Nara Institute of Science and Technology

Top Global University Project

Self-examination and Evaluation Report

February 12th, 2020

Global Education Working Group
Nara Institute of Science and Technology

Forward

NAIST, having been chosen for the Ministry of Education, Culture, Sports, Science and Technology's (MEXT) Top Global University (TGU) Project in 2014, aims to structure a graduate school education model to produce globally active human resources to lead global developments in science and technology and pursue innovation. In the individual yearly plans of the project outline, the implementation of a self-examination and evaluation is included in the 2019 academic year and, in accordance, it was executed by the Global Education Working Group, under the guidance of the NAIST TGU Project Supervisor.

In this self-examination and evaluation, based on the basic policy concerning the MEXT 2020 mid-term evaluation, the first part is an analyzation of the achieved results for each area related to initial outcomes of NAIST's logic model and the second part is an analyzation of the progress made through the TGU Project by comparing the achievement results based on our performance indexes with the overall achievement results from the 37 institutions (including NAIST) that were chosen for the TGU Project. These are followed by a third reference part which includes the collected performance index data, expense (grant) data, and the outline of yearly achievements.

This self-examination and evaluation is a record of NAIST's TGU Project activities and results from the 2014 academic year to December 2019. This report is sent to all external evaluators and NAIST will interview each evaluator to obtain advice and opinions concerning the present project conditions and will use their comments to further guide the NAIST TGU Project. We would like to sincerely thank all those supporting NAIST in this project for their time and contributions for NAIST.

HIROTA Shun
Global Education Working Group Chairperson
February 12th, 2020

Top Global University Project Self-examination and Evaluation Report

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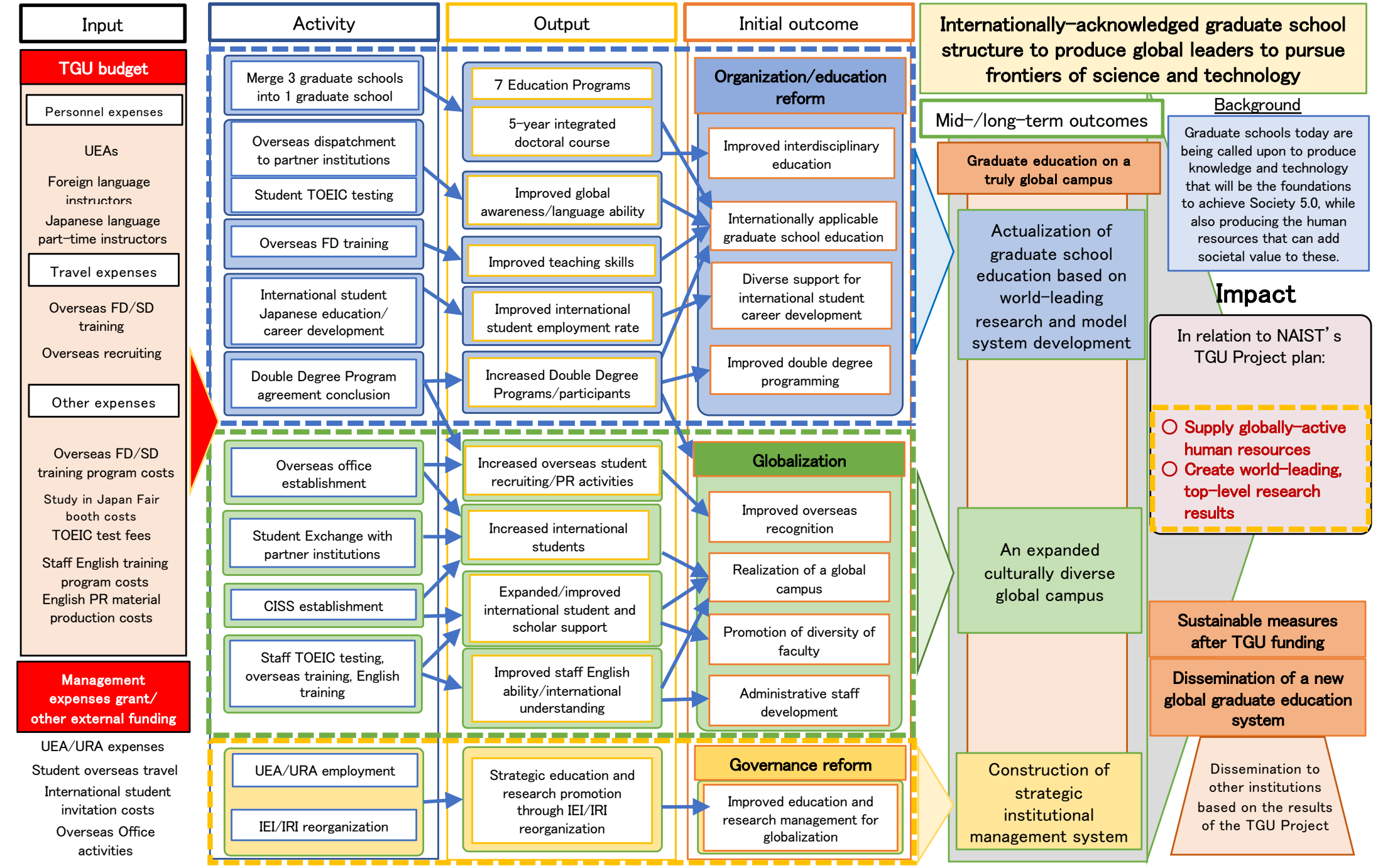
Nara Institute of Science and Technology Top Global University (TGU) Project Logic Model



Ⅰ. Overall outline

Ⅰ-1. Analysis of the Achievement Status of the "Logic Model Initial Outcomes"(Primary category)

(1) Analysis of "Organizational and Educational Reform" (Secondary category #1)

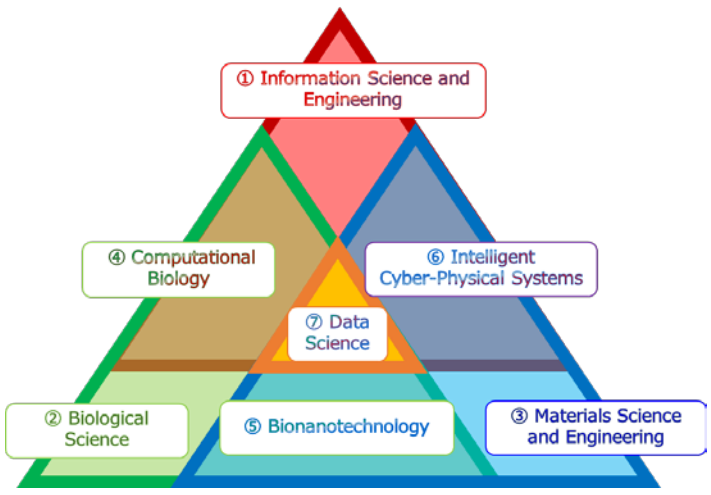
○ Current Results of "Improving Education in Interdisciplinary Fields" (Tertiary category #1)

In order to solve current and future issues that humankind will face, NAIST aims to continue as an educational institution that produces human resources with advanced specialized knowledge and a broad understanding of science across fields that will open up new frontiers through their abilities to collaborate with research areas outside of their specializations. For this, in 2018 NAIST reorganized its three graduate school structure to create a single graduate school to strengthen interdisciplinary education and achieve a curriculum to foster a spirit of challenge, well-roundedness, multi-disciplinary understanding and global perspectives.

In order to realize this single graduate school structure, the Working Group to Achieve a Single Graduate School Plan was established to offer opinions about creating a plan for the single graduate school while also collecting opinions for this throughout the campus. In 2015 the Working Group launched a 2-year investigation into the actual educational system and the outline of interdisciplinary field education for the single graduate school. The working group was able to achieve the transformation to a single graduate school one year earlier than was originally planned.

In the single graduate school structure seven Education Programs were established: 3 Education Programs based on the fields of the original Graduate Schools of Information Science, Biological Sciences and Materials Science, 3 Education Programs based on interdisciplinary fields encompassing pairs of each of the original research fields, and the Data Science Education Program which spans and merges the 3 original research fields. Each of the Education Programs set clear objectives for human resource development, and, along with the Graduate School of Science and Technology Diploma Policy, clarified the educational goals of each program. Additionally, for the master's course, along with required Core Subjects, Program specific Introductory Subjects were introduced as compulsory subjects and PBL Subjects to clearly represent the educational characteristics of each program. For students who are starting studies in areas outside of their undergraduate focuses, the necessary basic fundamental knowledge for their Education Program can be attained through Basic Subjects.

Figure 1-1 Chart of 7 Education Programs



In PBL Subjects focused on group work and active learning, interdisciplinary education is further improved through students from different academic backgrounds cooperating to tackle problems and tasks together. Also, outside of the required subjects, the system allows for the selection of a broad variety of elective subjects under guidance of the supervising professor

Chart 1-1 shows the number of students who chose interdisciplinary Education Programs. With the goal set at the time of the Education Program establishment for 100 master's students choosing to enter the interdisciplinary Programs each year, it can be seen here how they were mostly met from the beginning. Until 2019, most of the doctoral students had come from the original education structure of the 3 graduate schools and the research was structured on education without much focus on interdisciplinary Education Programs, so there were not many students who chose the interdisciplinary Education Programs. However, from 2020 the doctoral students continuing their studies at NAIST will have studied under the new educational structure, so an increase in interdisciplinary filed students is expected.

Chart 1-1 Number of students who chose interdisciplinary Education Programs

		Total students (as of Nov. 1 each year)	Those who chose interdisciplinary Education Programs
2018	Master's course	364	98
	Doctoral course	97	10
2019	Master's course	712	185
	Doctoral course	212	21

On the other hand, the concept of active learning, such as various program students collaborating together in PBL Subjects, has not been adopted by enough of the faculty. Along with this, students are physically separated into the 3 graduate school building complexes and there is a lack of facilities such as a learning commons where students can gather and interact together.

(Evaluation of implementation status)

Current status is very good.

(Evaluation explanation)

As well as achieving the transition to the single graduate school system to promote interdisciplinary area education 1 year earlier than originally planned, each Education Program set individual, clear human resource objectives and clarified each Program's educational goals. Also, considering the overall achievement of the established goals for the number of students choosing interdisciplinary Programs in the master's course, the status was evaluated as above.

Ⅰ. Overall outline

○ Current Status of “Internationally Applicable Graduate School Education” (Tertiary category #2)

In order to ensure the international applicability of the education support systems, an English version of the entire academic subject descriptions and subject numbering system was completed. From the transition to the single graduate school structure in 2018, English and Japanese mirror versions of the syllabus are available on the Internet. In the new graduate school, the quarter system was adopted to maintain a flexible education system to avoid problems regardless of entrance timing, spring or fall. (Fall is when more international students enter NAIST) Under the three graduate school structure there was one all-English International Course offered where international student education was undertaken, but in the single graduate school structure there is no specific International Course and instead the expansion of subjects that can be taken in English was planned. Now, both Japanese and international students are studying together in the same class and same groups.

In order to promote the international applicability of the subject contents and the effective implementation of subjects offered in English, every year 3-6 faculty members are sent to University of California, Davis (UC Davis) for faculty development training to study graduate school teaching methodology. Additionally, in 2019 NAIST invited a UC Davis faculty member to the campus to view classes taught in English to offer advice to improve teaching quality, and an on-campus faculty development training session was held to introduce internationally recognized education for transferrable skills and techniques for instruction in English. The training session was also held as a pre-faculty development session for doctoral students who aim to enter academia to develop instruction skills that can be used globally, and credits were offered to those who participated. Also, the number of double degree programs were increased from 2 in 2014 to 8 in 2019 with 4 NAIST students going abroad to partner institutions and 8 students from partner institutions coming to NAIST as part of NAIST’s continuing promotion of globally-applicable graduate school education.

Education quality assurance is undertaken through student evaluation surveys for all of the subjects offered at NAIST, where the results are given back to the lecturers, and through external evaluations of subjects by faculty from other institutions for a select number of subjects offered at NAIST. For the promotion of English education and skills master’s students are required to complete at least 2 credits worth of English subjects and take the TOEIC-IP test at least 3 times. For international students, Japanese subjects for levels N1 to N5 of the Japanese-Language Proficiency Test are offered in a system that responds to needs ranging from those of newly-arrived students and to those looking to work in Japan.

In regards to subject completion, strict rules for subject registration, etc. have been set and the GPA system was adopted with the percentage for ‘S’ and ‘A’ evaluations being set at roughly 30%, in order to secure a globally-accessible academic evaluation system. For evaluation of progress towards thesis completion, an evaluation system based on rubrics in the electronic education record system was established to perform objective evaluation while promoting student research self-management.

In addition to the above, the percentage of subjects offered in English rose from 33.4% in 2014 to 51.6% in 2018 in the new single graduate school structure, creating an educational structure allowing for course completion using only English in all 7 Education Programs. In the 2020 academic year, all of the subjects offered by the Division of Information Science are currently scheduled to be in English.

On the other hand, there are many Japanese students who cannot follow the internationally applicable courses taught in English and therefore, 28.8% of the subjects offered are offered both in Japanese and English, which is an additional load for faculty members. NAIST is still searching for the most effective English subject design to successfully support both research and education.

(Evaluation of implementation status)

Current status is very good.

(Evaluation explanation)

The English version of the entire academic subject descriptions and subject numbering system was completed in 2016. Through the holding of the International Faculty Development Training Program and the various on-campus Faculty Development events every year, and the International Faculty Development Seminar from 2019, NAIST is taking measures to ensure the global competitiveness of its educational contents. The acceptance and dispatchment of students through the double degree programs also contributes to the internationalization of our educational programming. Finally, in regards to evaluating educational results, introducing the GPA system and the implementation of a globally standard evaluation system with milestones and capstones to evaluate progress of doctoral thesis research based on rubrics are also reasons justifying the above evaluation status.

○ Current Status of “Diverse Career Path Creation for International Students” (Tertiary category #3)

In 2015, the Institute for Educational Initiatives (IEI) was established with the Division for Educational Development which maintained the Department for Career Development. In 2016, a UEA (University Education Administrator) was hired to take charge of career development support in English for international students, and held individual counseling sessions for international students (roughly 10/month, 100 in total) and career guidance sessions in English (Held 6 times, 56 participants in total). As a result of this, the percentage of doctoral graduates who found employment upon graduation increased 1.8 times. A career guidance class has been held in the spring and fall semesters for incoming students since 2017 (The class is held 8 times in each semester.) and is an important opportunity for international students to develop an understanding of the distinctive features of the Japanese job-hunting process. Also, in 2016 an Adjunct Professor who worked for foreign-affiliated corporations with many ties to industry was hired to offer support for international students’ career development. This led to the implementation of continued support activities such as the on-day industry visitation program for

international students and the mid-term industry experience program. The Department for Career Development was upgraded to the Division for Career Development within IEI in 2018 and aims to further expand its support programming.

In order to develop Japanese skills close to the N1 or N2 of the JPLT test, which most Japanese corporations, etc. look for when recruiting international students, the Division for Career Development UEA initiated the opening of the "Japanese Lectures" in 2017 and 2018. From 2019, this became an official part of the curriculum as "Japanese V" and along with establishment of "Japanese 1-IV"to cover levels N5-N3 of the JLPT test, became a structure offering a wide variety of Japanese language education in NAIST's curriculum. Along with these courses in the curriculum, a volunteer-based Japanese language program is operated to offer Japanese language education for both students and their families as well.

Various career development events have been held since 2017, including job fairs where students can meet with the Japanese-affiliated companies the wish to work at, business start-up seminars collaborating with outside institutions for international students thinking of starting their own business, and networking events for international students and companies looking to hire international students.

NAIST is also taking steps to offer support for career path development and job-hunting for NAIST graduates in their home country through the Indonesian and other alumni associations. The results of the above diverse career support measures can be found in Chart 3-1, which shows the employment percentages for doctoral course graduates.

Chart 3-1 Employment percentages for doctoral course graduates

Calendar year	2013		2016		2017	2018	2023
Percentage type	Goal	Actual	Goal	Actual	Actual	Actual	Goal
Percentage of international students who found work in Japanese industry	0.0%	0.0%	10.0%	24.1%	30.3%	28.6%	33.3%
Percentage of international students who found work outside of Japan (including academia)	13.3%	26.7%	18.0%	20.7%	36.4%	42.9%	33.3%

(Evaluation of implementation status)

Current status is excellent.

(Evaluation explanation)

A diverse array of career development support is being offered to international students by the career development support UEA and the Adjunct Professor hired specifically for international student support. This has resulted in moving closer to 2023 goal of 33.3% of the international

student graduates of the doctoral program entering Japanese industry, etc. after graduation and 33.3% gaining employment (including academia) outside of Japan. While the percentages fluctuate every year, substantial career development support is offered every year for international students, so the status was evaluated as above.

○ Current Status of “Double Degree Program Enhancement” (Tertiary category #4)

Since the signing of the double degree agreement with University of Oulu for the doctoral program in August, 2010, to date NAIST has concluded 8 agreements for double degree programs, steadily increasing the number of double degree partner institutions. The double degree partner institutions are located throughout the globe, including Europe, Asia and Oceania. (See Chart 4-1) Even after being chosen for the Top Global University project, NAIST continued to expand its international partnerships while carefully reviewing those double degree program agreements which were to expire to determine whether or not they should be renewed, based on the projected possible joint activities.

For the period between August 2010 and December 2019, the number of students dispatched and accepted in the double degree program is 8 students (3 students graduated, 4 are currently enrolled and 1 has withdrawn) accepted and 4 students (2 students have graduated and 2 are currently enrolled) dispatched to the partner institutions. In order to expand the programs, the long-term study abroad support project was formulated in December 2019 to support Japanese students when they travel abroad by funding travel and living expenses and this shall begin in 2020.

Double degree programs have only been offered for doctoral students up to now, but the related regulations to allow for double degree programs to be offered to master’s students as well have been revised and NAIST is working together with a partner institution to implement a master’s course double degree program in 2022.

