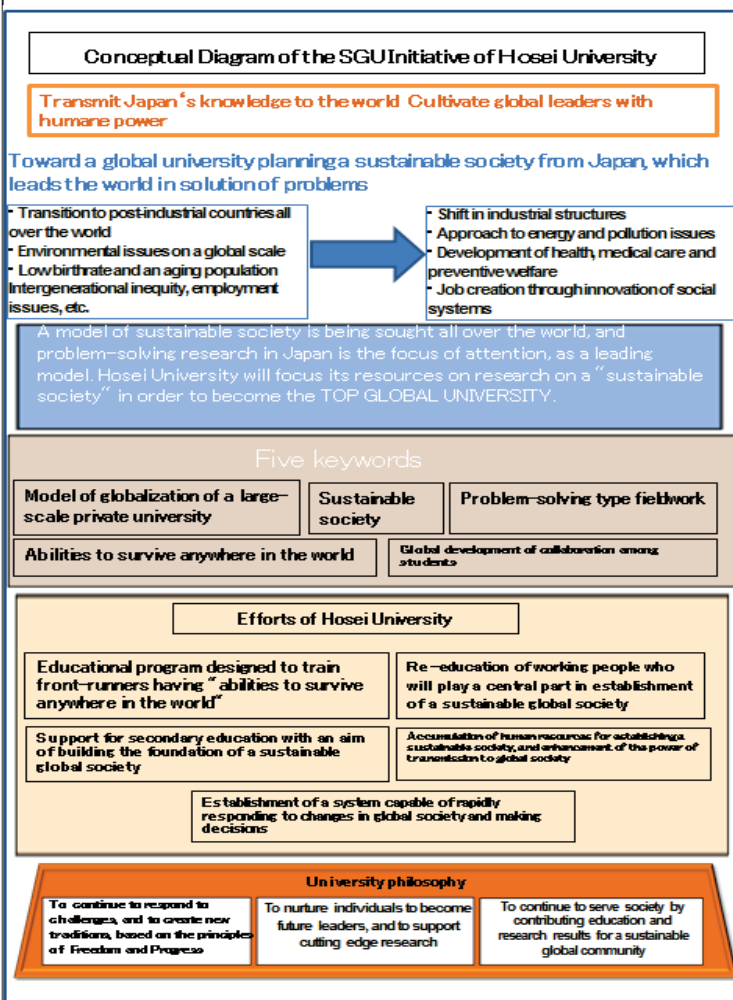
- ◎ Reform the entrance examination system to correspond to globalization
- ◎ Provide a wide variety of educational programs in the University in enhanced collaboration with domestic and overseas high schools engaged in globalization

■ Encourage working people, who will play a central part in establishment of a sustainable global society, to return to school

- ◎ Offer global re-education to working people with the use of rich resources and networks of the University
- ◎ Present model examples of human resources, including graduates, who may contribute to realization of a "sustainable society", thereby guiding university education

■ Establish a decision-making system capable of quickly responding to changes in global society

- ◎ Make governance reforms to guarantee rapid decision-making



【Outline of the ten-year plan】

■ Train front-runners having abilities to survive anywhere in the world

- ◎ Implement educational programs designed to achieve a "Made-in-Japan" sustainable society
 - * Implement "problem-solving type fieldwork" jointly created by Japanese and foreign students
 - * Establish cross-faculty subject groups called "Global Open Group" and "Group for a Sustainable Society"
 - * Newly establish six degree courses offered in English, which deserve to be taken especially in modern Japan
- ◎ Develop an environment where global society can be felt on a daily basis
 - * Dramatically increase the number of lectures given in English and other foreign languages
 - * Develop an environment where advanced English skills can be acquired, through an "English Reinforcement Program (ERP)" and a "G Lounge"
 - * Increase opportunities to join volunteer activities and internships in international organizations located in Japan
- ◎ Train human resources having abilities to survive anywhere in the world
 - * Enhance the system for dispatching students to foreign countries, and the "Study Abroad"(SA) system
 - * Globally develop student collaboration programs, including participation in support activities overseas

■ Collect human resources for establishing a "sustainable society", and enhance the power for transmitting messages to global society

- ◎ Transmit research results to the world, focusing on "sustainable research" combining humanities and sciences
 - Collect and organize research materials including literature and images, and enhance archive functions so as to transmit messages to the world
 - Promote sustainable research, including research on cities (Edo, Tokyo) trying to harmonize nature, society and culture
 - Promote sustainability education/research in collaboration with efforts made by the U.N. and UNESCO
 - Transmit "research results designed to solve challenges in Japan", such as regional revitalization and environmental problems
- ◎ Build an internationally competent education system
 - * Introduce an academic calendar combining semesters and quarters, and numbering codes
 - * Have the Business School internationally certified
- ◎ Train teachers to become internationally competent
 - * Invite excellent researchers and teachers from abroad for a short period
 - * Promote employment of foreign staff and people with work experience abroad
- ◎ Enhance the function for accepting foreign students
 - * Increase the number of partner schools abroad, and expand foreign offices mainly in Southeast Asia
 - * Enhance the entrance examination system for foreign students
 - * Build and expand international dormitories (room-sharing type). Improve facilities for short-term trainings

■ Support secondary education institutions so as to build the foundation of a sustainable global society

- ◎ Reform the entrance examination system to correspond to globalization
 - * Introduce an entrance examination based on the International Baccalaureate, thereby improving the framework for adopting Baccalaureate education
 - * Enhance the entrance examination based on external English tests
 - * Introduce an entrance examination focusing on applicants' global experience
- ◎ Provide a wide variety of educational programs in the University in enhanced collaboration with domestic and overseas high schools engaged in globalization
 - * Offer educational support through university-high school collaboration, on the basis of affiliated schools (SGH) of the University
 - * Implement a variety of educational programs including problem-solving type presentation competitions in English, and short-term campus tours in English

■ Encourage working people, who will play a central part in establishment of a sustainable global society, to return to school

- ◎ Offer global re-education to working people with the use of rich resources and networks of the University
 - * Newly establish a global MBA course in English, which will be offered only to people with work experience
 - * Offer a wide variety of programs to foster qualities required for supporting a sustainable society
 - * Introduce the extended registration system not only in master's courses but also in doctoral courses, thereby responding to various career paths
- ◎ Present model examples of human resources, including graduates, who may contribute to realization of a "sustainable society", thereby guiding university education
 - * Build a human network based on the "global network" of the graduates
 - * Organise "HOSEI MEETINGS", sponsored by the University, in overseas cities as well

