

# The Japan Times

# Global 30 Universities

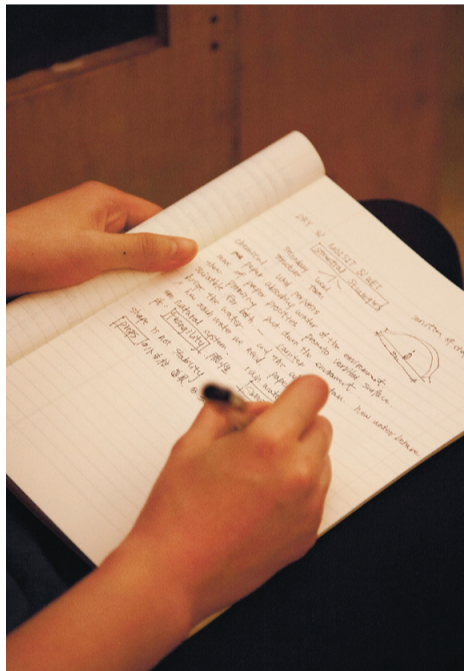
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## Making Japanese higher education more international

Hakubun Shimomura  
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SCIENCE AND TECHNOLOGY (MEXT)

As MEXT Minister and Minister in charge of Rebuilding Education, I would like to contribute to this special “Global 30” feature of The Japan Times by introducing the policies and measures, including our Global 30 Project, MEXT is adopting for the internationalization of Japanese universities.

**Why “internationalization” of universities?**  
As globalization takes root in numerous fields such as business and politics, we have entered an age when virtually everything is flowing across national borders. At the same time, global-spanning issues like environmental problems have emerged that no one country alone can resolve.

In Japan, the falling birthrate and aging population are resulting in a decreasing working-age population, and in regional areas, maintaining communities and their vitality are presenting great challenges.

Faced with these issues, both global and domestic, Japan has no other course than to enhance the capabilities of each and every citizen through education if it wants to continue to grow as an affluent nation and keep its position within the world. For this, it is of paramount importance for Japan to ensure that its system of higher education, particularly through the internationalization of its universities, fosters highly capable people with a global perspective who can play active roles in many fields. This will be crucial for strengthening Japan’s international competitiveness.

A current global trend in higher education is increased student mobility. Compared to the year 2000, when there were 2.07 million overseas students around the world, in 2010, the number doubled within that decade to 4.12 million. In 2003, Japan achieved its goal of accepting 100,000 foreign students, and in 2008, the government set a new target with the announcement of its Plan for 300,000 Exchange Students. From 2008 to 2010, we achieved a year-on-year increase of 4 to 7



Hakubun Shimomura

percent in the number of foreign students, reaching the highest number ever of over 141,000 in 2010. However, due to the impact of the Great East Japan Earthquake disaster in March 2011, the number of overseas students settled to around 138,000 in 2012. Compared to the OECD average of foreign students accounting for 7.1 percent of the total university enrollment in member countries, in Japan, the percentage is a low 3.1 percent.

Moreover, since fiscal 2004, the number of Japanese students going abroad to study has been decreasing, with the number in fiscal 2010 falling to 70 percent of the peak number of around 58,000. The “inward-looking” passivity of recent Japanese youth, their weakness in English and so on have been pointed out as reasons for these declining numbers.

To break out of this situation, it is important for the Japanese government to show determination to provide positive support to motivated and capable young people who want to take up the challenge

of studying abroad and help them to acquire the skills and competencies that will enable them to play active roles on the global stage in the future. We also need to promote the internationalization of Japanese universities by assisting them in attracting excellent foreign students and researchers. We believe this support will lead to contributions to the growth of Japan and the development of the international community. In order to provide this support, universities, the business world, the government and local communities must cooperate to make this an effort by the entire nation.

### Global 30 Project

Based on this understanding I have outlined above, MEXT is carrying out various measures for promoting the internationalization of universities in this age of globalization.

A representative measure is the Global 30 Project — Establishing a University Network for Internationalization, which is a five-year project launched in fiscal 2009 to help achieve the Plan for 300,000 Exchange Students. This project is generally known as “Global 30.” The project mainly provides financial support to universities expected to be key bases for internationalization. It supports these universities’ efforts to create a university-wide environment for promoting internationalization by attracting excellent foreign students and faculty. Thirteen universities across Japan were selected as core universities for leading these internationalization efforts. These universities have been increasing the number of their degree programs in English, holding study abroad fairs and other public relations activities overseas in order to attract promising overseas students, and providing to these students from around the world a first-rate academic and research environment.

The total number of foreign students these 13 universities accepted in fiscal 2008, the year before Global 30 was launched, was 16,000 (13.5 percent of the total number of overseas students at all Japanese universities). The number increased even

after the Great East Japan Earthquake, and as of March 2013, over 28,000 foreign students (20.6 percent of the total number) are enrolled at these core universities. The number of foreign faculty members increased by over 700 from 2,374 in May 2008 to 3,097 as of March 2013. Through Global 30, by April 2013, 155 new degree programs that allow students to receive degrees by attending courses given only in English were established. These numbers indicate the steady achievements of the Global 30 Project.

### Other measures for fostering global human resources

Following on Global 30, MEXT launched the Re-Inventing Japan Project in fiscal 2011 to support the creation of programs that will become models for collaborative education between Japanese and overseas universities and ensure the quality of mechanisms for the mutual recognition of credits and grades to promote student exchange programs. In addition, with the aim of increasing the number of Japanese students studying overseas, which has been decreasing during the last few years, by positively supporting students who wish to study abroad, in fiscal 2012, MEXT began its Project for the Promotion of Global Human Resource Development in order to support universities’ efforts for developing study abroad programs and improving students’ foreign language capabilities.

In addition to these programs targeting universities, MEXT is continuing to provide various forms of assistance for promoting student exchange programs.

To boost the number of foreign students in Japan, MEXT provides financial assistance such as Japanese Government Scholarships and other student aid, helps establish in collaboration with local governments support systems for overseas students’ daily life, provides assistance to overseas students seeking employment after graduation, and so on.

In regards to overseas study by Japanese students, various issues have been pointed out, such as the need to improve universities’ support systems for overseas

study and students’ foreign language competence, as well as the problems of the cost for overseas study and other financial burdens and the period for students’ job hunting. Because of these problems, MEXT is further enhancing scholarship programs and other financial support, reviewing the timing of the period for job search activities, and so on, with the aim of creating an environment that will make it easier for Japanese students to study abroad.

### Accelerating the internationalization of universities

The Abe Cabinet is making all efforts to rebuild the economy and educational system in order to revitalize Japan. In the Education Rebuilding Implementation Council, which was established under Prime Minister Shinzo Abe and at which I am serving as the minister in charge, priority discussion has centered on the reform of universities and the development of global human resources. In May 2013, the Council completed and announced a set of proposals titled “University Education and Global Human Resource Development for the Future.” The main points of the proposal are summarized below.

In order to re-enhance Japan’s global competitiveness and revitalize Japan so that it can return to the path toward a bright future, it is incumbent on Japan to rebuild its universities to a position where they can persistently pursue new challenges and create new knowledge. In order to accomplish this, the council pointed out that universities must thoroughly internationalize the educational content of their programs and their academic environment, and develop global leaders who can play active roles in the world.

### Specific measures the council has called for include:

Promotion of international collaboration by attracting educational units (educational programs, etc.) from top-class universities overseas and encouraging Japanese universities to establish programs overseas in order to resolutely advance the internationalization of universities and

create academic environments that can compete with the best in the world;

Prioritized support for universities — tentatively named “Super Global Universities” — that are strongly committed to advancing internationalization by collaborating with overseas universities, hiring more foreign faculty members, increasing the number of degree programs in English and so on;

Creation of new mechanisms for providing financial support for study abroad through public-private sector cooperation in order to give all students with the desire and capability the opportunity to study abroad, with the aim of doubling the number of Japanese students studying abroad from the current 60,000 to 120,000 students;

Establishment of overseas branches or offices to systematically boost the acceptance of foreign students in addition to the provision of scholarships and other financial assistance to foreign students and the enhancement of assistance for their daily life and for finding employment, with the aim of realizing the goal of accepting 300,000 overseas students.

Based on these recommendations, MEXT intends to accelerate the internationalization of universities committed to becoming “global universities,” in order to develop highly capable people who will lead Japan’s future growth. For this, MEXT is planning to implement its new Super Global University Project (provisional name) from fiscal 2014.

Through Global 30 and the other efforts I have touched on above, Japan’s universities have been steadily moving forward with reforms for internationalization. At the same time, we are aiming at even higher levels of achievement, as many important issues to be resolved still remain. Universities, the government, the business world, local communities and other stakeholders will make concerted efforts to greatly strengthen the overall power and potential of Japan’s universities to overcome these problems. I firmly believe this will lead to the forging of a better and brighter future for Japan.

# global 30 universities

## Japan Inc. supports education measures

Minoru Matsutani  
STAFF WRITER

Businesses welcome the government's move to internationalize Japanese universities.

Japan Inc. has long been said to not only lack employees with English communication skills but also those with the ability to work in a diverse environment. In a globalized world, major Japanese companies constantly demand students with these skills.

Keidanren (Japan Business Federation) has expressed its gratitude for concrete measures from the government that will help Japanese universities increase the number of foreign students, strengthen exchange programs to encourage Japanese students to study abroad and promote interactions between Japanese and foreign students.

“Until recently, students underwent training after they entered companies. Now that the business environment changes very quickly, university students should already have acquired global and innovative skills,” said Tomoko Hasegawa, deputy director of the Public Relations Bureau of Keidanren.

Companies are seeking innovative human resources, basically the same kinds of people as global human resources, she said. Globally-minded people have the ability to overcome unfamiliar environments, which is needed for innovative people as well.