Chart 4-1 Double degree partner institutions

＜Current programs＞

	Partner institutions (Names as indicated in agreements)	Countries/regions	Concluded (renewed) in	Student acceptance/dispatchment history
1	Université Paul Sabatier	France	February 28, 2014 (February 28, 2019)	Acceptance: 1 student (1 enrolled until August, 2021) Dispatchment: 3 students (2 graduated, 1 enrolled until March 2021)
2	Université Paris-Saclay	France	April 23, 2018	Dispatchment: 1 student [1 enrolled until September, 2022]
3	Sorbonne Université	France	April 29, 2019	Call for applications will open for 2020 spring enrollment
4	Ulm University	Germany	July 31, 2017	Acceptance: 1 student (1 enrolled until March 2021)
5	University of Malaya	Malaysia	April 4, 2015	Acceptance: 1 student (1 enrolled until March 2020)
6	National Chiao Tung University * Note: 3 departmental agreements	Taiwan	① November 19, 2015 ② November 19, 2015 ③ March 3, 2017	Acceptance: 1 student (1 enrolled until September 2020)
7	Unitec Institute of Technology	New Zealand	May 21, 2015	Acceptance: 2 students (1 graduated, 1 withdrawn) (Agreement will end in May 20, 2020)
8	Macquarie University	Australia	July 10, 2019	Call for applications will open for 2020 spring enrollment

＜Ended program＞

	Partner institutions (Names as indicated in agreements)	Countries/regions	Concluded (terminated) in	Student acceptance/dispatchment history
1	University of Oulu	Finland	August 31, 2010 (August 30, 2015)	Acceptance: 2 students (2 graduated)

(Evaluation of implementation status)

Current status is very good.

(Evaluation explanation)

Beginning with the signing of the first double degree agreement at NAIST in August 2010, the number of double degree program partner institutions and participants has steadily increased. With the use of a scrap and build process, programs are reviewed before their agreements are renewed in order to guarantee the double degree programs' content quality, so the status was evaluated as above.

(２) Analysis of “Globalization” (Secondary category #2)

○Current Status of “Improvement of Overseas Brand Recognition” (Tertiary category #1)

Picture 1-1 NAIST Indonesia Office Kick-off Symposium (August 2016)

NAIST opened overseas offices in Indonesia (Bogor) in April 2016 and in Thailand (Bangkok) in March 2017. In Indonesia, NAIST is strengthening its presence by participation of the NAIST alumni network in study abroad fairs, visits to international partner institutions and holding symposiums to appeal to universities, government offices and Japanese businesses with operations in Indonesia. The Thailand office is also used as a base for annually-held student symposiums and for student recruiting events incorporating internships at NAIST, effectively expanding NAIST’s research and education prowess in Thailand. In order to strategically structure an international researcher network, NAIST has established and operates international collaborative laboratories at UC Davis and Université de Paul Sabatier.

For PR activities in Europe, NAIST has joined JANET (Japan Academic Network in Europe), an organization mostly composed of Japanese universities and academic institutions with extensions, etc. in Europe which promotes the exchange of academic information between Japan and Europe. A NAIST faculty member serving as the Information Dissemination Committee Chairperson actively promotes NAIST and its activities while expanding our network with other educations institutions and recruiting talented students and researchers. NAIST URAs (University Research Administrators) participate in the international URA consortium INORMS (International Network of Research Management Societies) every year and promote NAIST activities there as well. A NAIST faculty member is the Program Committee Chairperson for the INORMS 2020 World Congress to be held in Hiroshima, and participates in related conventions in the US, Europe, Australia and Asia actively disseminating information while promoting NAIST and other Japanese universities.

Picture 1-2 NAIST booth at Study in Japan Fair (Thailand)

Every year, in addition to participating in the Japan Study Abroad Fairs (Thailand, Vietnam, Taiwan, Malaysia, Indonesia), the Post Graduate Education Fair (Malaysia), and the Information Session for Students to study in Japan (China), NAIST visited international partner institutions to introduce NAIST and the education and research being undertaken in order to further increase our overseas presence. (From 141

faculty members sent abroad in 2013 to 173 faculty members sent in 2018)

In addition to these activities, NAIST produces English versions of the NAIST Guidebook and Laboratory Introduction, sending and distributing them to international partners and related institutions, while also making them available on the NAIST homepage in order to widely disseminate information concerning our education and research activities and international activities. The Division for Global Education homepage was also renewed in order to expand and organize the information offered in both languages as another measure to send out information about NAIST international activities and our international presence.

(Evaluation of implementation status)

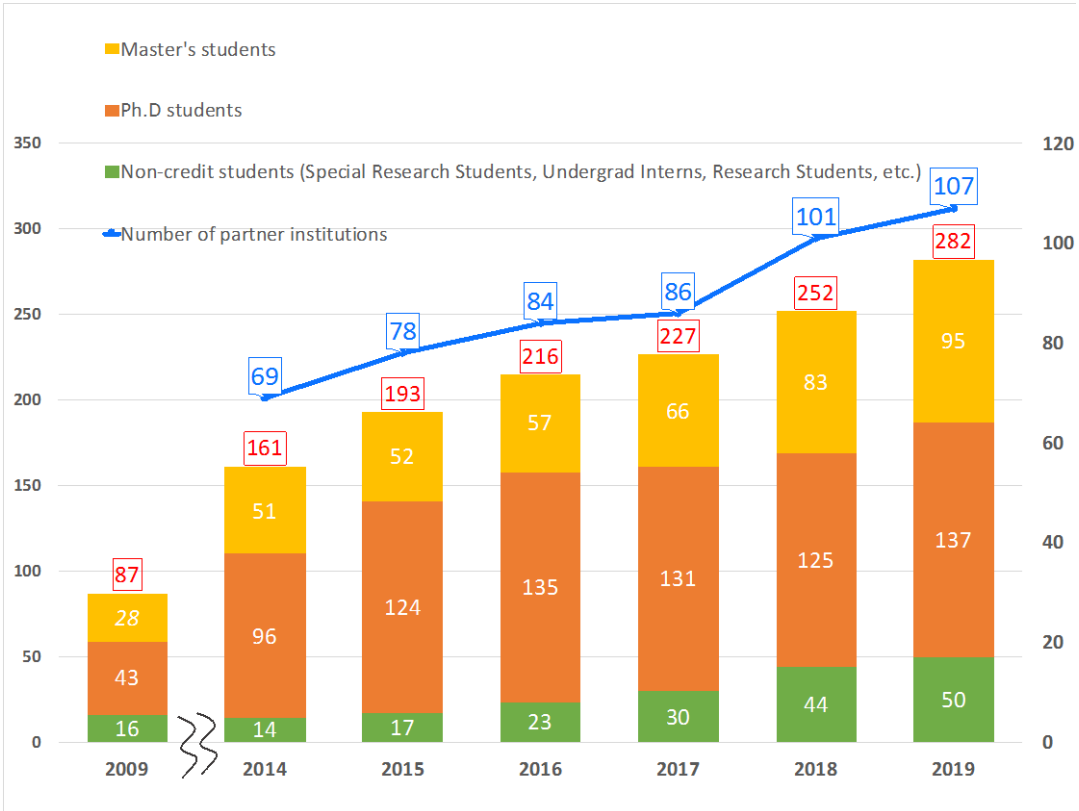
Current status is very good.

(Evaluation explanation)

Through the NAIST overseas offices, the collaborative laboratories, and the URA group consortium, NAIST has actively disseminated information to strengthen the presence of both NAIST and other Japanese universities. Also, considering efforts to increase NAIST's brand recognition including participation study abroad fairs, partner institution visits and homepage renewal, the status was evaluated as above.

○Current Status of "Achieving a Global Campus" (Tertiary category #2)

Chart 2-1 International student and international partner institution growth (As of May 1st every year)



Ⅰ. Overall outline

Through efforts including the expansion of international partner institutions (From 69 institutions from 25 countries/ regions as of May 2014 to 107 institutions from 29 countries and regions as of 2019), student recruiting activities from the overseas offices, etc., and the establishment of the Undergraduate of Internship Student System to accept undergraduate students at NAIST, the number of international students at NAIST has greatly increased. (See Chart 2-1) While the international student population is centered on Southeast Asian countries, the population is balanced without a specific country being overly represented and it maintains a strong diversity with students from 37 different countries. (As of October 2019) Concerning international (non-Japanese) researchers, through support strategically implemented for international researcher acceptance for collaborative research, every year many international researchers are accepted to NAIST. (From 181 international researchers in 2014 academic year to 197 researchers in 2019)

Every year the Overseas Faculty Development Program and Staff Development Program are held and these programs aim at further improving teaching skills in various environments and laboratory management. The Staff Development Program aims to develop experienced staff that is able to respond to the various needs of students and faculty. Both of these programs end with a debriefing session in order to ensure that the faculty and staff experiences achieved through the program are given as valuable feedback to the entire campus.

In order to facilitate international students and researchers in making the most of their time in Japan, NAIST established the Center for International Students and Scholars (CISS) to help students and scholars in a wide spectrum of both academic and private matters, from cultural issues in the lab and on campus to support for their accompanying family members. In addition to the production and revision of the Handbook for International Students and the International Staff and Researcher's Handbook, the implementation of orientations for international researchers, the expansion of counter services for international researchers, and the planning and execution credit card application sessions, etc., the Ambassador Program, a peer support program for international students, was planned and begun. Also, NAIST Tea Time, an on-campus event for faculty staff and students that encourages building ties and cross cultural communication where students introduce their country's history, culture, etc., has been held 17 times since 2015. Along with this, the International Friendship Meeting, an annual international exchange meeting for NAIST members is held and representatives from groups supporting the international community, local elementary faculty and other local community members are invited. (2019 participants: 294) These and other efforts such as the

Picture 2-1 On-campus event for cross cultural communication "NAIST Tea Time"

presentation “Studying with International Students”, held for incoming Japanese students to stimulate and facilitate active interaction between international and Japanese students are being implemented to further develop NAIST’s global campus.

(Evaluation of implementation status)
Current status is excellent.

(Evaluation explanation)
In order to achieve NAIST’s global campus the acceptance of talented international students and researchers is encouraged and, especially when looking at the percentage of international students on campus at NAIST, the actual percentage of international students at NAIST in May 2019 (24.9%) is already higher than the final goal percentage for May 2023. (23.2%) Also, considering the various measures undertaken for international student and researcher support through the Center for International Students and Scholars (CISS), the status was evaluated as above.

○Current Status of “Promoting Faculty Diversity” (Tertiary category #3)

NAIST is working to increase the number of international faculty members, faculty members with degrees from abroad and faculty members with extensive experience abroad to ensure the diversity of the faculty. Under the leadership of the President, the international faculty recruitment incentive program, a program where incentive funding approved by the President is given to divisions which hire international faculty members as a measure to promote the employment of distinguished international faculty. In recruiting new faculty members, advertisements and calls for researchers are released internationally and the selection process stresses education and research experience abroad. Also, through NAIST’s original long-term overseas dispatchment program, the Global Brain Circulation Project’s Young Researcher’s Overseas Experience Program, continued support is offered for long-term faculty dispatchment and every year 3-4 young faculty members are sent to overseas research institutions. The concrete result achieved through these efforts is an increase in the percentage of international faculty members, faculty members with degrees from abroad and faculty members with extensive experience abroad (one year or more), from 32.9% (72 faculty members) as of May 2013 to 57.1% (129 faculty members) as of May 2019.

(Evaluation of implementation status)
Current status is very good.

(Evaluation explanation)
Considering the definite yearly increases in international faculty members, faculty members with degrees from abroad and faculty members with extensive experience abroad (one year or more) through the implementation of the international faculty recruitment incentive program and NAIST’s original Global Brain Circulation Project’s Young Researcher’s Overseas Experience Program, the status was evaluated as above.

○Current Status of “Administrative Staff Development” (Tertiary category #4)

The standard foreign language (English) score for administrative staff members was set at 750 pts. or higher in the TOEIC test, and NAIST is aiming to have 47 of the 175 full-time administrative staff members meet this standard. The English Training Program and the Overseas Staff Development Program are held for the administrative staff (including technical staff) in order to achieve this goal.

In 2014 the TOEIC-IP test was held for full-time staff members (154) and their scores were analyzed to determine what levels of English instruction were appropriate. Every year a 3-month English Training Program is held on campus focused on TOEIC testing skills led by an outside lecturer. (See the number of participants in Chart 4-1) Also, in 2019 a survey of the full-time administrative staff concerning the future contents of the English Training Program was held and, as a result, content changes from TOEIC–focused contents to practical training contents such as E-mail writing, English conversation, etc., are currently being deliberated.

Chart 4-1 Staff English Training Course Participation (number of participants)

Academic year	2014		2015		2016		2017		2018		2019	
Level	Beginner/ Intermediate	6	Intermediate	6	Intermediate	5	Beginner	6	Beginner	6	Intermediate/ Advanced	4
	Intermediate/ Advanced	6	Advanced	4	Advanced	4	Advanced	5	Advanced	6		
	Total	12	Total	10	Total	9	Total	11	Total	12	Total	4

In the Overseas Staff Development Program, in addition to language training abroad, participants had meetings with corresponding staff at the host institutions, participated in job-shadowing and held investigative interviews. The participants came from offices including general affairs, accounting, personnel, educational affairs, cooperative research and international affairs, representing most of the administration. The participants gave reports in debriefing sessions and submitted written reports which were released on NAIST’s intranet homepage. The program information can be found in Chart 4-2.

Chart 4-2 Overseas Staff Development Program Information

Academic year	Institution (Country)	Program period	Number of participants	Participant’s section (at that time)
2014	Hawaii Tokai International College	Nov. 10 – 23, 2014	2	Student Affairs Division, Finance Division
2015	Hawaii Tokai International College	Nov. 30 - Dec. 20, 2015	1	Personnel Division
2016	Hawaii Tokai International College	Nov. 7 – 19, 2016	1	International Affairs Division
	Macquarie University	Nov. 20 – Dec. 3, 2016	1	Cooperative Research Division
	University of California,	Jan. 5 – 21, 2017	1	Educational Affairs Division

	Davis			
2017	Hawaii Tokai International College（USA）	Nov. 6 – 17, 2017	1	Planning and General Affairs Division
	Macquarie University	Nov. 6 – 17, 2017	1	Personnel Division
	Massachusetts Institute of Technology and University of California, Davis（USA）	Jan. 11 – 19, 2018	1	International Affairs Division
2018	University of California, Davis(USA）	Jan. 4 – 18, 2019	2	Finance Division, Cooperative Research Division
2019	Hawaii Tokai International College	Nov. 4 – 17, 2019	2	International Affairs Division, Cooperative Research Division
計	3 universities（USA） 1 university（AU）		13	

Furthermore, in order to evaluate the overall results of these programs, every year the participants are required to take the TOEIC-IP test before participation and at the end of the academic year. Also, by implementing these programs, the percentage of full-time administrative staff members (including technical staff) who met the standard foreign language (English) score, having scored 750 points or more on the TOEIC test, was 24.1% (40 people out of 166) and reaching the final project goal of 26.9% set for 2023 is deemed achievable. (See graph ⑯ in II Performance Index Data)

In addition to the NAIST programs, staff members are sent abroad for practical training (1 year) to further develop advanced skills by using the Japan Society for the Promotion of Science's International Academic Exchange Training Program. (1 staff member sent abroad in 2018 and 1 in 2020) Also, staff members accompany faculty and administrative executives on overseas business trips related to the Program for Promoting the Enhancement of Research Universities to gain more practical experiences in different settings.

In 2019, study meetings for staff members (administrative and technical staff) proposed by a fellow staff member were held with the theme of "Internationalization at NAIST". The first meeting focused on explaining the current programs and efforts concerning NAIST's global community and activities to the participants, and was followed with a discussion and question and answer session. The second meeting dealt with explaining and introducing Japanese culture, life in Japan and local tourist/historical locations in English, with the cooperation of the Nara Prefecture International Citizens Support Center.

(Evaluation of implementation status)

Current status is excellent.

(Evaluation explanation)

As of May 2019, 24.1% (40 people out of 166) of the administrative staff (including technical staff) members met the standard foreign language (English) score, scoring 750 points or more on the TOEIC test, which is more than the original goal of 21.7% (38 people out of 175) established for this period. Considering that through achieving this NAIST was able to position at least one

person who can speak English well in each division of the administration offices, the status was evaluated as above.

(3) Analysis of “Governance Reform” (Secondary category #3)

○Current Status of “Improvement Education and Research Management for Globalization” (Tertiary category #1)

In order to arrange a strategic management structure that is both flexible and highly responsive, the Center for Strategy and Planning was established under the leadership of the President to centralize the planning and development functions for education and research that were spread across various committees. From 2017, the Vice President in charge of institutional research (IR) has been positioned as the Institutional Research (IR) Office Director and the office was expanded to reach across all administrative offices to thoroughly make use of not only data related to education but also data related to research, human resource development, internationalization, finances, and industry-government-academia collaboration. (See Figure 1-1)

In order to implement the President’s policies concretely, rapidly and across the entire institution, IEI was established with the Executive Director in charge of education/Vice President as its head with UEAs positioned at each Division as an educational support organization and the Institute for Research Initiatives (IRI) was established with the Executive Director in charge of research/Vice President as its head with URAs positioned at each Division as a research support organization. (See Figure 1-2)

In the Division for Educational Development of IEI, improvements are being furthered to enhance the curriculum contents institute-wide. The Division for Global Education is promoting efforts to expand collaboration with overseas partners and institutions, supporting the establishment and management of overseas offices, constructing new double degree programs and implementing the faculty and staff development programs, etc. for faculty and staff members. The Division for Career Development offers education and support for career planning for both Japanese and international students.

IRI is actively pursuing the development of research and educational activities with international partners and research institutions, centered around the two Overseas Collaborative Laboratories maintained in University of California, Davis (US) and Paul Sabatier University (France), and the three on-campus Collaborative Laboratories, (Carnegie Mellon University (US), The University of British Columbia (Canada), and Ecole Polytechnique (France). IEI and IRI, along with the IR Office, are fortifying the management of research and education for internationalization through close collaboration with various offices on campus.