■ Establish a decision-making system capable of quickly responding to changes in global society

- ◎ Make governance reforms
 - * Establish "HOSEI 2030", a long-term vision toward the 150th anniversary of the University
 - * Introduce the vice president system for the purpose of enhancing the president's leadership and supporting the president
 - * Make fundamental reforms including revision of systems relating to contribution, contemplating what officers ought to be
 - * Enhance and improve the ICT infrastructure and IR functions

【Distinctive efforts (internationalization, governance reforms, educational reforms, etc.)】

These efforts are designed to cultivate human resources having interdisciplinary knowledge required to solve problems, responding to future changes in Japan and the world in advance. These efforts are also designed to cultivate front-runners having knowledge and experience corresponding to globalization, and to boost demand for opportunities to return to school, thereby remarkably improving individuals' abilities. These are farsighted and leading efforts in that a large-scale, socially influential private university has started to cultivate human resources with an aim of realizing a global sustainable society.

2. Progress of the Efforts (in FY 2014)

■ Common performance indicators and goals

Internationalization

Percentage of foreign students in the total student population

In the ESOP (Exchange Students from Overseas Program), which started in 1997, students learn the latest topics of Japanese culture and economy, etc., in English, and are given lessons of Japanese and hands-on learning of Japanese culture. This program also includes interaction with Japanese students. This program is highly evaluated by overseas universities. The University is receiving more and more requests for execution of exchange agreements, and accepting more and more foreign students. As a result of implementation of short-term student acceptance programs, the reform of entrance examinations and public relations activities abroad, in addition to ESOP, the total number of foreign students accepted by the undergraduate and graduate schools is increasing from 588 in FY2012, 669 in FY2013 to 905 in FY2014.

Percentage of all the university's students from Japan who have studied abroad

In addition to the Study Abroad Program, we conducted surveys in Malaysia and Vietnam for the purpose of developing international volunteer/internship programs. We implemented an international internship program in collaboration with the Vietnam FPT University in February, and another international internship program at the Kuala Lumpur shop of Kinokuniya Bookstore in Malaysia. We gave English trainings in Malaysia and German trainings in Australia from August to September, and in March. We further gave Chinese trainings in China and Taiwan, and Korean trainings in Korea from February to March. The number of students sent to foreign countries overseas is 804 in FY2012, 877 in FY2013 and 990 in FY2014, which is increasing steadily.

Exchange on the basis of agreements between universities

Under the policy of increasing the number of agreements between universities which will enhance the opportunities of students, we have promoted execution of such agreements. The number of universities/institutes with which we entered agreements increased from 108 in FY2012, 130 in FY2013 to 145 in FY2014.

Governance Reforms

Establishment of concrete visions and medium-term plans, etc.

The HOSEI 2030 Establishment Board and individual committees for establishing long-term visions of the University mentioned challenges relating to management and operations of the University ("vision for governance") and internationalization strategies ("vision for globalization") as important issues that should be examined with long-term visions in mind, and have been examining those visions in close association with this Initiative.

Schemes for achieving quick decision-making

It has been decided that the vice president system will be established in FY 2015. In addition, the HOSEI 2030 Establishment Board and individual committees for establishing long-term visions of the University mentioned challenges relating to management and operations of the University ("vision for governance") and internationalization strategies ("vision for globalization") as important issues that should be examined with long-term visions in mind, and have been examining those visions in close association with this Initiative. We also developed "Hosei University Global Policy --- A university contributing to establishment of a sustainable, peaceful global society" in July, announcing twenty-five projects for globalizing the University both within and outside the University.

Establishment of the Global Education Center

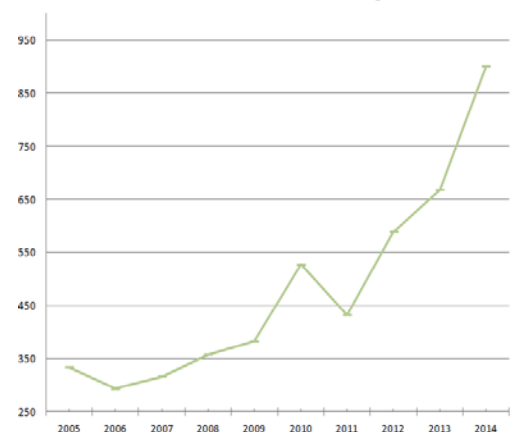
With the adoption of this Initiative, the Global Education Center was established in November. The Global Strategy Headquarters Council and the Global Learning Office were also established at the same time. Also in November, it was decided that the University Assessment Committee was in charge of external assessment of SGU in every fiscal year, so we have been evaluated by members of an external assessment committee.

Educational Reforms

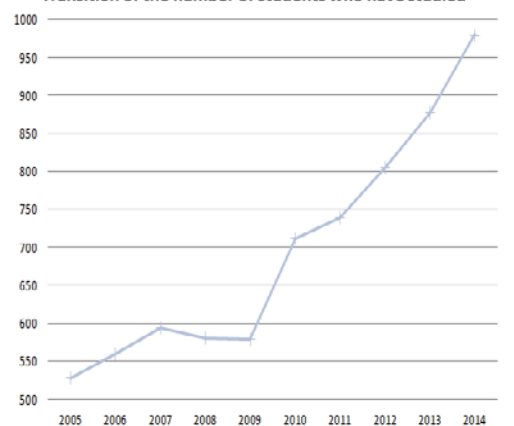
Improvement of facilities for active learning

From the standpoint of "making units substantial", we have made efforts to improve environments for assuring students' autonomous learning to encourage students to study actively, thereby making learning substantial. In order to promote active learning such as group work, fieldwork and presentations, we have improved learning environments corresponding to active learning in every campus where the faculties are located. In addition, the active learning facility ("Learning Commons") in the Ichigaya Campus has learning advisors, who are graduate students, to receive consultation about preparation of reports or research papers, presentation methods, and learning in general from graduate students.