Keidanren argues that global and innovative education must start from an earlier stage than at universities.

In June, Keidanren compiled a proposal on nurturing global human resources and

the federation proposed increasing the use of assistant language teachers who are native English speakers in schools while also encouraging Japanese students to study abroad.

The proposal also stipulates that Japan should have more high schools in which students can acquire the International Baccalaureate diploma. IB courses are designed to let students develop communication skills and the ability to accept different cultures, think logically and find and solve problems.

The federation also urged schools and universities to use the experiences of students who have lived abroad. Also, universities should change their entrance exams to assess the comprehensive ability of students. For example, using IELTS, TOEFL and TOEIC scores as part of entrance exams or the IB diploma is recommended.

The government should also encourage universities to accelerate internationalization by beginning entrance of students in the fall, in line with universities in Europe and North America, Keidanren said. This would also allow academically excellent students to skip a year, promoting exchange programs with foreign universities, among other measures.

The federation, however, is aware that businesses must also change in order to train young businesspeople to be globally competitive.

It urged companies to diversify how they hire new graduates. For example, companies typically accept new graduates in April, but companies should start accepting new graduates in the fall or any

month of the year to make it easier for students attending university overseas to start their career.

Companies should also establish career paths for foreigners to climb the corporate ladder, Keidanren said in the proposal. Meanwhile, companies should encourage Japanese employees to learn foreign languages by, for example, making foreign language proficiency a criterion for promotion.

In support of the universities' and companies' efforts, Keidanren is also taking the following measures.

The federation began providing Keidanren Global-Minded Human Resources Scholarships for Japanese students to study abroad in 2012. Last year, 36 students obtained the scholarship, out of 398 applicants. The federation wants to expand this program.

The federation also began holding a career fair for students studying abroad in 2012. Surveys show one reason for students refraining from studying abroad is the difficulty in job hunting. Thus, Keidanren decided to hold the job-matching event.

Keidanren has been working on creating courses to teach global business in universities by using global businesspeople as lecturers. In the courses, such businesspeople talk about current situations and the challenges for their global business and deliver to students an idea of what kinds of global human resources are needed.

The federation also said in the June proposal that it will strengthen the activities of the Japan National Committee for United World Colleges. London-based UWC is a group of schools teaching children ages 2 to

19, including at boarding schools for high school students, and designed to nurture global human resources with excellent communication ability and understanding of diversity through International Baccalaureate methods.

The Japan National Committee for UWC, which is operated with the support of Keidanren, is currently sending 15 high school students a year to UWC boarding schools.

Among measures the government takes to internationalize universities, the Global 30 Project is designated to help the government's initiative of increasing the number of foreign students to 300,000 by 2020.

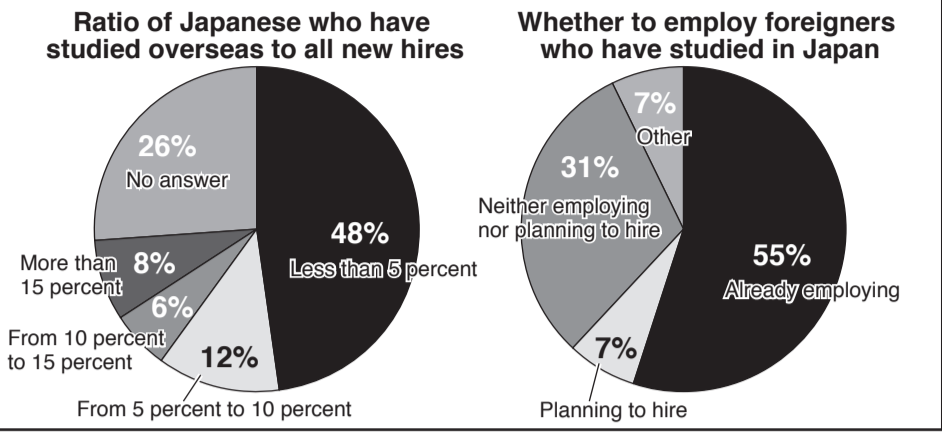
In 2009, the Ministry of Education, Culture, Sports, Science and Technology selected 13 universities for the project, in which the ministry provides subsidies of ¥200 million to ¥400 million a year for five years for each university's efforts to internationalize.

Concretely, those efforts include increasing the number of courses taught in English, establishing representative offices outside Japan, strengthening exchange programs with overseas universities and Japanese language education.

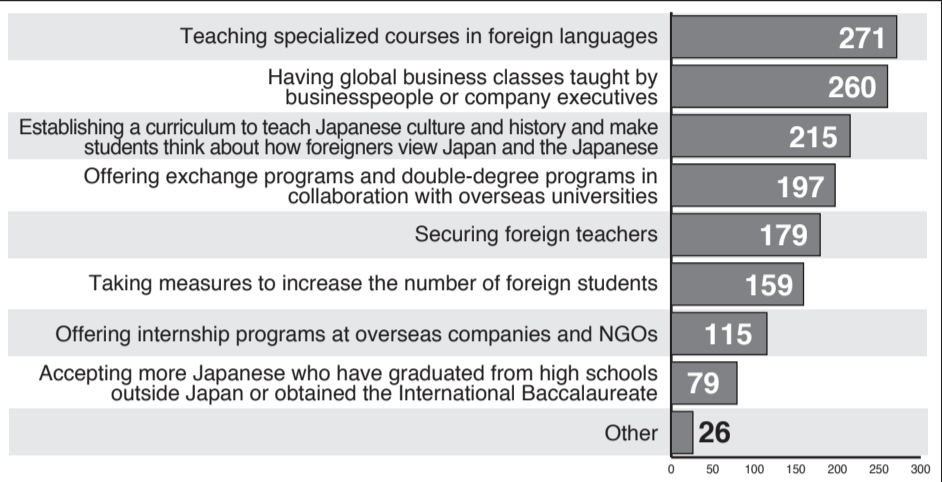
The 13 universities are, in alphabetical order, Doshisha University, Keio University, Kyoto University, Kyushu University, Meiji University, Nagoya University, Osaka University, Ritsumeikan University, Sophia University, Tohoku University, the University of Tokyo, the University of Tsukuba and Waseda University.

Each university has taken various measures to attract foreign students. Below and on the next page are details of such measures.

### Current situation of companies regarding hiring of Japanese who have studied overseas and hiring of foreigners in 2012



### Companies' expectations for universities to nurture global human resources



JAPANTIMES GRAPHIC; SOURCE: KEIDANREN

## Kyoto University

Founded in 1897 in Kyoto, a historical city where a unique balance is achieved between tradition and innovation, Kyoto University has advanced cutting-edge education and research of the highest standards in diverse fields ranging from the humanities to the social sciences. At present, the university has 10 faculties, 18 graduate schools, 14 research institutes and 20 educational institutes and other establishments. There are approximately 9,300 graduate and 13,500 undergraduate students, 3,400 faculty and 2,600 administrative staff.

Kyoto University's academic style is characterized by free thinking, self-reliance, and open-minded dialogue. Many students take the initiative to pursue study and research based on their own personal interests and concerns, and researchers are challenging uncharted frontiers and achieving innovative results. The strength of our methods is testified by the accolades conferred on our alumni and researchers, most notably eight Nobel Prize laureates who undertook groundbreaking research during their time at the university. In addition to those awards, several other Kyoto University faculty members have received respected accolades, including two Fields Medalists and one recipient of the Gauss Prize.

A prominent recent acknowledgment was the award of the 2012 Nobel Prize in Physiology or Medicine to Dr. Shinya Yamanaka of our Center for IPS Cell Research and Application (CiRA) for his epoch-making discoveries in the field of stem cell research. The launch in 2007 of the Institute for Integrated Cell-Material Sciences (iCeMS) marked the first step of the Japanese government's WPI (World Premier International Research Center Initiative)



program, and the institute was internationally lauded for its breakthrough research into induced pluripotent stem (iPS) cells. Dr. Yamanaka and his team have opened new realms of possibility in biology and medicine, which are expected to pave the way for further remarkable advances in basic research into biology, medicine and regenerative medicine.

Such achievements verify that our academic philosophy encourages the creativity essential for groundbreaking research and discovery. In order to facilitate and support the practical exploration of new research frontiers, the university is well equipped with state-of-the-art laboratories and research facilities, which provide students and researchers with the hands-on practical experience that is vital to their development as scientists and scholars.

Selected for the Japanese government's Global 30 Project for Establishing Core Universities for Internationalization, Kyoto University offers a diverse range of degree programs entirely in English in addition to regular Japanese-taught courses. Currently, the

programs offered comprise one undergraduate and 15 graduate/MBA courses. The Global 30 Project aims to radically enhance the opportunities and academic environment for international students in Japan, and Kyoto University is engaged in a variety of measures to increase our number of students from overseas. We currently have over 1,700 international students from approximately 100 different countries and regions, which lends the university's campuses a rich cultural diversity.

Kyoto University is committed to its mission to pursue harmonious coexistence within the human and ecological community on this planet. We invite students and researchers from around the world to our campuses in the heart of Kyoto to become inspired by that ambitious ideal, and not only become specialists in their chosen fields, but also to help tackle the world's most urgent problems and contribute to the global community.

[www.kyoto-u.ac.jp/en](http://www.kyoto-u.ac.jp/en)

## Nagoya University

### • Education

Nagoya University has offered a variety of programs for Global 30 students since October 2011. Five Global 30 programs are now available at undergraduate level (Automotive Engineering, Biological Science, Chemistry, Fundamental and Applied Physics, Social Sciences) and six Global 30 Programs are available at graduate level (Biological and Bioagricultural Sciences, Chemistry, Comparative Studies of Language and Culture, Economics and Business Administration, Medical Science, Physics and Mathematics).

