

Internationalization of Japanese Universities

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Japanese universities are increasing the number of English-only degree programs in order to attract foreign students. The Japanese government has set the goal of achieving 300,000 foreign students by 2020. GETTY IMAGES

Government aims for 300,000 international students

MINORU MATSUTANI
STAFF WRITER

Japanese universities are racing to attract international students to raise competitiveness among their ranks, as well as their global counterparts. The government is also taking steps to help them.

Young international talent tends to shun Japan — due to the language barrier — in favor of top universities in the U.S. and Europe where English is typically the language of instruction. As a result, Japanese universities generally place lower in global university rankings.

The government wants to change this situation, adopting a goal of increasing the number of foreign students in Japan to 300,000 by 2020 and having 10 Japanese universities rank among the top 100 universities in the world by 2023.

So far, things are on track. In the 2019 QS World University Rankings, five Japanese universities made the top 100, while two placed in the top 100 of the Times Higher Education World University Rankings 2019.

According to the Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan also had roughly 267,042 international students attending universities, vocational schools and Japanese language schools as of May 1, 2017, up from around 239,287 in 2016.

“Education is very important in heightening global competitiveness. Japan should create universities that are attractive to students in other countries,” said Kazumi Shindo, MEXT’s director of the Office for International Planning in the Higher Education Bureau.

“The increase in the number of foreign students is necessary because that will give universities an international atmosphere and create international exchanges on campus that, as a result, will improve Japanese education and ability to research in Japanese universities,” Shindo said.

To achieve these goals, Japanese universities are tasked with making themselves more internationally appealing. For example, setting up degree programs taught

in English, allowing students to enroll in autumn, as well as spring, helping students navigate Japan and its culture and establishing joint degree programs are among the possible steps. Joint degree programs would also allow students to earn course credits from more than one university — typically in different countries — eliminating reservations some may have about studying abroad.

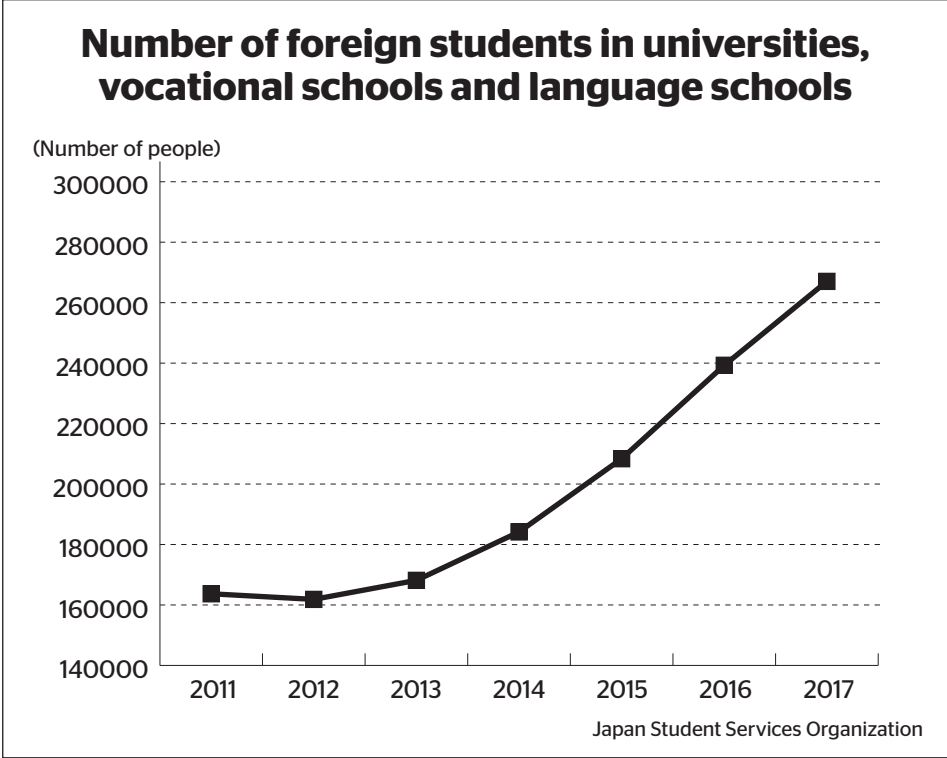
To make these steps a reality, government subsidies play a significant role.

As of May 1, 2016, there were 780 universities in Japan according to the education ministry. The government began the Top Global University Project in 2014, selecting 37 Japanese universities to subsidize for 10 years.

This project selects Japanese institutions that are driving internationalization in education and offers prioritized support for university reforms. These schools are leading the push for globalization through launching new programs to encourage and deepen interactions and partnerships with the world’s top universities, reforming personnel and educational systems, enhancing educational systems to help students develop the ability to act globally and accelerating other globalization initiatives.

The Top Global Universities are categorized into Type A (Top Type) schools that boast world-leading education and research, and Type B (Global Traction Type) schools that are leaders in globalizing Japanese society overall. The government considers Type A universities to have the potential to be ranked among the top 100 universities in the world.

Basic requirements for Top Global Universities include increasing the ratio of international students and faculty, having Japanese faculty who received their degrees from universities abroad, as well as a certain number of subjects taught in English and a number of Japanese students living in international dormitories. Other requirements involve adopting a flexible academic calendar, encouraging the introduction of an annual salary system, increasing the number of courses subject to evaluation by



students and fully disclosing information.

Apart from the Top Global Universities Project, the government also launched in 2011 the Inter-University Exchange Project in pursuit of furthering internationalism at Japanese universities.

The difference between the two projects is that the purpose of the Inter-University Exchange Project is to promote academic exchanges with countries and regions significant to Japan, while the purpose of the Top Global Universities Project is to enhance global competitiveness of Japanese universities overall.

To elaborate, the Inter-University Exchange Project subsidizes Japanese universities for their efforts to strengthen exchanges with their counterparts in particular countries and regions. For example, over a five-year period that began in 2015, the education ministry has been and will be subsidizing 11 universities in exchanges with Turkey and Central and South America. Similarly, the ministry is subsidizing

academic exchanges with countries in Asia and the European Union, as well as Russia, India and the U.S.

The ministry also provides international students with scholarships and financial support for their living expenses in Japan.

These ministry efforts are undoubtedly assets in the quest to boost rankings, but some — Shindo being among them — believe Japan shouldn’t view rankings as an absolute benchmark.

“As Tasuku Honjo of Kyoto University has earned a Nobel Prize in Physiology or Medicine, you can see Japanese universities have very competitive research capabilities. University rankings take into account the ratio of foreign students and professors, but Japan is at a disadvantage because of the language barrier and it being an island country,” he said. “We will, of course, try to increase (the number of) foreign students and professors, but I would like to stress the fact that Japanese universities’ research capabilities are com-

parable to top global universities.”

To further strengthen these capabilities, it is essential to assemble talent pursuing master’s and doctoral degrees from all over the world. If individuals seek Japan’s rich research experiences and resources, but are reluctant to study abroad because of the language barrier, English-only degree programs are necessary.

As Japan welcomes highly skilled international students, it must also provide them with legitimate employment opportunities after they finish their studies. Shindo shared that the education ministry subsidizes Japanese universities to help their international students land jobs.

“The job hunting process is hard for foreign students to understand — the timing of starting job hunting, internships and how to fill in job applications,” he said, adding that Japanese universities should help foreign students with those and the government encourage them to.

Shindo also said that the government aims to increase the ratio of foreign students landing jobs in Japan to 50 percent from the current 30 percent.

Increasing the employment rate may be one challenge, but the biggest challenge comes before students actually finish their studies.

According to Shindo, lack of resources is the biggest hurdle Japanese universities face in their attempts to go global. He believes that to increase the number of classes available in English, there needs to be more professors and lecturers able to do so — the issue is attracting them.

He also said graduate schools tend to have more English-only programs than undergraduate schools because the general belief that basic knowledge should be taught in a student’s native language. Due to this, bachelor’s programs with English-only classes are generally limited to majors such as international relations, as opposed to scientific majors such as medicine and engineering.

While the education ministry helps Japanese universities enroll international students and hire foreign professors and

lecturers, satellite campuses of foreign universities located in Japan are already doing these things.

“They are bringing their educational style to Japan and helping Japanese become international. I expect them to interact more with their Japanese counterparts to enable international exchanges in Japan,” he said.

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Internationalization of Japanese Universities

Diverse workforce ‘key for survival’ in evolving industry

MIYA TANAKA
STAFF WRITER

For Money Forward Inc., one of Japan's top financial technology pioneers, a diverse workforce is key for survival in the rapidly evolving industry and international students are most welcome to become part of it, the company's recruitment officer Arina Doe said.

As the operator of its namesake budget-managing app, Money Forward has continued to grow after starting with just six members in a one-room apartment in Tokyo in May 2012. It went public on the Tokyo Stock Exchange's Mothers market for startups in September last year and is also looking for business opportunities beyond Japan.

Upholding an ambitious vision to become the financial platform for all through its user-friendly services, the venture firm led by CEO and founder Yosuke Tsuji is hungry for talented engineers and other workers.

"There are dozens of things Tsuji wants to do and we are aware that it is largely up to human resources to achieve them," said Doe, 28, who herself joined Money Forward about two years ago to take charge of the recruitment process for new university graduates.

The company expanded to hire around 290 regular employees as of June through its year-round recruitment. The number of total workers, including part-timers, has been increasing at a pace of 100 to 150 annually over the past year or so, according to the company.

In April, 20 newly minted graduates joined Money Forward, including a Chinese graduate who earned a master's degree at a private university in Japan. While about five mid-career foreigners have been working in the company, the Chinese hire was the first foreign-raised graduate of a Japanese university to enter the company, Doe said.



Arina Doe, recruitment officer of Money Forward Inc. YOSHIKI MIURA

Money Forward has encouraged applications from all qualified individuals regardless of nationality, yet it seems to have been more by chance that the company received an application from the graduate hailing from Sichuan, China.

"Our recruitment campaign has not specifically targeted foreigners, but we have kept the door open to anyone," Doe said, recalling the hiring process in a recent interview with The Japan Times at the company's head office in Tokyo's Minato Ward.

The graduate, Mao Ruoyu, 25, has been

hired as an engineer with the company, with hopes that he may help add diversity to the workforce, among other expectations, according to Doe.

"This may be my personal view, but I think the reason we should seek diversity is not necessarily because we are a venture company. Diversity is probably essential for any company to survive various changes in the society. Otherwise, it may fail to navigate when there is a sudden change in direction," she said.

As in the case of Money Forward, Japanese companies may be seeing increasing

chances to hire foreigners who have studied in the country.

According to a survey by the Japan Student Services Organization, the number of foreign students attending Japanese educational institutions has been on the rise in recent years and hit a record high 267,042 as of May 1, 2017. Of the total, the number of international students attending universities grew 7.4 percent, while graduate schools grew 6.7 percent from a year before.

Doe feels that such international students can be rated positively by recruitment officers as they are already proving themselves to have the ability to "make decisions at a young age about how they want to live their lives."

"We can assume they have a strong will, as well as a sense of purpose, while being able to take actions to make things happen," she said.