Transition of the number of foreign students



Transition of the number of students who have studied



〈Active Learning Facilities〉

Reform of the entrance examination system

It is decided that, for entrance examinations for FY 2016 (to be held in FY 2015), external English tests will be utilized for general entrance examinations in the Faculty of Humanity and Environment, Faculty of Social Policy and Administration, Faculty of Global and Interdisciplinary Studies, Faculty of Sports and Health Studies, Faculty of Computer and Information Sciences and Faculty of Bioscience and Applied Chemistry, and for a self-recommendation entrance examination in Faculty of Economics. In addition, "global experience" public application recommendation entrance examinations will be held in the Faculty of Letters, Faculty of Business Administration and Faculty of Life-Long Learning and Career Studies, and an International Baccalaureate will be utilized for self-recommendation entrance examinations in the Faculty of Letters, Faculty of Intercultural Communication and Faculty of Life-Long Learning and Career Studies. Since the entrance examinations for FY 2015, the Faculty of Law, Faculty of Economics, Faculty of Humanity and Environment, Faculty of Engineering and Design and Faculty of Bioscience and Applied Chemistry will give foreign students an opportunity to take an entrance examination even before they come to Japan. It is decided that such a system will be introduced in the Faculty of Computer and Information Sciences as well, starting from the examination for FY2016.

Implementation of Academic Support Service

The Academic Support Service, a program for supporting Japanese teachers in giving presentations and lessons in English, was introduced as a trial from December to January. While this program was implemented only for six weeks when lessons were given, about 16 teachers used the Service and received advice from foreign lecturers. Based on the results, projects for supporting teachers will be continuously implemented in all the campuses, starting from FY2015.

As a FD training for teachers who will have to give lessons in English, a training was provided in the University of Nebraska Omaha (Omaha, NE, U.S.A) in March, and thirteen teachers from several faculties participated in the training.



〈FD training at an overseas university〉

Our own performance indicators and goals

Support for secondary education with an aim of building the foundation of global society

For the purpose of supporting promotion of globalization of secondary education, we established a class for students from the affiliated high schools in the English Reinforcement Program (ERP) during the spring vacation of FY2014, and implemented a program designed to improve four English skills through the two-week intensive course of four hours a week. In addition to the English Camp at the Mitaka City Daisan Junior High School, we are conducting educational collaborative activities with students from Yokohama City Utsukushigaoka Junior High School, Miwada Gakuen High School and The Second High School of Tokyo Agricultural University. We have decided to conduct collaborative activities with overseas high schools as a part of the Sakura Science Plan in the summer of FY2015.

Organization of alumni networks

An alumni network has been established with the use of LinkedIn. Soon after the establishment, more than 3,700 graduates joined the network both within and outside Japan. In addition, the Graduate Collaboration Enhancement Arrangement Section decided to hold an "HOSEI MEETING," graduates' meeting, in Dusseldorf, Germany in FY2015, and is now in the process of preparing for the meeting. In order to secure talented students, a graduate living in Korea was appointed as higher education advisor for FY2015.



〈Collaborative activities with secondary education institutions〉

Distinctive efforts based on the characteristics of the University

Promotion of collaboration among students

Foreign undergraduate students can use "foreign student advisors", and foreign graduate students can use the "tutors' guidance system for foreign students" to get livelihood and learning support. In addition, thanks to the enhanced system of "Language Buddy", problems can be solved through peer support among students. We held the "Discover Japan II" Tama seminar in November 2014, and the Nikko seminar in January 2015, so that Japanese students and foreign students could learn from each other. These are well known as programs where foreign students and Japanese students cooperate with each other in conducting a problem-solving type project, thereby understanding each other more.



〈Students' collaboration (Language Buddy)〉

Free field

Efforts toward establishment of English degree courses and problem-solving fieldwork

As planned, we decided to establish the Global MBA Program in the Hosei Business School of Innovation Management in FY2015, and are in the process of preparing for establishment. In order to establish the Global Business Course in the Faculty of Business Administration, the Sustainable Society Co-creation Program in the Faculty of Humanity and Environment, the International Program in the Faculty of Engineering and Design, and the Institute of Science and Technology (IST) in the Koganei Campus in FY2016, we set up a preparation committee of such establishment for each and are in the process of preparation.

With establishment of the English degree courses, we are planning to offer the Global Open Subject Group, and to include the Problem-solving Type Fieldwork, which is based on sustainability-related programs offered in various faculties, in the "Subjects common to all faculties". Here students, foreign or Japanese, will go out to various fields all over Japan to learn "problems tackled by Japanese society (environmental issues, decreasing birthrate and aging population, and regeneration of communities)." We hope that students having pluralistic cultural backgrounds will enter a field composed of various communities and acquire the practical power of creating sustainable society in the process of solving challenges, which every country in the world will evenly face in the future, in collaboration with one another.

3. Progress of the Efforts (in FY 2015)

■ Common performance indicators and goals

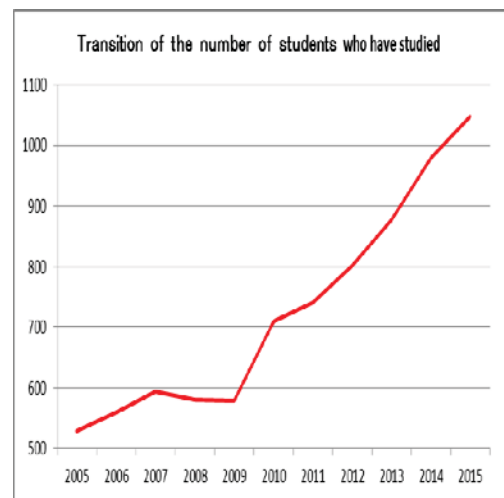
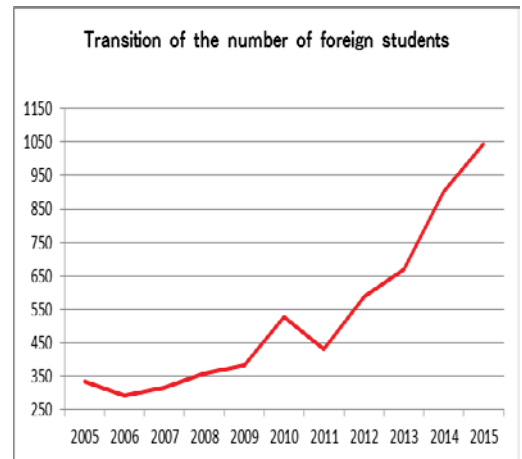
Internationalization

Percentage of foreign students in the total student population

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Percentage of all the university's students from Japan who have studied abroad

We conducted surveys in some countries for the purpose of developing international volunteer/internship programs. The number of students sent to foreign countries overseas is 804 in FY2012, 877 in FY2013 and 990 in FY2014, to 1055 in FY2015 which is increasing steadily.



