Nagoya University

Furo-cho, Chikusa-ku, Nagoya, 464-8601, Japan
TEL: +81-52-789-2044
http://www.nagoya-u.ac.jp/en/

Nagoya University
Profile 2010–2011

Nagoya University
Greeting from the President

The Hamaguchi Plan

Excellence in Research Fostered by a Free and Vibrant Academic Culture

Nurturing Future Global Leaders

International Cooperation

Nagoya University’s Global Network

Nagoya University Outline
Greeting from the President

As the President of Nagoya University, I offer you my most sincere greetings. I feel the magnitude of responsibility of this office which I assumed in April 2009.

Throughout its history, Nagoya University has done its utmost to maintain a free and vibrant academic culture. As an educational institution, we aim to cultivate what we call “courageous intellectuals”: social contributors endowed with the powers of rational thought and creative imagination. Today, we are taking new steps to become a globalized university where students are able to acquire comprehensive knowledge, develop personal ethics, and aspire to international careers.

Starting in October 2011, we will increase the number of degree programs taught entirely in English. Nagoya University is one of the institutions selected under the Global 30 Program sponsored by the government of Japan and expected to play a major role in globalizing Japanese higher education, increasing both the number of foreign students studying in Japan and the number of Japanese students studying abroad.

Even today, I still sense how my three years as a research student in New York has significantly changed my life. My time abroad exposed me to knowledge and experiences that went far beyond what I had encountered in Japan. It broadened my horizons and brought me to feel and think about things that had never occurred to me before.

The Hamaguchi Plan comes from a desire to provide students with the same opportunity for personal growth I enjoyed in New York as well as a wish to develop a student body that will emerge as the global leaders of tomorrow.

I cordially invite you to join us at Nagoya and explore the “traditional” free and vibrant academic culture in the very central part of exciting Japan.

Dr. Michinari HAMAGUCHI
President
Nagoya University

Education, Research, and Social Contribution

Cultivation of Globally Effective Leaders
• Improving the core curriculum: Strengthening the Institute of Liberal Arts and Sciences and improving learning support systems
• Improving English proficiency of Japanese students
• Emphasis on the development of knowledge, social awareness, and critical thinking skills
• Augmenting programs for international students: Establishment of programs taught in English with a target of over 2,000 international students within 5 year
• Organizing a linguistics conference with area universities
• Substantial increase in scholarships through a variety of funding sources

Conducting World Class Research
• Conducting cutting-edge research through, among other initiatives, the Global COE Project
• Exploring new frontiers in research through the use of High Voltage Electron Microscope and Synchrotron Radiation equipment
• Practice/applying for large research grants in support of world class research
• Support the development of graduate students, postdoctoral fellows, and junior faculty
• Encouraging inter-disciplinary interaction through collaborative research

Internationalization of Nagoya University
• Bolstering relationships with partner institutions as well as institutions within Academic Consortium 21 (W21C): Encourage the exchange of students and joint researchers and faculty
• Establishing joint international degrees and programs
• Recruiting outstanding international students
• Internationalizing support services within the campus

Industry, Government, and Community Relations
• Strengthening cooperation with industry, and government entities: Innovation through joint research, technology transfer, and creation of Centers of excellence with industry
• Strengthening collaboration with local government: Building research projects for communication and sharing research outcomes through the “Knowledge Hubs” Project
• Expanding the “Center for the Development of Human Resources for Contribution to Society”: Developing human resources through the cooperation with industry and government
• Strengthening ties with media agencies to improve external communication

Facilities, Safety, and Other Aspects
• By cooperating with local government agencies, further enhancing the eco-friendliness of the campus
• Effective and efficient management of campus-wide systems
• Optimization of campus space and facilities
• Increasing living accommodations for international students by 2-fold, and upgrading the same for foreign faculty
• Enhancing research and education facilities and upgrading the general campus environment
• To be equipped to respond in a timely manner to harassment and other complaints
• Maintain proper use and storage of high-risk chemicals including radioactive materials in accordance with government regulations

University Affiliated Hospital and Senior and Junior High Schools

Satisfying the University Hospital as a Nationally Recognized Institution
• Delivery of high-quality medical care with utmost priority on safety: Establishing a comprehensive prenatal center and increasing beds in ICU by 50%
• Actively contributing to the cultivation of the next-generation healthcare professionals: Establishing a clear career path for healthcare professionals, fortifying Nagoya University’s network of postgraduate clinical training and taking leadership with community health programs
• Developing innovative solutions for use in the healthcare industry: Practicing translational medical research and establishing support centers for state-of-the-art medical technology
• Developing IT systems toward globalization of healthcare

Improvements to Affiliate Senior and Junior High Schools
• Improve management through the School Council
• Improving education through close collaboration between the schools and the university
• Establishing international exchange programs

Transforming Nagoya University to a World Class Institution

1. Cultivation of Globally Effective Leaders through new core curriculum: Global 30 Program and the increase in international students to over 2,000 within 5 years
2. Conducting World Class Research: Conducting cutting-edge research through, among other initiatives, the Global COE Project
3. Organizational Reform: Establishing a graduate program focused on drug discovery and development, reorganizing educational and research functions, and evaluating collaborations with other universities
4. Expanding Alliances with and Further Contributing to the Local and Regional Community: Collaborating with the “Knowledge Hubs” Project and revitalizing community health systems
5. Fundraising: Raising 500 billion yen within 5 years for use towards scholarships, improvements to facilities, internationalization of the campus, etc.

Maintenance Financial Stability
• Maintaining the highest integrity with regard to the use of research funds
• Maintaining sound financial management practices at University affiliated Hospital

Internationalization of Nagoya University
• Increasing the number of Japanese students studying abroad
• Expanding international degree and research programs

Expansion of administrative support and services, and consolidating functions and faculty meetings

Promoting gender equality

Maintaining Financial Stability
• Maintaining the highest integrity with regard to the use of research funds
• Maintaining sound financial management practices at University affiliated Hospital

Perennial fundraising to increase endowment: Raising 500 billion yen within 5 years for use towards scholarships, improvements to facilities, internationalization of the campus, etc.

Evaluation, Benchmarking, and External Communication
• Assessing instutite-wide academic activities every three years
• Increase publicity of faculty profiles and achievements
• Publicizing outstanding research projects and innovative courses
• Continuous assessment of all University functions by the International Advisory Board

Maintaining our presence in the top 100 of world university rankings

Administration and Finance

Making Administrative and Support Functions More Efficient to Enable Effective Education and Research
• Evaluating and reorganizing functions to ensure optimization
• Creating a “Graduate School of Pharmaceutical Sciences” and the “Institute for the Origin of Particles and Universe”
• Expanding cooperative relationships with universities
• Reinforcing integrity through university administration
• Improving educational and research facilities

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• Increasing living accommodations for international students by 2-fold, and upgrading the same for foreign faculty
• Enhancing research and education facilities and upgrading the general campus environment
• To be equipped to respond in a timely manner to harassment and other complaints
• Maintain proper use and storage of high-risk chemicals including radioactive materials in accordance with government regulations

Maintain strict occupational health and safety measures in accordance with government regulations
• Compliance with regulations pertaining to disaster prevention and crisis management
Professor Isamu AKASAKI and Blue Light-emitting Diodes

Thinking it would be too difficult to realize within the 20th century, many researchers abandoned development of high-performance blue light-emitting diodes (LEDs). However, Nagoya University professor Isamu Akasaki remained steadfast in his research for 20 years. In 1989, he succeeded in becoming the first to achieve the goal of producing a new light source for the 21st century.