Figure 1-1　IR Office Duties and Operating Structure

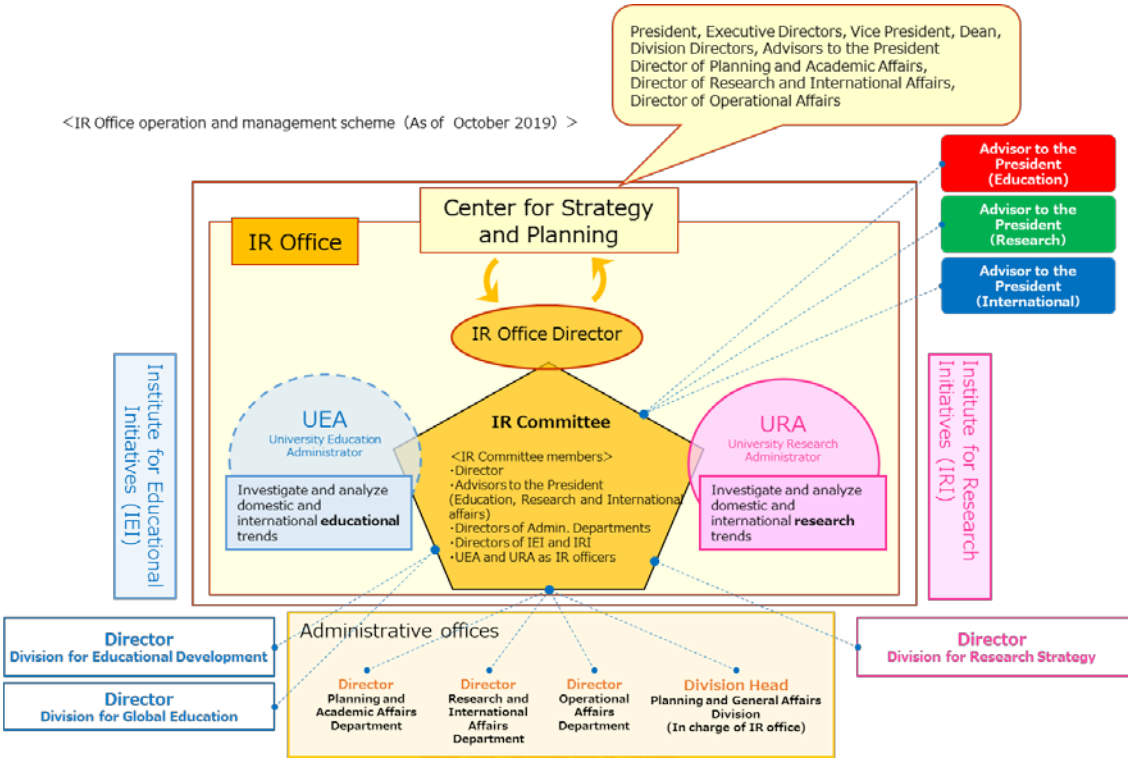
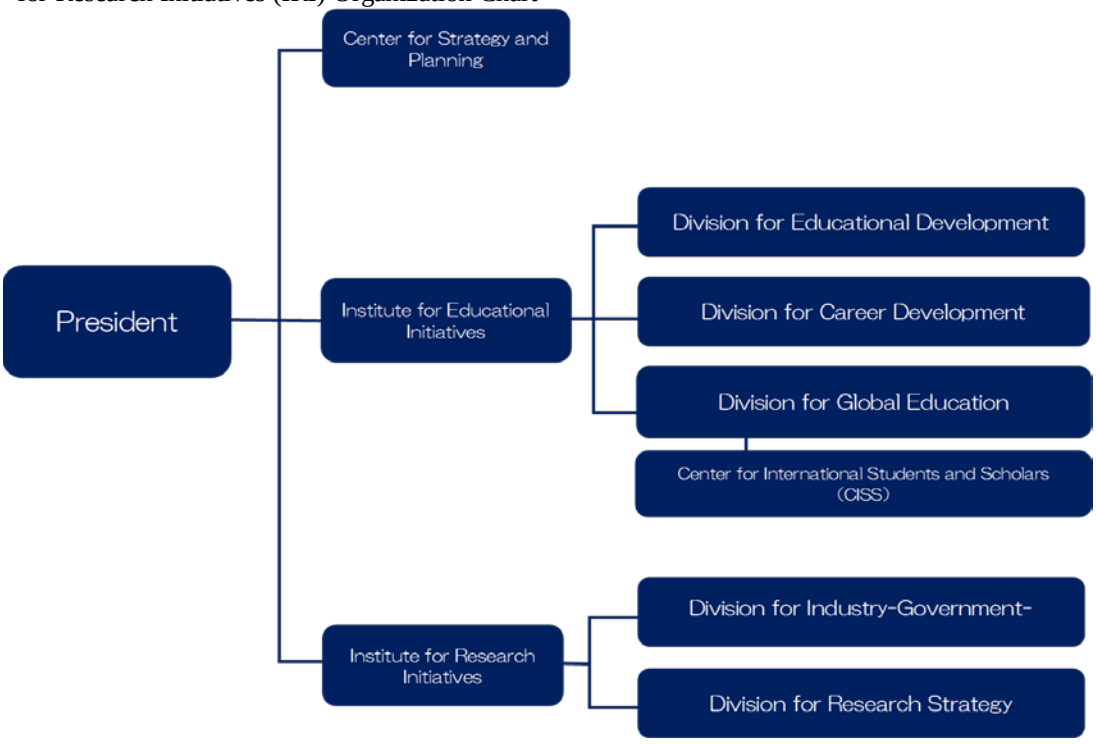


Figure 1-2 Center for Strategy and Planning, Institute for Educational Initiatives (IEI), and Institute for Research Initiatives (IRI) Organization Chart



Ⅰ. Overall outline

(Evaluation of implementation status)

Current status is very good.

(Evaluation explanation)

Considering the measures to improve management of research and education for internationalization achieved through the Center for Strategy and Planning led by the President, the expanded organizational structure of the IR Office to be able to make use of not only data concerning education, but also NAIST data concerning research, human resource development, internationalization, finances, industry-government-academia collaboration, etc., and the collaboration of the Institute for Educational Initiatives (IEI) and the Institute for Research Initiatives (IRI) with various offices throughout the campus, the status was evaluated as above.

Ⅰ-2. Analysis of the Achievement Status of the “Progress towards Sustainable Measures”(Primary category)

In order to achieve sustainable measures through this program, it is essential that NAIST increase its overall income and secure a stable campus budget. This analysis looks at the progress of measures undertaken as of the 2019 academic year.

At NAIST to increase the amount of competitive funding acquired, there have been roughly 110 cases (as of December 2019) where URAs, etc. checked and gave advice about applications for this funding. As a result, the total amount of external funding received as of Dec.2019 is 1.62 billion yen. (287,438,000 yen from collaboration with industry, 859,611,000 yen from consignment research, 190,485,000 yen from donations, and 282,762,000 yen from competitive funding) Funding from Grants-in-Aid for Scientific Research totaled 1.12 billion yen. These amounts together are considerably more than NAIST’s yearly goal of receiving more than 1 billion yen external funding every year. Additionally, in order to promote awareness about external funding acquisition among researchers, NAIST established an incentive system for those researchers who substantially contribute financially to NAIST, through the funding received as part of overhead costs which is included in the external funding the researcher has achieved. In the 2019 fiscal year, 41 researchers received monetary awards through this system.

In order to increase interest in possible contributors outside of NAIST in considering donations to the institute, the Nara Institute of Science and Technology Fund implemented a program from July 2019 where individuals or businesses who donate 50,000 yen or more have a commemorative engraved nameplate attached to a seat in the Millennium Hall, the lecture hall where open lectures for the public are held. Through this program we were able to better publicize the benevolent donations that NAIST received from even more contributors than previous years.

New measures started include the Naming Rights Project and the Crowdfunding Project. For the first project, the Application Guidelines for Naming Rights partners were made public on the NAIST homepage on July 2nd, 2019 and, of the 7 facilities and rooms available, the large seminar hall of the Information Science Complex was renamed “AI, Inc. Seminar Hall” (Agreement

period: Jan. 1st, 2020 to Dec. 31st, 2024; Agreement amount: 330,000 yen per year) upon negotiation with AI, Inc. The other facilities and rooms are currently still open for naming. For the latter project, NAIST held an explanatory meeting for NAIST faculty, staff and students on July 26th, 2019 to introduce how crowdfunding could be used for NAIST's research and education activities.

In addition to the above efforts, the Academic Instruction Program was newly established in 2019 where NAIST faculty members, upon being requested by private industry, etc., offer instruction and advice based on their educational, academic and technical knowledge and experience. As of December 2019 there have been 7 requests to NAIST for instruction and this has net a total of 11.5 million yen in income. (Including consumption tax)

In order to increase various types of external funding, NAIST has decided, in principal, from April 1st, 2020 to add 30% of the direct costs for collaborative research with private industry, etc. to the total amount of costs to cover indirect research costs incurred. This policy change was announced on the NAIST website in January 2020.

NAIST is maintaining the project size of our Top Global University (TGU) Project at 250 million yen every year. The grant amount in 2019 for the International Hub Development Project Grant within the TGU Project was 50 million yen and the actual planned burden on NAIST is listed as 51 million in the grant report. The sum of these, the simple figure representing the TGU Project's financial size, is 101 million yen (40% of the scale being maintained), demonstrating a reduction in scale from the actual size. However, through the absorption of costs of parts of the TGU Project into management expense grants and the Program for Promoting the Enhancement of Research Universities, NAIST is striving to continue to maintain the original TGU Project scale.

(Evaluation of implementation status)

Current status is very good.

(Evaluation explanation)

NAIST achieved considerably more competitive funding from Grants-in-Aid for Scientific Research, consignment research, etc. every year than its yearly goal of 1 billion yen or more a year. In 2019 NAIST established the Naming Rights Project, the Crowdfunding Project and the Academic Instruction Program in pursuit of diversification of NAIST's financial sources. Also, considering the efforts to maintain the original scale of the TGU Project by absorbing the part of its cost into management expense grants, etc., the status was evaluated as above.

Ⅰ. Overall outline

Ⅱ. Analysis of the Achievement Status from the Performance Index Data

Overall Summary based on Analysis of Performance Index Data

The percentage of achievement for 17 of the performance indexes for the TGU Project was compared between NAIST and the average of the 37 institutions (Top Type: 13 projects and Global Traction Type: 24 projects (including NAIST)) that were chosen for the TGU Project.

Of the categories which have distinguishing achievements, the number of international students has continued to grow greatly, both in the graph ④－1 showing the percentage of international students as of May 1st of each year and graph ④－2 showing the percentage of international students overall for each year, since the previous mid-term evaluation. In graph ④－1 the percentage of international students as of May 1st,2019 is 24.9% (282 international students), which is already higher than goal set for the final project year 2023, 23.2%, and this is higher than the overall average of the participating institutions. The same rising trend has been achieved in the acceptance of international students based on international academic agreements as shown in graph ⑥－2.

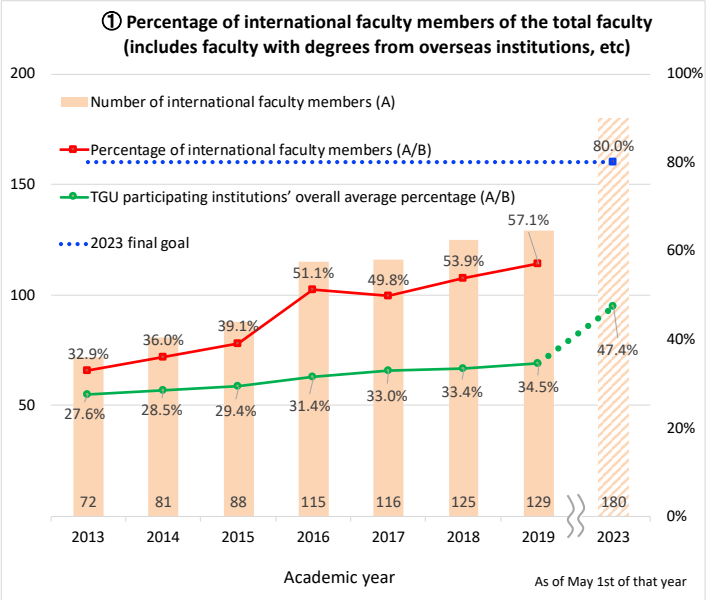
In relation to the Education Programs, the number of and percentage of subjects taught in English are increasing steadily (graph ⑦). With the transition to the single graduate school structure in 2018, NAIST fully met its goal for the number of courses in which students can graduate using only English. Also, the subject numbering system (graph ⑩) and the complete English subject descriptions (graph ⑪) were achieved in the 2016 academic year.

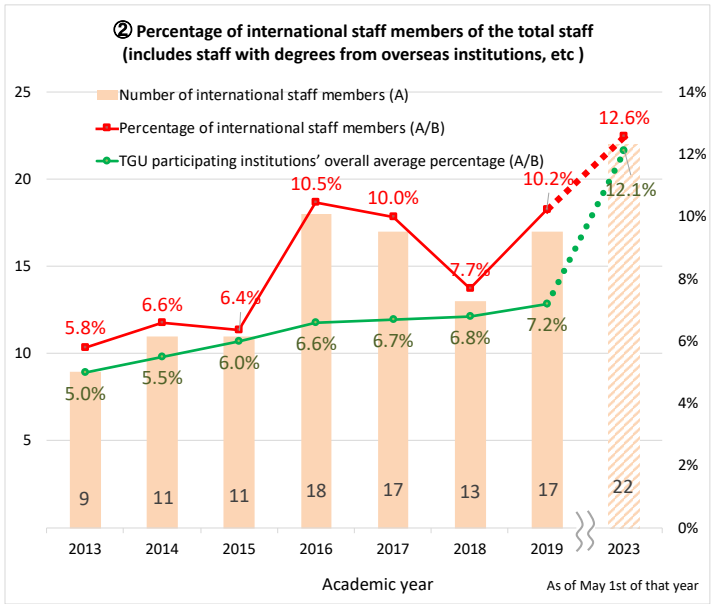
The area that warrants more attention is the percentage of NAIST's Japanese students who study abroad (graphs ⑤－1 and ⑤－2). While NAIST's percentage is slightly above the participating institutions' overall average, new measures will need to be undertaken in order to achieve our final goal of 11.8% (an average of 14% for the participating institutions) for this. There is a great variation every year in the number of Japanese students who study abroad at our international partner institutions (graph ⑥－1).

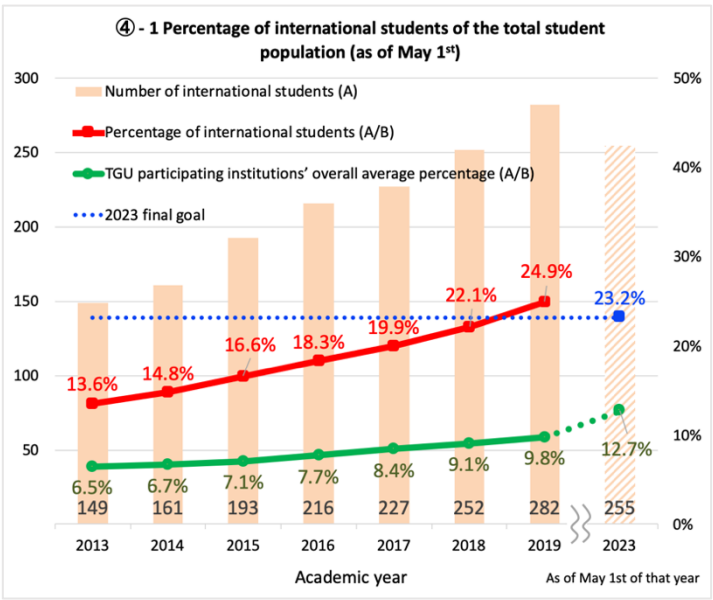
The English ability level in graph ⑨ is steadily increasing and the percentage of students (37% as of May 2019) that have met the foreign language standard (TOEIC score) is much higher than the participating institutions' overall average (23.5%). However, in order to reach the final goal of 60.1% (Participating institutions' final goal overall average is 51.2%), NAIST will need to implement further measures considering its special characteristics as a graduate school institution.

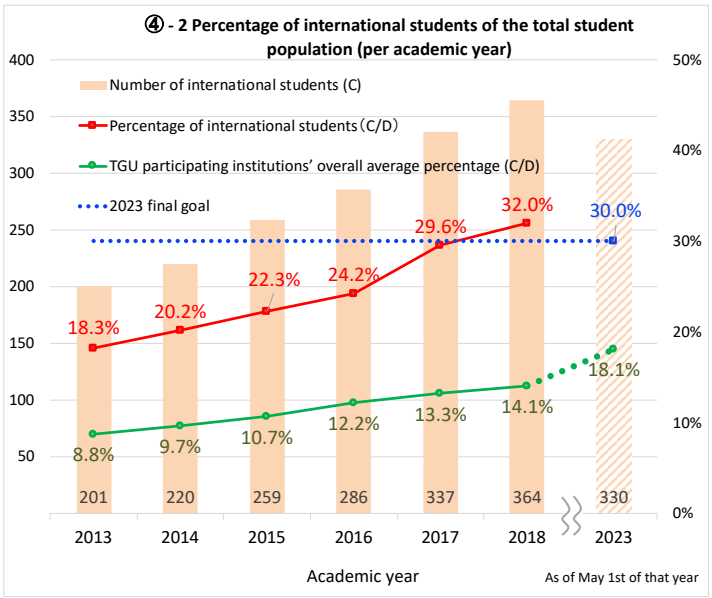
In respect to the internationalization of the faculty in graph ①, the number of international faculty members, etc. is higher than the participating institutions' overall average. Also, for the annual salary system for faculty members, the number of faculty members employed under this system is steadily increasing （See graph ⑭－1）. For administrative staff, the number of staff members who have met the English language standard is increasing and the percentage of these staff members, 24.1% as of May 2019 is far higher than the participating institutions' overall average, 17.4%. Additionally, the number of international staff members, etc. in graph ② is also steadily increasing. Please note that the drop in administrative staff employed under the annual salary system (See graph ⑭－2) is due to the switching of annual salary employees to monthly employees to allow them to continue their careers at NAIST, considering the career development of highly skilled professional staff at NAIST.