The experience of having lived in Japan and getting acquainted with the culture is also an advantage.

"One of our major services is to resolve the money-related concerns of the Japanese people, so it would be easier for foreigners who have lived in Japan to better understand the needs," Doe said.

Mao, speaking in fluent Japanese in a separate interview, said he would have returned to China after graduation had he not been able to enter Money Forward.

In his second year of graduate school, Mao went to the United States to study trade. He did not have time to engage in job hunting activities for major enterprises as Japanese students normally do, as his return to Japan coincided with his graduation in September 2017.

Mao had been attracted to venture companies, but did not have much knowledge about startups in Japan. He applied to one of the few such companies he knew — Money Forward, which he came across when searching the internet to prepare for a Japanese language class

he was taking in the United States.

Joining well-established companies may be a popular option for international students, but Mao said he hopes more information will also be provided on Japanese venture companies in case they are interested in them.

"I haven't seen many ads for Japanese venture companies; I think they need to increase their name recognition, such as by sending out more information in English and utilizing social media," he said.

Mao has no problems conducting daily conversation in Japanese, but he said he was worried before he started working about whether his language ability would be good enough not only for school, but also at his workplace where his peers are mostly Japanese.

"Sometimes, it has been difficult to fully catch conversations. Still, it can be taken as a chance to improve my language ability quickly," he said.

While foreigners may have a relatively negative image of Japanese companies as stuffy and seniority-based, Mao said he is enjoying Money Forward's relaxed atmosphere and the way employees are treated equally regardless of their positions.

But, support in various fields — from language and housing to visa issues — may be necessary, especially for foreign workers who cannot speak Japanese as fluently as Mao. Providing such assistance may encourage foreign engineers and other workers to stay longer in Japanese companies in general, he said.

As more engineers are in demand in the information technology industry, competition for hiring talented workers is intensifying and Japanese companies are turning to foreign workers amid a declining population and aging society.

Money Forward also expects foreign employees in the company to increase in accordance with the expansion of its business. In August, the company established its first overseas subsidiary in Vietnam as



Mao Ruoyu, an engineer at Money Forward Inc. from Sichuan, China. MIYA TANAKA

a software and service development base.

Japanese startups may not be attractive in terms of pay compared to foreign capital-backed companies, but Doe said young people may still find companies like Money Forward interesting places to work.

"I think nowadays more students think from the perspective of what they want to achieve in their lives, not just the pay. So, what matters to them is how the company is trying to tackle social issues or whether the company is trying to create a kind of world they hope it would be," she said.

"We are very open to hiring international students who are interested in offering solutions to problems in society and share our company's mission of helping moving 'your life forward.' We will also strive to offer chances for each employee to shine," Doe said.

Waseda's focus on diversity nurtures compassion, mutual respect

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Japan often calls itself a *shimaguni*, or an island country. This is not only due to its physical landscape but it also incorporates the notion of the nation being culturally and ethnically homogeneous. Moreover, Japanese-ness, including the ability to read between the lines, is an attribute innate to Japanese people. These may be some of the reasons why Japan has developed in such a unique way over the years.

Yet, in the ever-intertwining world we live in, Japanese higher education institutions may need to reconsider changing some of their ways, such as their requirement of having a certain level of Japanese language proficiency and rigid admissions process, in order to become more welcoming of international students and globally competitive. To further enhance our attractiveness on the world stage, Waseda University has been implementing bold reforms for internationalization.

The School of International Liberal Studies became the first at Waseda University to offer

an undergraduate program to be completed entirely in English in 2004. Such English-based degree programs have now expanded to seven undergraduate and 14 graduate schools, including the Global Studies in Japanese Cultures Program (JCulP) at the School of Culture, Media, and Society and the Transnational and Interdisciplinary Studies in Social Innovation Program (TAISI Program) at the School of Social Sciences. Aligning with overseas higher education institutions, the September admissions of these programs have allowed the university to open its doors to exceptional and highly motivated students from all corners of the world. As a result, the number of international students, who come from 120 countries and regions, has exceeded a total of 7,000 in the 2017 academic year.

"Waseda University is as diverse as a Japanese university can get," said Francis Therese Calalang, a fourth-year student who is majoring in economics and is enrolled in the English-based degree program at the School of Political Science and Economics (EDESSA

Program). Courses in the EDESSA Program are taught by faculty who hold Ph.D.s from prestigious universities such as Stanford, and the program aims to produce graduates taking on leadership roles in international society.

"I am originally from the Philippines, but having lived in multiple Asian cities, it was very important for me to be in an international environment," she explained. "Also, the people you are surrounded by during your university days play a part in shaping who you become so it's also good to be with a variety of people."

In her case, Calalang has also taken advantage of Waseda's convenient location in Tokyo, a metropolis abundant in opportunities. She felt that being here would allow her to network, both socially and for career purposes. To highlight her experience, she was a part of TEDxWasedaU, first as a student speaker for their 2016 event, then later a team member.

In terms of internships, Calalang first started at a virtual reality startup, and then joined IBM Japan as a marketing and communications and human resources intern. This summer, she joined a team of Switzerland-based financial technology startups as a graphic design and marketing intern to complement her previous experiences and build upon them.

As a matter of fact, Calalang landed her current internship because of the skills she gained in a part-time job, which was introduced to her by networking with a designer at an advertising agency whom she met through a friend of hers at Waseda. Being one of the oldest and largest universities in Japan, Waseda's extensive network of 630,000 alumni working in various fields and positions is a powerful one.

As she looks into a career in marketing, graphic design or a combination of both, Calalang intends to work in Japan for a few years before hopefully branching out to

Southeast Asia or Europe. "It depends on where the wind takes me, but 10 years down the road, I would like to work toward the leadership track and develop talent through mentorship."

Waseda takes great pride in the culturally dynamic and intellectually stimulating community that is being created. We put energy into helping international students make Waseda their home away from home through efforts such as holding cultural exchange events at the Intercultural Communication Center (ICC), offering one-on-one career counseling at the Career Center, and accommodating students at the Waseda International Student House (WISH). With the inauguration of the 17th university President Aiji Tanaka this coming November, more innovative reforms for internationalization can be expected to come.

Internationalization, however, is actually not a new concept at Waseda, for we have always been dedicated to diversity. The university accepted its first international students in 1884, just two years after it was established. Waseda's founder, Shigenobu Okuma, believed that the inclusiveness of students from all walks of life would enrich educational and social experiences and foster enlightened citizens who are capable of free thinking, as well as taking leadership to transform society. Okuma's belief of achieving academic excellence through diversity has been inherited and proven to be true. The achievements of our graduates, co-founder of Sony Masaru Ibuka and film director Hirokazu Kore-eda for example, have inspired and have had tremendous global impact.

Not only do we celebrate cultural and ethnic diversity, but Waseda is also committed to ensuring the inclusivity of all members of our community regardless of their religious beliefs, socioeconomic status, gender identity and all other characteristics that shape us into who we are.

Recently in April 2017, The Gender &



The Gender and Sexuality (GS) Center was established based on a suggestion made by a student interest group. WASEDA UNIVERSITY

Sexuality (GS) Center was established based on a suggestion made by a student interest group. As the first facility of its kind on a Japanese university campus, the GS Center offers consultation and support for LGBT students and their allies in a safe and discreet environment, provides resources on gender and sexuality-related issues, and holds events to raise awareness and deepen understanding. Additionally, the Office for Students with Disabilities offers services that students need to maximize their academic potential. The services of the office include, but are not limited to, lending out devices such as a Braille typewriter and training volunteers who can assist students with disabilities. Placing diversity as a top priority, we will continuously

strive to expand and improve our facilities and services.

Diversity should become intrinsic to higher education in Japan because the plurality of ideas and perspectives can bring positive change for a brighter, sustainable future in our increasingly complex society, especially given the kind of challenges we face in the current political and social climate. With hopes to produce a rippling effect among Japanese universities, Waseda University promises to lead actions and initiatives for embracing diversity in order to create a healthy and welcoming campus culture of compassion and mutual respect.

Written by Lisa Bobroskie



At Waseda University, students with unique skills hailing from all over Japan and the world can learn from each other. WASEDA UNIVERSITY



WASEDA University
早稲田大学

English-based degree programs offered at

◆ **Program information and schedules**
(International Admissions Office)



• **7 Undergraduate Schools**
• **14 Graduate Schools**

◆ **Learn more about Waseda**
(WHY WASEDA?)



Internationalization of Japanese Universities

Foreign graduates bring huge benefits to workforce

SARAH SUK
STAFF WRITER

As Japan becomes increasingly globalized, so does its workforce.

Back when the government began a survey of trends in the business activities of foreign companies in the country half a century ago, just over 600 firms were subjects of examination.

The latest results of this survey covering the fiscal year through March 2017 shows that the number of foreign affiliates where the Ministry of Economy, Trade and Industry sent out questionnaires last year was more than nine-fold, totaling 5,662.

In addition, a growing number of domestic companies are expanding overseas and internationalizing their staff, creating demand for bilingual employees — mainly Japanese with English abilities and foreigners with Japanese abilities.

Amid this situation, a hiring manager at the Tokyo office of a London-based recruitment consultancy says non-Japanese who have graduated from universities in Japan can bring “huge benefits” to the country’s labor force.

“Many of the foreigners who have been educated in Japan are very accustomed to the culture here,” said Lucy Crew, senior talent acquisition manager at Robert Walters Japan K.K., which specializes in bilingual human resources, noting that there are specific needs in Japan when it comes to cultural sensitivities and business manners.

“A lot of the courses they’re being taught may be in Japanese, so you have the language capability there as well. They have a social network and their friends are here, so they might have internship experience and connections and relationships that they can utilize,” she added.

As one of the focuses at Robert Walters Japan is for employees to be committed



Lucy Crew, senior talent acquisition manager at Robert Walters Japan K.K. YOSHIAKI MIURA

to Japan, Crew said foreigners who have received education in Japan already show their bond with the country.

“They’re not going to join for six months and disappear after significant investment from the firm. They have a passion for the country. There’s a commitment to Japan and they obviously want to get to know and understand the culture further and understand businesses here,” she said in a recent interview with The Japan Times.

Robert Walters, a specialist recruitment agency founded in London in 1985, opened its office in Tokyo in 2000 and in Osaka seven years later. The Japan arm specializes in introducing candidates to clients that are mostly foreign firms, but also include Japanese companies that are expanding overseas.

“Foreign businesses have a real require-

ment for bilingual and bicultural candidates. Therefore, we obviously have a need for those candidates,” said Crew, who is in charge of hiring consultants tasked with helping clients with recruitment activities in a range of fields, including accounting, banking, engineering, human resources, information technology, legal and sales.

She said her company’s Japan business has “grown considerably” over the past 10 years or so, prompting it to come up with a business target of doubling its scale of operation and headcount from 2015 levels by 2020.

Robert Walters Japan currently has about 280 employees, while the entire group — with offices in 28 countries worldwide including Australia, Brazil, China, France, Thailand and the United States — has over 4,100 workers combined.

To support the growth of business in Japan, Crew was transferred here in 2016 from the London office, where she held posts such as senior consultant, team leader and manager over a period of eight years.