There will be two new additions to the Global 30 Programs: an undergraduate program and a graduate program in Japan-in-Asia Cultural Studies will be launched in October 2014.

All Global 30 courses, taught by our first-class, globally-renowned faculty in English, are of high academic quality equivalent to the non-Global 30 courses offered at NU. Small class sizes ensure active class participation and students' interaction with faculty. Furthermore, Japanese language classes are offered in order to develop the Japanese skills of NU's Global 30 students, which is beneficial for those who wish to work in Japan after graduation.

### • Application and admission

Each academic year, there will be multiple admission rounds for the Global 30 Programs. Each applicant can, however, apply only once for each academic year.

Admission decision will be based on the review of the submitted documents and interviews. For the benefit of the applicants from outside of Japan, interviews will be conducted via teleconference, Skype or in



the applicant's country of residence.

### • Internationalization

A number of courses, whether they are taught in English or in Japanese, are open to all NU students, which we believe contributes not only to the improvement of the students' language skills, but also to the promotion of an atmosphere of diversity in which students with different cultures and backgrounds mingle and interact with each other, acquiring a broader perspective of the world.

Our emphasis on cultural diversity and internationalization has also led, with the financial help from the Nagoya University Foundation, to the development of study abroad programs for Japanese students, and now these study abroad schemes extend to Global 30 students who wish to enhance their perspective and act in the global arena.

• Support for international students  
Students who come to NU will find internationally friendly campuses. We have made efforts to welcome students from all over the world, some of which are: construction of

new housing facilities for international students, including a dormitory for Global 30 students, establishment of the Career Development Office to provide students with support from an early stage in their job hunting, including information about the Japanese job market and internships, and application of tuition waiver schemes (full or half waiver).

### • Scholarships

The Nagoya University Global 30 Undergraduate Scholarship, financed by the Nagoya University Foundation, is awarded to students based on merit and need, in the form of a payment of an amount equivalent to the registration fee, a full tuition waiver and an annual stipend of ¥500,000.

Global 30 Undergraduate Programs are open to both international students and Japanese returnees, while the Global 30 Graduate Programs currently accept only international students.

[admissions.g30.nagoya-u.ac.jp/en/](http://admissions.g30.nagoya-u.ac.jp/en/)

## Tohoku University

Tohoku University offers several degree courses taught entirely in English: three undergraduate courses taught in English in the natural sciences, offered by the Faculty of Science, School of Engineering, and Faculty of Agriculture, and 13 graduate courses taught in English in the humanities and natural sciences. The aim is to foster and produce leaders for the international community in our high-quality, world-leading international educational environment.

### • Application requirements

Scores are needed from any one of the following: (A) academic qualification exam, e.g. International Baccalaureate, College Board SAT, or General Certificate of Education, (B) standardized national examination for college admission, or (C) the Examination for Japanese University Admission for International Students. Also, a score from any one of the following English proficiency tests is required: TOEFL-IBT: 79 or higher TOEFL-PBT: 550 or higher IELTS: 6.0 or higher

The first stage screening is conducted based on the documents submitted by the student. Students who pass the first stage are able to take the second stage screening, which is held differently according to each department.

Advanced Molecular Chemistry (AMC): Short essay, oral test, and an interview.

International Mechanical and Aerospace Engineering Undergraduate (IMAC-U): Short essay and an interview.

Applied Marine Biology (AMB): Interview  
• Internationalization  
Establishment of the Institute for



International Education: This institute hires foreign instructors to handle undergraduate courses taught in English. It also works to improve the educational methods through weekly instructors' meetings held to conduct planning and management for the Global 30 program.

In addition to actively participating in study abroad fairs, we visit high schools overseas where we talk about Tohoku University's history as a research-focused university and explain the Future Global Leadership Undergraduate Courses. The FGL homepage features descriptions/ explanations in English. In response to requests from users both inside and outside Japan, we have added a new page that explains the program in Japanese.

### • Support

The examination fee is waived for undergraduate courses taught in English.

Housing at University House dorms: Tohoku University has many excellent living environments for international students,

such as the Tohoku University International House which is exclusively for foreign students. There are also University House Sanjo, University House Katahira, and University House Sanjo II, which are for use by both foreign and Japanese students.

Tutor system: This system provides help with studies and daily life to international students almost as soon as they arrive in Japan.

Counseling: Tohoku University has an individual counseling system for coping with various problems faced by international students.

### • Scholarship

The President Fellowship system was created to provide scholarship payments to excellent international undergraduate and graduate school students. The amount is equal to the entrance and tuition fees for 30 undergraduate and 20 graduate school students enrolled in courses taught in English.

[www.fgl.tohoku.ac.jp/](http://www.fgl.tohoku.ac.jp/)

## University of Tokyo

Founded in 1877, the University of Tokyo is the oldest national university in Japan. Over the course of its long and distinguished history, the university has produced some of the most outstanding scholars, scientists, and social and political leaders of Japan. Our strength lies in interdisciplinary approaches to pressing global issues such as disaster reconstruction or climate change and renewable energy.

### University's internationalization

The university is actively promoting internationalization, sharing its research results globally and welcoming researchers and students from all over the world. In recent years, the university has been aggressively establishing English-language degree programs both at undergraduate and graduate levels in order to further promote the internationalization of its campus.

### The Global 30 Project

Toward further internationalization, the University of Tokyo has been upgrading and expanding its English degree programs under the Global 30 Project. Over 35 degree programs in English are offered in the following graduate schools: Economics, Arts and Sciences, Science, Engineering, Agricultural and Life Sciences, Medicine, Frontier Sciences, Information Science and Technology, Interdisciplinary Information Studies and Public Policy. The first English programs at the undergraduate level, PEAK's International Program on Japan in East Asia and International Program on Environmental Sciences, were launched in



October 2012, and 27 students from 11 countries joined the university.

### International student support

The International Center has offices on each of our main campuses and provides support for international students and researchers coming to study from abroad. The International Center also provides advice on academic and personal matters, as well as mental health counseling for individual and family problems. International students and researchers can learn at the Center for Japanese Language Education. In addition, the University Career Center arranges job fairs and provides information for students nearing the end of their studies. In particular, the job fair targeting international students is held every year in cooperation with Japanese companies.

### Cultural exchange programs

Opportunities for cultural exchange on the campus have increased. The International

Friday Lounge is held every Friday, open to any student and University staff, regardless of their nationality, to talk and communicate with each other during the lunch break. Such a weekly event has already become very popular among the international students. FACE (Friendship and Cultural Exchange) is another program that brings together international students of the University of Tokyo with Japanese volunteers for "face-to-face" interaction. Any student who desires to interact with Japanese people in Japanese is eligible to participate, regardless of their level of Japanese language ability. Foreign researchers and the spouses of international students and researchers are also able to participate. Also, having accepted the first undergraduate PEAK students, more than 200 Japanese undergraduate students registered to become "PEAK Friends" to make friends with and provide social support to PEAK students.

[www.u-tokyo.ac.jp/en/index.html](http://www.u-tokyo.ac.jp/en/index.html)

# global 30 universities

## University of Tsukuba

### Five reasons to study in Tsukuba

- Comfortable
  - In an hour by train or car, you can go to the beach, mountain and Tokyo. The Tsukuba Express railway makes it easy for you to visit Tokyo and other cities from Tsukuba. There are many nice restaurants and shopping areas. Tsukuba is now known as a “Bread Town”; even on campus we have freshly baked breads for lunch! And also there are many international restaurants and supermarket that sell Halal food for Muslim students.
- Nobel laureates and Olympic medalists
  - Three Nobel laureates, Dr. Sin-Itiro Tomonaga, Dr. Leo Esaki, and Dr. Hideki Shirakawa have been affiliated with our university. Within 140 years of our history, many Olympic medalists have been produced from our university. We had the highest number of athletes participating among national universities in Japan in the London Olympics.
- Science City
  - Tsukuba is known as the location of Tsukuba Science City. The percentage of the population who have earned a Ph.D. is higher than other cities in Japan because there are many Japanese research institutes, such as AIST, JAXA, NIMS and RIKEN. Our students have opportunities to study at those institutes.
- International
  - More than 1,800 students from over 100 countries are studying in our university. We provide Global 30 programs, which are taught and implemented entirely in English.
- Full of nature
  - There are approximately 400 species of



wild plants growing in our 260-hectare campus. You can enjoy the process of observing the changing of the four seasons in Japan and celebrating the festivals in every season.

### International Student Support

- Student dormitories
  - The University of Tsukuba provides single and family residences for both Japanese and international students. A total of 60 residences (3,599 rooms for single students and 250 rooms for families) are located on the main campus.
- Scholarships
  - The university invites applications from foreign students for the “Tsukuba Scholarship.” By offering scholarships to those exceptional foreign students entering the English Course Program at the undergraduate level, the University of Tsukuba seeks to contribute to the cultivation of people who can make future contributions to international society.

- Counseling
  - The International Student Center provides general counseling and consultation services for all international students in order to help them cope with issues they encounter in their academic and daily life. Also, the center holds orientation sessions several times a year for new students and their tutors.
- Career support
  - To provide international students that aim to work in Japan with satisfactory career choices, the university helps build the essential foundation to prepare them for job hunting so that their time spent at the university is both positive and meaningful. In particular with job hunting, we aim to teach students the way to write personal statements for submission to companies, while developing their ability to perform proper self-introductions during interviews.