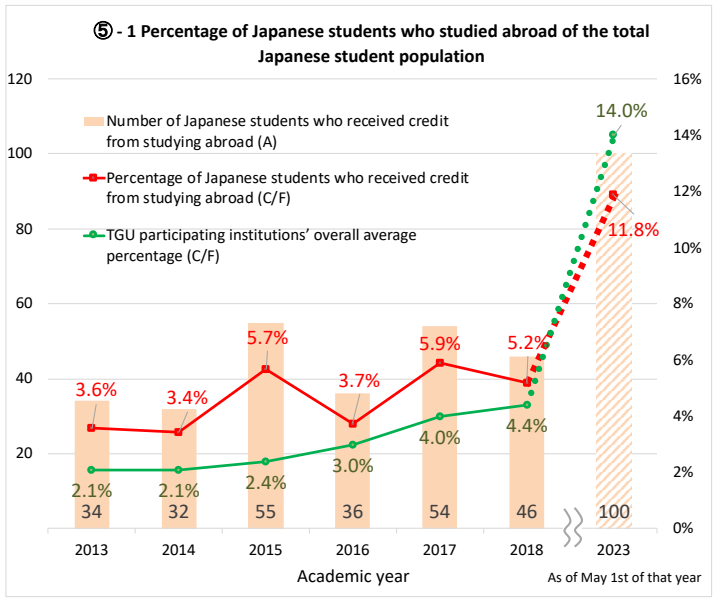
Ⅱ. Analysis for performance index data

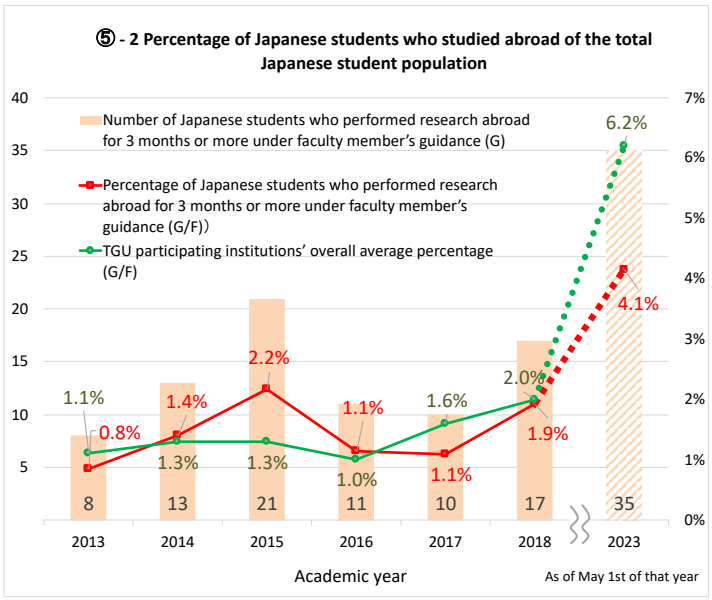




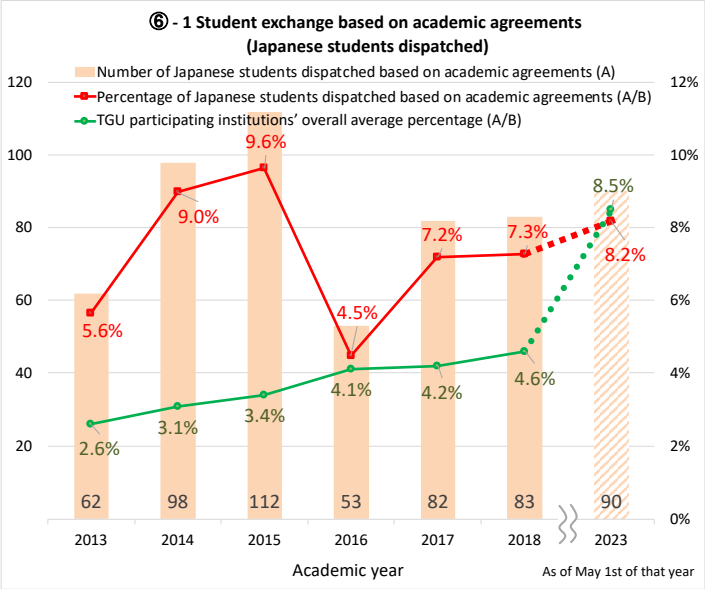


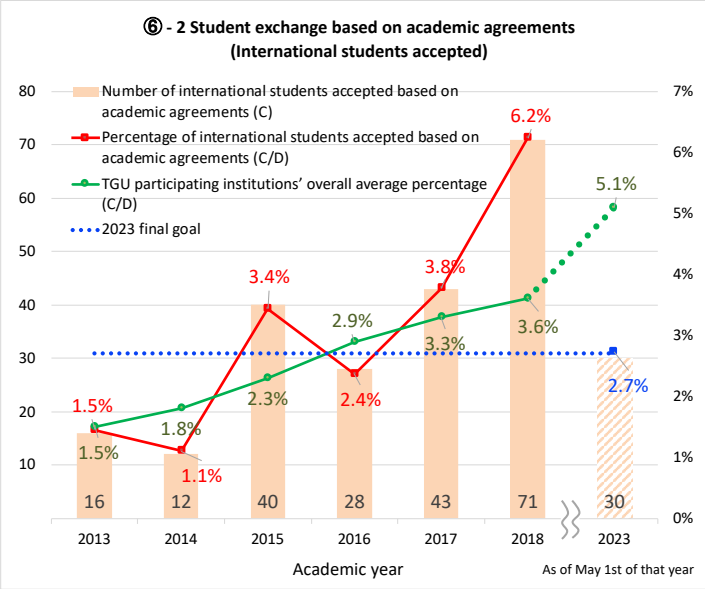


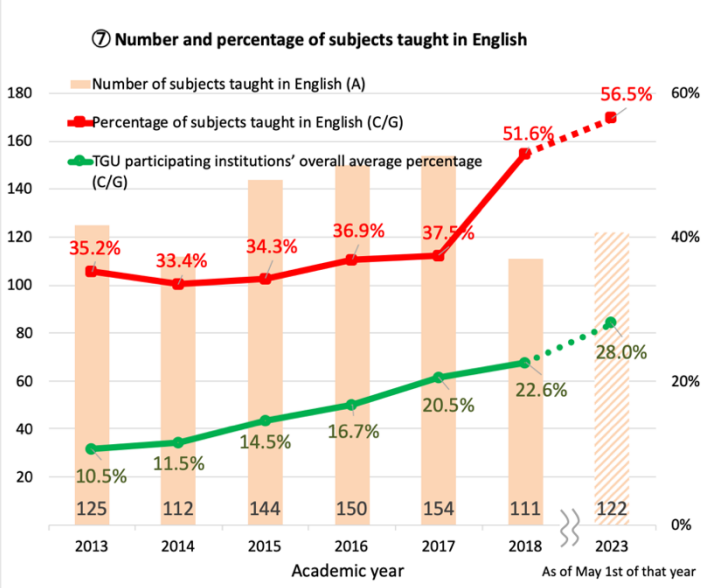


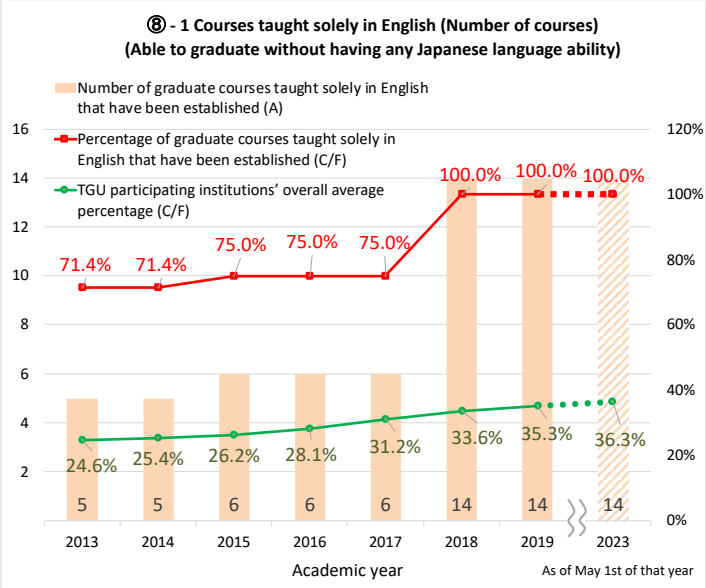


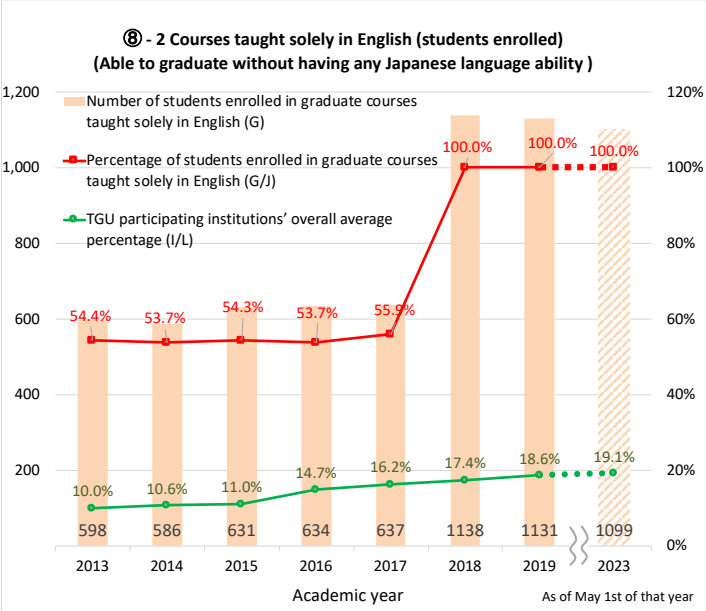
Ⅱ. Analysis for performance index data

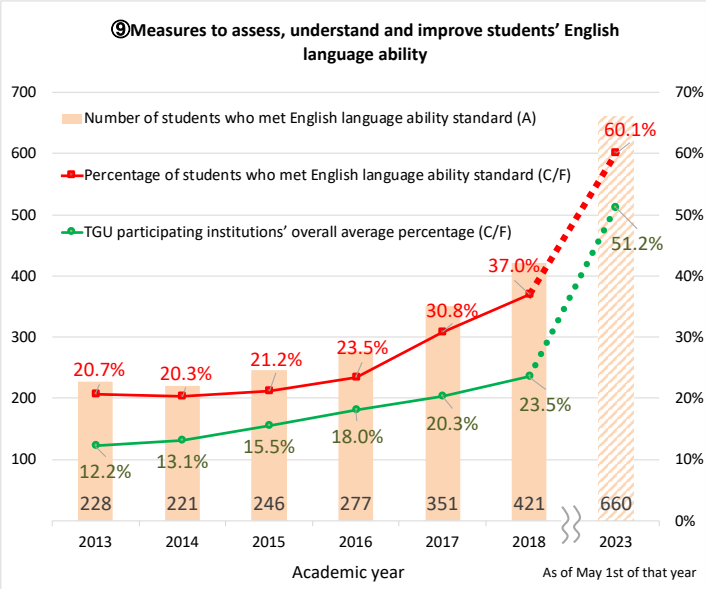






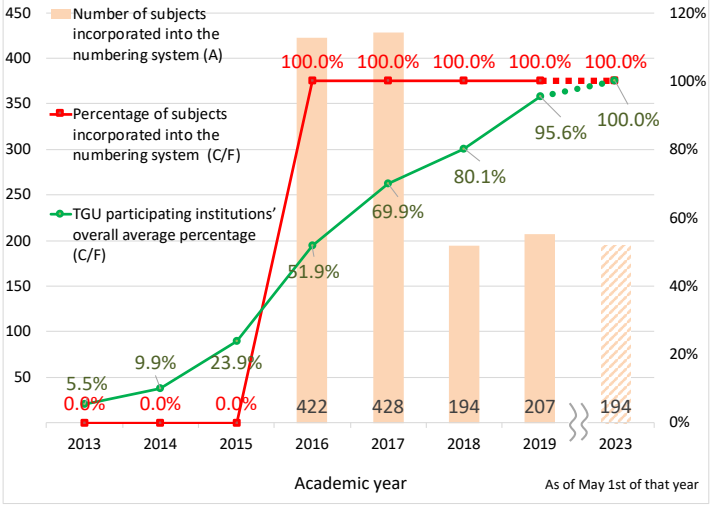




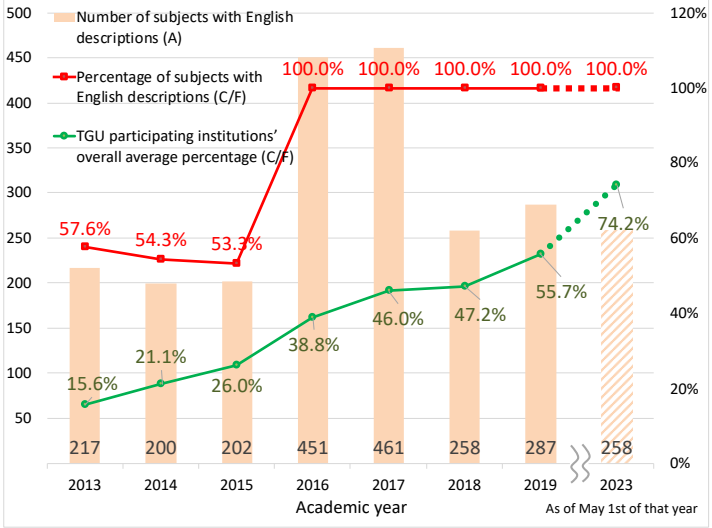


Ⅱ. Analysis for performance index data

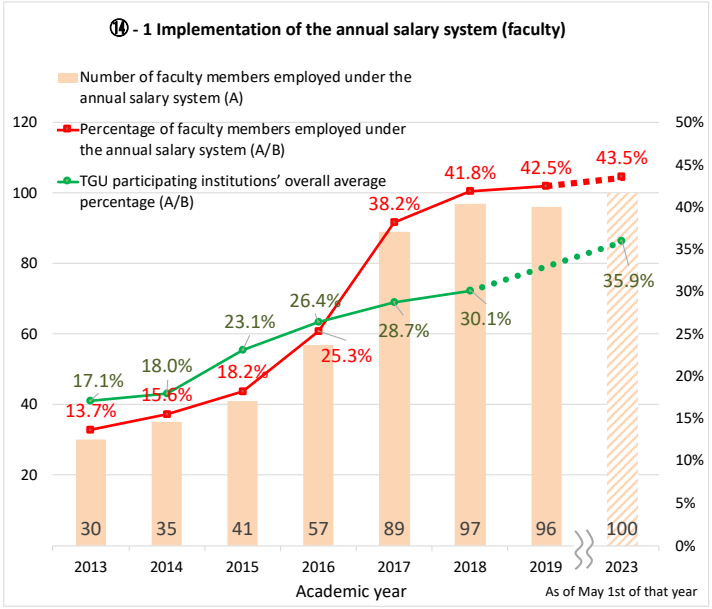
⑩ Subject numbering system implementation status and percentage of completion



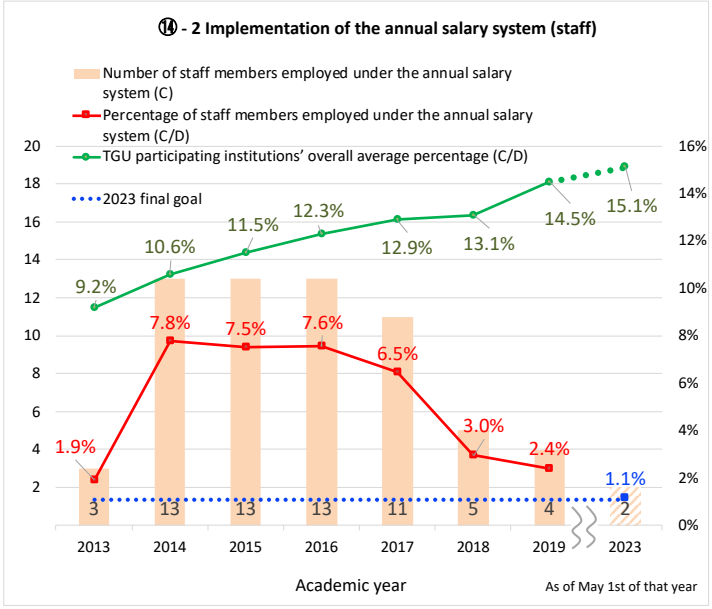
⑪ English subject description status and percentage of completion



⑭ - 1 Implementation of the annual salary system (faculty)

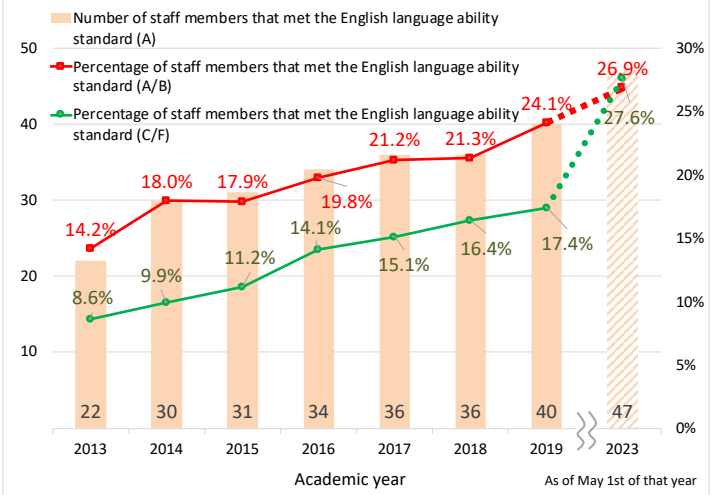


⑭ - 2 Implementation of the annual salary system (staff)



⑯ Administrative staff development for TOEIC score improvement (750 or higher)

(This score is the average level expected for international office employees in businesses in Japan)



1. Globalization (1) Diversity
① Percentage of international faculty members of the total faculty
(includes faculty members with degrees from overseas institutions, etc.)