With plans to hire more consultants in Japan, the 31-year-old Briton said she is keen on maintaining the rich diversity among the recruiters.

The foreigners who work as consultants at Robert Walters Japan encompass over 30 different nationalities and about a third of them have either taken part in student exchange programs in Japan or obtained their degrees at a Japanese university, she said.

Regardless of nationality, some of the qualities she looks for when hiring recruiters — in addition to background and knowledge about the specific industries they are envisioned to cover — are whether they fit into the corporate culture at Robert Walters, if they can dedicate

themselves to providing the best customer experience and whether they appear able to build long-lasting relationships with people, including both clients looking to fill posts and candidates whom they would introduce to the clients.

“Other aspects include integrity, passion for people and teamwork, while assessing their ability to succeed with questions based on our leadership principles,” she said.

“Robert Walters doesn’t work on commission like a lot of recruitment companies. It’s very much based on teamwork,” Crew said of the company’s team profit-share system. “We’re trying to find the right candidate the right job — not just any job. It’s got to be right for the person and obviously fit that candidate’s motivations and the aspirations of what they really want to achieve out of their career.”

To help land more people in the right positions, the company is looking to further expand.

“Japan as a whole has a great deal of growth potential, and specific markets are already showing a lot of growth, particularly in terms of opportunities at increasingly globalized businesses for foreigners that are moving to Japan,” Crew said.

Reflecting this trend, the number of foreign workers in Japan has almost doubled over five years, to a total of about 1.28 million people as of the end of October last year, according to Ministry of Health, Labor and Welfare data.

The number of foreign students who find employment in Japan upon graduation is also increasing sharply.

Statistics released earlier this month by the Justice Ministry’s Immigration Bureau show that nearly 28,000 foreign students in Japan applied in 2017 to change their residence status to enable them to work for companies in the country and approvals were granted to over

22,000 — both record highs.

The number of applications increased 27.5 percent from 2016 and nearly doubled from 2014, while approvals rose 15.4 percent from 2016.

Robert Walters has relationships with universities across Japan and holds events to speak about hiring possibilities in bilingual markets to audiences that often include numerous foreigners.

“Some of our consultants may not speak Japanese fluently, but you don’t have to be able to in order to work here,” Crew said, saying there are industries that do not necessarily require Japanese-language skills.

She said many foreigners who want to work in Japan seem attracted to the country because of its unique culture, people and food.

Crew encouraged non-Japanese people who are considering a future career in Japan to observe and think about what industries and businesses are developing in the country or are expanding into Japan.

“It’s quite important to do a lot of research on Japan before you actually commit to coming here,” she said.

She also advises them to educate themselves on how business is conducted in Japan.

“What is done in one country, I’ve learned, is not necessarily done in another,” Crew said. “At times you have to be careful to be innovative and express yourself while bearing in mind that there is a certain tradition in Japan.”

She has been encouraged that many of the candidates she has interviewed for positions at Robert Walters, including those who have attended universities in Japan, have expressed their desire to do something for the country.

“They really want to be able to contribute to Japanese society and make it more globalized,” she said.

Keio courses in English equip global citizens

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Since its establishment in 1858, Keio University has been producing people with innovative minds and the leadership qualities needed to contribute to the development of Japan and be active on the global stage in all areas.

Consistently rated one of the top universities in Japan, Keio’s degree programs offered in English support students in cultivating awareness as global citizens and reflect its commitment to creating an international atmosphere on campus.

Students with diverse interests and goals are able to choose from a wide variety of programs that best suit their needs.

For undergraduate students, the Faculty of Policy Management and Faculty of Environment and Information Studies offer an all-English program — GIGA (Global Information and Governance Academic) Program. Additionally, the Faculty of Economics offers a four-year all-English economics program, PEARL (Programme in Economics for Alliances, Research and Leadership).

For graduate students, nine of Keio’s Graduate Schools, which include the Graduate School of Economics, Graduate

School of Science and Technology and Law School, offer 14 degree programs in English.

A total of over 800 courses are now delivered in English throughout Keio University, in addition to English as a foreign language courses.

The Global Interdisciplinary Courses (GIC) that were introduced in 2016, and which all students at Keio can attend, are of particular note. A certificate of completion is awarded to those students who have acquired a set amount of credits for classes taken in English (or other foreign languages). There are two types of courses — Core Courses (fundamental subjects) and Research Courses (specialist subjects) with a total in excess of 500 courses offered.



Keio University’s diverse programs and environment have promoted global education. KEIO UNIVERSITY

The unique diversity of Keio University’s degree programs and courses offered in English plays an important role in furthering Japanese higher education and ensuring Japanese students can take their place as active participants in international society, while also making the university more accessible to students from abroad.

Meiji program empowers cultural connections

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The English Track program at The School of Global Japanese Studies at Meiji University is an English-based bachelor’s degree program that has been offering students from around the world the unique opportunity to explore a wide range of intellectual interests, improve their Japanese language ability and engage with Japanese society in a metropolitan environment since 2011.

Under the guidance of faculty who are prominent specialists in their respective fields, students attend a wide array of courses on topics such as Japanese pop culture, Japanese history, business and globalization, international relations and more. These are grouped in three areas of concentration — Culture and Art, Business and Society, and Globalization.

While students in the program can obtain a degree by taking classes only in English, those with a good command of Japanese can take classes in Japanese.

The program also places an emphasis on Japanese language education and students can take Japanese language classes, which are divided into eight different levels. Whether an absolute beginner or advanced Japanese learner, these eight levels ensure students improve and reach their language-

learning goals.

The student body consists of students from 24 countries, all of whom were brought together by a shared interest in Japan and a desire to learn. Interacting with Japanese students, as well as students from around the world, students learn from each other and grow into global citizens who will go on to make significant contributions to the globalizing society.

The School of Global Japanese Studies is located in Tokyo’s Nakano Ward, a world-renowned metropolitan hub for Japanese subculture and a top destination for Japan enthusiasts. The Nakano campus, opened in 2013, is ideal for students who want to experience and engage with Japanese culture and society.



The Yoshihiro Yonezawa Memorial Library of Manga and Subcultures is a unique research center with around 100,000 books. MEIJI UNIVERSITY

The location, diverse courses and robust language classes makes the English Track program at The School of Global Japanese Studies a truly unique, comprehensive and enriching destination for students who wish to transcend national borders and bring cultures together.

Degree Programs Offered in English

*The full list of programs is available online (<https://www.keio.ac.jp/en/academics/programs-offered-in-english/>)

Undergraduate	Economics <ul style="list-style-type: none">PEARL (Programme in Economics for Alliances, Research and Leadership)	Policy Management Environment and Information Studies <ul style="list-style-type: none">GIGA (Global Information and Governance Academic) Program	Economics <ul style="list-style-type: none">Master’s and Doctoral ProgramsSciences Po-Keio Double Master’s Degree in Economics Programme
Graduate			
Business and Commerce <ul style="list-style-type: none">Joint Japan/World Bank Graduate Scholarship Program in Taxation Policy and Management	Medicine <ul style="list-style-type: none">Doctoral Program	Science and Technology <ul style="list-style-type: none">International Graduate Programs on Advanced Science and TechnologyGlobal Environmental System Leaders Course	Media and Governance <ul style="list-style-type: none">International Advanced Degrees CourseEnvironmental Innovators CourseGlobal Environmental System Leaders Course
Health Management <ul style="list-style-type: none">Doctoral Program	System Design and Management <ul style="list-style-type: none">System Design and Management Course	Media Design <ul style="list-style-type: none">Master’s and Doctoral ProgramsGlobal Innovation Design Program	Law School <ul style="list-style-type: none">Master of Laws (LL.M.) in Global Legal Practice

Keio University

Tel: +81-3-5427-1541 Fax: +81-3-5441-7640
2-15-45 Mita, Minato-ku, Tokyo, Japan

E-mail: www@info.keio.ac.jp
www.keio.ac.jp/en/

Pictures taken at Nakano Campus

Multiple Campuses: Surugadai / Izumi / Ikuta / Nakano

Meiji University's English-based Degree Programs

- Undergraduate School (Bachelor's Course)**
 - School of Global Japanese Studies
- Graduate Schools (Master's Course)**
 - Graduate School of Science and Technology
 - International Program in Architecture and Urban Design
 - Graduate School of Advanced Mathematical Sciences
 - Mathematical Sciences Program
 - Frontier Media Science Program
 - Graduate School of Global Governance
- Professional Graduate School (Master's Course)**
 - Graduate School of Governance Studies

明治大学

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1-1 Kanda-Surugadai, Chiyoda-ku, Tokyo 101-8301
<https://www.meiji.ac.jp/cip/english/>

Internationalization of Japanese Universities

Changing practices increase options for foreign students

The number of Japanese universities offering undergraduate and postgraduate courses that can be completed totally or partially in English is increasing every year.

The Japan Student Services Organization (JASSO), an independent administrative institution that mainly provides scholarship and support programs for both international and domestic students, has been compiling a list of such university courses.

Rather than gathering information into statistical data that can be used to compare the numbers with previous years, the sole purpose of the list is to make it easier for international students to find the best destinations for their studies.

However, Itsuro Tsutsumi, the director of the Information Services Division of the Student Exchange Department, said the number of degree programs offered in English is apparently increasing, providing greater opportunities to international students.

JASSO keeps track of changes in higher education institutions in Japan, accumulates data and offers useful and up-to-date information to those who are considering to studying in the country.

Tsutsumi explained that the standard, and perhaps the only, way for foreign students to study at Japanese universities was to first enroll in Japanese language schools to acquire necessary language skills.

International students typically spent one to two years at Japanese language schools before applying for admission

to universities. However, in a rapidly changing world, spending a year or more at a language school was becoming a disadvantage.

“On the other hand, whether students from abroad without any prior education in Japanese could acquire enough language skills to understand lectures and discussions at the university level within just a year or so was highly questionable,” said Tsutsumi.

Therefore, university degree programs offered in English are an appealing option for non-Japanese speaking students as a fast-track solution to gain university degrees in Japan.

The boost in the number of such courses has been supported by each university's initiatives, as well as the government's

The number of degree programs offered in English is apparently increasing, providing greater opportunities to international students.

ITSURO TSUTSUMI, DIRECTOR OF THE INFORMATION SERVICES DIVISION OF THE STUDENT EXCHANGE DEPARTMENT, JAPAN STUDENT SERVICES ORGANIZATION

“In addition to the degree courses, programs diverse in form and length are offered to foreign students in Japan, so there are more opportunities than ever before to find the one that best suits each student,” said Tsutsumi.

This year, JASSO is hosting Study in Japan Fairs in 10 countries across Europe and the Asia-Pacific region. It also organizes annual College Guidance Fairs for International Students in Tokyo and Osaka.

According to JASSO, the Tokyo-based

fair boasted 184 exhibitors and Osaka had 132, both of which were held in July this year. Exhibitors at these events are mostly colleges and universities that aim to promote their courses, but some of the exhibitors represented regions.

“Compared to big cities like Tokyo and Osaka, rural areas have difficulty attracting students from abroad. But many such areas are keen to accept a new population of talented students, hoping that it will solve the labor shortage in the future,” he said.