Professor Akasaki achieved this by using the compound gallium nitride (GaN), revolutionizing the field of semiconductor research. Blue LEDs offer immeasurable benefits to society, and are utilized today in a wide range of technologies such as traffic lights, large-scale display monitors, next-generation optical memory disks, and even home lighting. The applicability of GaN and related semiconductors does not end with its use in light sources. It is also expected that they can be applied to such technologies as ultra high-speed, high-power transistors and UV detectors, which will be indispensable in an IT-based society.

During his life as a researcher, Professor Akasaki held fast to his idea that “Once you’ve resolved to accomplish something, never give up.”

Among the many awards he has received, in 2004, in honor of the research results he achieved with such unwavering resolve, he was recognized as a Person of Cultural Merit by the Japanese government for his significant contributions to culture.
In October 2001, the Royal Swedish Academy announced its award of the Nobel Prize in Chemistry to Dr. Ryoji Noyori and Dr. W. S. Knowles (USA) for their work on chiral catalysis in hydrogenation reactions, and to Dr. K. B. Sharpless (USA) for his work on chiral catalysis in oxidation reactions. Their research – an important topic of study in the 20th century – enabled Dr. Noyori and his fellow laureates to realize their dream of making possible the artificial and preferential production of enantiomers. Enantiomers are molecules existing in many organic compounds that are mirror images of each other but not identical, i.e., with a right- and left-side relationship but with each side having a different character. While one side could become a promising medicine, the other could equally become a dangerous toxin. It has therefore become a major issue in chemistry to find ways to equally produce right- and left-side products. Dr. Noyori’s research makes it possible to artificially produce right- and left-side molecules using catalysts. This research has tremendous potential in the creation and production of medicines, aromatic chemicals, and materials in harmony with the natural environment.

In 1957, Dr. Noyori entered the Undergraduate School of Industrial Chemistry, Faculty of Engineering at Kyot University, and later was appointed associate professor at Nagoya University, involved in synthetic organic chemistry. After switching his research base from Nagoya University to Harvard for postdoctoral work, he returned to Nagoya University and become a full professor in 1972. The research contacts he made with many renowned chemists offered him expanded opportunity to continue his search for the development and application of new methodologies in the field of organic chemistry. Presently, Dr. Noyori is an organic chemist based at Nagoya University and president of the RIKEN and continues to realize remarkable achievements in the field of organic chemistry through his collaborations with numerous researchers worldwide.

Dr. Ryoji NOYORI

1957 Ph.D., Kyoto University
1958 Assistant Professor of Chemistry, Nagoya University
1957-1959Dean, Graduate School of Science, Nagoya University
2002-University Professor, Nagoya University

Dr. Osamu SHIMOMURA

1960 Ph.D., Nagoya University
1963 Associate Professor, School of Science, Nagoya University
2008-Distinguished Invited University Professor, Nagoya University
2003-University Professor, Nagoya University

Dr. Toshihide MASKAWA

1962 Graduated from School of Science, Nagoya University
1967 Ph.D., Nagoya University
Research Associate, School of Science, Nagoya University
2003-Distinguished Invited University Professor, Nagoya University
2008-University Professor, Nagoya University

Dr. Makoto KOBAYASHI

1967 Graduated from School of Science, Nagoya University
1972 Ph.D., Nagoya University
Research Associate, School of Science, Nagoya University
2008-Distinguished Invited University Professor, Nagoya University
2003-University Professor, Nagoya University

Nobel Prize in Physics, 2008

In October 2008, the Academy announced its award of the Nobel Prize in Physics to three esteemed scientists: Yoichiro Nambu (USA), and Nagoya University graduates Toshihide Maskawa, a Distinguished Invited University Professor at Nagoya University, professor emeritus at Kyoto University, and professor of physics at Kyoto Sangyo University, and Makoto Kobayashi, professor emeritus at the High Energy Accelerator Research Organization (KEK). The two Nagoya University scientists received the Nobel Prize for forecasting, over three decades ago, “the discovery of the origin of the broken symmetry which predicts the existence of at least three families of quarks in nature.” In 1972, the two presented their Kobayashi-Maskawa theory, which states that CP symmetry violation can be explained with six types of quarks, one of the subatomic particles that constitute matter. This theory was proved in 1995 with the discovery of the sixth quark, known as the top quark. Among the numerous theories attempting to explain CP symmetry violation, the Kobayashi-Maskawa theory remains the most concise and well-formed, and today is one of the key components of the standard model of particle physics.

Dr. Toshihide Maskawa and Dr. Kobayashi while attending graduate school

Dr. Maskawa and Dr. Kobayashi while attending graduate school

Nobel Prize in Chemistry, 2008

It was great news in October 2008 when organic chemist and marine biologist Professor Osamu Shimomura from Nagoya University was announced as one of three distinguished scientists to receive the 2008 Nobel Prize in Chemistry, sharing it with Martin Chalfie of Columbia University and Roger Y. Tsien of the University of California, San Diego. They received this award for the discovery and development of the green fluorescent protein, GFP. Professor Shimomura was the first to observe protein behavior in living cells. This significantly contributes to the development of molecular biology and biociences.

Professor Shimomura spent two and a half years at Nagoya University’s School of Science as a research student and received his PhD in Sciences in 1960. In that same year, he went to Princeton University as a Fulbright scholar, then returned to Japan and for two years beginning in 1963 was an associate professor in the School of Science at Nagoya University. Today he is a professor emeritus at Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts and Boston University Medical School.

Professor Maskawa graduated from Nagoya University’s School of Science in 1962. After completing his doctoral course in science in 1967, he continued his career as a research associate in the science department, then as a professor of the Institute of Nuclear Study at the University of Tokyo and later as a professor at Kyot University’s Yukaika Institute for Theoretical Physics (YITP). In 2003, he became a professor at Kyoto Sangyo University’s Faculty of Science, and in October 2007 was appointed Distinguished Invited University Professor at Nagoya University.

Professor Kobayashi graduated from Nagoya University in 1967 and, after completing his doctoral course in science in 1972, became a research associate at Kyot University’s Faculty of Science. He later became a professor at KEK, the High Energy Accelerator Research Organization, and then director of the Institute of Particle and Nuclear Studies at KEK before becoming a professor emeritus at the same institute.