	2013 As of May 1	2014 As of May 1	2015 As of May 1	2016 As of May 1		2017 As of May 1	2018 As of May 1	2019 As of May 1		2023 As of May 1
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	Achievements	Goal
# of international faculty members (A)	72	81	88	90	115	116	125	135	129	180
# of foreign national faculty members	11	13	15	13	20	23	26	16	25	20
# of Japanese faculty members with degrees from overseas institutions	4	3	3	5	3	3	4	7	3	12
# of Japanese faculty members who have 1-2 years teaching and research experience abroad	47	49	50	60	68	59	64	96	74	117
# of Japanese faculty members who have 3 years or more of teaching and research experience abroad	10	16	20	12	24	31	31	16	27	31
Total # of faculty members (B)	219	225	225	225	225	233	232	225	226	225
Percentage of international faculty members (A/B)	32.9%	36.0%	39.1%	40.0%	51.1%	49.8%	53.9%	60.0%	57.1%	80.0%
TGU participating institutions' overall average percentage (A/B)	27.6%	28.5%	29.4%	33.4%	31.4%	33.0%	33.4%	39.8%	34.5%	47.4%

1. Globalization (1) Diversity
② Percentage of international staff members of the total staff
(includes staff members with degrees from overseas institutions)

	2013 As of May 1	2014 As of May 1	2015 As of May 1	2016 As of May 1		2017 As of May 1	2018 As of May 1	2019 As of May 1		2023 As of May 1
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	Achievements	Goal
# of international staff members (A)	9	11	11	15	18	17	13	18	17	22
# of foreign national staff members	1	1	0	3	1	1	1	3	1	3
# of Japanese staff members with degrees from overseas institutions	3	2	3	2	4	4	2	2	3	2
# of Japanese staff members who have 1-2 years experience working abroad receiving training abroad	5	8	8	10	13	12	10	13	13	17
Total # of staff members (B)	155	167	173	172	172	170	169	175	166	175
Percentage of international staff members (A/B)	5.8%	6.6%	6.4%	8.6%	10.5%	10.0%	7.7%	10.3%	10.2%	12.6%
TGU participating institutions' overall average percentage (A/B)	5.0%	5.5%	6.0%	6.7%	6.6%	6.7%	6.8%	8.8%	7.2%	12.1%

1. Globalization (1) Diversity
④Percentage of international students of the total student population (as of May 1st and per academic year)

	2013 As of May 1	2014 As of May 1	2015 As of May 1	2016 As of May 1		2017 As of May 1	2018 As of May 1	2019 As of May 1		2023 As of May 1
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	Achievements	Goal
# of international students (A)	149	161	193	210	216	227	252	230	282	255
(# of female students within this category)					65	65	85		93	
# of international students with "Student" residence status	144	156	188	205	214	229	250	25	271	250
(# of female students within this category)					63	64	85		91	
# of international students with residence status other than "Student"	5	5	5	5	2	1	2	5	11	5
(# of female students within this category)					2	1	0		2	
Total # of students (B)	1,099	1,091	1,161	1,099	1,180	1,139	1,138	1,099	1,131	1,099
(# of female students within this category)					242	243	266		269	
Percentage of international students (A/B)	13.6%	14.8%	16.6%	19.1%	18.3%	19.9%	22.1%	20.9%	24.9%	23.2%
TGU participating institutions' overall average percentage (A/B)	6.5%	6.7%	7.1%	8.3%	7.7%	8.4%	9.1%	10.4%	9.8%	12.7%

	2013 Per academic year	2014 Per academic year	2015 Per academic year	2016 Per academic year		2017 Per academic year	2018 Per academic year	2019 Per academic year	2023 Per academic year
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	
# of international students (C)	201	220	259	270	286	337	364	300	330
(# of female students within this category)					(83)	(93)	(121)		
# of international students with "Student" residence status	193	212	244	260	282	314	346	290	320
(# of female students within this category)					(82)	(87)	(116)		
# of international students with other status of residence than "Student"	8	8	15	10	4	23	18	10	10
(# of female students within this category)					(1)	(6)	(5)		
Total # of students(D)	1,099	1,091	1,161	1,099	1,180	1,139	1,138	1,099	1,099
(# of female students within this category)					(242)	(243)	(266)		
Percentage of international students (C/D)	18.3%	20.2%	22.3%	24.6%	24.2%	29.6%	32.0%	27.3%	30.0%
TGU participating institutions' overall average percentage (C/D)	8.8%	9.7%	10.7%	11.4%	12.2%	13.3%	14.1%	14.7%	18.1%

1. Globalization (2) Mobility
⑤ Percentage of Japanese students who studied abroad of the total Japanese student population

	2013 Per academic year	2014 Per academic year	2015 Per academic year	2016 Per academic year		2017 Per academic year	2018 Per academic year	2019 Per academic year	2023 Per academic year
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	
Total # of Japanese students who received credit from studying abroad (A) (# of female students within this category)	34	32	55	45	36 (4)	54 (11)	46 (6)	75	100
# of undergraduate students who received credit from studying abroad (B) (# of female students within this category)	—	—	—	—	— (–)	— (–)	— (–)	—	—
# of graduate students who received credit from studying abroad (C) (# of female students within this category)	34	32	55	45	36 (4)	54 (11)	46 (6)	75	100
Total # of students (D) (# of female students)	950	930	968	889	964 (162)	917 (178)	886 (181)	869	844
# of undergraduate students (E) (# of female students within this category)	—	—	—	—	— (–)	— (–)	— (–)	—	—
# of graduate students (F) (# of female students within this category)	950	930	968	889	964 (162)	917 (178)	886 (181)	869	844
Percentage of Japanese students who received credit from studying abroad (A/D)	3.6%	3.4%	5.7%	5.1%	3.7%	5.9%	5.2%	8.6%	11.8%
Percentage of Japanese undergraduate students who received credit from studying abroad (B/E)	— %	— %	— %	— %	— %	— %	— %	— %	— %
Percentage of Japanese students who received credit from studying abroad (C/F)	3.6%	3.4%	5.7%	5.1%	3.7%	5.9%	5.2%	8.6%	11.8%
TGU participating institutions' overall average percentage (C/F)	2.1%	2.1%	2.4%	4.6%	3.0%	4.0%	4.4%	8.5%	14.0%
# of Japanese students who performed research abroad for 3 months or more under faculty member's guidance (G)	8	13	21	15	11	10	17	20	35
Percentage of Japanese students who performed research abroad for 3 months or more under faculty member's guidance (G/F))	0.8%	1.4%	2.2%	1.7%	1.1%	1.1%	1.9%	2.3%	4.1%
TGU participating institutions' overall average percentage (G/F)	1.1%	1.3%	1.3%	2.4%	1.0%	1.6%	2.0%	3.9%	6.2%

1. Globalization (2) Mobility

⑥ Student exchange based on academic agreements (Japanese students dispatched and international students accepted)

	2013 Per academic year	2014 Per academic year	2015 Per academic year	2016 Per academic year		2017 Per academic year	2018 Per academic year	2019 Per academic year	2023 Per academic year
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	
Total # of Japanese students dispatched based on academic agreements (A)	62	98	112	70	53	82	83	80	90
(# of female students within this category)					(7)	(17)	(16)		
# of Japanese undergraduate students who received course credit	—	—	—	—	—	—	—	—	—
(# of female students within this category)					(—)	(—)	(—)		
# of Japanese undergraduate students who did not receive course credit	—	—	—	—	—	—	—	—	—
(# of female students within this category)					(—)	(—)	(—)		
# of Japanese graduate students who received course credit	34	34	57	40	25	40	29	60	80
(# of female students within this category)					(2)	(8)	(3)		
# of Japanese graduate students who did not receive course credit	28	64	55	30	28	42	54	20	10
(# of female students within this category)					(5)	(9)	(13)		
Total # of students (B)	1,099	1,091	1,161	1,099	1,180	1,139	1,138	1,099	1,099
(# of female students within this category)					(242)	(243)	(266)		
Percentage of Japanese students dispatched based on academic agreements (A/B)	5.6%	9.0%	9.6%	6.4%	4.5%	7.2%	7.3%	7.3%	8.2%
TGU participating institutions' overall average percentage (A/B)	2.6%	3.1%	3.4%	3.8%	4.1%	4.2%	4.6%	5.9%	8.5%
Total # of international students accepted based on academic agreements (C)	16	12	40	20	28	43	71	25	30
(# of female students within this category)					(5)	(10)	(22)		
# of international undergraduate students who received course credit	—	—	—	—	—	2	0	—	—
(# of female students within this category)					(—)	(0)	(0)		
# of international undergraduate students who did not receive course credits	—	—	12	—	9	5	13	—	—
(# of female students within this category)					(1)	(2)	(5)		
# of international graduate students who received course credits	0	0	1	2	1	4	1	5	5
(# of female students within this category)					(0)	(0)	(1)		
# of international graduate students who did not receive course credits	16	12	27	18	18	32	57	20	25
(# of female students within this category)					(4)	(8)	(16)		
Total # of students (D)	1,099	1,091	1,161	1,099	1,099	1,139	1,138	1,099	1,099
(# of female students within this category)					(242)	(243)	(266)		
Percentage of international students accepted based on academic agreements (C/D)	1.5%	1.1%	3.4%	1.8%	2.5%	3.8%	6.2%	2.3%	2.7%
TGU participating institutions' overall average percentage (C/D)	1.5%	1.8%	2.3%	2.3%	2.9%	3.3%	3.6%	3.6%	5.1%

1. Globalization (4) English proficiency
⑦ Number and percentage of subjects taught in English

	2013 Per academic year	2014 Per academic year	2015 Per academic year	2016 Per academic year		2017 Per academic year	2018 Per academic year	2019 Per academic year	2023 Per academic year
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	
Total # of subjects taught in foreign languages (A)	125	112	144	140	150	154	111	104	122
# of subjects taught in foreign languages at undergraduate level (B)	—	—	—	—	—	—	—	—	—
# of subjects taught in foreign languages at graduate level (C)	125	112	144	140	150	154	111	104	122
Total # of subjects taught in English (D)	125	112	144	140	150	154	111	104	122
# of subjects taught in English at undergraduate level	—	—	—	—	—	—	—	—	—
# of subjects taught in English at graduate level	125	112	144	140	150	154	111	104	122
Total # of subjects (E)	355	335	420	355	407	411	215	216	216
# of subjects taught at undergraduate level (F)	—	—	—	—	—	—	—	—	—
# of subjects taught at graduate level (G)	355	335	420	355	407	411	215	216	216
Percentage of subjects taught in English (A/E)	35.2%	33.4%	34.3%	39.4%	36.9%	37.5%	51.6%	48.1%	56.5%
Percentage of subjects taught in English at undergraduate level (B/F)	— %	— %	— %	— %	— %	— %	— %	— %	— %
Percentage of subjects taught in English at graduate level (C/G)	35.2%	33.4%	34.3%	39.4%	36.9%	37.5%	51.6%	48.1%	56.5%
TGU participating institutions' overall average percentage (C/G)	10.5%	11.5%	14.5%	15.0%	16.7%	20.5%	22.6%	20.7%	28.0%
Percentage of subjects taught in English (D/E)	35.2%	33.4%	34.3%	39.4%	36.9%	37.5%	51.6%	48.1%	56.5%

1. Globalization (4) English proficiency
⑧ Courses taught solely in English, etc. (Courses, students enrolled)

	2013 As of May 1	2014 As of May 1	2015 As of May 1	2016 As of May 1		2017 As of May 1	2018 As of May 1	2019 As of May 1		2023 As of May 1
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	Achievements	Goal
Total # of courses taught solely in English that have been established (A)	5	5	6	8	6	6	14	14	14	14
# of undergraduate courses taught solely in English (B)	—	—	—	—	—	—	—	—	—	—
# of graduate courses taught solely in English (C)	5	5	6	8	6	6	14	14	14	14
Total # of courses that have been established (D)	7	7	8	10	8	8	14	14	14	14
# of undergraduate courses (E)	—	—	—	—	—	—	—	—	—	—
# of graduate courses (F)	7	7	8	10	8	8	14	14	14	14
Percentage of graduate courses taught solely in English (A/D)	71.4%	71.4%	75.0%	80.0%	75.0%	75.0%	100.0%	100.0%	100.0%	100.0%
Percentage of undergraduate courses taught solely in English that have been established (B/E)	— %	— %	— %	— %	— %	— %	— %	— %	— %	— %
Percentage of graduate courses taught solely in English that have been established (C/F)	71.4%	71.4%	75.0%	80.0%	75.0%	75.0%	100.0%	100.0%	100.0%	100.0%
TGU participating institutions' overall average percentage (C/F)	24.6%	25.4%	26.2%	27.0%	28.1%	31.2%	33.6%	32.3%	35.3%	36.3%
Total # of students enrolled in courses taught solely in English (G)	598	586	631	620	634	637	1138	1099	1131	1099
# of students enrolled in undergraduate courses taught solely in English (H)	—	—	—	—	—	—	—	—	—	—
# of students enrolled in graduate courses taught solely in English (I)	598	586	631	620	634	637	1,138	1,099	1,131	1,099
Total # of students (J)	1,099	1,091	1,161	1,099	1,180	1,139	1,138	1,099	1,131	1,099
# of students enrolled in undergraduate courses (K)	—	—	—	—	—	—	—	—	—	—
# of students enrolled in graduate courses (L)	1,099	1,091	1,161	1,099	1,180	1,139	1,138	1,099	1,131	1,099
Percentage of students enrolled in courses taught solely in English (G/J)	54.4%	53.7%	54.3%	56.4%	53.7%	55.9%	100.0%	100.0%	100.0%	100.0%
Percentage of students enrolled in undergraduate courses taught solely in English (H/K)	— %	— %	— %	— %	— %	— %	— %	— %	— %	— %
Percentage of students enrolled in graduate courses taught solely in English (I/L)	54.4%	53.7%	54.3%	56.4%	53.7%	55.9%	100.0%	100.0%	100.0%	100.0%
TGU participating institutions' overall average percentage (I/L)	10.0%	10.6%	11.0%	12.0%	14.7%	16.2%	17.4%	16.7%	18.6%	19.1%

1. Globalization　(4) English proficiency ⑨Measures to assess, understand and improve students' English language ability									
Standards for students' English language ability	Target TOEIC Score: 650 for master's students and 750 for doctoral students								
	2013 Per academic year	2014 Per academic year	2015 Per academic year	2016 Per academic year		2017 Per academic year	2018 Per academic year	2019 Per academic year	2023 Per academic year
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	
Total # of students who met English language ability standard (A)	228	221	246	440	277	351	421	660	660
# of undergraduate students who met English language ability standard (B)	—	—	—	—	—	—	—	—	—
# of graduate students who met English language ability standard (C)	228	221	246	440	277	351	421	660	660
Total # of students (D)	1,099	1,091	1,161	1,099	1,180	1,139	1,138	1,099	1,099
# of undergraduate students (E)	—	—	—	—	—	—	—	—	—
# of graduate students (F)	1,099	1,091	1,161	1,099	1,180	1,139	1,138	1,099	1,099
Percentage of students who met English language ability standard (A/D)	20.7%	20.3%	21.2%	40.0%	23.5%	30.8%	37.0%	60.1%	60.1%
Percentage of undergraduate students who met English language ability standard (B/E)	— %	— %	— %	— %	— %	— %	— %	— %	— %
Percentage of graduate students who met English language ability standard (C/F)	20.7%	20.3%	21.2%	40.0%	23.5%	30.8%	37.0%	60.1%	60.1%
TGU participating institutions' overall average percentage (C/F)	12.2%	13.1%	15.5%	26.0%	18.0%	20.3%	23.5%	37.9%	51.2%

*Please note that the standards for language ability differ between institutions, so a simple comparison of percentages may not fully represent the achieved outcomes.

1. Globalization　(5) International compatibility for educational system ⑩ Subject numbering system implementation status and percentage of completion									
	2013 As of May 1	2014 As of May 1	2015 As of May 1	2016 As of May 1		2017 As of May 1	2018 As of May 1	2019 As of May 1	2023 As of May 1
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	Achievements	Goal
Total # of subjects incorporated into the numbering system (A)	0	0	0	377	422	428	194	194	207	194
# of undergraduate subjects incorporated into the numbering system (B)	—	—	—	—	—	—	—	—	—	—
# of graduate subjects incorporated into the numbering system (C)	0	0	0	377	422	428	194	194	207	194
Total # of subjects (D)	377	368	379	377	422	428	194	194	207	194
# of undergraduate subjects (E)	—	—	—	—	—	—	—	—	—	—
# of graduate subjects (F)	377	368	379	377	422	428	194	194	207	194
Percentage of subjects incorporated into the numbering system (A/D)	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Percentage of undergraduate subjects incorporated into the numbering system (B/E)	— %	— %	— %	— %	— %	— %	— %	— %	— %	— %
Percentage of graduate subjects incorporated into the numbering system (C/F)	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TGU participating institutions' overall average percentage (C/F)	5.5%	9.9%	23.9%	68.4%	51.9%	69.9%	80.1%	96.4%	95.6%	100.0%

1. Globalization (5) International compatibility for educational system
⑪ English subject description status and percentage of completion

	2013 As of May 1	2014 As of May 1	2015 As of May 1	2016 As of May 1		2017 As of May 1	2018 As of May 1	2019 As of May 1		2023 As of May 1
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	Achievements	Goal
Total # of subjects with English descriptions (A)	217	200	202	377	451	461	258	258	287	258
# of undergraduate subjects with English descriptions (B)	—	—	—	—	—	—	—	—	—	—
# of graduate subjects with English descriptions (C)	217	200	202	377	451	461	258	258	287	258
Total # of subjects (D)	377	368	379	377	451	461	258	258	287	258
# of undergraduate subjects (E)	—	—	—	—	—	—	—	—	—	—
# of graduate subjects (F)	377	368	379	377	451	461	258	258	287	258
Percentage of subjects with English descriptions (A/D)	57.6%	54.3%	53.3%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Percentage of undergraduate subjects with English descriptions (B/E)	— %	— %	— %	— %	— %	— %	— %	— %	— %	— %
Percentage of graduate subjects with English descriptions (C/F)	57.6%	54.3%	53.3%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TGU participating institutions' overall average percentage (C/F)	15.6%	21.1%	26.0%	47.7%	38.8%	46.0%	47.2%	66.9%	55.7%	74.2%

2. University reform (1) Human resourse system
⑭Implementation of the annual salary system (faculty and staff)

	2013 As of May 1	2014 As of May 1	2015 As of May 1	2016 As of May 1		2017 As of May 1	2018 As of May 1	2019 As of May 1		2023 As of May 1
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	Achievements	Goal
# of faculty members employed under the annual salary system (A)	30	35	41	36	57	89	97	92	96	100
Total # of faculty members (B)	219	225	225	225	225	233	232	230	226	230
Percentage of faculty member employed under the annual salary system (A/B)	13.7%	15.6%	18.2%	16.0%	25.3%	38.2%	41.8%	40.0%	42.5%	43.5%
TGU participating institutions' overall average percentage (A/B)	17.1%	18.0%	23.1%	25.8%	26.4%	28.7%	30.1%	31.7%		35.9%
# of staff members employed under the annual salary system (C)	3	13	13	21	13	11	5	2	4	2
Total # of staff members (D)	155	167	173	175	172	170	169	175	166	175
Percentage of staff member employed under the annual salary system (C/D)	1.9%	7.8%	7.5%	12.0%	7.6%	6.5%	3.0%	1.1%	2.4%	1.1%
TGU participating institutions' overall average percentage (C/D)	9.2%	10.6%	11.5%	11.0%	12.3%	12.9%	13.1%	12.2%	14.5%	15.1%

2. Governance reform (2) Governance ⑯ Administrative staff development for TOEIC score improvement										
Standards for staff's English language ability	TOEIC score: 750 or more (This score is the average level expected for international office employees in businesses in Japan)									
	2013 As of May 1	2014 As of May 1	2015 As of May 1	2016 As of May 1		2017 As of May 1	2018 As of May 1	2019 As of May 1		2023 As of May 1
	Achievements			Goal	Achievements	Achievements	Achievements	Goal	Achievements	Goal
# of staff members that met the English language ability standard (A)	22	30	31	30	34	36	36	38	40	47
Total # of staff (B)	155	167	173	175	172	170	169	175	166	175
Percentage of staff members that met the English language ability standard (A/B)	14.2%	18.0%	17.9%	17.1%	19.8%	21.2%	21.3%	21.7%	24.1%	26.9%
TGU participating institutions' overall average percentage (A/B)	8.6%	9.9%	11.2%	14.3%	14.1%	15.1%	16.4%	20.0%	17.4%	27.6%

*Please note that the standards for language ability differ between institutions, so a simple comparison of percentages may not fully represent the achieved outcomes.