That is why rural governments, universities and enterprises collaborate in exhibiting not just universities, but entire regions in such fairs to introduce attractive support packages to students.

Another trend is the mobility of students. The number of Japanese university students who study abroad almost doubled during the five years between 2011 and 2016, reaching almost 100,000 in 2016 according to statistics compiled by JASSO.

“Classrooms are becoming more and more international with students of various backgrounds and nationalities studying together, creating a very stimulating learning environment,” said Tsutsumi.

“In addition to Japanese students, some of the international students pursuing degrees at Japanese universities also apply for short-term study abroad programs in other countries as well,” he added. The choices for students are expanding.

The number of foreign students studying in Japan was 267,042 in 2017, almost 2,800 more than the previous year. Tsutsumi expects that the target put forth by the government in 2008 — increasing the number of foreign students in Japan to 300,000 by 2020 — will soon be achieved.

However, JASSO does not merely pursue numerical targets. “We aim to provide abundant and accurate information to those who are seeking opportunities to

Nationality breakdown of foreign students (as of May 1, 2017)

Country/Region	Number of foreign students
China	107,260
Vietnam	61,671
Nepal	21,500
South Korea	15,740
Taiwan	8,947
Sri Lanka	6,607
Indonesia	5,495
Myanmar	4,816
Thailand	3,985
Malaysia	2,945
Other	28,076
Total	267,042

Japan Student Services Organization

study in Japan. In that sense, our overseas offices in Indonesia, South Korea, Thailand, Vietnam and Malaysia play an important role,” said Tsutsumi.

Additionally, the University of Tokyo, Okayama University, Hokkaido University and the University of Tsukuba, all of which are entrusted by MEXT as part of the Study in Japan Global Network Project, use their overseas offices not just to recruit international students for themselves, but also

to promote studying in Japan in broader terms.

Tsutsumi suggested that programs offered through exchange agreements between Japanese universities and schools from abroad are beneficial for students who are considering applying for degree programs in the future.

“Most of these exchange programs are for a period no longer than one year. However, students can use the time to do some

research on the universities they have been accepted to or other universities to make the right choices about the degree programs they wish to enroll in. They can also benefit from tuition waivers and credit transfers based on exchange agreements,” he explained. It may make things go smoother than applying for a degree program from scratch.

On the other hand, studying in Japan is not as difficult a choice as was decades ago. In Southeast Asian countries, Australia has been a popular destination to study abroad mostly because it is geographically one of the closest English-speaking countries.

However, with the increased options to earn university degrees in English combined with the familiarity bred on the reliability of Japanese brands and products, as well as the decline in living expenses, more and more foreign students are starting to consider Japan as a destination.

Students from China account for about 40 percent of all international students in Japan, but students from Vietnam, Nepal and Sri Lanka are increasing rapidly, according to JASSO.

Japanese universities striving in the society of low birthrate and aging population see this trend as a chance too, but Tsutsumi said that making up for the decrease in the number of local students should not be the purpose of recruiting international students.

“Schools that are popular among Japanese students are also popular among international students,” he said. Such universities are good at presenting the unique features and resources they have to attract a variety of students.

More and more universities in Japan will make collective efforts involving communities and enterprises to promote regional appeal and job opportunities, as well as educational resources.

(Sponsored content)

Degrees with an international approach

Rikkyo University has various opportunities that offer degrees where all the classes are taught in English.

The Master of Public Management and Administration (MPMA) Course is a two-year master's course that seeks to prepare students for drafting, implementing and assessing policies.

The course is suitable for those who pursue careers in government, international organizations and nongovernmental organizations. It is also beneficial for those who plan to advance to Ph.D. programs in the near future.

Students in this program include young government officials from Indonesia, the Philippines, Vietnam, Nepal and some African countries as part of the Japan International Cooperation Agency (JICA) and other scholarship programs.

The Global Liberal Arts Program (GLAP) is one of the mainstay programs under its top global university project.

GLAP aims to nurture university students to be globally competitive leaders, with all classes to be conducted in English and the requirement that the students study abroad for one academic year.



Students have many opportunities for international exchange on campus. RIKKYO UNIVERSITY

Those in the program are eligible to live in a dormitory with international students for their first 18 months. Starting from the autumn term of their second year, they can study abroad at Rikkyo's partner institutions, in hopes that they discover their potential and develop cross-border networks.

Other programs at Rikkyo University con-

ducted mainly in English include the Master in International Business Degree Program, the Teaching English to Speakers of Other Languages (TESOL) with focus on teaching to Japanese learners and the Dual Language Pathway, a four-year program aimed at training students to contribute to building a global society.

(Sponsored content)

Master's programs with an international edge

The International University of Japan (IUJ) is one of few Japanese universities that offers all courses in English.

It has been producing many global leaders who are active in the business, government, global organization and nonprofit sectors since it was founded in 1982.

Students can obtain master's degrees in international development, economics, public management, international peace studies and international relations, as well as an MBA in business administration.

IUJ is fully approved and accredited by the Ministry of Education, Sports, Science, Culture and Technology.

In September, IUJ launched the Japanese Development Program (JDP). The JDP is a unique two-year master's program that was born through collaboration with JProud, the Japan International Cooperation Agency Program and Universities for Development Studies.

Ideal for both Japanese and global students, JDP's curriculum is designed to educate future global leaders about the universal logic of national develop-

ment and corporate growth, using Japanese experiences since the Meiji Restoration as case materials.

In addition to courses on Japanese development, international development and general business management courses are offered.

A Master of Arts in international development or an MBA can be earned depending on if students choose the Graduate School of International Relations or the Graduate School of International Management (GSIM).

Both the MBA program and IMBA (intensive MBA) programs of the GSIM at IUJ are accredited by the Association to Advance Collegiate Schools of Business




The International University of Japan's diverse classes give students an opportunity to experience multidimensional approaches to various issues, according to Linh Ngo of the International Relations Program. IUJ

(AACSB) International, a global business education network and an association that provides quality assurance, business education intelligence and professional development services.

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Internationalization of Japanese Universities

Range of scholarships available for international students

There are a variety of scholarships for undergraduate and postgraduate courses offered in English at Japanese universities (as well as an international university's Japanese program) that appear in this supplement.

The courses not only make the universities more accessible to students from abroad, but they also foster an atmosphere of global awareness and sensitivity among Japanese students.

The following is a list of scholarships for privately financed international students with college student visas. For information on scholarships for Japanese students, please contact universities directly.

Hitotsubashi University Business School

Hitotsubashi University's School of International Corporate Strategy (Hitotsubashi ICS) is the only institution in Japan where recipients of the prestigious and competitive Young Leaders Program (YLP) scholarships are eligible to study business management.

This scholarship supports privately financed international students of good academic standing who face financial barriers in studying at higher education institutions in Japan. Currently, citizens of Brunei, China, South Korea, Mongolia, Philippines, Malaysia, Cambodia, Vietnam, Laos, Myanmar, Indonesia, Thailand, India, Singapore and Australia are eligible to apply for the scholarship.

URL: <http://www.ics.hub.hit-u.ac.jp/admissions/mba/financing.html>

International University of Japan (IUJ)

Matches for scholarships are made on a competitive basis at the time of admissions, and based on the objectives of the university's various partner organizations, companies and foundations.

URL: <https://www.iuj.ac.jp/admis/scholarship>

Kanda University of International Studies (KUIS)

The university does not offer scholarships for privately financed international students, as the university accepts only exchange students from overseas partner universities. Those students can apply for scholarships from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) Scholarship Program, which includes a benefit of ¥48,000 per month (for 12 months) for those who have a college student visa.

The university's Master's Program in Teaching English to Speakers of Other Languages (TESOL) offers scholarships, including those administered by Japan Student Service Organization (JASSO).

URL: <https://www.kandagaigo.ac.jp/kuis/english/students/>

Keio University

Scholarships are broadly divided into the following — those offered by Keio University, those offered by public organizations such as the Japanese government and JASSO, and those from scholarship sponsors such as private companies and scholarship foundations.

- Scholarships offered by Keio University are all categorized as benefit-type with no obligation of repayment. The duration for most internal scholarships is one year, but being able to apply every year means that more students have the chance to become recipients.

- 1) Keio University Scholarship (for undergraduate students), Keio University Graduate School Scholarship.

- 2) Yamaoka Kenichi Memorial Scholarship (for international students from Asia; Japanese language only).

- 3) Goldman Sachs Scholars Fund

- Scholarships from donations from alumni and other benefactors.

- Need-based: Keio University Degree Completion Scholarship, intended to provide financial support to a broad scope of students experiencing financial difficulties regardless of the nature or origin of such difficulties to ensure students who aspire to study do not lose the opportunity to do so for financial reasons.

URL: <https://www.keio.ac.jp/en/student-life/scholarships.html>

McGill University

Students in the McGill MBA Japan program are expected to derive funding for their studies from their personal financial resources, their employer, or through a governmental funding agency.

Scholarships are intended for well-qualified candidates who come from non-profit or voluntary sectors who may not have access to financial resources. Scholarships may also be offered to students with extraordinary academic achievement. Scholarship decisions are made after the candidate has been admitted to the program.

URL: <https://mcgillmbajapan.com/admissions/tuition-and-scholarships/>

Meiji University

- Meiji University International Students Incentive Scholarship Program (for 2019 admission) provides opportunities for young, competent students with financial difficulties from target countries or regions. Students honored with this scholarship are expected to take part in strengthening the relationship between Japan and their home country.

For the 2019 admission program, the target countries or regions are as follows: Association of Southeast Asian Nations member countries listed on The DAC List of ODA Recipients. These are Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Thailand and Vietnam.

- Meiji University Special Grant for Pri-

vately Financed International Students, designed to support promising students from overseas who can contribute to the advancement and globalization of Meiji University's education and research, and to nurture people who will be able to succeed in the international arena. Recipient students will be subsidized for either 50 or 100 percent of their tuition fees. This grant is offered to undergraduate students who entered via the International Student Exam (Type II) or English Track Exam from Abroad. Successful students will be nominated by undergraduate or graduate schools.

- MEXT Scholarship Program (Japanese embassy recommendation) in which students follow the instructions of the Japanese diplomatic mission in their country. Schedule depends upon each country.

Meiji University also offers scholarships that are determined after admission.

URL: <https://www.meiji.ac.jp/cip/english/prospective/financial.html>

Rikkyo University

Scholarships include internal scholarships sponsored by Rikkyo University and external scholarships sponsored by the government or various foundations.

Some scholarships require students to submit a scholarship application registration form. Students are recommended for these scholarships based on the university's ranking and their registration form. Interested applicants are encouraged to attend the university's "Orientation for International Students" and "Guidance for International Students" sessions, both held in April. The sessions provide details on the registration method and process by which rank is determined. Furthermore, application guidelines for independent scholarships are posted on the bulletin board of the International Office.

URL: <https://spirit.rikkyo.ac.jp/international/foreigner/en/SitePages/scholarships.aspx>

Sophia University

There are two main types of scholarships offered: scholarships for students showing an excellent academic performance and those for students experiencing financial hardships that make it difficult for them to continue their studies. There are a particularly large number of scholarships in the latter category, and students can apply through the university's Center for Student Affairs.