Exchange on the basis of agreements between universities

Under the policy of increasing the number of agreements between universities which will enhance the opportunities of students, we have promoted execution of such agreements. The number of universities/institutes with which we entered agreements increased from 130 in FY2013 to 145 in FY2014, 194 in FY2015.

Governance Reforms

Establishment of concrete visions and medium-term plans, etc.

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Educational Reforms

Improvement of facilities for active learning

From the standpoint of "making units substantial", we have made efforts to improve environments for assuring students' autonomous learning to encourage students to study actively, thereby making learning substantial. In order to promote active learning such as group work, fieldwork and presentations, we have improved learning environments corresponding to active learning in every campus where the faculties are located. In addition, the active learning facility ("Learning Commons") in the Ichigaya Campus has learning advisors, who are graduate students, to receive consultation about preparation of reports or research papers, presentation methods, and learning in general from graduate students.



〈Active Learning Facilities〉

Reform of the entrance examination system

It is decided that, for entrance examinations for FY 2016 (to be held in FY 2015), external English tests will be utilized for general entrance examinations in the Faculty of Humanity and Environment, Faculty of Social Policy and Administration, Faculty of Global and Interdisciplinary Studies, Faculty of Sports and Health Studies, Faculty of Computer and Information Sciences and Faculty of Bioscience and Applied Chemistry, and for a self-recommendation entrance examination in Faculty of Economics. In addition, "global experience" public application recommendation entrance examinations will be held in the Faculty of Letters, Faculty of Business Administration and Faculty of Life-Long Learning and Career Studies, and an International Baccalaureate will be utilized for self-recommendation entrance examinations in the Faculty of Letters, Faculty of Intercultural Communication and Faculty of Life-Long Learning and Career Studies. Since the entrance examinations for FY 2015, the Faculty of Law, Faculty of Economics, Faculty of Humanity and Environment, Faculty of Engineering and Design and Faculty of Bioscience and Applied Chemistry will give foreign students an opportunity to take an entrance examination even before they come to Japan. It was decided that such a system was introduced in the Faculty of Computer and Information Sciences as well, starting from the examination for FY2016

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As a FD training for teachers who will have to give lessons in English, a training was provided in the University of Nebraska Omaha (Omaha, NE, U.S.A) in March, and eight teachers from several faculties participated in the training.



〈FD training at an overseas university〉

Our own performance indicators and goals

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For the purpose of supporting promotion of globalization of secondary education, we established a class for students from the affiliated high schools in the English Reinforcement Program (ERP) during the spring vacation. In addition to the English Camp at the Mitaka City Daisan Junior High School, we are conducting educational collaborative activities with students from Yokohama City Utsukushigaoka Junior High School, Miwada Gakuen High School and The Second High School of Tokyo Agricultural University. We have decided to conduct collaborative activities with overseas high schools as a part of the Sakura Science Plan in the summer of FY2015.



〈Collaborative activities with secondary education institutions〉

Organization of alumni networks

An alumni network has been established with the use of LinkedIn. Soon after the establishment, more than 4,500 graduates joined the network both within and outside Japan. In addition, the Graduate Collaboration Enhancement Arrangement Section decided to hold an "HOSEI MEETING," graduates' meeting, in Dusseldorf, Germany in FY2015, and is now in the process of preparing for the meeting. In order to secure talented students, a graduate living in Korea was appointed as higher education advisor for FY2015.

Distinctive efforts based on the characteristics of the University

Promotion of collaboration among students

Foreign undergraduate students can use "foreign student advisors", and foreign graduate students can use the "tutors' guidance system for foreign students" to get livelihood and learning support. In addition, thanks to the enhanced system of "Language Buddy", problems can be solved through peer support among students. We held the "Discover Japan !!" Tama seminar in November 2014, and the Nikko seminar in January 2015, so that Japanese students and foreign students could learn from each other. These are well known as programs where foreign students and Japanese students cooperate with each other in conducting a problem-solving type project, thereby understanding each other more.



〈Students' collaboration (Language Buddy)〉

Free field

Efforts toward establishment of English degree courses and problem-solving fieldwork

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4. Progress of the Efforts (in FY 2016)

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Internationalization

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Percentage of all the university's students from Japan who have studied abroad

We conducted surveys in some countries for the purpose of developing international volunteer/internship programs. The number of students sent to foreign countries overseas is 877 in FY2013 and 990 in FY2014 and 1055 in FY2015, to 1058 in which is increasing steadily.

Exchange on the basis of agreements between universities

Under the policy of increasing the number of agreements between universities which will enhance the opportunities of students, we have promoted execution of such agreements. The number of universities/institutes with which we entered agreements increased from 145 in FY2014 and 194 in FY2015 to 212 in FY2016.

Governance Reforms

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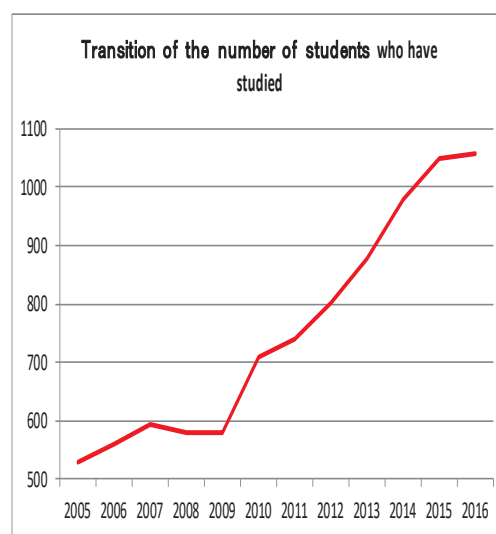
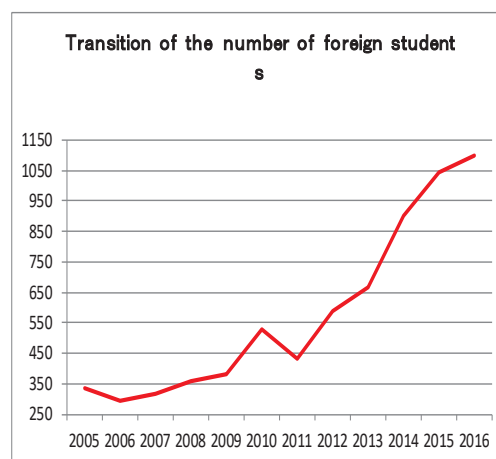
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Efforts toward establishment of English degree courses and problem-solving fieldwork

As planned, we established the Global MBA Program in the Hosei Business School of Innovation Management in FY2015. Also we established the Global Business Course in the Faculty of Business Administration, the Sustainable Society Co-creation Program in the Faculty of Humanity and Environment, the International Program in the Faculty of Engineering and Design, and Institute of integrated Science and Technology (IIST) in the Koganei Campus in FY2016.