[www.global.tsukuba.ac.jp](http://www.global.tsukuba.ac.jp)

## Doshisha University

Of the 13 universities chosen to participate in the Ministry of Education, Culture, Sports, Science and Technology’s Global 30 Project in 2009, Doshisha University was the only one to achieve the ministry’s highest “S” rating in its 2011 interim evaluation. This result may not be surprising given the fact that from the early days of its establishment, Doshisha has actively developed academic and research links with overseas institutions. Currently it has exchange agreements with 167 universities from 39 countries. Stanford University, Tübingen University and the University of Sheffield have their Japanese offices on the Imadegawa Campus. However, in response to the Global 30 appointment, it has gone even further, undertaking such measures as establishing one undergraduate-level and three graduate-level English-based degree programs, instituting a variety of support services for international students, and making efforts to improve the learning environment for all students.

In the Institute for the Liberal Arts (ILA) students take courses in sociology, culture, economics, business, law, politics, policy and international relations, leading to a bachelor’s degree in International Liberal Arts. On the graduate level, in the Graduate School of Science and Engineering and the Graduate School of Life and Medical Sciences’ International Science and Technology Course students from around the world learn cutting-edge Japanese technology, while students in the Graduate School of Global Studies investigate global issues faced by the contemporary world, and students in the Global MBA Program are provided with a solid foundation of business knowledge while being given the opportunity to



develop unique insights into the marketing of Japanese popular culture.

Doshisha has offices in Seoul, Beijing, Shanghai, Taipei, Hanoi, Istanbul and London to support overseas recruitment and research. All prospective international students, whether applying to Japanese- or English language-based programs, now have the benefit of the “Pre-arrival Admission” system, which enables international students to secure admission to Doshisha from their country of residence.

Once admitted, all international students receive merit-based financial aid ranging from 20 percent to 100 percent of tuition costs. In addition to dormitory accommodations conveniently located near each campus, Doshisha provides help finding off-campus housing, serving as a guarantor when necessary. Students can be advised either on their studies or daily life by Lifestyle Support Advisors who are senior Doshisha international students, and can also obtain mental health support at the Counseling Center in English. From the time

of enrollment, students have access to information on Japanese companies and job hunting in Japan through a variety of career support programs, including the business Japanese classes, job hunting guidance and internships. Professional career counselors offer guidance in Japanese and English.

In response to the internationalization of its campuses, Doshisha has striven to develop an innovative and interactive learning environment. A lively Learning Commons, designed to support students’ self-study outside of class hours and to facilitate student exchange, opened this spring providing such facilities as monitors broadcasting 170 foreign television channels and a Learning Studio for practicing case studies and poster presentations.

Finally, throughout the academic year, a variety of events for international exchange, such as International Day and Culture Day, bring Japanese and international students together.

[www.doshisha.ac.jp/en/](http://www.doshisha.ac.jp/en/)

## Keio University

Under the Global 30 project, Keio has sought to build on its traditionally strong international outlook and further expand its diverse international student body. In order to attract talented students from across the globe, Keio has implemented a number of initiatives to expand the academic opportunities available to international students and to raise its global profile, of which some are highlighted below.

- Degree programs offered in English
  - Keio has increased the number of degree programs it offers in English , with new programs established at the Faculty of Environment and Information Studies (GIGA Program), the Graduate School of Economics and the Graduate School of System Design and Management. The Global Information and Communication Technology and Governance Academic (GIGA) Program, which covers skills in information and communication technology and their application in society, offers students the opportunity to obtain an undergraduate degree through instruction offered entirely in English.
- Double degree programs
  - In addition to new double degree programs established by the Graduate School of Economics and Graduate School of Science and Technology with Keio’s international partners, Keio also became a member of CEMS, an alliance bringing together a number of the world’s leading business schools and universities, and began to offer the CEMS MIM program, a master’s degree program in international management incorporating international exchange between CEMS member schools. Three of Keio’s graduate schools — the Graduate School of Economics, the Graduate School of Business and



Commerce and the Graduate School of Media Design — now offer the CEMS MIM program.

- International partnerships and exchange
  - At present, Keio has partnerships with around 250 distinguished academic institutions around the world and carries out student exchange programs with over 100 of those institutions.
- International student-friendly curriculum
  - The curriculum of classes offered in English by the International Center was redesigned to better suit the learning needs of international students by focusing on the central theme of Japan and East and Southeast Asia.
- Keio Short-Term Japanese Studies Program
  - First piloted in early 2013, this two-week program, developed by the Keio University International Center, is designed to allow international students and Keio students to learn from each other while living together and attending lectures and activities held in English.

### Increasing international visibility

- Keio Global
  - Keio Global was established as an online

platform — including a website, database, and Facebook page — for current and prospective international students of Keio and alumni who live and work globally. Since its launch in March 2012, the site has been accessed more than 56,000 times from 170 countries and regions.

- The Experience Japan Exhibition
  - Held in London, the exhibition brings information on the various opportunities for study and work in Japan to a U.K. audience and gives participants the chance to meet representatives of Japanese universities and other organizations. With just over 500 people attending each of the first two events, it is the largest study abroad fair of its kind in the U.K.
- PR materials for international audience
  - Keio commissioned the short promotional video “Shaping History, Shaping Tomorrow.” The video has been published on a special website and sites such as YouTube, receiving more than 240,000 views as of August 2013.

[www.global.keio.ac.jp/en/index.html](http://www.global.keio.ac.jp/en/index.html)

## Meiji University

At 130 years old and located in the heart of Tokyo within walking distance of the Imperial Palace, Japan’s financial and business center in Otemachi and Japan’s Mecca for pop culture in Akihabara, Meiji University is one of Japan’s most popular universities, with 32,000 students. The university’s Global Commons initiative has resulted in the university being selected as a Global 30 and Global COE institution. Also as part of that initiative, its School of Global Japanese Studies launched an undergraduate degree taught in English in 2011 and the School of Science and Technology will offer a master’s degree taught in English from spring 2013.

The university has formed the International Education Partners in collaboration with the Asian Students Cultural Association (ABK.) JTB Business World Tokyo Corp. (BWT) and Benesse Corp. The International Education Partners aims to establish the Total Solutions Model for recruiting, enrolling and finding employment of international students using each’s know-how: transmission of information about the university in cooperation with JTB’s overseas branches, development of the versatile web application system jointly with Benesse Corp., and implementation of Japanese language education along with ABK.

Based on the disciplined connection, the university also offers a rich variety of short-term and summer programs including Cool Japan, Law in Japan, and Japanese language courses. For international students, the university offers programs consisting not



only of learning Japanese language, but also providing insights into law, politics, economy and Japanese pop culture so that students may study many different aspects of Japan during their stay in Japan. The extensive curriculum combines a wide variety of hands-on experience-type studies with lectures in English.

- International student counseling
  - Faculty of Organization for International Collaboration offers counseling for international students at four campuses (Surugadai, Izumi, Ikuta and Nakano). English-speaking clinical psychotherapists were assigned at Surugadai and Nakano campus to do counseling about not only psychological problems but also life, study and career.
- Improvement of scholarship system
  - Tuition Assistance (Reduction) Program was reformed in the 2013 fiscal year. Maximum rate of assistance is decided on the basis of students’ GPA. A strategic scholarship program linked to the

admission will be introduced.

- Japanese language education
  - Japanese Intensive Programs were developed as regular subjects in FY2011. Supplemental Japanese Study was implemented in collaboration with the Asian Students Cultural Association (ABK).
- Expansion of cooperation agreements
  - As of April, 2013, the total number of the agreements is 214, and the number of memorandums of understanding for student exchange is 148.
- Meiji University ASEAN Center
  - Meiji University ASEAN Center was opened at the campus of Srinakharinwirot University in Thailand, one of the partnership universities, in May 2013. The center will become a major point of exchange with ASEAN countries consortium universities in the Re-Inventing Japan Project.

[www.meiji.ac.jp/cip/english/](http://www.meiji.ac.jp/cip/english/)

## Ritsumeikan University

Ritsumeikan University (RU) is a comprehensive private university with over 110 years of history. Based in Kyoto, a city that combines tradition with modernity, RU offers a perfect environment for study and student life. The university boasts 13 undergraduate colleges and 19 graduate schools and offers programs across a wide range of academic disciplines, including humanities, social science, arts, science and engineering. Besides Japanese-medium programs, we offer two English-based degree programs at the undergraduate level.

In 2011, the College of International Relations launched its first English-based bachelor degree program, the Global Studies major. Befitting the international character of the Global Studies major, the college boasts a faculty comprised of members originating from all over the world. Appropriate for the practical nature of this major, a number of faculty members have considerable work experience with international organizations, such as the United Nations and the World Bank; others have worked as international journalists or in a wide range of other international careers. The student body is equally diverse. Around half of the students taking the Global Studies major are from Japan, with the other students coming from over 20 different countries around the world.

This year, the College of Policy Science launched the Community and Regional Policy Studies major, a new degree program which is delivered entirely in English. Policy Science integrates approaches from various social sciences to solve real-life issues in areas



such as economic development, urban planning and sustainability, social welfare and more. RU’s new bachelor’s degree program in Policy Science has a strong focus on research training, including many quantitative and qualitative research methodologies and opportunities to implement social surveys in practice. Through intensive group work, students acquire strong interpersonal and communication skills which are highly valued by employers in many fields. Policy science graduates can expect to pursue careers not only in traditional research and public sector occupations, but also fields of business such as consulting and corporate marketing.

Applicants for admission are selected on the basis of their application documents and an interview. Application documents include registration forms, essays, high school academic transcripts and a letter of reference. The interview is conducted either face-to-face or online. Students residing overseas are not required to travel to Japan for the interview. To reduce the cost of

tuition, at the time of submitting their applications international students can apply for scholarships ranging from a 20 percent tuition reduction up to a 100 percent tuition waiver. Other scholarships may also be available after admission.