At the 3rd Yoshimasa Hirata Memorial Lecture

At the 3rd Yoshimasa Hirata Memorial Lecture
Inauguration of the Kobayashi-Maskawa Institute for the Origin of Particles and the Universe (KMI)

On April 2, the Kobayashi-Maskawa Institute for the Origin of Particles and the Universe (KMI) was inaugurated at Nagoya University. The president of Nagoya University, Michinari Hamaguchi, calligraphed the Institute’s inauguration banner for this occasion. The ceremony was attended by the director of the new Institute, Toshihide Maskawa; Hiroyuki Sugiyama, vice-president and trustee; Makoto Takahashi, trustee and director-general; Koichi Yamawaki, vice-director of the Institute; Masaharu Tanabashi, director of the Center for Theoretical Studies; and Toru Iijima, director of the Center for Experimental Studies, among others.

The Institute for the Origin of Particles and the Universe opened officially one day earlier. It is headed by Nobel Prize winner and University Professor Toshihide Maskawa. As its name suggests, the Institute pursues the ambitious goal of shedding light on the very origins of our Universe and the particles that constitute it. It also aims to play a major role in training young physicists to conduct research at the cutting edge of their field. The Institute offers a joint view of the different research projects being carried out at Nagoya University’s Center for Theoretical Studies and Center for Experimental Studies, two Inter-Departmental Education and Research Centers. As a focus point for world-class research, the Institute is expected to explore new horizons above and beyond current standards in the field of Physics.

Enthusiastic speeches were made at the inauguration, with Dr. Maskawa declaring that, “Today’s inauguration of KMI demonstrates excellent timing, as the field of physics is on the brink of a major transformation,” while Dr. Hamaguchi asserted his wish to “develop KMI into a first-class, world-recognized research organization.”

After the ceremony, Dr. Maskawa and Dr. Hamaguchi led the attendees and media representatives in a visit of the Nobel Prize exhibition room adjoining the Institute. Early next year, the Institute will be moved to a new location which is currently under construction.

The Green Vehicle Materials Research and Development Center –Realizing a Low-Carbon Society–

In order to advance the development of materials and components for green vehicles—automobiles of the future that can help bring about low-carbon societies—Nagoya University has established a world-leading green vehicle materials research laboratory. The Green Vehicle Materials Research and Development Center serves as a centralized base for green vehicle material and peripheral technology research that extends from basic studies to development and even commercialization.
GCOE Programs at Nagoya University
Nurturing next-generation leaders with original research projects and quality postgraduate education

Integrated Functional Molecular Medicine for Neuronal and Neoplastic Disorders
Program Leader: Prof. Gen SOBUE, Graduate School of Medicine

Promoting interdisciplinary research and leading molecular target-based treatments that transform next-generation medicine

The most important challenge for medicine in the 21st century is conquering cancer and neurodegenerative diseases such as Alzheimer’s disease. Previously, research into neurodegenerative diseases caused by the death of specific nervous cells, and cancer, which is abnormal growth of cells, used to be conducted separately because of their differences. At this Center, however, for more than ten years now, researchers of these two types of disease have been collaborating following the discovery of functional molecules common to the pathogenesis of the two disease types are currently in the clinical testing stage, only one step away from application to human patients, with this Center’s research results attracting attention from all researchers from a variety of disciplines including the mathematical physicists, planetary science specialists, and rest of the cosmos. The Center comprises mathematical physicists, planetary science specialists, and researchers from a variety of disciplines including the Division of Particle and Astrophysical Science of the Graduate School of Science, which conducts research into elementary particles, space observation and theoretical studies, and the Solar-Terrestrial Environment Laboratory, engaged in direct observation of solar and terrestrial phenomena.

The Global Center of Excellence (GCOE) Program of the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT) supports universities in establishing internationally competitive education and research so as to nurture future world-leading researchers through projects conducted at the world’s highest standards. Nagoya University, recognized as an educational and research center worthy of the support, has had seven of its research projects designated as GCOE Programs between academic years 2007 and 2009. In fact, these projects had already produced internationally acclaimed results before their GCOE designation and have remained at the world’s front line of interdisciplinary collaboration in their respective fields. Given the rapid development of globalization and innovative research, fostering next-generation researchers represents a national strategy whose results can determine the country’s future. Nagoya University plays an important role in this vital task, supporting Japan’s and the world’s progress into the future through its original research projects and quality postgraduate education. The following pages offer an overview of four of the seven GCOE research projects selected for special funding in 2008-2009.
Creating new materials, developing new systems and realizing practical applications in advanced biomedicine

Micro-nano mechatronics technology is applied in a wide range of fields from game machines and automobiles to medical inspection and robotics. This Center has developed as Japan’s pioneer in micro-nano mechatronics research, based on research achievements by the Department of Micro-Nano Systems Engineering of the Graduate School of Engineering, the first graduate program of its kind, and with support from the industrial community which uses such achievements. At present, the Center continues its world-level research with UCLA as its partner and UCLA researchers as members of the Center.

This Center gathers together researchers in materials science, mechanical science, system measurement/control engineering and biomedicine to participate in research concerning new functional materials and mechatronics. Research achievements in these areas are then integrated for system development. The Center conducts its research with an eye toward practical application in regenerative medicine and other advanced biomedical areas. The Center’s research is characterized by its approach, which covers not only devices but also system development. Practical application is also included in the Center’s research scope so as to respond to society’s needs.

Creating an innovative approach to earth science and environmental studies

The GCfE Program “From Earth System Science to Basic and Clinical Environmental Studies” is an educational and research program that takes over, and attempts to further develop, the achievements of the 21st Century COE Program “Dynamics of the Sun-Earth-Life Interactive System (SElis-COE)” (2003-2007). This Center aims at forming a center for new environmental studies that brings together previously separate diagnostic disciplines (science and therapeutic disciplines (engineering, agriculture, etc.) upon the foundation of the new earth system science developed within the framework of SELIS-COE. The Center’s pillars are clinical environmental studies that comprehensively diagnose regional environmental problems, and basic environmental studies that examine common inter-regional problems and universal challenges through interdisciplinary approaches.

This Center promotes world-leading research and education in environmental studies. In its research aspect, the Study Consortium for Earth-Life Interactive System (iSELIS), an internal organization of Nagoya University making use of results of SELIS-COE, serves as a base for domestic and international joint research in environmental studies. Its educational aspect focuses on a special doctoral course in integrated environmental studies associated with the Global Environmental Leaders Program of the Graduate School of Environmental Studies. In the framework of this Center, clinical research in environmental studies is promoted in Japan and other parts of Asia in collaboration with research and educational institutions in various countries. The Center maintains close cooperative ties with partner universities including Wageningen University and VU University Amsterdam in the Netherlands, and the University of California, Berkeley and the University of California, Santa Barbara in the United States, so that participants will develop into researchers and experts of international standing in basic and clinical environmental studies and become valuable human resources not only for universities and research institutes but also for international organizations, national and regional governments, and related private businesses.
Due to rapid economic growth and social changes, developing countries worldwide, including in Asia and Africa, face serious environmental problems such as air and water pollution, waste management, biodiversity conservation, and global warming and climate change. Finding solutions to these problems is hard because of interrelated factors such as health education, infrastructure development, energy resources security, integration of environmental and economic concerns, and globalization. Sustainable development cannot be achieved unless these difficulties are overcome on both national and global scales.

Environmental specialists with the expertise and abilities to implement relevant solutions are the key to solving these problems. There is an urgent need to educate professionals with competitive skills and then translate these skills into concrete actions.