- All grant-type scholarships:

- 1) Sophia University New Students Scholarship or Graduate School New Students Scholarship: A tuition reduction scholarship, which is awarded to students whose first choice of university is Sophia University. Submission should be completed at the same time as application of enrollment.

- 2) Sophia University Tuition Support Scholarships: Tuition reduction scholarship for both undergraduate and graduate students, which lasts for a year. Students need to apply for the scholarship every year.

- 3) Sophia University Benefactors' Scholarships: A type of scholarship awarded by benefactors within Japan and from overseas.

- Other scholarships:

- 1) JASSO Scholarships (student loans: Category 1 (interest-free) and Category 2 (with interest)).

- 2) Scholarships or student loans from local governments or foundations.

URL: <https://www.sophia.ac.jp/eng/studentlife/scholarships/index.html>

Toyo University

- 1) Toyo University Category 1 Scholarship for second to fourth year undergraduates (for one year); Masajuro Shiokawa

Scholarship (for one year). Awarded on academic excellence and other aspects.

- 2) Toyo University Graduate Scholarship (Category 1) one time for one year (¥300,000).

- 3) Toyo University Social Contributor Award: The award aims to honor the efforts of students who make remarkable social contributions in various fields and promote further educational activities using the actual abilities gained. For more information, see the bulletin board of Student Affairs Office.

- 4) Scholarships offered by the Japanese government, public and private institutions. For details, visit the Student Affairs office.

URL: <https://www.toyo.ac.jp/site/english-dp/scholarships.html>

Waseda University

- 1) Waseda University Scholarships (internal scholarships) are under Waseda University's own scholarship system. Apply at the undergraduate or postgraduate school in which the student is enrolled.

- 2) External scholarships with university recommendations, which involve an internal selection. Students should apply to the undergraduate or postgraduate school in which they are enrolled.

- 3) Open external scholarships via open recruitment (free application). Many of the external scholarships require a high level of Japanese language proficiency. Students should apply directly to the scholarship foundation. Application information is posted by each undergraduate or graduate school.

Government-sponsored international students and other students whose academic fees are borne by a foreign government or scholarship organization, or foreign exchange students and non-degree students are not eligible.

URL: <https://www.waseda.jp/inst/scholarship/en/for-international-students/>

TESOL master's program for working teachers

(Sponsored content)

The Master's Program in Teaching English to Speakers of Other Languages (TESOL) at Kanda University of International Studies' Graduate School of Language Sciences (Tokyo Campus) is a unique opportunity for English teachers in Japan.

The mission of TESOL is to help current and future teachers develop an extensive repertoire of instructional methods and strategies. The program supports teachers to become reflective practitioners who have professional knowledge and skills to take appropriate action in addressing the learning needs of their students. The program aims to provide a solid foundation for long-term teacher development by cultivating the habit of self-observation and self-evaluation. Graduates of this program will be self-directed language professionals well-prepared to take a leadership role in the community of ESOL teachers.

This program is mainly designed for current English teachers in Japan, both native and non-native English speakers. Japanese teachers are required to have high-level English proficiency and steady effort to improve further in all skills necessary for their English-teaching profession.



Graduation ceremony of the M.A. TESOL Program of Kanda University of International Studies. KANDA UNIVERSITY OF INTERNATIONAL STUDIES

All classes are conducted in English, and are held on weekends and during summer holidays to fit current teachers' schedules. Student enrollment occurs in September and April, and the general requirements for graduation can be completed within two

to 2.5 years. Those who have a junior or senior high school English teacher's license (*issshu menkyo*) will become qualified to apply for the specialized English teacher's license (*senshu menkyo*) by completing the master's program.

McGill MBA boasts top-tier global ranking

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The McGill MBA Japan Program is based on the Integrative MBA offered by McGill University's Desautels Faculty of Management in Montreal.

McGill University is one of the top universities in the world, and the Desautels Faculty of Management's MBA program is No. 1 in Canada as of the most recent Financial Times Global Top 100 Survey. This world-leading educational institution offers an MBA program in Japan that is the only MBA from a Financial Times-ranked school in Japan. It is offered on two consecutive weekends per month throughout the year, upholding the same academic standards as the program in Montreal with professors flying in. This allows students to continue with their careers while completing their MBAs. All the classes are taught in English.

The unique, integrated management approach of the program allows students to work across managerial boundaries with sufficient understanding of organizations and their functions in an international context.

It has been approved as a Japan Campus of a Foreign University by the Ministry of



McGill University's Montreal campus MCGILL UNIVERSITY

Education, Culture, Sports, Science and Technology since March 31, 2015. There are only four foreign universities that are currently designated in this category, and it is one of the two schools offering

MBA programs. This allows students of the McGill MBA Japan Program to be simultaneously enrolled at certain Japanese graduate schools, and their credits may be recognized by Japanese universities.

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www.mcgillmbajapan.com

Internationalization of Japanese Universities

(Sponsored content)

Diverse options reflect Sophia University’s global origins

Fulfilling the vision of the Jesuit missionary St. Francis Xavier, who visited Japan in 1549, Sophia University was founded in 1913 in Tokyo by three Jesuit priests, Joseph Dahlmann from Germany, Henri Boucher from France and James Rockliff from the U.K.

“Thanks to those founders and other priests who taught at Sophia University, we already had an international environment from the very beginning of the university,” said Juro Otsuka, vice president for academic affairs at Sophia University.

Sophia’s first English-taught program at the International Division started in 1949 in the postwar period to provide U.S. troops and their children with higher education in English. Based on the U.S. system, the division offered all of its courses in English, which later developed into the Faculty of Comparative Culture in 1987.

The faculty was reorganized as the Faculty of Liberal Arts (FLA) in 2006, and the FLA moved from the Ichigaya campus, which used to be like a separate foreign college, to the main Yotsuya campus where the university’s other seven faculties were located. Since then, the Yotsuya campus has been home to the eight faculties. It has added another to have a total of nine faculties, and more international students have come to actively interact with Japanese students. It is noteworthy that both the faculty and staff members have been trained guide students who have undergone various education systems from around the world.

Today, the FLA accepts around 200 freshmen, among which around 20 percent are non-Japanese. From 2013 to 2018, 210 non-Japanese students in total entered the faculty from 31 countries and regions, including South Korea, the United States and China. The FLA offers three majors — International Business and Economics, Comparative Culture and Social Studies.

“It is also impressive to see an increasing number of Japanese students with international experiences and linguistic abilities,” said Otsuka.

In 2012, the Faculty of Science and Technology launched two undergraduate programs — the Green Science Program in the Department of Materials and Life Sciences, and the Green Engineering Program in the Department of Engineering and Applied Sciences — that are taught entirely in English to meet the pressing needs for globalization. Students from 15 countries and regions, including Indonesia, India and the U.S., have applied for the programs and, in 2017, there were 11 non-Japanese students among 13 freshmen. The cross-disciplinary programs aim to cultivate individuals who can address global environmental issues based on scientific or engineering knowledge.

Not limited to undergraduate programs, graduate students can obtain degrees with English classes only. Five graduate programs, which are Education, Global Studies, Language and Linguistics (TESOL Course), Global Environmental Studies, and Science and Technology (Green Science and Engineering Division), are mainly targeted at students from overseas.

“For overseas students who desire to receive the educational content and degrees offered at Sophia University, we want to remove the obstacles for them. By offering programs and degrees in English at reasonable tuition rates, we are able to prevent international students from giving up studying in Japan due to the Japanese



Sophia University enjoys an increasingly diverse student body. SOPHIA UNIVERSITY

language barrier,” said Otsuka.

“We have offered English-medium programs for nearly 70 years, using the grade-point average and numbering system, the same as in American universities. As Japan’s a pioneer in global education, we have established the current programs and curriculum through trial and error for many years,” Otsuka said with a touch of pride.

In addition to the longtime experience and expertise in global education, Otsuka mentioned the advantage of Sophia’s compact footprint that brings together all faculties and graduate schools in science and humanities on a single campus.

“This allows students of different faculties to interact with each other, and we have been promoting mobility and collaboration among the faculties so that students can enjoy significant benefits of the university’s open and flexible programs,” Otsuka said. “Also, our campus is located in the heart of Tokyo, near the political center of Japan, which provides students with convenient access to any facilities such as excellent museums and libraries, as well as headquarters of major Japanese companies in the business center.”

Regarding the globalization of the university in the future, Otsuka points out two aspects.

“One is to further globalize our Yotsuya campus, and the other is to encourage our students, both Japanese and non-Japanese, to go abroad further,” Otsuka said. “Our job is to make an environment to facilitate these two by removing the barriers.”

But why should Japanese universities be globalized?

“The world is rapidly becoming borderless, but people cannot live in the world without borders. In a sense, there are multiple borders in the world today,” Otsuka explained. “Of course, Japanese culture and language are important for our identity, but we should not stay just inside our borders. In the increasingly complex world, we

need to cultivate individuals who are able to recognize multiple borders and have the flexibility to redefine the borders into a new framework.”

“To this end, we are promoting a diversified environment by inviting international students, who come to Japan beyond national borders, and encourage them to learn different borders from each other and create new frameworks together,” he said.

“And we use English as a common language that is the lowest barrier for communication. It’s just a tool. Not an objective.”

In 2018, total full-time student enrollment is 13,932, including 1,760 international students from 76 countries and regions. The number of faculty staff is around 1,500, among which the 543 full-time faculty include 85 international members from 21 countries and regions.

New English-based undergrad program to launch in 2020

In addition to the existing English-taught programs at the Faculty of Liberal Arts (FLA) and the Green Science and Green Engineering programs at the Faculty of Science and Technology, a new English-based undergraduate program named Sophia Program for Sustainable Futures (SPSF) is currently under development at Sophia University.

Scheduled to launch in 2020, the SPSF will cover six existing departments: education, sociology, economics, management, journalism and global studies. Students are enrolled in each department and can obtain a bachelor’s degree in their respective fields of study, such as a bachelor’s of economics or bachelor’s of management, while the FLA offers a bachelor’s of liberal arts.

The curriculum aims to develop core competencies, including English skills and enhancing practical skills while pursuing the common theme of sustainable futures shared by the six departments. Based on their respective department, SPSF students

share the common core classes and introductory classes.

Also, the cross-listed discipline-based classes are open to students of different departments according to their interests.

For example, the SPSF students in the Department of Education basically choose discipline-based classes offered by that department. But, if they are interested in international education, they are able to take classes on international issues offered at the Department of Global Studies or classes on the global economy at the Department of Economics, to garner different point of views to pursue the theme.

“Currently, the mandatory number of credits for a specific degree depends on faculty and department. We will lower the number of — and accept credits from other departments — for SPSF students to obtain the degree of their respective department, so that students will be able to study in a broader range,” said Eiji Watanabe, who is in charge of the new program.

Naturally, there may be a concern about the lack of expertise in the specialized field.