3. Status of expenditure of TGU budget (subsidy)

Expenditure status description from FY2014 to FY2018, based on the TGU Project concept paper and performance report

＜FY2014＞【1page】 (Unit: 1000 Yen)

Budget Items	TGU budget (a)	NAIST expenditures (b)	Total expenditures (a+b)	Remarks
【Commodity Expenses】	0	0	0	
①Equipment and appliance expenses	0	0	0	
・			0	
・			0	
・			0	
② Consumable supplies expenses	0	0	0	
・			0	
・			0	
・			0	
【Personnel expenses】	25,333	0	25,333	
①Personnel expenses	23,685	0	23,685	
・UEAs (Global Engagement Officers: full-time, 2 persons)	7,483		7,483	
・International Collaboration Coordinator (full-time)	2,212		2,212	
・Assistant to Global Engagement Officers (part-time)	518		518	
・UEA (Career Development Officer: full-time)UEA	3,837		3,837	
・Foreign language instructors (full-time, 3 persons)	9,635		9,635	
②Personnel expenses (Honorariums)	1,648	0	1,648	
・Honorarium for Japanese language instructors	1,348		1,348	
・Honorarium for TGU Project Symposium	300		300	
			0	
【Travel expenses】	5,211	0	5,211	
・Research trips to domestic universities for Institute for Educational Initiatives establishment	36		36	
・Travel expenses related to TGU seminars (domestic travel, total: 6 times)	130		130	
・Travel expenses for overseas SD training program	468		468	
・Research trips to international partner institutions	1,092		1,092	
・Travel expenses for TGU kick-off symposium guest speakers	3,485		3,485	
			0	
			0	
			0	
【Oher expenses】	14,966	0	14,966	
①Subcontract expenses	13,132	0	13,132	
・TOEIC test fees (students/staff)	1,779		1,779	
・Overseas SD training program costs	417		417	
・ TGU website production fees	915		915	
・Preparation and maagement costs for TGU kick-off symposium	2,121		2,121	
・Special Science Magazine TGU feature article advertisement fee	2,152		2,152	
・ Internal document translation costs	5,748		5,748	
②Printing costs	664	0	664	
・NAIST Guidebook in English	664		664	
			0	
③Meeting expenses	435	0	435	
・Meeting expenses (reception for TGU kick-off symposium)	435		435	
④Communications costs	3	0	3	
・Symposium poster shipping fees	3		3	
・			0	
⑤Utility expenses	0	0	0	
⑥Other expenses	732	0	732	
・TGU kick-off symposium table rental fees	294		294	
・Commission fee for remittance abroad(Overseas SD training)	6			
・2nd Go Global Japan Expo entry fees	432			
			0	
FY2014 Total	45,510	0	45,510	

＜reference＞Budget estimate of the TGU Project concept paper (Unit: 1000 Yen)	Subsidy application amount (a)	NAIST expenditures (b)	Budget estimate (a+b)
	68,340	25,760	94,100

3. Status of expenditure of TGU budget (subsidy)

Expenditure status description from FY2014 to FY2018, based on the TGU Project concept paper and performance report

＜FY2015＞【1page】 (Unit: 1000 Yen)

Budget Items	TGU budget (a)	NAIST expenditures (b)	Total expenditures (a+b)	Remarks
【Commodity Expenses】	1, 148	0	1, 148	
①Equipment and appliance expenses	353	0	353	
・ (PC) HP ENVY 750-170jp/CT HP Japan Inc. 1set	353		353	
②Consumable supplies expenses	795	0	795	
・Japanese Language textbook	99		99	
・Japanese Language supplementary teaching materials	548		548	
・Speaker (accessory to PC)	5		5	
・Envelopes(with NAIST logo)1000 pieces	143		143	
【Personnel expenses】	53, 149	0	53, 149	
①Personnel expenses	51, 886	0	51, 886	
・UEAs(Global Engagement Officers: full-time, 2 persons)	13, 077		13, 077	
・International Collaboration Coordinator (full-time)	4, 452		4, 452	
・Assistant to UEAs (part-time)	1, 739		1, 739	
・UEA(Career Development Officer : full-time)	7, 680		7, 680	
・Assistants to UEAs (part-time, 2 persons)	2, 184		2, 184	
・CISS staff	1, 124		1, 124	
・Foreign language instructors (full-time, 3 persons)	21, 342		21, 342	
・Japanese languege part-time instructors	288		288	
②Personnel expenses (Honorariums)	1, 263	0	1, 263	
・Honorarium for Japanese language instructors	900		900	
・TGU brochure proofreading fee	333		333	
・Honorarium for TGU Project Symposium guest speakers	30		30	
【Travel expenses】	20, 945	0	20, 945	
・Japanese language part-time instructor travel expenses	262		262	
・Travel expenses related to TGU seminars(domestic travel, total 15 times)	690		690	
・Travel expenses for overseas FD/SD training program (including pre-meeting)	3, 780		3, 780	
・Signing Ceremony for Double Degree Programs (Unitec,Ecole Polytechnique)	2, 021		2, 021	
・Japan Education Fair (Thailand, Vietnam, Malaysia)	3, 025		3, 025	
・Study in Japan briefing(Preparatory school at Northeast Normal University)	973		973	
・Consultation concerning the Indonesia Office establishment	1, 610		1, 610	
・Visit to partner insitutions,meeting with NAFSA and APAIE	5, 548		5, 548	
・Travel expenses for 2nd TGU Project Symposium	3, 036		3, 036	
【Oher expenses】	14, 245	0	14, 245	
①Subcontract expenses	9, 002	0	9, 002	
・TOEIC test fees (students/staff)	4, 573		4, 573	
・Overseas FD/SD training program costs	2, 329		2, 329	
・English language training for staff	960		960	
・Japanese language e-learning annual license fee	180		180	
・Photographing cost for NAIST Guidebook in English	16		16	
・TGU symposium simultaneous interpretation fees	944		944	
②Printing costs	2, 134	0	2, 134	
・NAIST Guidebook in English/Laboratory Introduction	1, 723		1, 723	
・TGU Project Symposium Program production costs	411		411	
③Meeting expenses	0	0	0	
④Communications costs	19	0	19	
・Printed material shipping fees for Japan Education fair (Thailand/Vietnam/Malaysia)	19		19	
⑤Utility expenses	0	0	0	
⑥Other expenses	3, 090	0	3, 090	
・Entry fee for NAFSA/Go Global Japan Expo/APAIE	874		874	
・TGU symposium Kyoto Sankei Shimbun advertisement costs	162		162	
・CMS transfer costs	1, 499		1, 499	
・Japan Education Fair enrty fees (Thailand/Vietnam/Malaysia)	555		555	
FY2015 Total	89, 487	0	89, 487	

＜reference＞Budget estimate of the TGU Project concept paper (Unit: 1000 Yen)	Subsidy application amount (a)	NAIST expenditures (b)	Budget estimate (a+b)
	194,540	42,900	237,440

3. Status of expenditure of TGU budget (subsidy)

Expenditure status description from FY2014 to FY2018, based on the TGU Project concept paper and performance report

＜FY2016＞【1page】 (Unit: 1000 Yen)

Budget Items	TGU budget (a)	NAIST expenditures (b)	Total expenditures (a+b)	Remarks
【Commodity Expenses】	602	0	602	
①Equipment and appliance expenses	0	0	0	
・			0	
②Consumable supplies expenses	602	0	602	
・Japanese Language textbook	99		99	
・Japanese Language supplementary teaching materials for e-learning	456		456	
・Japanese Language supplementary teaching materials	47		47	
【Personnel expenses】	69, 307	0	69, 307	
①Personnel expenses	68, 287	0	68, 287	
・UEAs (Curriculum Development Officers: full-time, 2 persons)	10, 338		10, 338	
・Assistant to UEAs (part-time)	1, 758		1, 758	
・UEAs(Global Engagement Officers: full-time,2 persons)	14, 535		14, 535	
・International Collaboration Coordinator (full-time)	4, 373		4, 373	
・Assistant to UEAs (part-time)	1, 919		1, 919	
・UEA(Career Development Officer : full-time,2 persons)	13, 149		13, 149	
・Assistant to UEAs (part-time,2 persons)	1, 967		1, 967	
・Foreign language instructors (full-time,3 persons)	19, 563		19, 563	
・Japanese languege part-time instructors	577		577	
・Introduction to Japanese Culture teaching assistants	108		108	
②Personnel expenses (Honorariums)	1, 020	0	1, 020	
・Honorariums for Japanese language instructors	900		900	
・Honorariums for Introduction to Japanese Culture lecturers	120		120	
【Travel expenses】	10, 932	0	10, 932	
・Japanese language part-time instructors travel expenses	298		298	
・Travel expenses for overseas FD/SD training program (including pre-meeting)	3, 559		3, 559	
・Opening ceremony of overseas office and collaboration center	1, 844		1, 844	
・Japan Education Fair(Thailand,Vietnam,Malaysia)	2, 811		2, 811	
・Briefing for MEXT scholarship students candidates (Beijing Foreign Studies University)	809		809	
・Visit to partner insitutions,meeting with NAFSA and APAIE	1, 611		1, 611	
【Oher expenses】	13, 659	0	13, 659	
①Subcontract expenses	11, 671	0	11, 671	
・TOEIC test fees (students/staff)	3, 935		3, 935	
・Overseas FD/SD training program costs	2, 030		2, 030	
・English language training for staff	900		900	
・Japanese language e-learning annual license fee	360		360	
・Field trip bus lease costs (Introduction to Japanese Culture)	49		49	
・Fee for updating Homepage	1, 611		1, 611	
・Photographing cost for NAIST Guidebook in English	49		49	
・NAIST regulations English translation costs	2, 737		2, 737	
②Printing costs	1, 038	0	1, 038	
・NAIST Guidebook in English /Laboratory Introduction	1, 038		1, 038	
③Meeting expenses	0	0	0	
・			0	
④Communications costs	32	0	32	
・Printed material shipping fees for Japan Education fair(Thailand/Vietnam/Malaysia)	32		32	
⑤Utility expenses	0	0	0	
・			0	
⑥Other expenses	918	0	918	
・Entry fee for NAFSA/APAIE	394		394	
・Commission fee for remittance abroad(Overseas FD/SD training)	18		18	
・Enrty fee for Japan Education Fair (Thailand/Vietnam/Malaysia)	506		506	
FY2016 Total	94, 500	0	94, 500	

＜reference＞Budget estimate of the TGU Project concept paper (Unit: 1000 Yen)	Subsidy application amount (a)	NAIST expenditures (b)	Budget estimate (a+b)
	199,840	50,900	250,740

3. Status of expenditure of TGU budget (subsidy)

Expenditure status description from FY2014 to FY2018, based on the TGU Project concept paper and performance report

＜FY2017＞【1page】 (Unit:1000 Yen)

Budget Items	TGU budget (a)	NAIST expenditures (b)	Total expenditures (a+b)	Remarks
【Commodity Expenses】	34	0	34	
①Equipment and appliance expenses	0	0	0	
・			0	
②Consumable supplies expenses	34	0	34	
・Name card holders for Thailand Office Symposium	4		4	
・Certificate holders for Thailand Office Symposium	8		8	
・Banner for Thailand Office Symposium	22		22	
【Personnel expenses】	71, 372	8, 296	79, 668	
①Personnel expenses	69, 322	7, 612	76, 934	
・UEAs(Curriculum Development Officers: full-time, 2 persons)	7, 447	6, 727	14, 174	
・Assistant to UEAs (part-time)	885	885	1, 770	
・UEAs(Global Engagement Officers: full-time,2 persons)	13, 353		13, 353	
・International Collaboration Coordinator (full-time)	4, 570		4, 570	
・Assistant to UEAs (part-time)	1, 938		1, 938	
・UEA(Career Development Officer : full-time,2 persons)	14, 391		14, 391	
・Assistants to UEAs (part-time,2 persons)	2, 174		2, 174	
・Foreign language instructors (full-time,3 persons)	23, 603		23, 603	
・Japanese languege/Japanese culture part-time instructors	757		757	
・ International student career support part-time staff	204		204	
②Personnel expenses (Honorariums)	2, 050	684	2, 734	
・Honorariums for tutors	1, 030	684	1, 714	
・Honorariums for Japanese language/Japanese culture	1, 020		1, 020	
【Travel expenses】	11, 576	0	11, 576	
・Japanese language part-time instructors travel expenses	318		318	
・Travel expenses for visiting domestic companies	73		73	
・Travel expenses for overseas FD/SD training program (including pre-meeting)	2, 515		2, 515	
・Travel expenses for visiting overseas companies	301		301	
・Travel expenses related to arrangement for overseas office opening ceremonies and their activities	962		962	
・Japan Education Fair(Thailand,Vietnam,Indonesia,Malaysia)	3, 602		3, 602	
・Briefing for MEXT scholarship students candidates(Beijing)	973		973	
・Visit to partner insitutions etc.	2, 832		2, 832	
【Oher expenses】	10, 043	0	10, 043	
①Subcontract expenses	7, 215	0	7, 215	
・TOEIC test fees (students/staff)	4, 194		4, 194	
・Overseas FD/SD training program costs	1, 678		1, 678	
・English language training for staff	847		847	
・Japanese language e-learning annual license fee	360		360	
・ Field trip bus lease costs (Introduction to Japanese Culture)	49		49	
・Single graduate school announcement website production (English version)	87		87	
②Printing costs	1, 302	0	1, 302	
・NAIST Guidebook in English/Laboratory Introduction	1, 216		1, 216	
・ English single graduate school brochure	86		86	
・			0	
③Meeting expenses	0	0	0	
・			0	
④Communications costs	75	0	75	
・Printed material shipping fees for Japan Education fair(Thailand/Vietnam/Indonesia/Malaysia)	75		75	
・			0	
・			0	
⑤Utility expenses	0	0	0	
・			0	
⑥Other expenses	1, 451	0	1, 451	
・Thailand Office Kick-off Symposium venue rental fees	711		711	
・Commission fee for remittance abroad(Overseas FD/SD training)	12		12	
・Enrty fee for Japan Education Fair	728		728	
FY2017 Total	93, 025	8, 296	101, 321	

＜reference＞Budget estimate of the TGU Project concept paper （Unit: 1000 Yen）	Subsidy application amount (a)	NAIST expenditures (b)	Budget estimate (a+b)
	199,140	50,900	250,040

3. Status of expenditure of TGU budget (subsidy)

Expenditure status description from FY2014 to FY2018, based on the TGU Project concept paper and performance report

＜FY2018＞【1page】 (Unit:1000 Yen)

Budget Items	TGU budget (a)	NAIST expenditures (b)	Total expenditures (a+b)	Remarks
【Commodity Expenses】	81	0	81	
①Equipment and appliance expenses	0	0	0	
・			0	
②Consumable supplies expenses	81	0	81	
・Airmail envelopes	81		81	
・			0	
【Personnel expenses】	29,730	41,944	71,674	
①Personnel expenses人件費	28,830	41,944	70,774	
・UEAs(Curriculum Development Officers: full-time, 2 persons)		14,231	14,231	
・Assistant to UEAs (part-time)		1,739	1,739	
・Assistant to UEAs (part-time)		1,629	1,629	
・UEAs(Global Engagement Officer: full-time,1 person)	4,147		4,147	
・Assistant to UEAs (part-time)	900		900	
・Assistant to UEAs (part-time)	1,841		1,841	
・UEA(Career Development Officer : full-time,2 persons)		12,838	12,838	
・Assistant to UEAs (part-time)		1,809	1,809	
・CISS staff (Research Technician)		5,842	5,842	
・CISS assistant (part-time)		1,721	1,721	
・Foreign language instructors (full-time,3 persons)	20,314		20,314	
・Japanese languege part-time instructors	577		577	
・UEA (support for international students and researchers)	1,051		1,051	
・Visiting Professor(Career Development support)		2,135	2,135	
・Assistant to UEAs (part-time)			0	
・Assistant to UEAs (part-time)			0	
②Personnel expenses (Honorariums)	900	0	900	
・Honorarium for Japanese language instructor	900		900	
【Travel expenses旅費】	9,087	0	9,087	
・Japanese language part-time instructors travel expenses	300		300	
・Overseas FD/SD training program cost	2,497		2,497	
・Briefing for MEXT scholarship students candidates(China, Thailand)	1,978		1,978	
・Japan Education Fair(Thailand,Indonesia)	1,214		1,214	
・Student recruitment activities at partner institutions	1,797		1,797	
・Verification of NAIST collaboration office, Indonesia office	1,001		1,001	
・Researching hosting companies for overseas internship program	300		300	
【Oher expenses】	10,316	0	10,316	
①Subcontract expenses	7,302	0	7,302	
・TOEIC test fees (students/staff)	4,494		4,494	
・Overseas FD/SD training program costs	1,593		1,593	
・English language training for staff	855		855	
・Japanese language e-learning annual license fee	360		360	
			0	
②Printing costs	1,887	0	1,887	
・NAIST Guidebook in English/Laboratory Introduction	1,887		1,887	
・			0	
③Meeting expenses	0	0	0	
・			0	
④Communications costs	89	0	89	
・Printed material shipping fees for Japan Education	89		89	
・			0	
⑤Utility expenses	0	0	0	
・			0	
⑥Other expenses	1,038	0	1,038	
・Japan Education Fair venue rental fees (Thailand/Indonesia)	375		375	
・Annual membership fee of the Institute for Internaional Business Communication	103		103	
・Overseas SD training program homestay fees	143		143	
・Commission fee for remittance abroad(Overseas FD/SD training/homestay fee)	18		18	
・NAIST regulations English translation costs	399		399	
FY2018 Total	49,214	41,944	91,158	