In 2008, Nagoya University established the master’s course “Nagoya University Global Environmental Leaders Program (NUGELP)” to foster people able to understand and analyze environmental problems from a global perspective, and propose concrete ways of solving problems. Through various efforts such as distinctive curricula and student services, our goal is to become a global center of learning where motivated students from Asia, Africa, and elsewhere in the world, including Japan, can achieve their aims.

**Curriculum Model**

**Graduate School of Environmental Studies**
- Climate Change
  - Low Carbon Cities Studies
  - Climate Change Policies

**Graduate School of Engineering**
- Water and Waste Management
  - Water and Waste Management Policies
  - Water and Waste Engineering

**Graduate School of Bioagricultural Sciences**
- Biodiversity Conservation
  - Introduction to Biodiversity Conservation
  - Biological Resource Management Policies

**Graduate School of International Development**
- Spatial Development and Environment
  - Spatial Development and Environment Policies

**Collaborating Departments**
- Environmental Systems Analysis and Planning
  - Environmental Systems Analysis

**Related Subjects Provided by Other Departments**
- Theory of Environmental Resources Management, Environmental Industry Systems
- International Cooperation in Agricultural Sciences I & II
- Related Programs in Graduate School of International Development
- Japanese and English Language Classes

**Instructors**
- Global Research Internship
- Seminars
- Environmental Industry Systems
- Low Carbon Cities Studies
- Spatial Development and Environment Policies

**Students**
- Chubu Consortium for Environmental Leaders Development
  - Environmental and Social Impact Assessment
- Related Programs in Graduate School of International Development
- Japanese and English Language Classes

**Global Environmental Leaders Program**

**Promoting Active Leaders in Solving Global Environmental Problems**

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Automobile Engineering Summer Program

With support and cooperation from the Japanese automotive industry and related enterprises, the Graduate School of Engineering will offer a 6-week summer program titled “Latest Advanced Technology & Tasks in Automobile Engineering,” from June 15 – July 21, 2011. Conducted entirely in English, the program is aimed at overseas students and Nagoya University students in engineering-related fields. The program’s greatest feature is its exciting lectures from various viewpoints regarding state-of-the-art technologies in areas such as hybrid automobiles, fuel cells, environmental strategies, accident prevention, and expressway traffic. The lectures are conducted with support from some of the industry’s leading technologists and researchers as well as faculty members of Nagoya University. Although of short duration, the program’s objectives enable overseas students to study some of the various fields that are particularly advanced in Japan, as well as increase their interest in this country and its culture. The program also enables Nagoya University students to improve their English and communication skills and broaden their international horizons in conjunction with studies in their specialty fields.

Global Human Resource Development Program

In April 2009, the Nagoya University’s School of Economics launched its Global Human Resource Development Program in partnership with twelve globally developed representative Japanese corporations including Toyota Motor Corporation, Mitsui & Co., Ltd., and Sumitomo Mitsui Banking Corporation.

This Program, a collaboration between the industrial and academic sectors, takes advantage of Nagoya University’s location in the Chubu region, which has a high concentration of internationally known industrial sites. The Program aims at training future leaders with a strong sense of responsibility and a business mindset indispensable to globally developed corporations, with each sector providing specialized educational materials. In academic year 2009, three courses are being held: Global Manufacturing Management, Global Financial Management, and Global Logistics Management. The Program’s students attend lectures featuring concrete topics and the pragmatic mindset of instructors dispatched from participating corporations. Students also have the opportunity to observe actual manufacturing and distribution sites to identify required skills and abilities. Two-way interactive classes enable students to develop their presentation, communication and thinking skills.
Established in 2002 as a research base for Asian Law and a coordinating center for legal assistance in Asia, the Center for Asian Legal Exchange (CALE) has been expanding activities, remaining the only center within a Japanese University to be professionally involved with legal assistance research and projects. The center is committed to play a major role in carrying out legal assistance projects centering on Asia, disclosing research outcomes related to those projects and disseminating research and legal information on countries in Asia, and expanding the network of specialists within this field.

What is “Legal Assistance”?  

Legal Assistance refers to the cooperating with developing countries and socialist regimes making the transition to a market economy to reform their legal systems enabling them to achieve a fair market economy, the rule of law, human rights, and democracy. Legal assistance activities include the following:

- Cooperating in the drafting of laws and judiciary system reform
- Cooperating in the consolidation of legal infrastructure such as the improving of maintenance and access to legal and judicial information.
- Cooperating in the human resource development of judicial officers

Research and Education Centers for Japanese Law

Nagoya University has four centers in Asia and Central Asia regions in order to educate specialists who are able to understand Japanese society, language and law in a systematic and continuous way.
International Cooperation Center for Agricultural Education (ICCAE) - A leading center for international cooperation in agricultural education

The International Cooperation Center for Agricultural Education (ICCAE) is a research institute mandated to function as a leading center for international cooperation in agricultural education. It was established in April 1999, at Nagoya University, under the initiative of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan.

In developing countries, many problems related to agriculture (for example, food shortages, downturns in agricultural production, poverty, environmental devastation, and animal-borne infectious diseases) have yet to be solved by the international community. To solve these global-scale issues, it is important to develop appropriate agricultural technologies while paying careful attention to socioeconomic impact, effective use of natural resources, and respect for the environment. In both developing countries and Japan, the development of human resources is a pressing issue. In recent years, the need for international cooperation to overcome these problems and to facilitate human resources development has increased. Japan has been expected to work actively to resolve these issues.

To respond to such expectations, ICCAE was established by the MEXT of Japan at Nagoya University. ICCAE’s goal is to become a leading center for international cooperation to help solve problems in agricultural and rural development in developing countries.

Academic Network for Development in Asia (ANDA) Skills Development for the Emerging New Dynamism in Asian Developing Countries under Globalization

The JSPS-sponsored research project on “Skills Development for the Emerging New Dynamism in Asian Developing Countries under Globalization,” initiated by the Graduate School of International Development of Nagoya University, aims to achieve the following through collaboration by a network of universities in Asia: understanding the impacts of the new dynamism in Asia, in particular that of globalization, regional integration and changing international divisions of labor on Asian developing countries; studying socioeconomic changes and challenges to be overcome in promoting reducing poverty and sustaining growth, and in developing the human resources necessary for industrial development; and providing assistance in industrial human resource development in order to overcome these challenges. Through the researcher interaction for research & action realized through ANDA, this project aims to contribute both to narrowing the gap between late-developing countries and the rest of Asia, and to pan-Asian sustainable development over the long term.