“To prevent students from being lost in terms of on what to study, faculty members are expected to play a guiding role. Rather than just giving their knowledge of the specialized field, the faculty members will



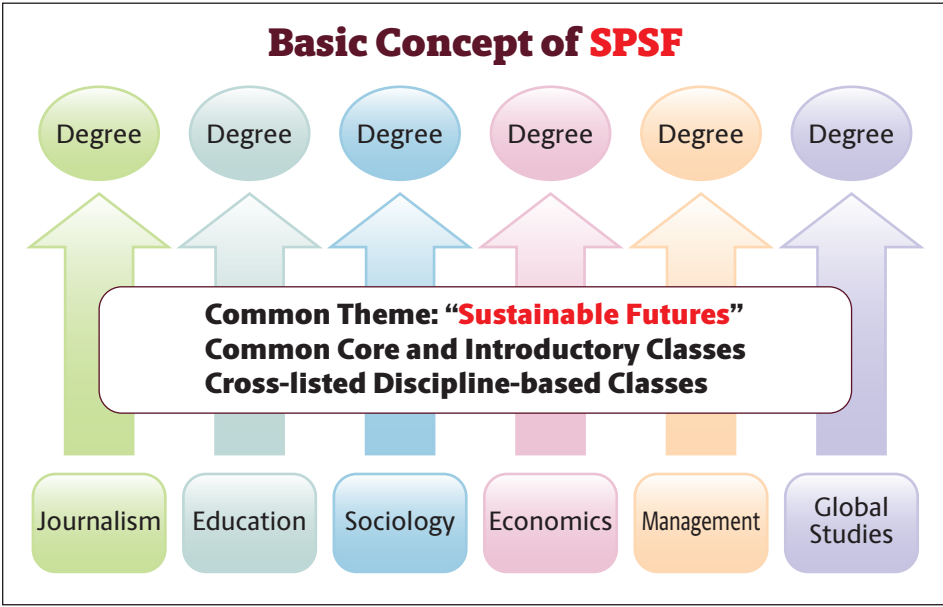
Juro Otsuka, vice president for academic affairs at Sophia University. MASANORI DOI

“We welcome more international students and expect them to collaborate with Japanese students in developing the Yotsuya campus into a community where students are able to acquire the abilities, knowledge and perspectives that will be necessary for society in the future, rather than just studying something Japanese here,” Otsuka said.

Toward the year 2020, the university is developing a new English-taught program named Sophia Program for Sustainable Futures (SPSF), in which international students are able to take a bachelor’s degree in a

specific field of social science and humanities.

“While further experimenting with new approaches to respond to the changing times, we don’t want to lose our Jesuit tradition of treating each student with respect and care. This is the spirit of Sophia,” Otsuka said. “So, we will keep the advantage of reasonable size comprised of Japanese and international students, who collaborate in studying a wide range of subjects at the Yotsuya campus, which functions as a microcosm of a global community in the heart of Tokyo.”



provide models of taking various classes, which will become a customized package according to each student’s story to tackle the theme of sustainable futures,” Watanabe said.

Prospective students are graduates with high English fluency from overseas high schools, International Baccalaureate schools, international schools in Japan and

overseas and Japanese high schools.

The launch of the SPSF by inviting more diverse students to the Yotsuya campus will further enhance mobility and flexibility among the existing English-taught programs, as well as Japanese-based faculties.

Based on its expertise in English-taught programs, Sophia University aims to create a new style of education through the SPSF.

Sophia University

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Undergraduate Faculties

Japanese-taught Programs

- Faculty of Theology
- Faculty of Humanities
- Faculty of Human Sciences
- Faculty of Law
- Faculty of Economics
- Faculty of Foreign Studies

- Faculty of Global Studies
- Faculty of Science and Technology

English-taught Programs

- Faculty of Liberal Arts
- Faculty of Science and Technology

Graduate Schools

Japanese-taught Programs

- Graduate School of Theology
- Graduate School of Humanities
- Graduate School of Applied Religious Studies
- Graduate School of Human Sciences
- Graduate School of Law
- Graduate School of Economics
- Graduate School of Languages and Linguistics
- Graduate School of Global Studies

- Graduate School of Science and Technology
- Graduate School of Global Environmental Studies

English-taught Programs

- Graduate School of Human Sciences (Education)
- Graduate School of Global Studies
- Graduate School of Languages and Linguistics (TESOL Course)
- Graduate School of Global Environmental Studies
- Graduate School of Science and Technology



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Internationalization of Japanese Universities

(Sponsored content)

Toyo's 'education to all' policy upholds universal agenda

Toyo University was founded by philosopher Enryo Inoue in 1887 as Shritsu Tetsugakukan (private academy of philosophy) to provide education in diverse fields based on philosophy.

It has grown into a well-established academic institution with five campuses in and around Tokyo, accommodating 46 departments in 13 faculties and 37 courses in 15 graduate schools.

The university has more than 31,000 Japanese and international students from approximately 40 countries. While it encourages its students to study abroad, offering a series of generous scholarships that amounted to ¥148 million last year, it also accepts foreign students in three undergraduate courses and eight post-graduate courses that are conducted only or partially in English, as well as in all other courses using Japanese as the main language.

In a bid to promote the internationalization of Japan's education as a whole, the Ministry of Education, Culture, Sports, Sci-

ence and Technology (MEXT) launched the Top Global University Project in 2014.

Toyo University's globalization initiative, Toyo Global Diamonds, was selected by MEXT to be supported within the framework of the Top Global University Project.

"Diamonds" represents two ideas. "We are aiming to foster an abundance of well-balanced human resources to form a kind of diamond-shaped diagram where the distribution centers around the middle levels," said President Makio Takemura.

The other idea behind "diamonds" is that every student is a diamond in the rough that can shine and flourish to survive through this century. These are the reasons why Toyo University does not invest in just a handful of super students, but all of its students, including those from abroad, fitting perfectly in line with founder Inoue's policy to provide education to all, including those with limited time or money.

"All students admitted into Toyo University automatically enter into the Toyo Global Leaders program," explained Take-

mura. The program considers seven criteria, including the experience of overseas activities, subject credits earned in classes taught in foreign languages and writing theses in foreign languages.

According to the levels of achievements, excellent students are given either gold, silver or bronze titles. It is a way to evaluate all students regardless of their departments and majors.

"As part of the efforts to facilitate the mobility of students, particularly within the Asian region, Toyo University acts as the International Secretariat of the UMAP, University Mobility in Asia and the Pacific," said Takemura.

In addition, Toyo University's job-hunting support program for foreign students has been selected as one of the 12 bases nationwide for the Career Development Program for Foreign Students in Japan by MEXT. The employment rate of foreign students graduating from Toyo University is 50 percent — a very high rate considering the fact that there is also a significant num-

ber of students who choose to pursue their postgraduate degrees.

"We have won a prize at the Japan Ryugaku (study abroad) Awards for three consecutive years, and are committed to serving as a hub for young global leaders in Asia," said Takemura.

Toyo University's globalization efforts are based on a solid, realistic and substantial view cultivated on the philosophical bases of the university. Being a researcher of Japanese Buddhism himself, Takemura explained that philosophy is not just about Hegelianism and the like, "It is about thinking deeply and accepting diversity."

"Internationalization is not the same as becoming stateless. People who are able to perform well on the global level are the ones who have profound knowledge of their own countries and the ability to convey it to people of other cultures," he said.

"In the present day where modern rationalism seems to be coming to a deadlock, the principles of the East may be able to make a breakthrough," said Takemura.



Toyo University President Makio Takemura HIDEKI SUGIMURA

English program prepares globally proactive careers

The Faculty of Global and Regional Studies at Toyo University has two departments. These are the Department of Global Innovation Studies, where all classes are conducted in English, and the Department of Regional Development Studies.

"The Department of Global Innovation Studies focuses on how to introduce various innovations to the social system of each locality effectively," said faculty head professor Toshiya Aramaki. New technologies spring up daily, but the ways to make them useful in solving local issues vary depending on characteristics such as cultural, social, economic and financial situations, as well as a variety of other factors unique to each area.

Introduction of innovation also involves people in various sectors such as media, education, human resources development, science and technology management and finance.

"So we have lecturers with diverse backgrounds — for example, former ministers, corporate analysts, auditors and people formerly with the media or think tanks," Aramaki said.

"Out of 100 students, 30 are international, while all 70 Japanese students have to study abroad for a year during their undergraduate years," he said. Toyo University has 161 inter-university agreements and 87 interdepartmental agreements worldwide.

Foreign students who wish to study at the Faculty of Global and Regional Studies can apply for the Top Global Scholarship (tuition waived and ¥150,000 a month). "The application process is mainly based on the examination of application documents and an additional online interview is needed, so students do not need to come to Japan just for an entrance exam," said Aramaki.

Even though all classes are conducted in



Toshiya Aramaki, dean of the Faculty of Global and Regional Studies at Toyo University HIDEKI SUGIMURA

English, Japanese language classes are mandatory for foreign students to help them acquire the language skills necessary to live and find a job in Japan if they wish.

The Department of Regional Development Studies also accepts many students from abroad. About 60 students from 10 different countries attend courses with Japanese students.

It is not an English-only department, but as many of the classes are held in English, it is possible for non-Japanese speaking students to enroll and graduate mainly using English.

For Japanese students who enroll in this course, a five-week study abroad program is compulsory. It allows students to learn not only English, but also expose themselves to different cultures.

As the department name suggests, students in this department learn how to find and solve regional issues to achieve development goals. "We offer many fieldwork-based classes to nurture practical and realistic perspectives in our students," said Aramaki.

A diverse teaching staff covers such areas as culture, anthropology, politics, urban planning, environment and disaster prevention.

In addition to Japanese students, some international students also study abroad from Japan, using Toyo University as their hub. "We look forward to receiving many highly motivated students who can accept diversity and use their knowledge in engaging with societies proactively," said Aramaki.

Science course integrates versatility

The Bio-Nano Science Fusion course in the Graduate School of Interdisciplinary New Science is a postgraduate course conducted in English. The course takes place on Toyo's Kawagoe Campus in Saitama Prefecture.

The course accepts students and researchers from various fields such as applied chemistry, mechanical engineering, electrical and electronic engineering, biomedical engineering and even civil engineering and architecture to promote and facilitate research related to nanotechnology, biotechnology and bio-nano fusion technology.

It was initially a doctoral course when it was first launched in 2007, but a master's program was established in 2011 following the great success of the Ph.D. course.

"We were very glad when we received more than 500 theses when we announced the new doctoral program in international journals," said professor Toru Maekawa, the director of the Bio-Nano Electronics Research Centre, a research body that organizes the course that provides an excellent research environment with cutting-edge

facilities and equipment.

As of 2017, 29 students have earned a Ph.D. in the Bio-Nano Science Fusion course, 20 of whom were students from abroad. The center has accepted students and researchers from Oman, Malaysia, India, Algeria, Tunisia and many other countries, as well as some of the EU member states.

"This year, we have 19 students, including six from abroad, in our course. We are also honored to have hosted the International Symposium on Nanoscience and Nanotechnology in May this year as part of the Marie Skłodowska-Curie ITN 'Enabling Excellence' Programme of the EU Horizon 2020," said Maekawa.