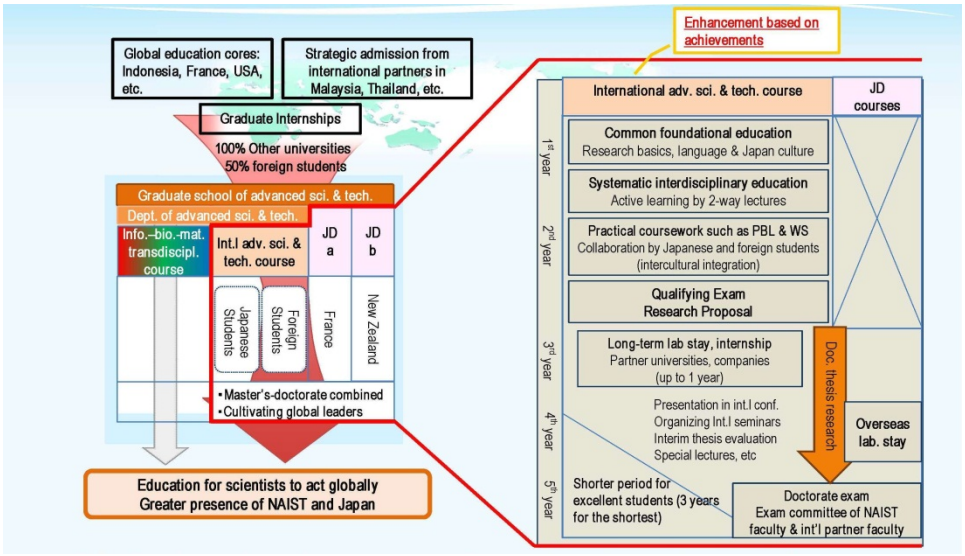
＜reference＞Budget estimate of the TGU Project concept paper (Unit: 1000 Yen)	Subsidy application amount (a)	NAIST expenditures (b)	Budget estimate (a+b)
	199,940	50,900	250,840

1. Outline

【Name of project】
NAIST Global^3 : cultivating Global leaders through Global standard graduate education on a Global campus

【Future vision of the university planned in Top Global University project】
NAIST Global^3 is a motto to (1) establish an international degree program for Global leaders, (2) develop a graduate educational model for high Global standard research, and (3) promote interdisciplinary education at Global campus with culturally diverse faculty, staff, and students.

【Summary of project】
NAIST will strive for global excellence in graduate education for advanced science and technology, specifically in three fields: Information Science, Biological Sciences, and Materials Science. Our current structure of three graduate schools will be merged into one integrated framework for advanced interdisciplinary education and research. Also, an international graduate program for advanced science and technology (5-year degree program) will be established. The program will offer a joint degree program with universities abroad. NAIST faculty and staff will benefit from faculty and staff development programs overseas. A support center for international students and researchers will become an integral part of the global campus for diverse faculty, staff, and students.



【Summary of the 10-year plan】

● **Satellite Offices and Research Centers Overseas**

Global education and research centers will be situated in East Asia (Indonesia), North America (California), and Europe (France). Fulltime staff will support career development for international students as well as research and educational activities, in the surrounding areas and neighboring countries.

● **Japanese Language and Cultural Immersion at NAIST**

All international students at NAIST will be required to take Japanese language classes and an introductory Japanese culture class. Campus activities (e.g., Japanese language partners, tutoring, host families, cultural activities) will encourage international students to become more familiar with Japanese language and culture.

● **Unifying the three existing graduate schools into one integrated framework**

Our present structure of three graduate schools will be merged into one integrated framework. This transition will allow advanced interdisciplinary education and research to respond to the current needs of the times. Also, an international program for advanced science and technology (5-year degree program) will be established.

● **Joint Degree Programs with International Partners**

In addition to continuing and enforcing our double degree programs, our international programs for advanced science and technology (5-year degree program) will offer joint degree programs with universities abroad. Also, studying abroad for one-year and overseas internships will be required.

● **English Use on Campus**

Students can fulfill all degree requirements either in Japanese or in English under this new integrated framework at NAIST. Also, all documents, from university standards and regulations to cafeteria menus, will be translated in English.

● **University Education Administrators (UEA)**

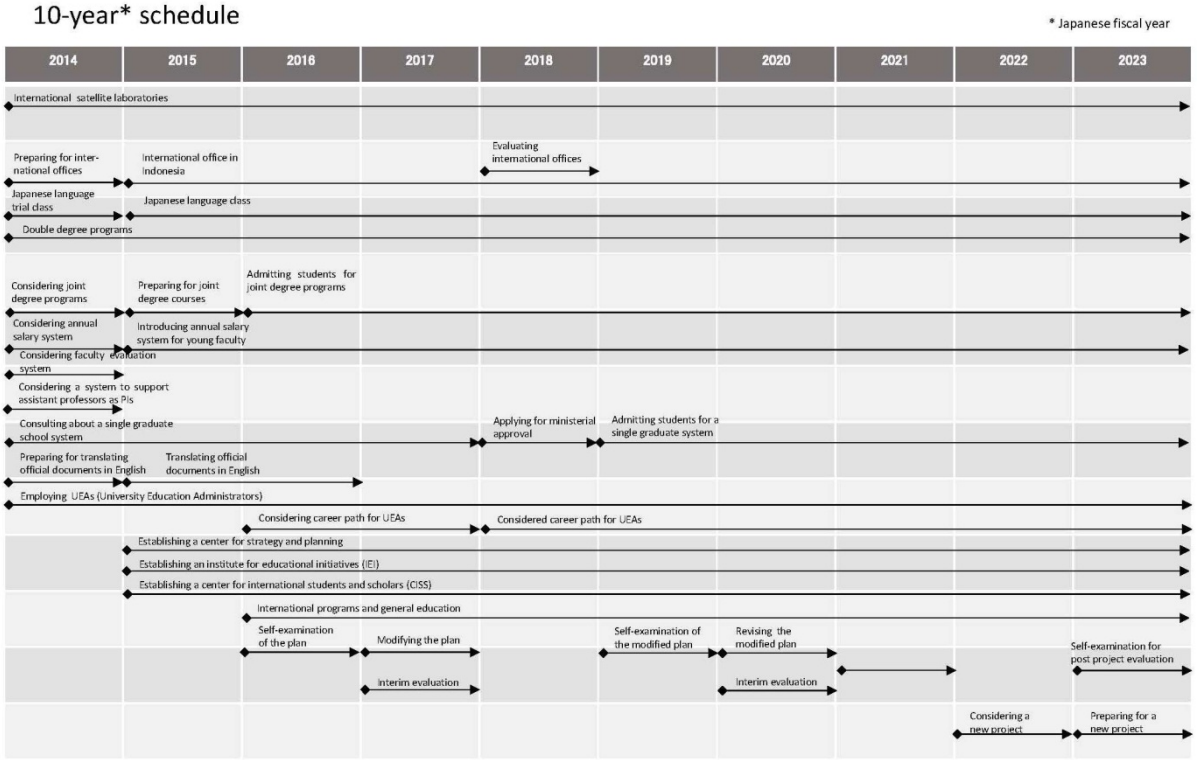
UEA of the Institute for Education Initiatives will support systematic curriculum development, coordination with national and international educational / research institutions, and career development.

● **Support Center for International Students and Scholars at NAIST**

For a global campus, the Center will be established to assist international students and researchers with their private and academic lives.

【Featured initiatives (Internationalization, University reform, Education reform)】

With graduate programs only, NAIST can develop interdisciplinary educational programs in advanced science and technology with a vision to contribute our education and research to the world. Institutional assessment for education and research practices and accomplishments, based on the PDCA guidelines, is used to ensure the quality of NAIST education and research. A strategic committee led by the president envisions NAIST education and research in the next few decades.



2. FY2014 Progress

■ Common indicators and targets

Internationalization

● NAIST Top Global University Project Kick-off Symposium

In March 2014, NAIST hosted a symposium to discuss global trends in graduate education in the areas of advanced science and technology. Diverse speakers from affiliated universities gave lectures on global issues surrounding internationalization in higher education.

● English Version of the University Guidebook

An English version of the University Guidebook is key in recruiting international students. The English guidebook was sent to NAIST's partner and related institutions, and widely distributed at various Study-in-Japan and Study-at-NAIST fairs.

● International collaborative education programs

Joint degree program feasibility was examined in accordance with the related ministerial act. The final consultation was made in January 2015 to seal a double-degree program agreement with Unitec in New Zealand in May 2015.

● Overseas Staff Development Seminar

An overseas staff development seminar and English conversation classes were held to strengthen organizational capacity to support the globalizing of education and research.

University reform

● Establishment of the Center for Strategy and Planning

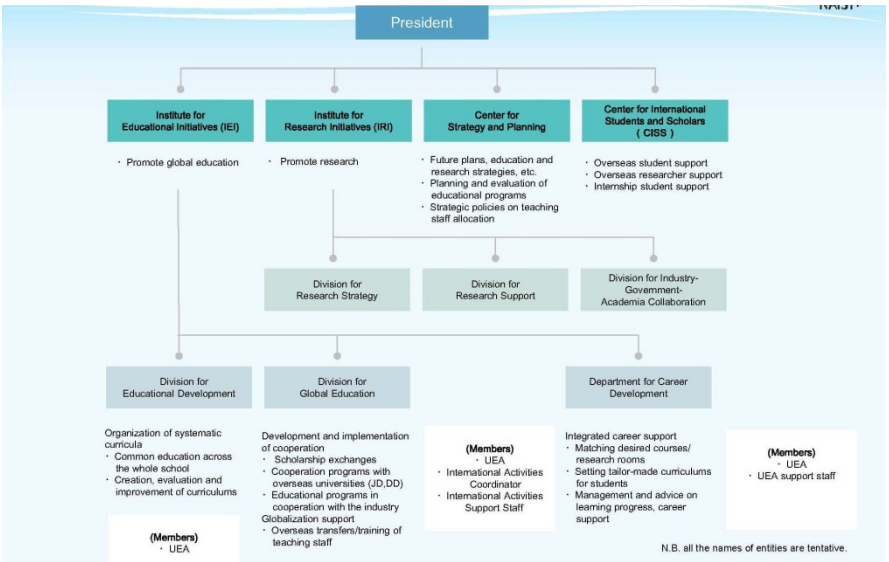
The Center for Strategy and Planning is placed immediately under the leadership of the President to unify planning of the future framework of university establishment systems and education and research strategies. The Center for Strategy and Planning operates as the headquarters for university management and institutional governance reformation through planning and evaluation of educational programs, and strategic policies on teaching staff allocation.

● Organizing the Institute for Educational Initiatives (IEI) and Institute for Research Initiatives (IRI)

IEI has been set up to promote program planning and evaluation, and support education in order to cultivate global graduate education. IRI has been set up to support institutional research put forth in *The Program for Promoting the Enhancement of Research Universities*. Both are placed under the leadership of the President, closely connected with each other.

● URAs & UEAs

University Research Administrators (URAs) analyze national and international trends of interdisciplinary research in the fields of science and technology. URAs also take part in expanding international networks for joint research. University Education Administrators (UEAs) engage in assessment of students' aptitude, curriculum development and teaching evaluation, academic and career support for students, and exploration of potential partnerships with academic institutions abroad.



Education reform

● **Overseas Faculty Development Seminar**

Newly appointed faculty at NAIST participated in the Overseas Faculty Development Seminar at the University of California, Davis, in October. The participants experienced how to incorporate active learning into their curriculum to meet students' diverse needs. Such pedagogical support is the groundwork for preparing a quality learning environment as the top-level graduate institution.

● **Improved Japanese Language Proficiency of International Students**

Japanese classes for 2015 at elementary and intermediate levels are under preparation. Language lessons are an integral part of successful student life for international students. Japanese language acquisition and communication skills are necessary for finding employment at Japanese companies in Japan or overseas.

● **Improved English Language Proficiency of Japanese Students**

The core competence expected of Japanese master's students includes acquiring skills to comprehend research articles published in English, as well as lectures and seminars delivered in English. Doctoral students are expected to present their research in English, and to acquire negotiation and trouble-shooting skills. TOEIC is used as a measure to evaluate and monitor students' English proficiency.

■ University's own indicators and targets

● **Globalization concerning campus regulations**

NAIST initiated use of English in internal conference reports (conference titles only) and notification letters at all three graduate schools in 2014. This change encourages attendance of international faculty members at meetings. English versions of campus standards and regulations are under preparation.

● **International environment promotion**

NAIST further facilitated globalization in the cafeteria area, having English menus and installing a HALAL food section in the union store for our international students and researchers from diverse backgrounds.

■ Featured initiatives based on the characteristics of the university

● **Career support for international students in Japanese firms**

The number of NAIST's international students (doctoral course) hired by Japanese enterprises exceeded 30%.

● **Career support for international students returning home**

The number of NAIST's international graduates (doctoral course) hired as faculty in their home countries exceeded 20%.

■ Free description

● **NAIST was featured in Science magazine**

NAIST was featured in the prestigious Science magazine showcasing the "Top Global University Project" to enhance globalization and international recognition. (magazine: March 27/ad banner: March1-31)

3. FY2015 Progress

■ Common indicators and targets

Internationalization

○ Overseas Education Collaborative Office in Indonesia

NAIST opened its first Overseas Education Collaborative Office in Bogor, Indonesia. As an Asian hub, the office will strengthen NAIST's international presence with objectives of improving recruitment and selection of international students, furthering relations with partner institutions and corporations, and promoting collaborative education and research with NAIST alumni in Indonesia and surrounding areas.

〈Opening of Indonesia Office〉

○ The 2nd Top Global University Project Symposium

NAIST hosted the "Challenges and Opportunities: Graduate Education in Science and Technology towards Global Engagement" symposium with keynote speakers from the National Science Foundation (USA), European Commission, and A*STAR Graduate Academy (Singapore). The symposium explored issues facing graduate education today in cultivating students' qualities for tomorrow's science and technology.

〈Symposium Program〉

○ Educational Collaboration with Domestic Partner

NAIST signed a memorandum of understanding with International Christian University (ICU in Japan) to strengthen collaborations in global education for science and technology.

○ Staff Development

The Overseas Staff Development Program (Hawaii Tokai University) and a series of English conversation classes were held as part of the staff's professional development. Improved English proficiency and administrative skills will support campus globalization.

University reform

○ Structural Reform

The Center for Strategy and Planning led by the President initiated reform movements concerning institutional management and governance. The Institute for Educational Initiatives promoted efforts towards program planning, evaluation, and support of global graduate education.

〈Symposium Organizing Committee with Keynote Speakers〉

○ UEAs

International development University Education Administrators (UEAs) furthered global education support planning and the implementation of international partnerships, and faculty/staff development programs, etc. The appointment of UEAs for career/curriculum development to engage in career support, students' professional aptitude assessment, curriculum development, and evaluation and improvement of teaching effectiveness

○ Support for International Students, Faculty, and Scholars

Fulltime staff members were employed to provide a wide range of services for international students, faculty/staff, and scholars. University materials such as policies and regulations became available in English to promote information accessibility.

〈Faculty Development Program〉

Education reform

○ Japanese Proficiency of International Students

Japanese lessons were held to improve students' language proficiency to facilitate communication in their academic and future career.

○ International Collaborative Curricula

In addition to existing double-degree programs with Oulu University (Finland) and Paul Sabatier University (France), NAIST added programs with National Chiao Tung University (Taiwan), Unitec (New Zealand), and University of Malaya (Malaysia). The programs will further educational opportunities for both inbound and outbound students.

Education reform (continued)

○ Faculty Development

The Overseas Faculty Development Program was held at the University of California, Davis. Seminars in university teaching and learning, followed by laboratory visits, are learning opportunities for NAIST faculty members to prepare for top-level graduate education in science and technology.

〈NAIST Introduction at Partner Universities〉

■ University's own indicators and targets

○ English Proficiency of Students and Staff Members

As English communication skills are essential for realizing a global campus, TOEIC scores are used to assess and monitor the learning progress of students and staff member. In addition, emphasis was put on practical skills for academic studies and future research and employment. Master's students are expected to develop abilities necessary for comprehension of research articles, lectures, and seminars delivered in English. Doctoral students must be capable to disseminate their research findings globally using English, including debate and deliberation skills. Staff who support international activities, including academic and research programs, are required to pursue English proficiency to improve their overall performance.

〈Guidebooks in English〉

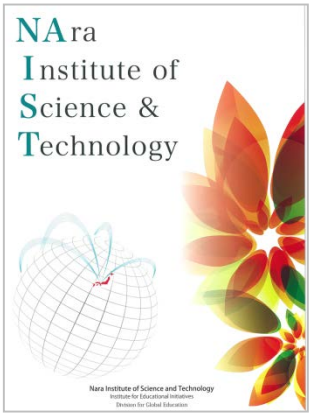
○ English Use in Educational Programs

As part of globalizing efforts in graduate education, syllabi for courses offered in all three graduate programs became available in English. To prepare for a transition to a unified graduate program in the next few years, as well as an addition of international program for advanced science and technology (5-year doctoral program) to the curricula, English will become a primary medium of communication and instruction.