Construction of the “Academic Network for Development in Asia” (ANDA)

Graduate School of International Development, Nagoya University

Cooperating universities in Japan
• University of Tokyo
• Doshisha University
• Nanzan University
• Nagoya Sangyo University
• Osaka University
• University of the Ryukyus

Cooperating Nagoya University organizations
• Economic Research Center, Graduate School of Economics
• International Cooperation Center for Agricultural Education
• Education Center for International Students
• Center for the Studies of Higher Education

Cooperating organizations
• Asian Development Bank (ADB)
• International Labor Organization (ILO)
• Japan International Cooperation Agency (JICA)
• United Nations Educational, Scientific and Cultural Organization (UNESCO)

ANDA member universities (incl. AC21 participants)
• Tsinghua University, China
• Korea University, Korea
• Chulalongkorn University, Thailand
• Gadjah Mada University, Indonesia
• University of the Philippines, Los Banos, Philippines
• Indian Institute of Technology Bombay, India
• National University of Singapore, Singapore
• Royal University of Phnom Penh, Cambodia
• National University of Laos, Laos
• Vietnam National University, Ho Chi Minh City, Vietnam

ANDA International Seminar
Nagoya University around the Globe: International Liaison Offices and Bases

In order to establish a world presence to develop true research excellence, Nagoya University has international liaison offices, research and education bases and a technology transfer office around the world. These stations are strategically positioned to recruit top-level students and teaching staff, organize academic exchanges, host workshops, interact with world-level researchers, learn about different countries' education systems, and promote Nagoya University around the globe.

The Shanghai Liaison Office was inaugurated in November 2005, with the goal of promoting academic exchange with Chinese institutions of higher education and research, advertising Nagoya University in China, and acting as a contact point for Alumni Association members overseas. The Shanghai Office was Nagoya University's first base abroad, and it continues to play an important role in expanding academic exchange with institutions in China.

The Uzbekistan Office opened in March 2010 as an "Overseas Office for Shared Utilization by Universities," an element of the Global 30 Project for Establishing Core Universities for Internationalization. The Office strives to recruit students within Uzbekistan as well as all of Central Asia, and it collaborates with universities across Japan on international student activities.

In April 2010, Nagoya University opened its European Center in Freiburg University with the aim of heightening its presence in Europe. The main objectives of the Center are recruiting outstanding international students for short-term and long-term programs at both undergraduate and graduate levels; developing a European-Japanese research and education network with universities, research institutes and companies; informing European high school and university students about the advantages of studying at Nagoya University; collecting information on research and education; and consolidating an alumni network in Europe.

Headquartered close to the Research Triangle Park (RTP) in North Carolina as a registered nonprofit organization, its mission is to promote and support technology transfers between Japan and the US.

These Centers cooperate with local universities in transitional countries in Asia to provide education in Japanese language and Japanese law. Currently, four centers have been established as bases for information exchange and joint research between Japan and the respective host country:
- Uzbekistan: Tashkent State Institute of Law (Center founded Sep. 2005)
- Mongolia: National University of Mongolia, School of Law (Center founded Sep. 2006)
- Vietnam: Hanoi Law University (Center founded Sep. 2007)
- Cambodia: Royal University of Law and Economics (Center founded Sep. 2008)

http://cjl.law.nagoya-u.ac.jp/content/en/

The Nagoya University Field Research Center was established in September, 2009 within the Mongolian University of Science and Technology. The Center is expected to further encourage our active collaborations and exchanges by promoting more effective research.

Nagoya University Field Research Center (Ulaanbaatar, Mongolia)

Technology Partnership of Nagoya University Inc. (North Carolina, USA)

Our Partner Institutions

Nagoya University's Academic Student Exchange Program

Academic Consortium AC21

Nagoya University around the Globe: International Liaison Offices and Bases

The Global 30 Project – Bringing Nagoya University to the World

NUPACE: Nagoya University’s Academic Student Exchange Program

Our Partner Institutions

技术转移办公室

本项目旨在通过派遣海外办公室、研究教育基地和科技转移办公室，为名古屋大学建立全球网络。这些站点位于世界战略位置，旨在招募顶尖学生和教职人员，组织学术交流，举办研讨会，与世界顶级研究人员互动，了解不同国家的教育体系，并在世界各地推广名古屋大学。
The Global 30 Project – Bringing Nagoya University to the World

In July 2009, the selection results of the 2009 Project for Establishing Core Universities for Internationalization (Global 30) were announced, with Nagoya University standing out as one of the Global 30 leaders.

The objectives of Global 30 are to strengthen the international competitiveness of Japanese higher education and to offer an education with standards that appeal to foreign students while, through creating an environment where Japanese students work together with international students, fostering highly educated individuals who can be active internationally. The project comprehensively supports a plan to create universities that act as bases for internationalization by providing both the high level of education expected from universities and environments that make studying in Japan more accessible for overseas students.

### New All-English Courses

1. Creating undergraduate degrees from which students can graduate entirely in English in the sciences (Physics, Engineering, Agriculture) and in the humanities (Law, Economics).
2. Establishing international courses for master’s and doctoral degrees in the sciences and the humanities.
3. Accepting a greater number of international students to the graduate courses already available in English (Law, Engineering, International Development, and Environmental Studies).

### Degrees Offered

<table>
<thead>
<tr>
<th>Name of the Courses</th>
<th>Name of the Schools / Graduate Schools</th>
<th>Degrees Offered</th>
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<tbody>
<tr>
<td>Automotive Engineering Program</td>
<td>School of Engineering</td>
<td>Bachelor, Master, Doctor</td>
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<tr>
<td>Fundamental and Applied Physics Program</td>
<td>School of Engineering, School of Science</td>
<td>Bachelor, Master</td>
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<tr>
<td>Chemistry Program</td>
<td>School of Science, School of Engineering</td>
<td>Bachelor, Master, Doctor</td>
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<tr>
<td>Biomedical Science Program</td>
<td>School of Science, School of Agricultural Sciences</td>
<td>Bachelor, Master</td>
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<tr>
<td>Program in Social Sciences</td>
<td>School of Law, School of Economics</td>
<td>Bachelor, Master, Doctor</td>
</tr>
<tr>
<td>Physics and Mathematics Graduate Program</td>
<td>Graduate School of Science, Graduate School of Mathematics</td>
<td>Bachelor, Master, Doctor</td>
</tr>
<tr>
<td>Chemistry Graduate Program</td>
<td>Graduate School of Science, Graduate School of Engineering</td>
<td>Bachelor, Master</td>
</tr>
<tr>
<td>Biomedical and Biobehavioral Sciences Graduate Program</td>
<td>Graduate School of Science, Graduate School of Biobehavioral Sciences, Graduate School of Medicine</td>
<td>Bachelor, Master</td>
</tr>
<tr>
<td>Biomedical and Biobehavioral Sciences Graduate Program</td>
<td>Graduate School of Science, Graduate School of Biobehavioral Sciences</td>
<td>Bachelor, Master</td>
</tr>
<tr>
<td>Medical Science Graduate Program</td>
<td>Graduate School of Medicine</td>
<td>Bachelor, Master, Doctor</td>
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<tr>
<td>Graduate Program in Economics and Money Administration</td>
<td>Graduate School of Economics</td>
<td>Bachelor, Master, Doctor</td>
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<tr>
<td>Graduate Program in Comparative Studies of Language and Culture</td>
<td>Graduate School of Languages and Cultures</td>
<td>Bachelor, Master, Doctor</td>
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<tr>
<td>International Development and Cooperation Course</td>
<td>Graduate School of International Development</td>
<td>Bachelor, Master, Doctor</td>
</tr>
<tr>
<td>Department of the Combined Graduate Program in Law and Political Science LL.M. Comparative Law Program in Law and Political Science</td>
<td>Graduate School of Law</td>
<td>Bachelor, Master</td>
</tr>
<tr>
<td>Young Leaders’ Program (YLP) Healthcare Administration Course of Master’s Degree Program</td>
<td>Graduate School of Medicine</td>
<td>Bachelor, Master, Doctor</td>
</tr>
<tr>
<td>Social Work Student Program for Child Engineering</td>
<td>Graduate School of Social Work</td>
<td>Bachelor, Master, Doctor</td>
</tr>
<tr>
<td>Nagoya University Global Environmental Leaders Program</td>
<td>Graduate School of Environmental Studies</td>
<td>Bachelor, Master, Doctor</td>
</tr>
<tr>
<td>Special Doctoral Graduate Program in Sciences of Atmosphere and Hydrosphere for International Students</td>
<td>Graduate School of Environmental Studies</td>
<td>Bachelor, Master, Doctor</td>
</tr>
</tbody>
</table>