With establishment of the English degree courses, we are planning to offer the Global Open Subject Group, and to include the Problem-solving Type Fieldwork, which is based on sustainability-related programs offered in various faculties, in the "Subjects common to all faculties". Here students, foreign or Japanese, will go out to various fields all over Japan to learn "problems tackled by Japanese society (environmental issues, decreasing birthrate and aging population, and regeneration of communities)." We hope that students having pluralistic cultural backgrounds will enter a field composed of various communities and acquire the practical power of creating sustainable society in the process of solving challenges, which every country in the world will evenly face in the future, in collaboration with one another.

5. Progress of the Efforts (in FY 2017)

■ Common performance indicators and goals

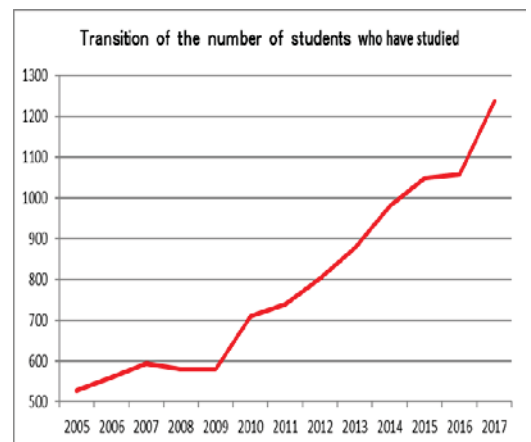
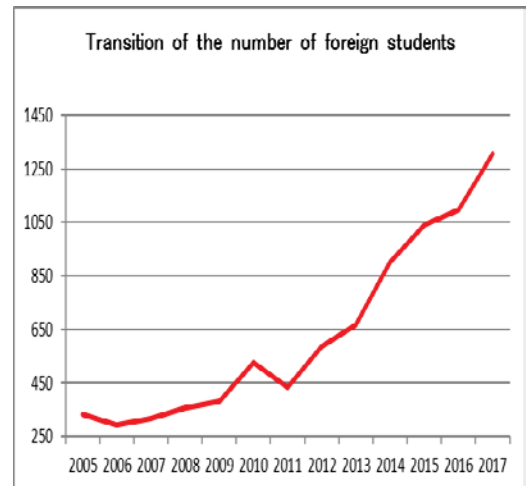
Internationalization

Percentage of foreign students in the total student population

In the ESOP (Exchange Students from Overseas Program), which started in 1997, students learn the latest topics of Japanese culture and economy, etc., in English, and are given lessons of Japanese and hands-on learning of Japanese culture. This program also includes interaction with Japanese students. This program is highly evaluated by overseas universities. The University is receiving more and more requests for execution of exchange agreements, and accepting more and more foreign students. As a result of implementation of short-term student acceptance programs, the reform of entrance examinations and public relations activities abroad, in addition to ESOP, the total number of foreign students accepted by the undergraduate and graduate schools is increasing from 1043 in FY2015, to 1097 in FY2016, to 1306 in FY2017.

Percentage of all the university's students from Japan who have studied abroad

We conducted surveys in some countries for the purpose of developing international volunteer/internship programs. The number of students sent to foreign countries overseas is 1055 in FY2015 and 1058 in FY2016, to 1238 in FY2017 in which is increasing steadily.



Exchange on the basis of agreements between universities

Under the policy of increasing the number of agreements between universities which will enhance the opportunities of students, we have promoted execution of such agreements. The number of universities/institutes with which we entered agreements increased from 194 in FY2015 and 212 in FY2016 to 236 in FY2017.

Governance Reforms

Establishment of concrete visions and medium-term plans, etc.

The HOSEI 2030 Establishment Board and individual committees for establishing long-term visions of the University mentioned challenges relating to management and operations of the University ("vision for governance") and internationalization strategies ("vision for globalization") as important issues that should be examined with long-term visions in mind, and have been examining those visions in close association with this Initiative.

Schemes for achieving quick decision-making

It has been decided that the vice president system was established in FY 2015. In addition, the HOSEI 2030 Establishment Board and individual committees for establishing long-term visions of the University mentioned challenges relating to management and operations of the University ("vision for governance") and internationalization strategies ("vision for globalization") as important issues that should be examined with long-term visions in mind, and have been examining those visions in close association with this Initiative. We also developed "Hosei University Global Policy --- A university contributing to establishment of a sustainable, peaceful global society" in July, announcing twenty-five projects for globalizing the University both within and outside the University.

Establishment of the Global Education Center

With the adoption of this Initiative, the Global Education Center was established in FY2015 November. The Global Strategy Headquarters Council and the Global Learning Office were also established at the same time. Also in November, it was decided that the University Assessment Committee was in charge of external assessment of SGU in every fiscal year, so we have been evaluated by members of an external assessment committee.

Educational Reforms

Improvement of facilities for active learning

From the standpoint of "making units substantial", we have made efforts to improve environments for assuring students' autonomous learning to encourage students to study actively, thereby making learning substantial. In order to promote active learning such as group work, fieldwork and presentations, we have improved learning environments corresponding to active learning in every campus where the faculties are located. In addition, the active learning facility ("Learning Commons") in the Ichigaya Campus has learning advisors, who are graduate students, to receive consultation about preparation of reports or research papers, presentation methods, and learning in general from graduate students.



〈Active Learning Facilities〉

Reform of the entrance examination system

It is decided that, for entrance examinations for FY 2016 (to be held in FY 2015), external English tests will be utilized for general entrance examinations in the Faculty of Humanity and Environment, Faculty of Social Policy and Administration, Faculty of Global and Interdisciplinary Studies, Faculty of Sports and Health Studies, Faculty of Computer and Information Sciences and Faculty of Bioscience and Applied Chemistry, and for a self-recommendation entrance examination in Faculty of Economics. In addition, "global experience" public application recommendation entrance examinations will be held in the Faculty of Letters, Faculty of Business Administration and Faculty of Life-Long Learning and Career Studies, and an International Baccalaureate will be utilized for self-recommendation entrance examinations in the Faculty of Letters, Faculty of Intercultural Communication and Faculty of Life-Long Learning and Career Studies. Since the entrance examinations for FY 2015, the Faculty of Law, Faculty of Economics, Faculty of Humanity and Environment, Faculty of Engineering and Design and Faculty of Bioscience and Applied Chemistry will give foreign students an opportunity to take an entrance examination even before they come to Japan. It was decided that such a system was introduced in the Faculty of Computer and Information Sciences as well, starting from the examination for FY2016

Implementation of Academic Support Service

The Academic Support Service, a program for supporting Japanese teachers in giving presentations and lessons in English, was introduced. While this program was implemented only when lessons were given, about many teachers used the Service and received advice from foreign lecturers. Based on the results, projects for supporting teachers will be continuously implemented in all the campuses, starting from FY2015.