The university offers a complete range of student advisory services, including career planning, academic guidance and services catering specifically for international students, such as assistance in obtaining visas and support for finding housing. International students in the Global Studies and Community and Regional Policy Studies majors are guaranteed accommodation in a furnished off-campus apartment. With reasonable monthly rents (¥35,000 to ¥50,000) and convenient locations close to the campus, these apartments offer a safe, convenient base from which to start a new life in Kyoto or in Japan.

[www.ritsumei.ac.jp/eng/ug/](http://www.ritsumei.ac.jp/eng/ug/)

## Waseda University

Waseda University is known worldwide as one of the top universities in Japan. It has produced seven prime ministers so far, and its alumni are widely active in various fields, not only in Japan, but also around the world.

- Education: Waseda University has a total of 13 undergraduate and 21 graduate schools, offering a varied and dynamic curriculum. As an action plan for campus globalization, Waseda University has developed English-based degree programs. Currently, students are able to obtain degrees in English from six undergraduate and 10 graduate programs. The Center for Japanese Language allows students to learn Japanese simultaneously with the affiliated undergraduate and graduate courses. Students are assigned to a Japanese class based on the result of their placement test and personal objectives; the classes range from introductory to advanced levels.

- Admission: Student selection for all English-based degree programs are mainly by documentary screening only. Some schools conduct an interview via videoconference so that applicants do not have to travel to Japan. For the English-based degree programs, enrollment takes place mainly in September.

- Globalization: Waseda University has agreements with universities in more than 70 counties around the world, which makes possible its selection of diversified study abroad programs. These programs extend from six months to a year, and include exchange programs, double degree programs, which allow students to obtain dual degrees from Waseda and a partner



university at the time of graduation, and TSA (Thematic Studies Abroad) programs, which combine content and language courses. The Center for International Education provides full support for students who wish to study overseas, and individual consultation is always available. There are also short exchange programs in the spring and summer, in which students receive intensive language training and experience the local culture.

- Supporting International Students: Waseda has a multitude of services and facilities to help international students spend a fulfilling time during their period of study at the university. The Center for International Education gives advice in such areas as procedures to obtain status of residence and support for study abroad; the International Community Center organizes more than 250 events a year to promote mutual understanding and cultural exchange between Japanese and international students; the Writing

Center offers academic writing instruction for Japanese and English; and the Career Center assists international students in all stages of their search for employment. These are some examples of the variety of support international students receive while studying at Waseda University.

- Scholarships: Approximately 120 kinds of scholarships are available for international students, including those offered by Waseda University, the Japan Student Services Organization, and private foundations. Across the entire university, about 50 percent of the international students who desire funding for their studies receive some kind of scholarship. Some of these are allocated before enrollment in a program, based on such factors as the result of the entrance examination, while others permit students to apply after admittance to their course.

[www.waseda.jp/nyusi/ebro/index.html](http://www.waseda.jp/nyusi/ebro/index.html)

# global 30 universities

## Catalyst for change at Kyushu University

Ever since the Ministry of Education, Culture, Sports, Science and Technology (MEXT) launched the Global 30 Project in 2009, Kyushu University has been strenuously promoting this five-year policy to achieve the goal of enrolling over 300,000 international students at Japanese universities by 2020.

“Entering the final year of the policy, we are reviewing its outcome and finding it definitely meaningful,” said Koichiro Watanabe, a professor in the Department of Earth Resources Engineering and Vice Dean of the Faculty of Engineering. Since the start, he has served as one of the leaders of the Global 30 Project Team at Kyushu University.

According to Watanabe, his school's recruitment activities for international students have progressed steadily through its attendance in events such as the Global 30 Fair. Conducting its screening activities directly in various countries, “we have kept our doors wide open and have tried to provide ample opportunities to as many candidates as possible,” he said.

“Such a stance in turn has allowed us to attract top-notch students from such countries as Indonesia, China, Thailand, Egypt, Vietnam, Malaysia, India, South Korea and so on,” he said.

To date, the Faculty of Engineering has succeeded in recruiting 38 international

students under this project, in addition to another 17 that will start their studies as freshmen from October. “We respect the students’ decision and enthusiasm to study in Japan, and hope they will continue maintaining a good relationship with our country after returning home,” Watanabe said.

In line with such thinking, the Global 30 students’ tuition is set for half of regular students’ tuition, and up to 18 students receive official scholarships of ¥70,000 a month.

“Although the project term will be completed this fiscal year, Kyushu University has decided to continue supporting those coming from abroad by offering a substitute scholarship of ¥60,000 to up to 15 students,” Watanabe said.

Watanabe encourages more young professors to join in the project “because Global 30 provides a worthy learning experience.”

“Those professors also have the advantage of being able to speak English,” he said, “and are in a better position to sympathize with the students for being closer in age. I find such conditions ultimately contributing to propagating and conveying a good image of our university in each foreign country.”

In the future, Watanabe said that his school plans to send more academics overseas “for a longer term, so that they can



Koichiro Watanabe



Miiki Nakao

brush up their English lecturing skills.”

At Kyushu University as a whole, more people are becoming interested and actively committed in Global 30.

“The program has altered the minds of many, including our staff and professors. They now realize that what is written on paper has to be put into action to bring about change,” Watanabe said. “Since our university decided to accept international students, all those involved have come to really care about them.”

As proof, signs on campus are indicated in both Japanese and English “to prevent the international students from getting lost, as was once the case during the examination period,” Watanabe said.

Global 30 is also serving as a catalyst for change among the students.

“Probing ways to promote internationalization, they have come to hold dialogue with other university students,” Watanabe said. “They have compiled their own proposal on internationalization and have submitted it to the school authorities. They have come up with ideas that no professor could have thought of, such as the suggestion to have lunch sessions with the university president to exchange opinions. They are becoming sophisticated and are distinguishing what they can do themselves, what can be done with support, or what they should request the administration to take up.”

Another marked effect of Global 30 brought about by the international students is “the fact that more and more Japanese students are getting stimulated by the activeness and attractive character of such students, and are thus deciding to study abroad for several years,” he said.

Responding to such change, the school has started offering a double degree program that allows the domestic students studying abroad to acquire the academic credentials of both the alma mater as well as the counterpart overseas institution.

**At the Faculty of Agriculture**

Miiki Nakao, a professor in the Department of Bioscience and Biotechnology, Faculty of Agriculture, and Vice Dean of the Faculty of Agriculture, is another prominent figure that has been steadily promoting the Global 30 Project at Kyushu University.

“As the crucial selection standard , we respect the SAT (Scholastic Assessment Test) scores as well as the results of other international aptitude exams, such as the International Baccalaureate and GCE (General Certificate of Education),” he said.

Currently, 17 international students have been accepted through the Global 30 Project and another six will start their studies this autumn. Of note here is that the curriculum offered to those students differs from what is provided to Japanese students.

“One significant difference is that all lectures are conducted in English,” Nakao said. “Another point is that a broad knowledge on agriculture is taught to the Global 30 students so that they can become firsthand generalists when returning to their home countries. In contrast, the knowledge conveyed to Japanese students is more specific, as we want them to eventually become specialists in their own field.”

Nakao is satisfied by the high quality of the Global 30 students and applauds the university's decision to continue assisting the international students financially after the project's completion.

“But I admit the project has room for improvement,” he said. “For one thing, the international students have limited contact opportunities with the local Japanese, they have scarce opportunities in improving their Japanese language ability. Since their Japanese communication skills remain very basic, we are depriving them of their chance to find better employment. We must turn around such a situation so that the international students can improve their Japanese to the level that they can use it in business. We think that is also a necessary step for us to take, so that they can draw a more concrete career path in the future.”

As a solution, Nakao suggests the opening up of the Global 30 curriculum, and accepting Japanese students.

“Such a move would not only contribute to raising the language level of both the international and Japanese students, but also provide numerous learning opportunities to all,” he said.

Reviewing the entire Global 30 Project, Nakao compliments the faculty professors as well as the newly hired foreign instructors for their strenuous efforts to tutor each international student carefully.

“We also are very grateful of our coordinators who have been listening, guiding and providing extra care to the international students. After all, these students are still only 17 or 18 years of age, and need some personal attention at times,” he said. “The coordinators have also functioned well as a cushion between the international students and the professors, in addition to being the caretaker of the Global 30 students.”



**Voices of Global 30 students**

Vu Duong Thuy from Vietnam is currently studying in the Faculty of Agriculture. She originally had no intention to study in Japan, however.

“Even though I was interested in Japanese culture, Japan was not my option when I searched for universities in Asian countries. This was because I had the presumption that the Japanese language fluency was a prerequisite to study there,” she said. “But then a friend of mine found out about the Global 30 Project and told me about it. I sat for the acceptance test, was admitted, and came over.”

Majoring in bioresource and bioenvironment, she has recently expanded her area of interest into ecology and pharmaceuticals.

“They provide ample knowledge, but you have to focus on what you are studying in order to digest it and excel,” she said. “One drawback is that we have less chance to interact with the Japanese students and our Japanese language ability is limited.

“All that being said, I nevertheless find Kyushu University very attractive and the local people friendly and kind. That is why I am recommending this school to my friends and others back home.”

Pratoy Mitra from India was an unhappy undergraduate student before coming over.

“On the one hand, I had to accept the fact that I didn’t have merits to get into the school of my preference in India,” he said. “And it was my longtime quest to study in Japan, which was triggered by the exceptionally high quality of Japanese

brands such as Toyota, Honda and Sony. My parents must have sensed my perplexity, because one day I discovered the information about Global 30 lying on the dinner table as I came home from school. I researched, submitted the necessary papers, sat for the exam, and was admitted to the Faculty of Engineering here at Kyushu University. I was first thinking of majoring in mechanical engineering, then robotics, and now finally in hydrogen energy.