### Short Term Student Exchange and Japanese Language Education

1. Broadening the Nagoya University Program for Academic Exchange (NUPACE), a short term student exchange program, to admit a greater diversity of international students.
2. Requiring international students enrolled in an English course to take Japanese for their foreign language credits, thus improving their chances for interaction with Japanese students.
3. Continuing to hire more international faculty and to send young researchers abroad for education and study.

### International Student Recruitment through Overseas Offices and Partner Institutions

### Multiple Screening Methods for Selecting Outstanding International Students

1. Implementing an entrance examination process that can be completed overseas at the undergraduate level.
2. At the graduate level, exploring a variety of screening methods such as applicant document screening, interviews in students’ home countries, and videoconferencing.

### Attractive Scholarships and Fee Exemptions

### Increased Convenience for International Students

1. Creating a system to facilitate payment of entrance examination fees and other fees from abroad, including credit card transactions and overseas bank accounts.
2. Implementing overseas orientations and other measures to provide a smoother transition for international students who have been accepted to the University.

### Proactive Employment of Tutors, Teaching Assistants and Research Assistants

### International Zone and English-speaking Office Staff

1. Creating an International Zone (one-stop office) where international students go for counseling and procedures.
2. Setting up an English-language admission office to deal with recruitment and entrance examinations.
3. Increasing the number of staff with English ability, and creating bilingual intra-university documents and bulletin boards.

### International Library Resources

1. Opening a new housing facility that can receive as many as 100 international students.
2. Offering diverse menus in University cafeterias for vegetarians and students who are not comfortable with Japanese food.

### Career Support and Internships

1. Providing orientation and career path guidance to international students who want to work in a Japanese company.
2. Offering a variety of internship programs, such as the Summer Intensive Program on automobile engineering.

### Sharing NU's internationalization experience with other universities in Japan

1. Opening up the systems developed in the G30 project to other universities.
2. Building a network with other G30 leaders.

### Nagoya University Global Network

http://admissions.g30.nagoya-u.ac.jp/en/
Fresh Insights, Intellectual Stimulation, and a Global Perspective

Established in February 1996, the Nagoya University Program for Academic Exchange (NUPACE) is an academic student exchange program through which international students enrolled at Nagoya University’s partner institutions can study in Japan for four to twelve months. The program aims to foster friendships that extend beyond borders, internationalize through education, and motivate overseas students to pursue more extensive studies about Japan. The NUPACE academic year runs on a semester basis, and students can choose one of two admission periods: late September or early April.

NUPACE offers a unique and flexible curriculum comprising Japanese language instruction, Japan area studies, and a wide range of courses in the student’s major field of study, with most courses taught in English. Provided that they take at least fifteen credits per semester, students can design their own curriculum, balancing their interest in Japanese language and area studies with the desire to pursue their major or independent research. Guided research for graduate students is also available. Moreover, students proficient in Japanese are eligible to register for any course offered to degree-seeking students at Nagoya University.

NUPACE, which celebrates its 15th anniversary in 2011, has hosted 1,000 international students from over 100 institutions in twenty-seven countries. It is renowned, in both domestic and international arenas, for its quality and leadership in exchange student education.

NUPACE: My Pace.

It is always one of the major challenges to leave for some unfamiliar environment, trying out another way of life. After an entire year of exchange with Nagoya University, with NUPACE, I have grown more and more confident to say that such a new place has to be NUPACE. I have found the teachers and staff here the most friendly and considerate, the students most welcoming and diligent, and the academic facilities most convenient and advanced. Thus, a newcomer will soon be able to feel at home. Besides, NUPACE allows him or her to meet new friends every day from all over the world. It is not that there will hardly be any difficulty for newcomers, at school or in life, but that with NUPACE, one is well supported when in the face of them. Exchange provides you much flexibility with regard to planning your own school life. Take myself as an example; I have done more reading and writing during the year in Nagoya than I have ever done during the past two-year university life, which gives me much pleasure and sense of accomplishment. I feel grateful that I have found my pace while at NUPACE. I would be more than happy to recommend this program to everyone who is considering going on an exchange.

I had never come to Japan before my year in Nagoya, within the NUPACE program, and I tried to imagine how life would be for me in this place that is 10,000 kilometers away from my home in France. And most of these pre-departure ideas were blown away by the real thing. It was by far the best year I’ve spent in my whole life.

Whether you live next to Japan or at the other side of the planet, leaving your family and the places you are the most familiar with is a very big jump, and you’re not sure where you are going to land. There is no need to worry since the NUPACE staff is top-notch, and I cannot thank all of them enough for everything they did for me. You will be welcomed by people that like their job and that will do much more for you than just signing papers and organizing information meetings.

I came here mostly to learn Japanese, and if you plan on taking the intensive classes, you’ll have to be ready for 3 hours of Japanese classes every morning. They can be a little rough, but you will very soon make friends and be able to survive them. You may also be able to create fantastic memories if you give it a shot. (My friends and I performed “Hamlet” in Japanese and it was just amazing, seriously!) It was also a great opportunity to meet people from all over the world and befriend many, many people. I could travel all over Japan during the spring break, and I even visited my NUPACE friends in Taiwan and South Korea. I was amazed to find out that, even with the cultural, language and whatever barrier you may think of, you can still build a real, precious friendship that you are sure will never shatter.
AC21 Member Institutions
As of March 2011

Australia
- University of Adelaide
- University of Sydney

China
- Huazhong University of Science and Technology
- Jinan University
- Nanjing University
- Northeastern University
- Peking University
- Shanghai Jiao Tong University
- Tongji University

France
- University of Strasbourg

Germany
- Chemnitz University of Technology
- University of Freiburg

Indonesia
- Gadjah Mada University

Japan
- Nagoya University

Laos
- National University of Laos

South Africa
- Stellenbosch University

Thailand
- Chulalongkorn University
- Kasetsart University

USA
- North Carolina State University
- University of Minnesota

AC21 Partners
Japan: ITOCHU Corporation; CHUBU Electric Power Co., Inc.; Toyota Motor Corporation; NGK INSULATORS, LTD.
U.K.: Advantage West Midlands; Asia House

AC21 Activities

AC21 considers itself a dynamic consortium. It supports its mission and fosters collaboration amongst members through the following forums, activities and projects.