〈FD training at an overseas university〉

■ Our own performance indicators and goals

Support for secondary education with an aim of building the foundation of global society

For the purpose of supporting promotion of globalization of secondary education, we established a class for students from the affiliated high schools in the English Reinforcement Program (ERP) during the spring vacation. In addition to the English Camp at the Mitaka City Daisan Junior High School, we are conducting educational collaborative activities with students from Yokohama City Utsukushigaoka Junior High School, Miwada Gakuen High School and The Second High School of Tokyo Agricultural University. We have decided to conduct collaborative activities with overseas high schools as a part of the Sakura Science Plan in the summer of FY2015.



〈Collaborative activities with secondary education institutions〉

Organization of alumni networks

An alumni network has been established with the use of LinkedIn. Soon after the establishment, more than 4,500 graduates joined the network both within and outside Japan. In addition, the Graduate Collaboration Enhancement Arrangement Section decided to hold an "HOSEI MEETING," graduates' meeting, in Dusseldorf, Germany in FY2015, and is now in the process of preparing for the meeting. In order to secure talented students, a graduate living in Korea was appointed as higher education advisor for FY2015.

■ Distinctive efforts based on the characteristics of the University

Promotion of collaboration among students

Foreign undergraduate students can use "foreign student advisors", and foreign graduate students can use the "tutors' guidance system for foreign students" to get livelihood and learning support. In addition, thanks to the enhanced system of "Language Buddy", problems can be solved through peer support among students. We held the "Discover Japan II" Tama seminar in November 2014, and the Nikko seminar in January 2015, so that Japanese students and foreign students could learn from each other. These are well known as programs where foreign students and Japanese students cooperate with each other in conducting a problem-solving type project, thereby understanding each other more.



〈Students' collaboration (Language Buddy)〉

■ Free field

Efforts toward establishment of English degree courses and problem-solving fieldwork

As planned, we established the Global MBA Program in the Hosei Business School of Innovation Management in FY2015. Also we established the Global Business Course in the Faculty of Business Administration, the Sustainable Society Co-creation Program in the Faculty of Humanity and Environment, the International Program in the Faculty of Engineering and Design, and Institute of integrated Science and Technology (IIST) in the Koganei Campus in FY2016. We are going to open the Institute for Global Economics and Social Sciences (IGESS) in September 2018.

With establishment of the English degree courses, we are planning to offer the Global Open Subject Group, and to include the Problem-solving Type Fieldwork, which is based on sustainability-related programs offered in various faculties, in the "Subjects common to all faculties". Here students, foreign or Japanese, will go out to various fields all over Japan to learn "problems tackled by Japanese society (environmental issues, decreasing birthrate and aging population, and regeneration of communities)." We hope that students having pluralistic cultural backgrounds will enter a field composed of various communities and acquire the practical power of creating sustainable society in the process of solving challenges, which every country in the world will evenly face in the future, in collaboration with one another.

6. Progress of Respective Activities (2018)

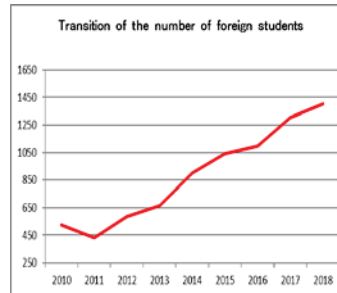
■ Common performance indicators and goals

Globalization activities

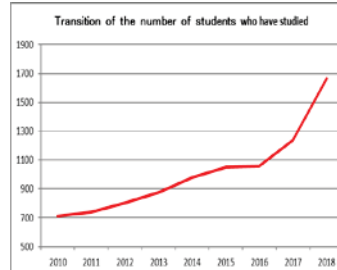
Proportion of international students

The ratio of international students to domestic students is increasing as a result of progress in the acceptance of international students through the Exchange Students from Overseas Program (ESOP), English-based degree programs that have been gradually introduced since 2015, and the Japanese Language Program that started in 2017. The short-term study program, an opportunity for international students to experience Japanese culture and mingle with Japanese students, has also contributed to the globalization of the campus environment.

The total number of undergraduate and graduate students from abroad has increased from 1,097 in 2016 to 1,306 in 2017 and 1,403 in 2018.



(Learning with international students)



(SA Program <Ireland>)

Proportion of Japanese students who have studied abroad

The support system to send Japanese students abroad has been enhanced, while increasing the number of foreign universities that have agreed to accept these students. In the SA program, as a result of establishing a new cooperative relationship with overseas universities based on surveys and negotiation, the number of students sent abroad has steadily increased from 1,058 in 2016 to 1,238 in 2017 and 1,666 in 2018.

Number of exchange students based on interuniversity agreements

Under a policy to promote interuniversity agreements to improve student mobility, we have endeavored to conclude more of these agreements with overseas universities and institutions, thereby increasing the number of these institutions from 212 in 2016 to 236 in 2017 and 244 in 2018.

Activities for governance reorganization

Review of globalization through third-party evaluation

The progress of our long-term vision and international strategies (globalization vision) was reviewed based on the result of third-party evaluation by the Globalization Evaluation Group of the Quality Assurance for Hosei Management Committee. As a result, we were able to develop a shared understanding of the progress of activities to support the Top Global University Project and the response status to the project's interim appraisals, as well as the current achievement level and relevant issues to be resolved.



(Interviews in third-party evaluation)

Activities to enhance the linguistic and global management skills of administrative staff

The personnel overseas training system has been changed from voluntary to designation-based. Accordingly, personnel recommended and screened by their immediate managers have been sent to overseas universities for five months. In addition, a domestic, in-house training system has been newly established to designate and solicit several administrative staff to take up TOEIC® correspondence courses, online English conversation courses, or study at external language schools. Concurrently, we have continued to offer financial assistance for the testing fees of TOEIC® and other language (Chinese, Korean, etc.) ability examinations. Through these training systems, we have succeeded in enhancing the diverse skills necessary for Hosei's globalization, including language and management skills as well as capabilities to appreciate other cultures and acknowledge advanced examples of overseas universities.