“I am happy because the staff, my friends and especially the professors are all very helpful. The professors are outstanding for making you think, take action and conclude on your own. My parents came over last year and were really satisfied to check out my studying and living environment with their own eyes. My life in Japan has also convinced my younger brother to study here. Though in a different department, he will be joining me on campus from the next school year. Speaking to my peers back home and comparing each other's learning environment, I can confidently say that Kyushu University is one of the best universities in the world. I have been intrigued and now in Japan I ‘want to’ study, whereas in India I ‘had to’ study.”

Stimulated by the Global 30 Project, the further globalization challenge of the over a century old Kyushu University has just begun. To this end, there is no better location than its huge, new campus ground that is nestled among the sweeping green hills of Ito, where exchanges with China and Korea have taken place since the end of the sixth century.



International students Pratoy Mitra (top left) from India and Vu Duong Thuy from Vietnam talk about their academic and social lives at Kyushu University. KYUSHU UNIVERSITY

## For innovators who will take humanity to the next level

Kyushu University, one of the nation’s leading, comprehensive universities situated in Fukuoka, the city known as the gateway to Asia, celebrated in 2011 its first centennial anniversary and has produced numerous outstanding graduates leading the world.

We shall continue to move ahead to be a highly regarded, world-class education and research institution, as well as an incubator for new generations of world leaders to whom we can entrust our future, through our sustained efforts, including a plan to establish further enrichment of degree-granting programs that are taught entirely in English, and the launch of quality-assured joint programs in collaboration with world-class universities.

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[http://www.kyushu-u.ac.jp/english/admission/oct\\_undergraduate.php](http://www.kyushu-u.ac.jp/english/admission/oct_undergraduate.php)

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<http://www.isc.kyushu-u.ac.jp/g30/>

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	Interdisciplinary Graduate School of Engineering Sciences
	Graduate School of Bioresource and Bioenvironmental Sciences
	Graduate School of Integrated Frontier Sciences

# global 30 universities

## Measures for Osaka University to promote internationalization

In 2009, the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) launched the Project for Establishing Core Universities for Internationalization, known as Global 30, to increase the international competitiveness of Japanese universities in the context of high levels of global student mobility. Global 30 is part of the ministry's plan to increase the number of international students in Japan to 300,000 by the year 2020.

Osaka University, which is recognized as one of the leading research universities in Japan, was selected by MEXT as one of the 13 core universities to implement Global 30. Since then, Osaka University has been promoting internationalization more actively by establishing degree programs taught in English, preparing supportive environments for international researchers and students, and conducting activities with other Japanese universities through certain networks.

In addition to these actions, Osaka University has set a goal of becoming a world-leading university in both learning and education in the 21st century, and even into the 22nd century. In May 2012, a basic policy of education and research was prescribed called the Osaka University Academic Initiatives for 2012-2015 under the motto "To be a University that Shines Forth even into the 22nd Century." Eight principles were established in order to coalesce the wisdom of all members of Osaka University. Various activities within the eight principles including the key element, Global 30, help to enhance its internationalization strategy.

At the university, degree programs taught in English are available at both the undergraduate and graduate levels. Together with the existing four programs taught in English at the graduate level, two new undergraduate and graduate degree programs have been established to increase the number of international students (1,455 students in academic year 2009) to 3,000 by 2020, the target year for Global 30.

The two new programs at the undergraduate level are the Chemistry-Biology Combined Major Program (CBCMP) and the Human Sciences All-English Undergraduate Degree Program. CBCMP is known for being one of the first undergraduate programs established among the Global 30 selected universities. It was started in October 2010 with the objective to train individuals capable of performing successfully at the international



level in the integrated field of chemistry and biology. Therefore, CBCMP offers a curriculum that imparts fundamental specialist knowledge required in the fields of chemistry and biology while developing the ability to stand on the front line of interdisciplinary research and development.

"I can learn cutting-edge research of various fields from the first year by attending experiments or lectures at research laboratories in the School of Science, School of Engineering and School of Engineering Science," one Japanese undergraduate student said.

The program's Honors Seminars are popular not only with students in CBCMP, but also with other Osaka University students. Nobel Prize winners and other world-renowned figures are invited to give lectures on specialized topics and their backgrounds.

The Human Sciences All-English Undergraduate Degree Program started in October 2011 with the objective to train individuals capable of making contributions in the dramatically changing world and contemporary society. To this end, this program offers a curriculum that imparts wide-ranging knowledge in the various sciences concerned with humanity and society, and nurtures highly-educated individuals with practical problem-solving skills. The curriculum is designed to follow the recommended curriculum of higher education institutes in the U.K.

This program offers two integrated majors: Global Citizenship and Contemporary Japan. The Global Citizenship major provides the knowledge, skills and mindsets for critical engagement

and reflection on global issues. Students in the Contemporary Japan major will study Japan through the lens of human sciences.

A special feature of these two undergraduate degree programs is the intensive and interactive learning environment. By offering many small classes, students are able to get individual attention and guidance.

"Classes are small, so close relationships with teachers can be established, and I'm able to deepen my knowledge through discussion," a Japanese undergraduate student said.

The International College was established in August 2010 to support the creation and operation of undergraduate degree programs. Its management framework includes the appointment of the trustee responsible for education as the director, and the two directors of the undergraduate degree programs and one full-time faculty member as deputy directors. Thus, the International College offers active support from an educational perspective, including to applicants for admission and admissions interviews, as well as everyday support to students enrolled in undergraduate degree programs.

To ensure the quality of education, Osaka University has appointed specific academic staff for Global 30. During the recruiting process, high priority was placed on individuals with educational research experience in an international environment. Faculty members are from 12 countries, including Australia, Indonesia and other countries in Asia and Europe.

Improvements in the educational skills of academic staff are implemented through faculty development seminars and meetings to remain competitive with overseas universities. The Teaching Quality Handbook was created for faculty development and other such purposes.

As for the graduate level, two new science programs started in October 2010.

The Special Integrated Science Course (SISC) was developed with the aim of training creative and independent researchers who have the capability to work in a broad range of fields and can work in new interdisciplinary ones. SISC offers a full range of lecture courses from high-level basic teaching to cutting-edge topics, and students of biology, macromolecular science and chemistry can take classes that cross the boundaries of their disciplines.

The International Physics Course (IPC) aims to cultivate open-minded researchers and company employees with a wide range



**Clockwise from left: Campus view from the main gate; small classes contribute to active discussions; Workshop with Companies Recruiting International Students event.** OSAKA UNIVERSITY

of knowledge who will proactively engage in international research and rise to the challenge of new subjects for research. As a result, this course offers a curriculum composed of lecture-style learning and research activities. An original course known as IPC Minimum has been prepared for the first year of the master's program. This course consists of eight physics subjects using the world's most influential textbooks and students are able to acquire a high level of basic knowledge before embarking on research.

At present, 114 students from 21 countries and regions, including students from international schools in Japan, are studying in Global 30 degree programs.

"My Global 30 program is very multicultural with students from all over the world, such as the U.K., Korea, Sweden and the U.S. There are so many cultures in one class," an international undergraduate student said. "I think one of the good points of attending this program is that we can really get to know each other well, not just through cultural stereotypes."

These degree programs offered by Global 30 do not require Japanese language skills since English is the only official language of communication for the programs and administrative processes are also handled in English. However, Osaka University does offer Japanese language programs for non-Japanese students at a wide range of levels. This helps students to widen their opportunities after graduation such as working for domestic companies.

To offer assistance to international students, as well as scholars, Osaka University established the Support Office in 2007 and its function was expanded in October 2009 after Osaka University was selected as one of the core universities of Global 30.

International students are able to receive comprehensive assistance before and after their arrival in Japan such as help with visa procedures, searching for accommodations and other necessary post-arrival procedures. As one graduate student said, "The university offers generous support to students allowing me to concentrate on my studies without worrying about other matters."

Osaka University also offers opportunities for regular Japanese students to be immersed in a global environment and 15



subjects of Global 30 program are now open to those students. In the 2013 academic year, six subjects are being offered to students at other universities in Osaka with the aim of extending the positive effects of internationalization. Classes are, of course, only conducted in English, and it is spoken at natural speed enhancing the students' proficiency in English and ability to adjust to a new culture while obtaining an international mindset.

Proactive network-based activities are unique measures taken by Osaka University. The Osaka-Kobe University Network for Internationalization was formed to promote cooperative relationships in internationalization among Osaka University, Kobe University, Kansai University and Kwansei Gakuin University. The Working-level Meeting for Osaka-Kobe University Network has been set up to promote action by the network and deepen cooperation among the four universities. To date, among the events organized and held are joint education fairs (Thailand, Vietnam), a workshop for faculty and staff, the Student Global Competence Workshop, Staff Development Conference and Korea-Japan Student Workshop. To publicize the outcome of initiatives of the network and announce its motivation toward internationalization to the public, the network will hold a symposium in November 2013 at Congrès Convention Center, Knowledge Capital, in Grand Front Osaka.

The Global 30 Project Kansai Region Network was established in 2011 with the core universities located in the Kansai region. Members include Kyoto University, Doshisha University, Ritsumeikan University and Osaka University.

In partnership with industry, the Global

Human Resources Utilization Study Group has been launched by the Kansai Economic Federation in collaboration with staff at Osaka University and other leading universities in the Kansai region, governmental organizations and other related companies who are members of the study group.

The Workshop with Companies Recruiting International Students was held by Osaka University in February 2013. A representative from Kansai Productivity Center delivered a speech on the type of personnel Japanese companies need. Following self-introductions by five companies, round-table discussions with industry professionals and international students took place. It was an excellent opportunity for students to talk directly with businesspeople and find out the most up-to-date information regarding the workplace in Japan.


Aside from the Global 30 activities, Osaka University offers short-term, non-degree programs in research activities in the laboratory, liberal arts and Japanese language and culture. Through these various programs, Osaka University will accept more international students and promote active interaction between international and Japanese students in order to achieve campuses with a rich diversity of people from all over the world.