Collaboration in Research & Education
- International Forums
  Held every two years, international forums provide members with the opportunity to reassess the role of higher education in society through keynote addresses by prominent public figures, presentations and panel discussions.

- Research Projects
  Support for research networking among AC21 members is offered through the provision of funding and resources, which aim at developing and sustaining collaborative projects. The AC21 Special Project Fund (ACSPF), launched in 2009, endeavors to promote research and educational exchanges between member institutions.

- Workshops

Initiatives for Students
- Student World Forums
  Biennial conferences at which students from member institutions are invited to exchange ideas on issues of international concern. The conferences facilitate international friendship, encourage students to develop a global mindset, and strengthen the AC21 network.

- Industry-Academia-Government Collaboration
  AC21, taking advantage of its international network, seeks to facilitate collaboration between academia, industry and government at the global level.

Fifth AC21 International Forum 2010

The Fifth Academic Consortium 21 (AC21) International Forum was held at Shanghai Jiao Tong University (China) on October 19th and 20th, 2010. This biennial international forum is one of the core activities of AC21. The Shanghai forum enjoyed the participation of approximately 100 participants, including presidents and vice-presidents from the AC21 member universities around the world as well as researchers, students, government agencies, corporations, and regional institutions involved in the internationalization of education.

At the opening ceremony, greetings were offered by Shanghai Jiao Tong University President Jie Zhang, President Hamaguchi, and former president and National Institution for Academic Degrees and University Evaluation President Shin-ichi Hirano. Nobel Prize winning physicist Makoto Kobayashi, who bears the title of University Professor at Nagoya University (Executive Director of the Japan Society for the Promotion of Science and Director of the Research Center for Science Systems) also attended the opening ceremony for the forum and was introduced to the participants.

This year’s international forum was divided into three sub-themes: “University ranking and evaluation of higher education,” “Graduate school education in the age of internationalization,” and “Building world-class universities in the age of internationalization.” There were approximately 30 presentations in total at the forum which produced many lively discussions and exchange among those involved. Three members of Nagoya University made presentations, including Vice-President Watanabe’s announcement concerning this university’s internationalization strategy. Additionally, before the main forum on Monday, October 18th, the Eighth AC21 Steering Committee meeting was held on the Shanghai Jiao Tong University Minhang Campus. This annual meeting consisted of the addition of new members, recommendations from various committee members, and revisions to the AC21 articles. In addition, in order to develop AC21 activities further, there were concrete discussions about future activities and new activity frameworks, such as the tentative “AC21 Schooling Event” on Science and Technology.

After the end of the forum in the afternoon of October 20th, the Fourth AC21 General Assembly was held. There was also an active exchange of opinions and notably an offer from Tongji University (China) to host the 2013 Student World Forum and from the University of Strasbourg (France) to hold the 2015 Student World Forum. At this year’s forum and meetings, member universities were proactively involved in AC21 activities giving new value to the purpose of AC21. One could feel the enthusiasm of member universities for further developing and utilizing AC21 and the interest focusing on AC21 from inside and outside Japan.
Our Partner Institutions
As of Jan. 1, 2011

Academic Exchange Agreements

Asia

BANGLADESH
- Bangladesh Agricultural University
- Bangladesh University of Engineering and Technology
- University of Chula

CAMBODIA
- The Centre for Cambodian Studies

CHINA
- Nanjing University
- Tsinghua University
- Huazhong University of Science and Technology
- University of Science and Technology Beijing
- Chinese Academy of Sciences, Institute of Chemistry
- Chinese Academy of Sciences, Institute of Microbiology
- Chinese Academy of Sciences, Institute of Geology and Mineral Resources
- Chinese Academy of Sciences, Institute of Chemistry
- Chinese Academy of Sciences, Institute of Automation
- Chinese Academy of Sciences, Institute of Atmospheric Physics
- Chinese Academy of Sciences, Institute of Botany
- Chinese Academy of Sciences, Institute of Geochemistry
- Chinese Academy of Sciences, Institute of Geographical Sciences
- Chinese Academy of Sciences, Institute of Light Industry
- Chinese Academy of Sciences, Institute of Microbiology
- Chinese Academy of Sciences, Institute of Oceanology
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<tr>
<th>Country</th>
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<tr>
<td><strong>ITALY</strong></td>
<td>- National Institute of Nuclear Physics (INFN)</td>
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<td>- University of Catania</td>
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<td><strong>KAZAKHSTAN</strong></td>
<td>- Kazakh Humanitarian Law University</td>
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<td>- Legislation Research Institute, Republic of Kazakhstan</td>
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<td><strong>LATVIA</strong></td>
<td>- Latvian State University</td>
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<td><strong>NETHERLANDS</strong></td>
<td>- Wageningen University</td>
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<td>- Free University of Amsterdam</td>
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<td>- University of Oslo</td>
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<td>- University of Tromso</td>
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<td><strong>POLAND</strong></td>
<td>- Medical University of Gdansk</td>
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<td>- Warsaw University of Technology</td>
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<td><strong>RUSSIA</strong></td>
<td>- Institute of Theoretical and Experimental Physics</td>
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<td>- Ministry of Health of Russia, Institute of Biomedical Problems</td>
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<td>- Lomonosov Moscow State University</td>
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<td>- Russian Academy of Sciences, Siberian Division, Institute of Cybernetics and</td>
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<td>Genetics</td>
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<td></td>
<td>- Moscow State Engineering and Physics Institute (Technical University-MEPHI)</td>
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<td>- Russian Academy of Sciences, Institute of Computer Aided Design</td>
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<td>- Russian Academy of Sciences, Far Eastern Branch, Institute of Cosmophysical</td>
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<td></td>
<td>Research and Radiowave Propagation (RDR)</td>
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<td>- Russian Academy of Sciences, Siberian Division, Institute of Solar-Terrestrial Physics (ISTP)</td>
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<td><strong>SWEDEN</strong></td>
<td>- Swedish Institute of Space Physics</td>
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<td>- School of Oriental and African Studies (SOAS)</td>
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<td><strong>UKRAINE</strong></td>
<td>- Ukrainian SSR Academy of Sciences, Institute of Theoretical Physics</td>
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<tr>
<td><strong>UGANDA</strong></td>
<td>- Makerere State University</td>
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<td>- University of World Economy and Diplomacy</td>
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<td><strong>UZBEKISTAN</strong></td>
<td>- Samarkand State University</td>
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<td>- Tashkent State Institute of Law</td>
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<td><strong>North America</strong></td>
<td>- Carleton University</td>
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<td>- The University of Toronto</td>
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<td>- University of Houston</td>
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<td><strong>BRAZIL</strong></td>
<td>- Ministry of Science and Technology, National Institute for Space Research</td>
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<td>- Fundacao Joaquin Nabuco</td>
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<td>- Universidade do Brasil</td>
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<td>- Universidade de Sao Paulo</td>
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<td><strong>GUATEMALA</strong></td>
<td>- Del Valle de Guatemala University</td>
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<td>- University of Nairobi</td>
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<tr>
<td></td>
<td>- African Institute for Capacity Development (AICAD)</td>
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<td><strong>SOUTH AFRICA</strong></td>
<td>- South African Astronomical Observatory</td>
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<tr>
<td></td>
<td>- Others (International Organization)</td>
</tr>
<tr>
<td></td>
<td>- Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA)</td>
</tr>
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<td></td>
<td>- European Organization for Nuclear Research (CERN)</td>
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<td><strong>Europe</strong></td>
<td>- The University of Warwick</td>
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<td><strong>U. K.</strong></td>
<td>- Ruhr-Universität Bochum</td>
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<td>- The University of Sterling</td>
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<td><strong>BRASIL</strong></td>
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<td><strong>North America</strong></td>
<td>- The University of Sonora</td>
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<td><strong>USA</strong></td>
<td>- North Carolina State University</td>
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<td></td>
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<td></td>
<td>- The Ministry of Science and Technology of Brazil</td>
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<td></td>
<td>- The National Institute of Space Research (INFRA)</td>
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<td></td>
<td>- The Japan Aerospace Exploration Agency (JAXA), Institute of Space and Astronautical Science (ISAS)</td>
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<td><strong>Argentina</strong></td>
<td>- National University of Rosario</td>
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<td>- Luis F. Leloir, Campoman Foundation, The Research Institute of Biochemistry</td>
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<td><strong>BOLIVIA</strong></td>
<td>- Universidad Mayor de San Andres</td>
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<td>- Universidad de Sonora</td>
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<td><strong>Latin America and the Caribbean</strong></td>
<td>- Universidad de Sonora</td>
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</table>