Development of specific vision, mid-term plans, etc.

The special committee responsible for developing Hosei's mid-term management plan prepared the plan of the first cycle (for a period from 2018 to 2022) and announced it in April 2018. The four-year cycle is in line with the officer's term of office. Discussion on the inspection and assessment system on the execution of the mid-term management plan is still under way.

Activities for educational reform

As part of the efforts to establish a system that allows working adults with diverse academic and career backgrounds to flexibly plan their own academic path based on their respective research achievements and competences, a commemorative symposium for the "Health and Sports" certificate program was held on December 9, 2018. In September 2019, the Major in Sustainability Studies of the Graduate School of Public Policy and Social Governance will launch the SDGsPlus certificate program.



(SDGs Symposium)

Implementation of entrance examination reform

For the 2019 entrance examination, four faculties (Letters, Economics, Humanity and Environment, and Life-long Learning and Career Studies) conducted an International Baccalaureate-based entrance examination; the recommendation-based entrance examination from designated overseas schools was conducted by eight faculties (Law, Economics, Intercultural Communication, Humanity and Environment, Social Policy and Administration, Life-long Learning and Career Studies, Engineering and Design, and Bioscience and Applied Chemistry) for Korean and Taiwanese high schools, and by the Faculty of Global and Interdisciplinary Studies for Taiwanese high schools. In addition, this recommendation-based entrance examination was employed for English-based Degree Programs of three faculties (Economics, Business Administration, and Humanity and Environment) for Korean, Chinese, Taiwanese, Thai, and Vietnamese high schools.

Implementation of Academic Support Service

The Academic Support Service program has been introduced to help Japanese faculty members prepare presentations and conduct lessons in English. In this program, foreign instructors offer advice to Japanese faculty members who conduct lessons in English and to personnel involved in the English-based Degree Program. In 2018, a total of 153 Global Open Courses, which are conducted in English, were offered and 3569 students took up the courses.

■ Performance indicators and goals unique to Hosei Support for secondary education to lay the foundations of global society

A collaborative project with high schools, primarily our affiliate schools, which are positively promoting globalization with an interest in sustainable global society, is in progress. This project has been chosen by the Japanese Ministry of Education, Culture, Sports, Science and Technology as one of the examples of efforts to nurture people with a global perspective for further promotion of education for sustainable development (ESD). We have organized an English Camp event (lasting three days and two nights) and a high school English presentation competition. As an invitation program through the Sakura Science Exchange Program conducted by the Japan Science and Technology Agency (JST), we organized a workshop to acquire knowledge on the latest developments of information science and engineering by inviting 14 undergraduate and graduate students from China. At this workshop, presentations on ubiquitous cyber world studies and intelligent robot studies, as well as AI studies conducted by a Vietnamese student who entered Hosei's IIST through the Sakura Science Exchange Program, were delivered. In addition, we organized events to drive social globalization on an extensive scale, including an English Play Day event targeting local children.

Establishment of alumni network

HOSEI MEETING, a gathering of Hosei alumni, was held in the U.S. (Los Angeles) in 2018. In addition, a LinkedIn-based alumni network was established to connect more than 4,500 Hosei alumni not only in Japan but also elsewhere throughout the world.

■ Unique activities based on Hosei's characteristics

Promotion of students' collaboration

A system for Japanese students to offer advice to international undergraduate students and a tutoring system for graduate students to support their international peers in their academic and daily lives in Japan are in place. In addition, "Language Buddy" is a well-organized system that helps students to resolve problems through peer support. These systems have been fully rooted as a means to deepen mutual understanding between international and Japanese students by allowing them to cooperate with each other to resolve problems. As an event that started five years ago, Hosei Global Day was again held in 2018 to help students develop interest in global cooperation, exchanges, and businesses, and to inspire them to participate in various international programs. Visitors included the general public and students from other universities, as well as from affiliate schools and other local high schools, for whom this event served as an opportunity to visualize global experiences that they will be able to gain as Hosei students.

■ Free description column

Enrichment of English-based Degree Programs and implementation of problem-solving fieldwork

As English-based Degree Programs, the "Global MBA Program" was introduced in the Graduate School of Innovation and Management in 2015, and the "Global Business Program" and "Sustainability Co-creation Program" in the Faculty of Business Administration and the Faculty of Humanity and Environment, respectively, in 2016. That year, the Institute of Integrated Science and Technology (IIST) was opened in the Koganei Campus, while the Institute for Global Economics and Social Sciences was opened in September 2018.

On March 1, 2019, a symposium to support Top Global University Project, entitled "Creating Global University to shape a sustainable society at the initiative of Japan, an advanced nation in terms of problem-solving: SDGs and university education," was held. Participants reviewed the efforts to realize a sustainable society in light of "SDGs and university education," and enthusiastically discussed the significance and problems of SDGs and what is expected of university education for the achievement of SDGs.



(A collaboration project targeting local children)



(A collaboration project with secondary schools)



(A collaboration project with alumni (in Los Angeles))



(Students' collaboration event (Hosei Global Day 2018))

7. Progress of Respective Activities (2019)

■ Common performance indicators and goals

Globalization activities

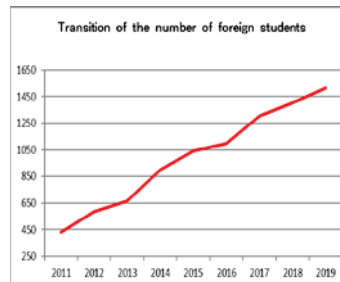
Proportion of international students

The ratio of international students to domestic students is increasing as a result of progress in the acceptance of international students through the Exchange Students from Overseas Program (ESOP), English-based degree programs that have been gradually introduced since 2015, and the Japanese Language Program that started in 2017. The short-term study program, an opportunity for international students to experience Japanese culture and mingle with Japanese students, has also contributed to the globalization of the campus environment.

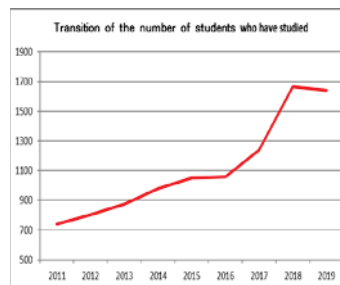
The total number of undergraduate and graduate students from abroad has increased from 1,306 in 2017 to 1,403 in 2018 and 1,515 in 2019.