Osaka University can trace its roots to Tekijuku, a private place of learning founded by Ogata Koan. 2013 is a special year for the university as it is the 175th anniversary of Tekijuku's foundation. Under the philosophy that "universities are the center of scholarship and education," Osaka University, with the full support of all faculty and staff, will provide further scholarship and training that enables "one to perceive the true essence of things."




**Measuring the pH of chemicals.** COURTESY OF OSAKA UNIVERSITY

# Tekijuku



1838



OGATA Koan

*"Become a person who sees beneath the surface and flies high in the world."*

*The founding of Tekijuku and what would eventually become Osaka University*

OGATA Koan, a competent scholar of Western medicine, established a private school and clinic called Tekijuku in Osaka in 1838. Much of the original school building still remains in Kita-hama, Chuo-ku, Osaka. For the next 25 years, Tekijuku was a center for vaccination research, cholera treatment, and the education of nearly 1,000 students. Tekijuku's spirit of "For people, for society, for the nation, and for benevolence" was passed on to Osaka Temporary Hospital begun by Ogata Koan's second son Koreyoshi and the Dutch doctor Anthonius Franciscus Bauduin in 1869. Later this spirit infused the founding of Osaka Medical School and Osaka Prefecture Medical College. In this way, Osaka University continues to carry on the legacy of OGATA Koan.

*into the 22<sup>nd</sup> century*

Japan



**3 campuses**

Suita



Toyonaka



Minoh



**11 schools**

School of Letters / School of Human Sciences / School of Foreign Studies  
School of Law / School of Economics / School of Science / Faculty of Medicine  
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School of Engineering / School of Engineering Science

and 16 graduate schools  
29 centers and institutes  
4 libraries  
2 university hospitals



**OSAKA UNIVERSITY**

[www.osaka-u.ac.jp](http://www.osaka-u.ac.jp)

Osaka University, 1-1 Yamadaoka, Suita, Osaka 565-0871 Japan

# A pioneer in English-only courses keeps innovating

Sophia University, known as a pioneer in international education and diversity in its student body and professors, is one of the 13 universities in Japan selected by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for its Global 30 Project.

The aim of the Global 30 Project is to promote the globalization of universities in Japan to nurture internationally-minded youths and achieve the government's goal of enrolling 300,000 foreign students in Japanese universities by 2020. In line with the Global 30 Project, Sophia plans to increase its number of international students to 2,600 by 2020.

In a move to promote internationalization, Sophia University began offering English-only courses in its science and technology majors last fall.

Sophia's Faculty of Science and Technology (FST) has bachelor's programs in green science and green engineering, both of which are taught in English. The FST will also have master's and doctoral programs in English starting this September.

"We have wanted to make our science and technology faculty strong enough to compete with universities outside Japan," said Takashi Hayashita, dean of the FST. "There has been strong demand for English-only courses in science and technology from overseas universities as

well as from businesses in Japan."

Sophia, based in Chiyoda Ward, Tokyo, has exchange programs with many partner universities around the world, and the English course in science and technology has broadened options for students of the partner universities, Hayashita said.

Also, the new English FST courses have given more options to international school students in Japan and Japanese high school students with international backgrounds, who are the typical demographic for students of the Faculty of Liberal Arts (FLA), Sophia's English-only program with a 64-year history.

### Advantage in job hunting

Yutaro Shirasaka, 19, who went to an international school in Japan, is one of the very first students of the new English FST course.

"I have been interested in science since I was small and I wanted to study science in English," Shirasaka said. "I am interested in green science, which will probably be an important subject in the world, especially after the quake in March 2011."

Mathew Lindley, 32, an American, is Shirasaka's classmate. He came to Japan as an assistant language teacher after graduating from a U.S. university as a Japanese studies major. He then worked at the international exchange division of a university in Japan.

"I want to be a science professor in the future," he said. "My life is in Japan, so I only wanted to go to a Japanese university."

Hayashita looks at the merits of mixing Shirasaka and Lindley with other Japanese science and technology students learning in Japanese.

Interactions between Japanese and international students, which had not happened with science and technology students until last fall, will stimulate Japanese students to learn English and familiarize themselves in an international environment, he said.

"English is a must for science and technology students. They don't need to speak like native speakers, but they must be able to express their opinions clearly," Hayashita said. "That's why interaction with English-speaking science students is very helpful."

Hayashita also said there is strong need from companies in Japan for bilingual students who are science and technology majors. Thus, "English course students have bright futures for their career," he said.



Michio Hayashi

Sophia's science and engineering majors have higher communication skills than other universities' because they can communicate in English and they are surrounded by students in the liberal arts, humanities and other majors on the same Yotsuya campus in Tokyo, Hayashita said.

The English course in bachelor's, master's and doctorate's programs in the FST will have a very diverse student body in the next school year starting September. The students will come from many countries, including Japan, the U.S., Poland, Korea, Indonesia, Oman, Thailand, Brazil and India.

The FST is hiring professors for the English course who can speak English and Japanese because they are expected to deal with both English- and Japanese-course students, Hayashita said.

### Faculty of Liberal Arts

While the FST has just begun its English course, the FLA has been offering English-only courses since 1949, as Sophia answered the needs of U.S. soldiers' families who wanted to send their children to an American-style university in Japan.

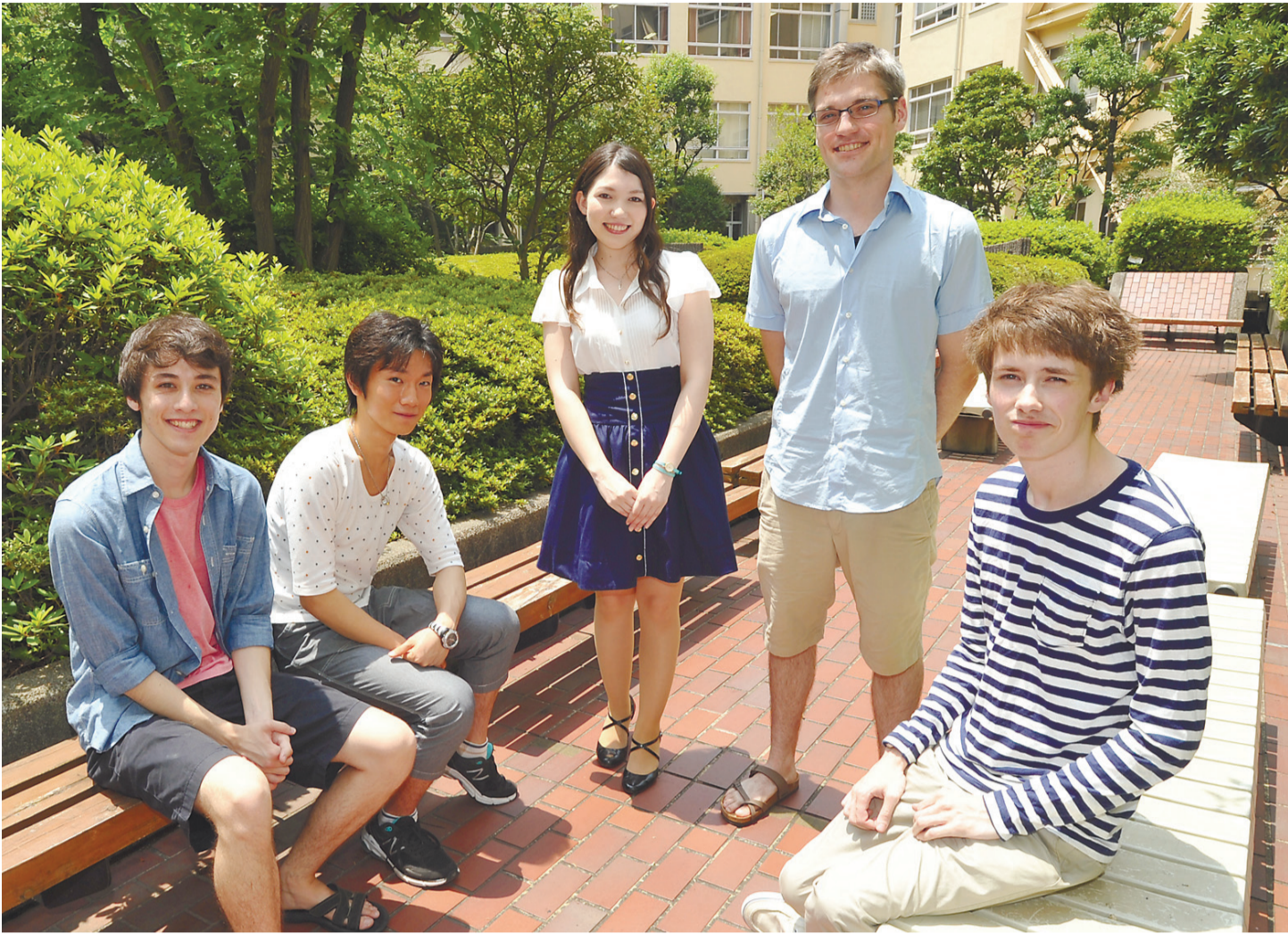
The FLA currently has three major courses: Comparative Culture, International Business and Economics, and Social Studies.

"First, we have the oldest university program taught entirely in English in Japan," said Michio Hayashi, dean of the FLA, in explaining what makes a difference between Sophia and other universities offering English-only courses.

Having a long history gives the FLA various advantages. One of them is a strong reputation among international corporations. In 2012, FLA graduates landed jobs in various major companies, such as Fuji Xerox, Bridgestone, Rakuten, Bloomberg, NHK, Goldman Sachs and Hakuho.