The symposium served as a great opportunity for students and researchers from European countries and Toyo University to build relationships for future collaborative research.

While the Bio-Nano Electronics Research Centre hosts a number of international symposiums and conferences, the students and researchers who belong to the cen-



Toru Maekawa, director of the Bio-Nano Electronics Research Centre, Toyo University HIDEKI SUGIMURA

ter also travel around the world to make presentations.

Yuri Tanuma who skipped a year in her undergraduate program and is finishing her master's degree this year, won a prize for the best poster presentation at a four-day international conference called NanoteC18 at the University of Sussex this summer. Started in 1998, it is one of the most respected series of international nanoscale carbon conferences in Europe.

After finishing her master's this year, she will attend the University of Nantes in France, one of 19 partner universities of the center to complete a double-degree program to earn a Ph.D. both in France and Japan.

Associate professor Mohamed Sheikh Mohamed finished his doctoral degree in Toyo's Bio-Nano Science Fusion course and became an associate professor to support successive generations of students. "This place offers a desirable research environment and ensures the freedom of thought. The center is totally supportive of the research of its students and researchers, and we have control over what we do," he said.



Director Toru Maekawa and his multinational lab team members HIDEKI SUGIMURA

TOYO UNIVERSITY



Information

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Contact Information

5-28-20 Hakusan, Bunkyo-ku, Tokyo
URL: www.toyo.jp
E-mail: ml-intl@toyo.jp



TOYO UNIVERSITY



Internationalization of Japanese Universities

(Sponsored content)

Executive MBA grads discuss Hitotsubashi's strengths

Developing “captains of industry” has been the mission of Hitotsubashi University since its founding in 1875. The university's School of International Corporate Strategy (Hitotsubashi ICS), established in 2000 as the first professional business school in Japan, serves in that tradition in delivering a world-class MBA program and leading-edge executive education. In 2017, ICS launched a new part-time executive Master of Business Administration (EMBA) program that is designed to develop global executives at more senior stages of their careers.

The Japan Times recently sat down with three graduates of the EMBA's inaugural class at a roundtable organized at ICS in Tokyo's Chiyoda Ward. Participants were Cameron Brett from Canada, managing director of the professional division at Randstad Japan K.K.; Naheel Wafa Dajany from Germany, director of corporate communications at All Nippon Airways Co.; and Jayathura Samarakoon from Sri Lanka, manager of digital services, solution areas at Ericsson Japan K.K. All three are working in Japan.

Professor Tomonori Ito of Hitotsubashi ICS, the director of the EMBA program, moderated the discussion.



Ito (I): There are many business schools at home and abroad. Why did you choose the Hitotsubashi ICS EMBA program?

Brett (B): The primary reason was the strong brand of Hitotsubashi University, while the second was the duration of the course; I'd rather spend one year very intensively. Also, the international component combined with a strong connection to Japan attracted me. I could learn about international business in Japan



From left: Tomonori Ito, executive MBA program director of Hitotsubashi University; Naheel Wafa Dajany from Germany, director of corporate communications at All Nippon Airways Co.; Jayathura Samarakoon from Sri Lanka, manager of digital services, solution areas at Ericsson Japan K.K.; and Cameron Brett from Canada, managing director of the professional division at Randstad Japan K.K.

MASANORI DOI

and Japanese companies becoming more international, thanks to “the Best of Two Worlds” concept at Hitotsubashi ICS.



Samarakoon (S): It was a tough decision to be a student, but I wanted to get out of my comfort zone after working for the same company for 10 years. In addition to the school's reputation and the one-year program, the English medium was the deciding factor for me.

Dajany (D): In my case, my company chose the school for me. We had seven nationalities in the class and freely shared our opinions about Japan, Asian

business, as well as American and global companies. What's special at ICS is the balance between Japan and the Western world. We take the best of the two and combine them to get the best outcome. I understand why my company chose Hitotsubashi ICS.

I: Was it a tough experience for you to complete the EMBA program in one year?

B: One classmate said that for him, the experience redefined the meaning of the word “busy.” Yes, we were extremely busy continuing our jobs while pursuing the program, but it was manageable. One of the skills that I improved was time management.

S: Yes, it was tough. But in the end, it taught me a good lesson about how to

manage my time. Now I know how to prioritize.

D: It's very challenging, but I would say more rewarding. When I look back at the materials, I always ask myself, “How did I do that?” The video conferencing system was a big help when I was on business trips. I attended the class for two full days from Germany through the conferencing system.

I: How were your experiences with the immersion programs — the two Global Immersion Experiences (GIEs) to learn firsthand the latest global business practices; and one Global Network Week (GNW) that gives Hitotsubashi ICS EMBA candidates access to one-week programs at 11 other leading business schools from the Global Network for Advanced Management?

S: For my GNW, I attended IE Business School in Madrid. The focus was on digital transformation, and it gave me a different point of view on how we can apply digital technologies in business. There were 50 students from different universities around the world. I talked with them and understood how important it is to interact with peers from diverse markets and contexts.

D: For my GNW, I went to the Yale School of Management. There were 80 students. It was a good course, but I could see the advantage of the small group at Hitotsubashi ICS. I also learned about real diversity at Yale. There were so many nationalities among those 80 students. The group work was not easy. You could really see the challenge of managing so many cultures at once.

B: The GIE trip to Bangalore was my most memorable event. I came to understand the scale of India — the scale of opportunities and the scale of problems and complexity. Everything is huge. We discussed the market size of India as a class, but it's hard to grasp without firsthand experience. Another GIE trip, to Silicon Valley, was eye-opening for understanding that ecosystem. Not just the entrepreneurs — it's also money, investors and giant companies, all interacting with each other. People are not afraid to fail and keep going. This ecosystem protects them in a sense.

I: How did the EMBA program change you over the past year?

S: The program gave me confidence. I used to set limits on my career, but this program gave me the courage to break walls and go forward. We had opportunities to

meet with senior management of major Japanese companies. We also met people working at high-tech companies in Silicon Valley. These opportunities reminded me that I can talk and ask questions to anyone. That gave me confidence.

B: I became more open-minded. I was exposed to diversity in ways of thinking and different viewpoints on the same topic. Here in the EMBA program, people defend their views logically or explain why they believe something. It was sometimes completely different from the way I had interpreted, and I realized that there is often no clear right answer to a problem. To get to an optimal answer, we've got to bring in people and communicate with them.



D: At first, the program revealed my weaknesses; because it focused on points that I was not good at. But I think confidence comes with knowledge. Not only from books, but you learn a lot also from the cases and discussions with your classmates. To be honest, it was a form of torture to show my weaknesses, but then it's so rewarding to be able to turn them into strengths. Now I am ready to go to the next step and take on new challenges based on the strengths I did not have before.

All three graduates were promoted after completing the EMBA program, which includes the Capstone Project, a strategic proposal to their respective companies. Since April 2018, Hitotsubashi ICS is the global face of the newly created Hitotsubashi University Business School (HUB), which houses the university's graduate business programs in Japanese, along with the global, English-only programs offered by Hitotsubashi ICS.

Business education, the ICS way

On Sept. 7, in the Chiyoda classroom of Hitotsubashi ICS, 14 executive Master of Business Administration (EMBA) students listened in rapt attention. Professor Ken Kusunoki, a well-known specialist and writer on business strategy, began the class with: “The competitive strategy is basically pursuing differentiation from the competitors in the industry. That's what it's all about. Can I finish there?” The students, business professionals hailing from seven countries and regions, burst into laughter.

No, that was not the end of Kusunoki's class. An interesting and humorous lecture that only increased the students' anticipation of an excellent learning opportunity, followed.

Kusunoki's Pursuing Differentiation is one of the 10 core courses offered during the first two weeks of the EMBA program. The “Foundation Launchpad” builds both a common starting point for advanced management learning and promotes cohesion within the class.

As American businessman Harold Geneen (1910-1997) wrote, “You cannot

run a business, or anything else, on a theory.” Kusunoki, explaining the difference between theory and logic, clarified that the objective of the course is to understand the logic of sustained differences in firm performance.

“There is no theory in management. Yet, you can rely on logic. Logic can be your axis of thinking in a very quickly changing business environment,” he said.

Next at issue was, “What is strategy for?” Kusunoki asked students to name the best performing company, and explained during the ensuing interactive session that the goal of strategy is sustainable superior profitability. Caught up in Kusunoki's art of speaking — slow, but very clear, English — the students responded actively, spontaneously asked questions and shared their experiences from the workplace.

They were intrigued by the relatable examples from Kusunoki's rich experience in consulting with presidents and CEOs of many leading Japanese and global companies, including Tadashi Yanai, the founder and president of Fast Retailing Co. The rest of the session was devoted to

empowering students to internalize fully the core message of the course, which is that the essence of strategy is about “being different.” The final presentation slide promised, “The next session is competitive structures of industry.”

These lively and interactive classroom meetings owe in part to the small class size at Hitotsubashi ICS EMBA, which boasts an extraordinary faculty-to-student ratio of 1 to 1. This allows for focused, impactful interactions, which some of the 2017 EMBA graduates described as “unlike typical professor-student relationships” and “good for encouraging different ideas.”

Onsite sessions are integrated carefully with online (video-conferenced) sessions that enable students to continue working while pursuing the program.

Of the Capstone Projects that students present to their employers toward the end of the EMBA program, Kusunoki said: “You have to create your own strategy and management for your business, by yourself. I hope to offer you perspectives by asking, ‘Hey! Why don't you think from this angle?’”



Professor Ken Kusunoki teaching in the EMBA program at the Hitotsubashi School of International Corporate Strategy in Chiyoda Ward on Sept. 7. THE JAPAN TIMES

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Internationalization of Japanese Universities

Timing ripe for pursuing higher education in Japan

GREG STORY
PRESIDENT, DALE CARNEGIE TRAINING JAPAN

There they go, gliding through conversations in flawless Japanese with ease, catching the locals' jokes, even making their own. It all seemed so effortless for them and there I was, struggling away trying to string together a semi-coherent sentence. Just as I had aligned all that tricky grammar into some semblance of order, and was about to unleash it on the world, the entire conversation topic had moved on. I was again frustrated with not being able to express myself at all, let alone fully.

I met many of my fellow international university students through the Oceania Student's Association. We were a motley collection of Australians, New Zealanders and various Pacific Islanders. They were all undergraduates at various Japanese universities, and their Japanese language skills were annoyingly good. Like me, they were mostly here in Japan, at the Japanese tax payer's expense, as students on scholarships from the education ministry.

I was a late starter to Japanese, not taking it up until I was 25. On the other hand, many of the other students had been fully immersed in the language since their junior high school days. We are talking about the late 1970s now — this was before Japan used the yen's massive appreciation, to purchase most of the known world, post-Plaza Accord in 1985.

They were in Japan looking to build their careers through their knowledge of Japanese, their ability to not only speak it well, but to read and write it. In this aim, they were very successful and many went on to have stellar careers. They generally went



into finance, trade, education and government, while some even started their own businesses. Significantly, none went to work for Japanese companies, because that basically wasn't within the realm of imagination back then. Domestic companies hired Japanese for life and foreigners were like a spec of dust in your eye, insignificant and irritating.