Proportion of Japanese students who have studied abroad

The support system to send Japanese students abroad has been enhanced, while increasing the number of foreign universities that have agreed to accept these students. In the SA program, as a result of establishing a new cooperative relationship with overseas universities based on surveys and negotiation, the number of students sent abroad has steadily increased from 1,238 in 2017 to 1,666 in 2018 and 1,639 in 2019.



(Learning with international students)



(SA Program <Ireland>)

Number of exchange students based on interuniversity agreements

Under a policy to promote interuniversity agreements to improve student mobility, we have endeavored to conclude more of these agreements with overseas universities and institutions, thereby increasing the number of these institutions from 236 in 2017 to 244 in 2018 and 251 in 2019.

Activities for governance reorganization

Review of globalization through third-party evaluation

The progress of our long-term vision and international strategies (globalization vision) was reviewed based on the result of third-party evaluation by the Globalization Evaluation Group of the Quality Assurance for Hosei Management Committee. As a result, we were able to develop a shared understanding of the progress of activities to support the Top Global University Project and the response status to the project's interim appraisals, as well as the current achievement level and relevant issues to be resolved.



(Interviews in third-party evaluation)

Activities to enhance the linguistic and global management skills of administrative staff

Since FY2018, the staff has been dispatched to Vietnam-Japan University in Vietnam to carry out internships in the summer. In addition, a domestic, in-house training system has been newly established to designate and solicit several administrative staff to take up TOEIC® correspondence courses, online English conversation courses, or study at external language schools. Concurrently, we have continued to offer financial assistance for the testing fees of TOEIC® and other language (Chinese, Korean, etc.) ability examinations. Through these training systems, we have succeeded in enhancing the diverse skills necessary for Hosei's globalization, including language and management skills as well as capabilities to appreciate other cultures and acknowledge advanced examples of overseas universities.

Development of specific vision, mid-term plans, etc.

The special committee responsible for developing Hosei's mid-term management plan prepared the plan of the first cycle (for a period from 2018 to 2022) and announced it in April 2018. Currently, we are managing the progress.

Activities for educational reform

SDGs symposium was held on March 9, 2020. In this symposium we discuss about "Glocal human resources" in the SDGs era and how universities aiming for globalization face the SDGs.



(SDGs Symposium)

Vietnam-Japan University and Hosei University conduct Vietnam SDGs field study

In this program, Students took lectures on Vietnamese language and Vietnamese history and culture at Vietnam-Japan University. After that, students from both universities moved to a company in Thanh Hoa province in north central Vietnam and conducted fieldwork on the theme of sustainability of the company and the region.

Hosei University SDGs + (plus) certificate

Hosei university award student who get credit from the "SDGs course group" that is composed of courses related to SDGs provided by all faculties. Hosei university started this program with the aim of becoming a human resource who can contribute to the aim of the SDGs.

Implementation of Academic Support Service

The Academic Support Service program has been introduced to help Japanese faculty members prepare presentations and conduct lessons in English. In this program, foreign instructors offer advice to Japanese faculty members who conduct lessons in English and to personnel involved in the English-based Degree Program. In 2019, a total of 172 Global Open Courses, which are conducted in English, were offered and 4718 students took up the courses.

■ Performance indicators and goals unique to Hosei

Support for secondary education to lay the foundations of global society

A collaborative project with high schools, primarily our affiliate schools, which are positively promoting globalization with an interest in sustainable global society, is in progress. This project has been chosen by the Japanese Ministry of Education, Culture, Sports, Science and Technology as one of the examples of efforts to nurture people with a global perspective for further promotion of education for sustainable development (ESD). We have organized an English Camp event (lasting three days and two nights) and a high school English presentation competition. The 5th Hosei University Japanese Speech Contest was held in Hanoi, Vietnam. It has been held every year since 2015 to provide Vietnamese students with the opportunity to announce the results of their Japanese skill. In this time, there were a record 311 applicants from 9 high schools and 13 universities in Vietnam. With the cooperation of many sponsoring organizations and supporting companies, the number of participants has been increasing each time. Through these efforts, we will make further efforts to strengthen a interest for Japan and make efforts to increase the number of international students, such as regular admission to Japan and participation in short-term program



(Vietnam SDGs field study)



(A collaboration project with secondary education)

Establishment of alumni network

In 2019, a graduate gathering (HOSEI MEETING) was held in Thailand (Bangkok). In addition, a graduate organization was newly established in Bangkok.

■ Unique activities based on Hosei's characteristics

Enhancement and development of Japanese language education

In order to increase the number of international students, we have established a system by enhancing Japanese language courses and recruiting new teachers etc. In 2017, we established the "Japanese Language Education Program" to provide Japanese language education to English degree students and exchange students according to their proficiency level. Starting in 2019, we have started the course of "Basics and Applications for Writing Papers", which cultivates the academic Japanese ability necessary for writing master's thesis. In fiscal 2020, we offer detailed academic education to meet a variety of needs, such as offering advanced academic Japanese language courses for undergraduate and graduate students in science and engineering.



(A collaboration project with alumni (in Bangkok))

Promotion of students' collaboration

As an event that started six years ago, Hosei Global Day was again held in 2019 to help students develop interest in global cooperation, exchanges, and businesses, and to inspire them to participate in various international programs. Visitors included the general public and students from other universities, as well as from affiliate schools and other local high schools, for whom this event served as an opportunity to visualize global experiences that they will be able to gain as Hosei students.



(Students' collaboration event (Hosei Global Day 2019))

■ Free description column

Enrichment of English-based Degree Programs and implementation of problem-solving fieldwork

As English-based Degree Programs, the "Global MBA Program" was introduced in the Graduate School of Innovation and Management in 2015, and the "Global Business Program" and "Sustainability Co-creation Program" in the Faculty of Business Administration and the Faculty of Humanity and Environment, respectively, in 2016. That year, the Institute of Integrated Science and Technology (IIST) was opened in the Koganei Campus, while the Institute for Global Economics and Social Sciences was opened in September 2018. The establishment of these degree programs further diversified the countries and regions of enrollment, which deepened campus diversity. In addition, many of the courses offered in these courses can be taken by students from other Faculty, and the number of English content that Japanese students can take is increasing dramatically. In 2019, 172 Global Open courses were held in English, with 4,718 people taking the courses.