The FLA also enjoys a consistently high reputation from universities and their graduate programs overseas. Scholars outside Japan often recommend students who want to conduct research about Japanese culture and society to go to Sophia because the university is internationally well-known for its research on Japan in a wide range of fields — literature, politics, business, culture — Hayashi said.

FLA professors are more active in publishing in English than in Japanese.



At the center of Tokyo, Sophia students from all over the world are immersed in an international academic environment with up-to-date learning and research facilities. YOSHIKI MIURA

Moreover, *Monumenta Nipponica*, an internationally recognized academic journal on Japanese studies, is traditionally edited by FLA scholars.

Oscar Rudenstam, 20, from Sweden, chose Sophia's FLA for "high-quality education" stemming from its "old history." He said, "The FLA has an international tradition. Other schools in Japan just recently started international programs."

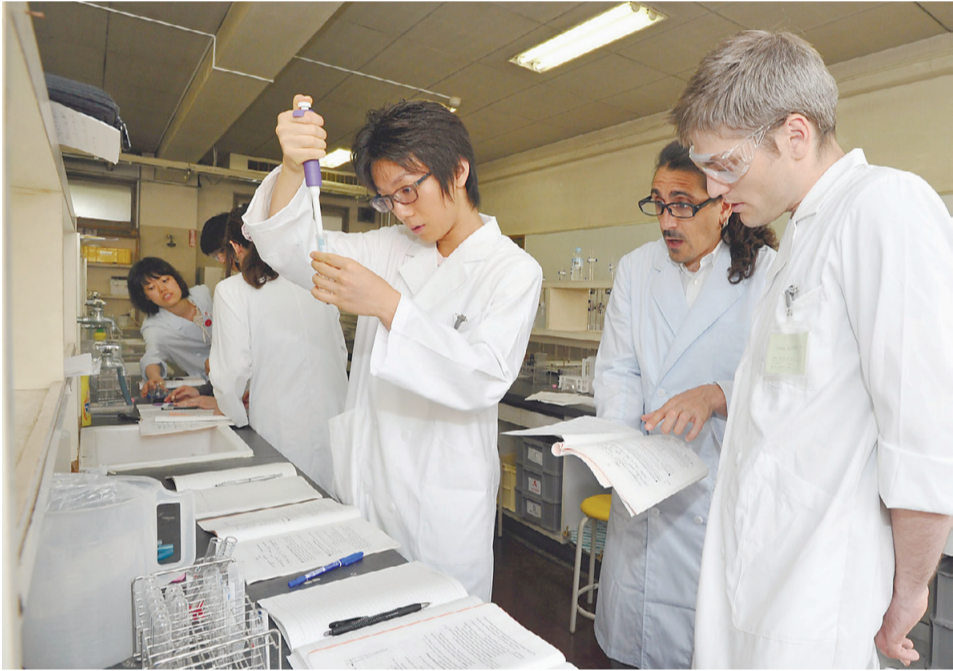
Rudenstam added he also likes that the Yotsuya area, where Sophia is located, is in central Tokyo, which also adds to the international focus because Tokyo is an international city.

### Teacher-student demographics

The FLA also has professors from around the world. About half of the FLA's professors are non-Japanese, from the U.S., Europe and other areas of Asia. In addition, most of the Japanese professors in the FLA have received doctorate's degrees from top graduate programs outside Japan, Hayashi said.

"English is the only common language among the teachers, so, not only the classes but also all the meetings within FLA are conducted in English," he said.

It is hard to tell the exact number of the FLA student body, which consists of about 800 regular students and 200 exchange students from all over the world on average. Although 70 to 80 percent of regular



students are either Japanese or children of Japanese-foreign couples, their cultural identity or background varies tremendously, Hayashi said.

Yui Nikaido, 23, who has Japanese and American parents, had a somewhat similar feeling to Hayashi's when she decided to transfer to Sophia from a university in New York.

Upon graduating from an international school in Yokohama, she went to a university in a remote area of New York State, but the university lacked an international environment, she said, explaining why she decided to transfer. Nikaido graduated from the FLA as an art history and religion major this spring.

Hayashi said that the FLA will keep its enrollment of regular students unchanged, but will gradually increase the number of exchange and non-degree students.

Last year, Sophia had 276 exchange students, of whom 204 entered the FLA.

Students who want to brush up their Japanese skills can take Japanese classes as well. Rudenstam, who has lived in Japan for about a year, is currently enrolled in one.

"The FLA welcomes those who cannot speak Japanese and those who are not necessarily native English speakers," Nikaido said. "By the time they graduate, all of them can speak both. Some students even master a third language."



Takashi Hayashita



Sophia University, founded by three Jesuits in 1913, celebrates its 100th anniversary this year. SOPHIA UNIVERSITY

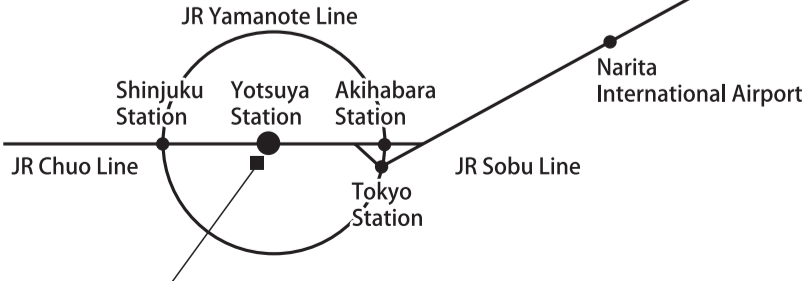


## SOPHIA UNIVERSITY

ADMISSIONS INFORMATION FOR UNDERGRADUATE PROGRAMS IN ENGLISH 2014



### ACCESS



### SOPHIA UNIVERSITY

2-min. walk from Yotsuya Station, JR / Tokyo Metro.

### Housing and Living

#### Dormitories

Sophia has several off-campus dormitories and affiliated dormitories for students in and around the Tokyo area. Though public transportation systems are well-developed, students should expect a 20 to 50 minute commuting time to the Sophia campus.

- ◆Sophia Soshigaya International House (Setagaya-ku)
  - ◆Sophia Kasai Int'l House Women's Dormitory (Edogawa-ku)
  - ◆Sophia Edagawa Men's Dormitory (Koto-ku)
- Monthly rent: ¥40,000 - ¥70,000

### Japan Education Fairs

Sophia will attend Japan Education Fairs in Busan, Seoul, San Francisco, Berkeley, Surabaya, Jakarta, Shanghai, London, Paris and Kuala Lumpur in 2013. Please check the information at: [http://www.sophia.ac.jp/eng/admissions/info\\_forIS/Japanfairs](http://www.sophia.ac.jp/eng/admissions/info_forIS/Japanfairs)

#### Contacts

**Sophia University**  
7-1 Ki-oi-cho, Chiyoda-ku, Tokyo 102-8554, Japan  
[http://www.sophia.ac.jp/eng/e\\_top](http://www.sophia.ac.jp/eng/e_top)

Admissions Office for English Programs  
Email: [admission-u@cl.sophia.ac.jp](mailto:admission-u@cl.sophia.ac.jp)  
Tel: +81-3-3238-4018

### Faculty of Liberal Arts

Faculty of Liberal Arts is widely known for its all-English program, which is the oldest (established in 1949) and one of the most distinguished of its kind in Japan.

The courses are structured according to the three interdisciplinary majors of Comparative Culture, International Business and Economics, and Social Studies, which offer rigorous and sophisticated training for professional careers in various fields including international organizations, multinational corporations, and academic institutions. Through the program, students acquire professional expertise in a chosen major, strong analytical and social skills, and cross-cultural knowledge and sensitivity to become active members of the globalized world. Because of their language skills, solid academic training, and international experience, graduates of FLA are in great demand both within the Japanese and international job markets.

### Faculty of Liberal Arts

#### Application information

**Areas of Study:** Comparative Culture, Social Studies, International Business and Economics

**Entry Dates:** April and September

**Method of Admissions:** Document screening only

**Application Materials:** Transcripts, SAT/ACT scores or IB Diploma, TOEFL or IELTS score, Recommendation letters, Essay in 500 words

#### Application Period:

April 2014 entry: 1st application: Sep. 1 - Oct. 1, 2013 (Freshman only)  
2nd application: Nov. 20 - Dec. 20, 2013 (Freshman and Transfer)

September 2014 entry: 1st application: Nov. 20 - Dec. 20, 2013 (Freshman only)  
2nd application: April 21 - May 21, 2014 (Freshman and Transfer)

**Tuition(approx.):** ¥1,490,000 (for the first year)  
¥1,210,000 (from the second year on)

### Faculty of Science and Technology

Faculty of Science and Technology was established in 1962 and launched two new English-taught programs in September 2012.

Green Science program, offered by the Department of Materials and Life Sciences, is designed to acquire fundamental knowledge of substances, and to overcome environmental issues at the atomic and molecular levels based on green material sciences. Green Engineering program, offered by the Department of Engineering and Applied Sciences, is designed to learn electrical and mechanical engineering skills to help develop energy conservation technology, efficient power generation and distribution and power transmission. The graduates are expected to work for international institutions or companies as scientists and engineers, or to attend M.S. and Ph.D programs to become specialists to contribute to worldwide environmental research and business.

### Faculty of Science and Technology

#### Application information

**Areas of Study:** Green Science  
Green Engineering

**Entry Date:** September (September entry only)

**Method of Admissions:** Document screening only

**Application Materials:** Transcripts, SAT/ACT/EJU scores or IB Diploma, TOEFL or IELTS score, Recommendation letters, Essay in 500 words

#### Application Period:

September 2014 entry: 1st application: Nov. 20 - Dec. 20, 2013  
2nd application: April 21 - May 21, 2014

**Tuition(approx.):** ¥1,730,000 (for the first year)  
¥1,460,000 (from the second year on)