I completed my undergraduate degree in Australia in Chinese, so this was my first exposure to this difficult and, at times, convoluted language of Japan. After two years of language training, I did a master's degree in Japan, then came back later for another eighteen months of field work for my doctorate. While I was studying all those years at university, I got to peek behind Japanese society's velvet curtain.

Now is the perfect time to undertake university studies in Japan, as there are currently over 185,000 foreign students in the country.

Realizing they must internationalize their firms to survive, the country has never been more open to hiring foreign university graduates. Interestingly, there are now some prominent Japanese companies who have made English their official language, meaning even if your Japanese is not quite perfect, you can still work.

Japanese companies have come face to face with future oblivion, due to the declining consumer population and are desperately looking to build a lifeline outside of Japan. In a McKinsey Quarterly article back in June 2011, Uniqlo CEO Tadashi Yanai said: "My advice for young Japanese is simple: get out of Japan. One of our weaknesses as Japanese is our ineptness at communicating with other cultures. Even people who speak English well are closed off psychologically. They don't speak frankly like I do. There's this uniquely Japanese standoffishness, this hesitancy to become too involved. And it's detrimental to globalization."

The reality, though, is the young are



Greg Story lectures on presentation skills to Japan Market Expansion Competition participants on May 12, 2017 in Tokyo. DALE CARNEGIE TRAINING JAPAN

deserting the cause. They want to stay in Japan, do not want to speak in English or deal with foreigners. In short, they are looking for a comfortable life. So the supply of young Japanese, who can help companies to internationalize, is considerably reduced.

The numbers of young Japanese going abroad to study peaked at 82,945 in 2004 prior to the "Lehman Shock." They were mainly going to America and so they provided the fuel for Japanese and foreign companies who needed employees with both bicultural and bilingual skills. By 2011, the numbers plummeted to 57,501. Today,

they have finally climbed back to the low 60,000s.

The big difference this time around is that these Japanese students are going for shorter periods of study, so their exposure to the culture and the language is more superficial than in previous years. This is where the demand for foreign university students educated in Japan is rising to fill these gaps, and this is not just restricted to the foreign multinationals who had a sustained, golden monopoly on their access to this international talent in Japan. The domestic companies may have been late

to the party, but they are very active now, providing stiff competition on the recruiting front.

These Japan-educated foreign graduates are hired not just because they can speak Japanese and can communicate easily with their colleagues — you could learn Japanese outside of Japan and most people do. They are being sought after because they can fit into the work culture very well. Those years at university exposed them to many facets of Japanese culture, which are amplified inside Japanese companies. University club activities taught them Jap-

anese-style teamwork, status based on age, ability level and a perfectionist mentality. *Senpai-kohai* (senior-junior) relations are the foundation of groups in Japan, schools and firms. Studying in your home country doesn't reproduce this dynamic.

So my advice for students coming to Japan to study is definitely get involved in your college's club activities. Mine was the karate club and the way the club was run was an interesting prism with which to view broader Japanese society. I was already a third-degree black belt when I arrived in Japan and had been training under Japanese instructors for many years in Australia, however, I wore a white belt the whole time, because I was a kohai. You might have your master's degree or higher, but you will enter the work group as a kohai. If you went to university here, you accept that illogical construct, because that is the way things are done here.

Japan is also unbelievably well-organized in terms of alumni groups, with some even stretching back to elementary school. When I first got here, I went to a hot spring hotel on the Izu Peninsula. The neighboring dining room was having a wild party. The attendees decided that having beers with foreigners was a great idea, so we became part of their group for a while. I was stunned to learn they had all gone to school together and this was their annual get together. The system here is extremely well-organized compared to most Western countries.

These alumni groups are huge networks. Building a network here as a foreigner from zero is extremely difficult. Plugging into the alumni association of a university offers an entry to business connections, which are almost impossible to create otherwise. Obviously the more elite the school, the better the network will be for business.

Now is the perfect time to go to college in Japan. Youth talent is sorely needed, and the country now welcomes some sourced from outside of Japan.

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Internationalization of Japanese Universities

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Voices from 10 students and recent graduates

In an increasingly globalized world, going abroad for higher education is becoming more common. Here, 10 students and recent graduates of Japanese universities share their experiences with English-heavy degree programs.

Sharing stories with the world

Name: Makinodan Melissa Akina
University: Rikkyo University
Faculty: College of Intercultural Communication
Department: Department of Intercultural Communication
Year: Third
Nationality: Brazilian



At the College of Intercultural Communication, I learned not only to take into consideration my own interests, but also to listen and be able to understand. Rikkyo University has provided me with all the tools to become a person with better understanding of social issues in the world.

After receiving so much support from my professors, peers and the staff, I decided that I wanted to help others. Therefore, every year I try to help the new international students in my department. Moreover, my friends and I started an interview project called Humans of CIC to share the interesting students we have here with the world.

A space to build global networks

Name: Michael MacArthur Bosack
University: International University of Japan
Faculty: Graduate School of International Relations
Department: Ph.D. in International Relations
Year: Second
Nationality: American



It is a privilege to live, study, and research in Japan, but even more so alongside peers from 60 other nations. Every day, every interaction at IUJ is a lesson that offers perspective on the world and its people. The school's motto is "Where the World Gathers..." and I would complete that by saying, "...is where students build global networks, share invaluable insights and form lasting bonds."

Convenient housing a major asset

Name: Francis Therese Calalang
University: Waseda University
Faculty: School of Political Science and Economics
Department: Economics (EDESSA Program)
Year: Fourth
Nationality: Filipino



Calalang lived in Waseda International Student House (WISH) during the first two years of her studies. WISH houses approximately 900 Japanese and international students and is less than a 10-minute train ride from the university's main campus. Aside from making the transition to university easier and getting guidance for local government procedures, Calalang said she took advantage of its convenient location and safety. "Whenever the weather was nice, my friends and I liked to get takeout from one of the restaurants and have a picnic in Nakano Central Park."

Classes inspire multiculturalism

Name: Cindy Marie Holasca
University: Meiji University
Faculty: School of Global Japanese Studies
Department: Department of Global Japanese Studies
Year: Third
Nationality: Filipino



The English Track Program of the School of Global Japanese Studies offers an extremely versatile curriculum. I wanted to expand my knowledge in several areas of Japanese culture, and this program comprises them all — starting from Japan's history, traditional arts and language, to its modern technology, economy and even popular culture. But the program does not merely stop within Japan, it also connects these aspects of the Japanese culture to the rest of the world, hence, the term "global." The classes, which are mainly taught in English, remove barriers and produce multicultural communities where students can freely interact and share their own cultures with one another.

Practicality fused with inspiration

Name: Daniel Hooper
University: Kanda University of International Studies
Faculty: Graduate School of Language Sciences
Department: M.A. TESOL Program (Teaching English to Speakers of Other Languages)
Graduated: 2016
Nationality: British
Company: Kanda University of International Studies



Entering the M.A. TESOL at Kanda changed my life both professionally and personally. The intensely practical nature of the program meant that I could apply what I had learned to my teaching the following day. As a result, I became increasingly excited about pedagogy and began to search for more and more ways to develop. Rather than simply viewing teaching as a job, I came to see myself as a professional actively participating in the field of TESOL. This was also fostered by the fantastic professors and staff who perceived all the students as valued educators with much to offer the future of language education in Japan.

Lasting friendships across borders

Name: Balagopal Narayanan Nair
University: Hitotsubashi University Business School
Faculty: Executive MBA
Department: International Corporate Strategy
Graduated: 2018
Nationality: Indian
Company: Noritake Co. Ltd.



The experience allowed me to set a clear path and hone my proficiency in management subjects, as well as overall leadership skills. Stationed in India, the virtual sessions enabled me to participate despite the busy work schedule. The quality and diversity of my cohorts and the way we supported each other was the most incredible experience of my EMBA stint. Fifteen of my fellow students were high-caliber executives representing leading global corporations and important portfolios for their employers. We communicate on a regular basis even now, and many of them are my best friends with whom I can share a range of things in life.

Excellence in Canada and Japan

Name: Colin Rennie
University: McGill University
Faculty: Desautels Faculty of Management
Department: MBA
Graduated: 2018
Nationality: Canadian



I chose the McGill MBA Japan program because the university's international reputation, worldwide alumni reach and academic excellence exceeds the offerings of any other business school in this country. Though the program is completed over weekends in Tokyo, half a world away from the Montreal home campus, nothing is watered down. The course content, workload and expectations are the same as for students in Canada. Even the professors are the same, as they fly here to teach, so I have had the privilege of learning from some of North America's top business scholars right here in Tokyo. Post graduation, I am proud to join a global network of McGillians.

Diverse opportunities abound

Name: Shah Raj
University: Keio University
Faculty: Faculty of Economics
Department: PEARL Program (Programme in Economics for Alliances, Research and Leadership)
Year: Third
Nationality: Indian



Attending Keio through the PEARL program has given me the chance to understand the aspirations and efforts of both the university and Japan as a whole to become "global." Whether through professors from various backgrounds or students from around the globe, I have been exposed to many unique and cutting-edge topics such as financial technology and other inter-related topics that are positioned at the center of global discussions today. With the university's support, I have been able to expand my interests and horizons, most crucially through practical experiences such as internships and part-time jobs, but also through seminars and inter-university events.

Pioneer spirit crucial for Japan

Name: Doan Ngoc Phuong Trinh
University: Toyo University
Faculty: Global and Regional Studies
Department: Global Innovation Studies
Year: Second
Nationality: Vietnamese



Because all of my classes are taught in English, I always have a chance to be exposed to an international environment with classmates from all around the world. Most of my professors try to bring a new teaching method to class, not just the conventional ways of using blackboards or PowerPoint. I think more universities in Japan should encourage student initiative outside the classroom, such as student organizations, innovation labs run by students and more. A good degree is not what really matters in today's society. An active, innovative and pioneer generation is what Japan needs in order to compete with the rest of the world.

Strong support for all students

Name: Rie Yuna
University: Sophia University
Faculty: Faculty of Liberal Arts
Department: Department of Liberal Arts
Year: Fourth
Nationality: South Korean



Sophia University makes great efforts to support their students regardless of their nationalities. For example, there are enormous opportunities to receive scholarships, and I received one all four years. However, not only scholarships, but also other support such as career planning advice and individual counseling programs for study are ready for every student. Thus, I never felt that I am left out as a foreigner. Personally, Sophia encourages students to work hard to get credit for their efforts. I do not know how other universities work, but I learned to believe in myself by receiving the best support for my education and future while I am studying in Sophia.



FEEL THE WORLD IN JOSAI

日本にしながら、1600人を超える外国人留学生、16カ国からなる多数の外国人教員とともに学べるグローバルカレッジJOSAI。30カ国170校以上の提携校との交流や、留学プログラムも充実し、今も多くの学生が世界中で学んでいます。

学校法人城西大学が目指すのは、「世界のリーディング・ユニバーシティ」。

JOSAIの門をくぐり抜けた瞬間が、世界への大きな一歩です。

世界を体感する大学

—— 学校法人 城西大学 ——

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