■ Featured initiatives based on university characteristics

○ Public Relations Efforts

Each year, NAIST delegations actively visit international partner education and research institutions, governmental offices, "Study in Japan" fairs, and others. English materials including guidebooks are critical in introducing our educational and international activities. Division for Global Education is now furnished with a flyer to explain NAIST's approach to the Top Global University Project. NAIST widely distributes these materials to improve its presence in the international educational and research community.



〈Flyer of Division for Global Education〉

○ Comprehensive Life and Academic Support

With growing numbers of international students, faculty/staff, and scholars on campus, NAIST is focusing on being able to provide comprehensive support, ranging from pre-departure preparation to academic and personal life assistance. Services will extend to accompanying spouses and families.

○ Career Support

UEAs in charge of career development were appointed to support international students seeking career in Japan and/or Japanese companies abroad through career guidance, information meetings, and fairs on campus. Also, a newly launched Indonesia Office will become a hub for students and alumni in Indonesia and surrounding areas to broaden the support network.

〈NAIST Tea Time〉

○ Social Integration

Social integration is key for successful learning and living. Japanese language and culture courses are required for all international students to support their integration in Japan. NAIST organizes numerous cultural events to familiarize international students with various Japanese traditions, including day trips to historic Nara, sutra copying and lectures at Buddhist temples, flower arrangement (Kadō), Japanese confectionery (Wagashi) making, Ninja experience, and more.

■ Efforts to Realize Global Campus

NAIST believes in the importance of a truly multicultural community. Our signature global campus event, "NAIST Tea Time", aims at strengthening our on-campus community and fostering mutual understanding and cultural familiarity among NAIST's diverse population. Also, NAIST offers a bilingual menu at the cafeteria and Halal options in the convenience store to accommodate diverse needs of the international population.

4. FY2016 Progress

■ Common Indicators and Targets

Internationalization

○ NAIST Indonesia Office

In cooperation with the Indonesian NAIST Alumni Association, the NAIST Indonesia Office was opened in Bogor in April, and an inaugural symposium was held in August to commemorate the opening in the presence of representatives from various Indonesian universities, Indonesian governmental offices, and Japanese companies in Indonesia.

〈 Indonesia Office Inaugural Symposium 〉

○ UGM-NAIST Collaboration Office

The UGM-NAIST Collaboration Office was opened in the Center for Biotechnology Studies at Gadjah Mada University (UGM) in June to serve as a catalyst for enhancing academic and research collaborations with NAIST alumni at UGM and other universities in Indonesia.

〈 UGM-NAIST Collaboration Office Opening 〉

○ NAIST Thailand Office

The NAIST Thailand Office was established within Kasetsart University's Faculty of Engineering in March as a central point in Asia for global collaboration in higher education and research, such as recruiting international students, enhancing cooperation with partner universities, and strengthening NAIST alumni networks.

University Reform

○ The Center for Strategy and Planning

The Center for Strategy and Planning led by the President analyzed current academic exchange progress and addressed the advancement of collaborations with international partners.

○ Transition to One Graduate School

Newly appointed UEAs for curriculum development prepared for the one graduate school in response to societal demands and students' needs for a multidisciplinary integrated program.

○ The Center for International Students and Scholars (CISS)

CISS, established in April, served as a one-stop service hub for international students and scholars to facilitate their social and cultural integration. Such services included academic and daily activity support, such as assisting in visits to local government offices, bank and medical facilities.

〈 Opening Ceremony of Thailand Office 〉

Education Reform

○ Faculty Development (FD) Program

Highly specialized curriculum of the International Faculty Development Program at the University of California, Davis (USA), introduced various practical pedagogical methods and strategies to participating faculty members, who then shared what they gained through participating in the institute executive meeting and departmental FD seminars.

〈 International FD Program 〉

○ Staff Development (SD) Programs

English conversation classes helped improve speaking ability of the staff members. Additionally, the International Staff Development Program was expanded to an upper level based on job shadowing at Macquarie University (Australia) and an intermediate level with a focus on on-site interviewing at the University of California, Davis (USA), and Hawaii Tokai International College (USA), to further promote understanding of administrative operations globally.

○ Double-Degree Programs

Through the double-degree programs, two NAIST students were sent to University Paul Sabatier (France) while two students from Unitec Institute of Technology (New Zealand) and one student from Oulu University (Finland) were enrolled in NAIST. In addition, NAIST concluded an academic agreement to encourage student exchange with the College of Engineering of National Chiao Tung University (Taiwan) to further enhance our relationship including the current double-degree program.

〈 International SD Program 〉

■ University's Own Indicators and Targets

○ English Proficiency of Students and Staff Members

Students of all graduate schools took the TOEIC test, and the scores were used as an indicator of English proficiency. TOEIC scores of the staff members drastically improved in FY2016 as they were expected to support the continued internationalization of educational and research programs.

○ Regulations and Syllabus in English

Translation of regulations and documents to facilitate the experience of NAIST's international community members was completed. Also, syllabi for courses offered in all graduate schools became available in English, which led to globally-focused curriculum development within the one graduate school.

〈 Participation in "Study in Japan" Fairs 〉

■ Featured Initiatives based on University Characteristics

○ International Alumni Network

Alumni in Indonesia volunteered to represent NAIST at the *Career & Scholarship Expo 2016* at Bogor Agricultural University (Indonesia), actively introducing our academic programs. An on-site staff member, a NAIST Indonesian graduate, is currently stationed in the NAIST Indonesia Office to support collaborative operations and to handle public relations in both English and Indonesian.

○ International Public Relations

The design and content of NAIST's websites, both in Japanese and English, were renewed. The websites became mobile friendly and easier for users to obtain up-to-date information. In addition, the NAIST's Top Global University Project website was renovated. Moreover, promotional materials in English were widely distributed around the globe, including to our partner universities, at "Study in Japan" fairs, and to overseas offices in Indonesia and Thailand, to actively introduce NAIST's educational and research activities.

〈 NAIST Introduction at Partner Universities 〉

○ Collaborations with Academic and Research Institutions

To further graduate education based on world-leading research, NAIST concluded new academic agreements with top research institutions (e.g., Nanyang Technological University in Singapore, Indian Institute of Technology Bombay in India). Academic collaborations deepened with partner universities through international student workshops, joint symposia, student exchanges, etc.

〈 Indonesian Alumni Introducing NAIST 〉

○ Japanese Language and Cultural Classes

Japanese language and cultural courses for international students were offered to enhance communication skills and to promote understanding of Japanese traditions and customs. A self-study e-learning system was introduced in the classroom to facilitate the learning process.

○ Career Support for International Students

A newly appointed UEA in charge of career support for international students offered career support services in English. Also, easy access to career resources in English through the newly launched website facilitated student inquiries concerning their career paths. Moreover, the employment rate for international students improved as the UEA established networks with Japanese companies.

〈 Career Support Website in English 〉

■ Efforts to Realize Global Campus

○ Global Campus Events

Our signature global campus event, "NAIST Tea Time", is intended to increase cultural understanding within the diverse campus population by offering presentations from diverse speakers in an at-home atmosphere with various cultures' drinks and foods. In FY2016, the events were opened to the public to strengthen relationships with local community members as well as to broaden their awareness on NAIST's cultural diversity.

〈 Global Campus Events 〉

■ Common indicators and targets

Internationalization

○ NAIST Indonesia Office

To place permanent staff member at the NAIST Indonesia Office, NAIST contracted the Indonesian NAIST Alumni Association to place a NAIST Alumni at the office, allowing for PR activities to be performed locally at recruiting fairs, etc. in Indonesian.

○ NAIST Thailand Office

NAIST joined the Japanese Universities' Network in Thailand (JUNThai) to expand our network with education and research institutions, while holding a NAIST Thailand Office inaugural symposium in September as part of the TGU Project to improve our education and research presence. Also, through collaboration with Thai Alumni NAIST concluded an academic agreement with another top-level Thai university. (Chiang Mai University)

○ Diverse Faculty and International Students

NAIST diverse faculty has been achieved through international recruitment, domestic recruitment stressing education and research experience abroad and the continuing long-term faculty dispatchment program. Also, NAIST participates in study abroad fairs and actively recruits students at partner institutions, so that our international population is, while centered around Southeast Asia, geographically diverse. We currently have students from 33 countries and regions around the globe.

University Reform

○ Faculty Development (FD) Program

The FD program was held abroad with participants observing classes and meeting with professors and TAs to learn about PBL, active learning, and roles of TAs, to further promote student-focused education. An on-campus debriefing meeting and graduate school training sessions were held to spread the knowledge they gained throughout NAIST to improve teaching methodology.

○ Staff Development (SD) Activities

Through English training and overseas SD training the number of full-time staff (37 as of March 2018) that passed the foreign language requirement (TOEIC 750+ points) met the goals previously set, and NAIST was able to have a qualified English-speaking staff member at each administrative division/office. This was highly assessed in the 2017 TGU Project evaluations. Also, through the continuously held English training that is redesigned each year, the average staff TOEIC score has risen.

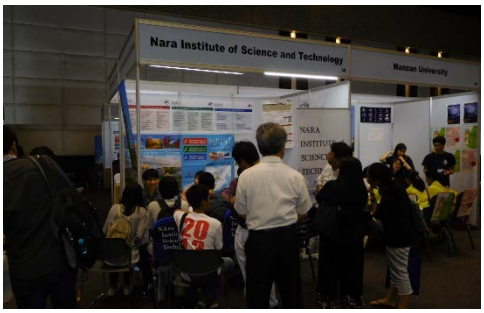
Educational Reform

○ Transition to a Single Graduate School

To establish a structure for the flexible and expedient organization of interdisciplinary educational curriculum of the 3 current fields and with the current graduate school curriculum, NAIST resolved to create a 1 graduate school, 1 department structure in 2018. In it, 7 education programs foster globally active human resources with broad and highly specialized knowledge of advanced science and technology, with internationally focused faculty gathering from different fields to educate to develop the specialized skills and knowledge and the broad understanding demanded by society and for interdisciplinary research collaboration and education.

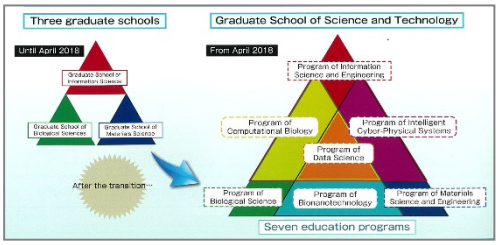
〈 NAIST Indonesian Staff PR Activities〉

〈 NAIST Thailand Office Inaugural Symposium 〉



〈 NAIST Booth at Japan Education Fair 〉

〈 NAIST Overseas SD Debriefing Session 〉



〈 Transition to a Single Graduate School 〉

■ University's Own Indicators and Targets

○ Improved International Student and Scholar Support

The Center for International Students and Scholars (CISS) was re-organized and campus announcements led to an increase in cases handled (762 in total). Also, the Partner Opportunities Program (POP) planned in the TGU Project to promote recruiting of international faculty and the NAIST International Student Ambassador Program were set up, allowing for expanded support for international students and researchers, including increased dissemination of related information in English and Japanese.

〈Center for International Students and Scholars (CISS)〉

○ A Global Campus Connecting with the community

NAIST Tea Time was held twice as Global Campus Events where NAIST faculty, staff and students, and members of the community gathered together to learn about other cultures and build ties. Also, the International Friendship Meeting was held in January, with a record attendance of 321 from within NAIST and other organizations, both private and municipal, that offer support for our international students, to promote understanding and further expand NAIST's international community.

〈 NAIST Global Campus Event 〉

■ Featured Initiatives based on University Characteristics

○ Furthering Double Degree Program Measures

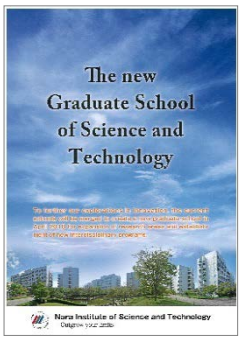
In February 2018 NAIST's Double Degree Guidelines were formulated to assure high educational standards, while in the same school year the first double degree program graduates received their doctoral degrees. Especially, the 2 students NAIST sent to Paul Sabatier University who completed the double degree program under international collaborative supervision were both chosen for the Outstanding Student award. Additionally, to further develop the double degree program, NAIST signed a Double Degree Program Agreement with the University of Ulm (Germany) in July, 2017, while also being able to sign an agreement with University of Paris-Saclay during a courtesy visit to their campus in March 2018.

〈 NAIST 2018 Graduation Ceremony (March) 〉

○ Publicizing the Creation of the New Graduate School

Necessary revisions to the NAIST Laboratory Introduction 2018 and the 2018 NAIST Guidebook were made reflecting the new single graduate school structure. In December an English leaflet based on the Japanese one explaining the single graduate school transition was produced and distributed to overseas institutions and offices to introduce the new education system to international students. Also, access to information for international students, current and prospective, was made easier through a special site explaining the graduate school transition and preparations for renewal of the English website in April in accordance with the new graduate school were undertaken.

〈 English Lab Introduction〉



〈Graduate School Leaflet〉

○ International Student Career Planning Support

With Japanese corporations requiring advanced Japanese skills, an N1, N2 Japanese Proficiency Exam preparation course was held for those students wishing to work in Japan. A job fair was held on campus to assist international students in meeting with suitable Japanese corporations. Various career planning support was offered including business start-up seminars for those students who are interested in starting their own venture business.

〈 New Graduate School Special Website 〉

■ Common Indicators and Targets

Internationalization

○ NAIST Overseas Office Activities

NAIST established NAIST Indonesia and Thailand Offices to serve as hubs for education and research collaboration in Asia and these offices support activities held in collaboration with alumni, etc. At the Indonesia Office, resident staff held a booth at the Bogor Agricultural University Career & Scholarship Expo to recruit students. At the Thailand Office, a student symposium was held centered on the office's activities to promote academic exchange between NAIST, Chulalongkorn University, Mahidol University and Kasetsart University, and to recruit talented students. Additionally, evaluations of Indonesia Office and NAIST-Universitas Gadjah Mada Collaborative Office activities were held and the executive administration confirmed its resulting decision to continue the offices' operations.

〈 Indonesia Office Inspection 〉

〈 Thai Student Symposium 〉

○ Renewed Study Abroad Support System

Overseas language training and lab stay programs were held for doctoral students for global human resource development. The graduate school, English language instructors and a UEA of Division of Global Education (DGE) collaborated this year to offer an orientation focused on travel safety/risk management to increase awareness while overseas.

University reform

○ Implementation of the New UEA Personnel System

The new UEA personnel system (contract-to-permanent specialized staff employment) created in 2017 was implemented in April, 2018, and 2 UEA (Global Relations and International Student and Scholar Support UEAs) were employed in DGE in July, 2018 and February, 2019, allowing establishment of a system for long-term global development and international community support.

○ Improved Staff Language and Globalization-focused Training

The Overseas Staff Development Program was held with staff participating in English language classes and interviewing staff at University of California Davis (UC Davis). A debriefing session was held and program reports are on the NAIST website to make participants' experiences open to all staff to contribute to globalization around the campus and staff development.

〈 Overseas SD Program 〉

Education reform

○ Faculty Development Program

The Overseas Faculty Development Program was held at UC Davis with faculty observing science/technology classes and meeting with faculty/ teaching assistants to learn more about practical methodology of pedagogy and student motivation, and faculty gained insight into class development. In the debriefing session participants shared their valuable experiences to ensure feedback throughout NAIST. A DGE UEA accompanied them to examine and evaluate contents for future program planning.

○ Curriculum & Education Support System Enhancement

In response to the transformation to a single graduate school, the Division for Educational Development expanded framework to develop educational support systems for the new Educational Programs, implement student evaluations, and develop subject contents and materials.

〈 Overseas FD Program 〉

■ University's own indicators and targets

○ Career Support for Students

For career path support, current contents were reviewed to improve and expand job hunting information, activity scheduling, and guest speakers. In particular, efforts to establish domestic/overseas internships to develop internships for Japanese students have resulted in NAIST's first internship at a company in the US, to be carried out next year. Career development support for international students consisted of career counseling in English, job hunting information, networking events (with companies looking for foreign human resources), and focused Japanese language classes for employment in Japanese companies.

〈 Networking Event 〉

○ Improved International Student and Scholar Support

The Center for International Students and Scholars, which was established in 2016, improved support to enhance academic and campus environments for both international students and scholars. New activities developed include the Credit Card Explanation Meeting, held in cooperation with the International Student Affairs Section, to assist students in living conveniently in Japan, and the establishment of the NAIST International Ambassador Program, a peer counseling program offering support for international students. (Ten Ambassadors were appointed and underwent training.)

〈 NAIST International Ambassador Program Appointment Ceremony 〉

〈 NAIST International Ambassador Program Training〉

■ Featured initiatives based on university characteristics

○ Language Education Enhancement for Students

The Professional Communication Special Enhancement Program (for English communication) was established as a new student English program to improve participating students' English skills through a system that aims for 650 points or more in TOEIC. In addition to standard Japanese and other classes, Japanese classes offered by local volunteers contribute to overall understanding of Japanese which is essential for job hunting and life in Japan. These classes are offered twice a week and 80% of international students who enrolled in 2018 participated, contributing greatly to international students' communication skills and, in turn, students who have close ties with Japan and Japanese people.

○ NAIST Information & Procedural Clarification

NAIST education, research and international activity information was widely disseminated through the creation/distribution of NAIST Guidebook and Laboratory Introduction to partner and diplomatic institutions and on the HP. The DGE website was also renewed to make information concerning NAIST's international efforts more accessible, including study abroad opportunities, double degree programs, etc. Additionally, procedures for student exchange, etc. were clarified to assist in engagement with our partner institutions.

〈 Renewed DGE Website 〉

○ International Partner Agreements & Student Recruiting Activity

Globalization of NAIST's campus was furthered by partner agreement efforts (105 agreements in 29 countries/regions, as of April 2019) and the large increase in international students. (161 students in April 2014 → 267 in April 2019) In addition to Japan Study Abroad Fairs, recruiting efforts at partner institutions has led to the successful admission of talented international students.

○ Further Formalization of Double Degree (DD) Programs

Two new DD programs were established with University of Paris-Saclay and Sorbonne University, expanding our overall partner programs. After executive review of current program results, exchange activity, etc., the Universite Paul Sabatier program was renewed and the University of Oulu program was ended. This review assures proper growth for the DD program structure and content.

〈 Recruiting Activities at Study Abroad Fair 〉