International Networks
- Academic Consortium 21 (AC21)
- International Forum of Public Universities (IFPU)
- College doctoral francophone
- University Mobility in Asia and the Pacific (UMAP)
- OpenCourseWare Consortium
- The GB University Summit
- Canada-Japan Strategic Student Exchange Program

Agreements for Industry-University Collaboration
- University Mobility in Asia and the Pacific (UMAP)
- International Forum of Public Universities (IFPU)
- Academic Consortium 21 (AC21)
- OpenCourseWare Consortium
- The GB University Summit
- Canada-Japan Strategic Student Exchange Program

Agreements for International Joint Research
- Canada-Japan Strategic Student Exchange Program
- The G8 University Summit
- OpenCourseWare Consortium
- University Mobility in Asia and the Pacific (UMAP)
- The GB University Summit
- Canada-Japan Strategic Student Exchange Program
1. Fundamental Objectives: Research and Education

1. Nagoya University, through creative research activity, shall pursue the truth and produce results of scholastic distinction on the international stage.

2. Nagoya University, through an education that values initiative, shall cultivate courageous intellectuals endowed with powers of rational thought and creativity.

3. Nagoya University shall study the various phenomena of the humanities, society, and nature from an all-inclusive viewpoint, respond to contemporary issues, and adjust and enrich its education system to generate a new sense of values and body of knowledge founded on humanity.

2. Fundamental Objectives: Contribution to Society

1. Nagoya University, in spearheading scientific research, and through the cultivation of human resources capable of exercising leadership both in the domestic and international arenas, shall contribute to the welfare of humanity and the development of culture, as well as to global industry.

2. Nagoya University shall put to good use the special characteristics of the local community and, through multi-faceted research activities, contribute to the development of the region.

3. Nagoya University shall promote international academic co-operation and the education of foreign students, and contribute to international exchange, especially with Asian nations.

3. Fundamental Policies: Research and Education System

1. Nagoya University shall study the various phenomena of the humanities, society, and nature from an all-inclusive viewpoint, respond to contemporary issues, and adjust and enrich its education system to generate a new sense of values and body of knowledge founded on humanity.

2. Nagoya University shall provide for an education system that rightly inherits and develops intellectual resources cultivated in the world’s intellectual traditions, and promote educational activity that is both advanced and innovative.

3. Nagoya University, through the active dispatch of information and exchange of personnel, and interinstitutional co-operation in Japan and abroad, shall shape the international foundation of academic culture.

4. Fundamental Policies: University Administration

1. Nagoya University shall at all times support scientific enquiry based on the autonomy and initiative of its members, and guarantee freedom of academic research.

2. Nagoya University shall require its members to participate in the drafting and implementation of both ideals and objectives related to research and education, as well as administrative principles.

3. Nagoya University, in addition to promoting autonomous assessment and evaluation from its members with regard to research, education and administrative activity, shall actively seek critical appraisal from external authorities, and aspire to be an accessible university.

*This is a provisional translation and subject to change.*
Organizational Structure

Staff
Members of the Board of Trustees
- President 1
- Trustees 7
- Auditors 2

Staff (Full-time)
- Faculty: Professors 650 (217)
- Associate Professors 497 (53)
- Associate Professors / Lecturers 110 (54)
- Assistant Professors 441 (170)
- Research Associates 9 (1)
- Researchers 0 (167)

School Teachers at Affiliated Schools 39
Administrative / Technical Staff*: 1,458 (488)
Total 3,214 (954)

*1 Data in parenthesis show the number of staff under limited-time contracts.
*2 Data include medical staff of the University Hospital.

International Students by School

As of November 1, 2010

<table>
<thead>
<tr>
<th>Name of Schools / Graduate Schools</th>
<th>Undergraduate Courses</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree seeking</td>
<td>Non-degree seeking</td>
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<tr>
<td>Letters</td>
<td>596</td>
<td>86</td>
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<tr>
<td>Education</td>
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<tr>
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<tr>
<td>Informatics and Sciences</td>
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<td>Science</td>
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<td>Medicine</td>
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<td>Agricultural Sciences</td>
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<td>International Development</td>
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<tr>
<td>Mathematics</td>
<td>–</td>
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<tr>
<td>Languages and Cultures</td>
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<td>Environmental Studies</td>
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<td>–</td>
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<tr>
<td>Information Science</td>
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<tr>
<td>Human Informatics</td>
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<tr>
<td>Others</td>
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<td>25</td>
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<tr>
<td>Total</td>
<td>9,678</td>
<td>404</td>
</tr>
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</table>

As of November 1, 2010

Student Enrollment

International Students by School
Located in the heart of Japan, the Chubu region has played a central role in Japan’s history and has long enjoyed a flourishing culture and economy. The area is well known as the home of Oda Nobunaga, Toyotomi Hideyoshi and Tokugawa Ieyasu, the three leaders who unified Japan over 400 years ago, bringing an end to the “Period of Warring States.” Nagoya Castle, originally built by Tokugawa Ieyasu and famous for the pair of golden dolphins on top of its donjon, serves as the region’s landmark.

Today, this vibrant metropolis occupies an important place in Japan’s political and economic spheres. With a population of 2.2 million, Nagoya is the nerve center of the Chubu Industrial Zone, a merger of both traditional and modern industries, most notably the automotive industry. Nagoya offers a variety of urban conveniences, with shops, restaurants and leisure activities that cater to any taste, making it an exciting place to live, work and study.