The Nagoya University Academic Charter

In recognition of the unique role of seats of learning and their historical and social missions, this document establishes the guiding principles for scholarship at Nagoya University. Nagoya University maintains a culture of free and open-minded academic endeavor and aspires to contribute to the prosperity and happiness of all people through research and education in those fields studying human beings, society, and the natural world. Above all, it aims to foster the harmonious development of humanity and science, to conduct advanced research, and to provide an education that encompasses the full range of the humanities, the social sciences, and the natural sciences. To these ends, we outline below the goals and guidelines for carrying out the required measures for continuing to perform our duties as a leading university.

1 Fundamental Objectives: Research and Education
1) Nagoya University, through its creative research, shall pursue truth and produce world-leading intellectual achievements.
2) Nagoya University, through an education that values independent thinking, shall foster individuals who possess intellectual courage, the power of rational thought, and imagination.

2 Fundamental Objectives: Contribution to Society
1) Nagoya University shall spearhead scientific research and foster individuals capable of exercising leadership both in the domestic and international arenas so they can contribute to human welfare, the development of culture, and global industry.
2) Nagoya University shall put to good use the specific qualities of the surrounding community and, through multifaceted research activities, contribute to the development of the region.

3 Fundamental Policies: Research and Education System
1) Nagoya University shall study the humanities, society, and nature from an inclusive viewpoint, respond to contemporary issues, and change and enrich its education and research system to generate new values and a body of knowledge based on humanitarian values.
2) Nagoya University shall support an education system that inherits and develops intellectual resources cultivated from the world’s intellectual traditions. It will promote advanced and innovative education.
3) Nagoya University, through disseminating information, exchanging people, and cooperating with institutions in Japan and abroad, shall create the foundation for an international academic culture.

4 Fundamental Policies: University Administration
1) Nagoya University shall always support scientific inquiry based on the autonomy and initiative of its members, guaranteeing them the right to freely conduct their research.
2) Nagoya University shall ask its members to take part in the formulation and implementation of our foundational principles for research and education and the objectives and policies for administration.
3) Nagoya University, aspiring to be an open and accessible university, shall promote both internal and external independent assessment and evaluation of its research, education and administration.
Greetings from the President

Nagoya University has a history of 147 years, with its roots in a temporary medical school/hospital established in 1871. Once the last university to become a Japanese Imperial University in 1939, our University has since then continued to achieve significant growth. We’ve maintained a tradition of having a free and vibrant academic culture, and after setting a high basic objective in the 2000 Nagoya University Academic Charter, we have worked hard to achieve that objective. The fact that 6 out of the 17 Nobel laureates from Japan who were awarded in the 21st century clearly shows that our research abilities are top class on a global scale. Nagoya University, throughout its long history, has produced many leaders in various areas of society and introduced them to the world, and thus contributed to the development and growth of not only Japan but also the world.

In recent years, our university has been focusing on further strengthening our research and educational abilities while simultaneously investing our full efforts towards internationalization, gender equality, and social contribution. In regards to internationalization, we are taking 3 different approaches. The first is to move away from a one-dimensional perspective focusing on the West towards a multi-dimensional perspective. Asia is the highest priority area. The second is the invigoration of bilateral student exchange, and the third is strengthening English education in support of internationalization. Talented individuals from around the world have gathered in our campuses, forming an environment in which students or researchers can interact with each other on a daily basis.

In addition, in regards to gender equality, our university has not only established nursery care facilities, but also pioneered the establishment of Afterschool programs for elementary school children ahead of the national universities around the country. By supporting and expanding the scope of employment of female researchers, we have been attracting talented female researchers from around the country. As the result, Nagoya University was selected, as the only Japanese university, to be one of 10 universities around the world by UN Women to support the HeForShe Campaign. Meanwhile, much has been expected of us as the core university within an area with the highest concentration of the manufacturing industry. To meet and exceed those expectations, we have cooperated closely with the government, local governments, private industries, other universities, and citizens to pursue various collaborative projects in order to create a vigorous community that is prepared to greet the future and to promote exchange with the world. Moreover we have introduced new systems for these several years and achieved great results.

Our university is a future-oriented university. And our goal is to foster human resources who have high aspirations to contribute to society, have deep specialty and broad perspectives, and are able to exhibit leadership in various fields. Innumerable challenges may await us on our path to the future, but I believe from the bottom of my heart that, together with various people from our society, we will be able to continue moving forward with courage and contribute to creating a Japan, and furthermore a world, that is bright and full of hope.
Nagoya University: A Designated National University

Nagoya University has been selected as a Designated National University by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) on March 20, 2018. Designated universities are expected to play a role in promoting national university reform, and to actively disseminate their influence on social and economic development as well as the specific achievements of their programs. In order to carry out the above mission as a specially designated national university, Nagoya University will move forward with the efforts outlined in "Nagoya University Proposal to Become a Designated National University", contributing to world peace and society’s sustainable development as a world-leading university.

The youngest of the former imperial universities, Nagoya University was founded in 1939. It is located in the Greater Nagoya Region of central Japan, the country’s manufacturing belt. Our history as a comprehensive university is shortest among the seven former imperial universities and we are also the smallest. Our free and open academic culture has been the springboard for many remarkable research achievements. This is due to Nagoya University’s collegial atmosphere which has nurtured a number of outstanding contributors to society. Among our alumni, for instance, are some of Japan’s most prominent industrial leaders. From current and former faculty, we also can name recipients of six Nobel Prizes since 2001. Further, we lead other universities in engaging with the countries of Asia. We are also working hard to support our female faculty and staff.

As stated in the NU MIRAI 2020 policy document, Nagoya University’s central medium-term goal is to rise to the rank of an elite research university. This will allow us to contribute to the peaceful co-existence and sustainable development of society. We are reforming our management so we can better develop talented people who will lead the next generation. To stimulate innovation and contribute to the search for truth, our faculty members pursue groundbreaking research.

Based on the NU MIRAI 2020 plan, and taking advantage of our strengths, we will:

- Set up research hubs to lead their respective fields
- Train Ph.D. graduates to play leading roles in advancing our knowledge-based society
- Make the campus environment more international
- Develop a comprehensive management network within ten years to support and promote transfer of fundamental research success into technical achievement
- Encourage innovation in collaboration with industry

To achieve these aims, we want to manage our university based on the principle of shared governance; create a positive cycle for generating revenue to strengthen our finances; and establish a multi-campus system. Nagoya University aims to join the global elite of research universities through the following seven points.

What’s a Designated National University?

The designation system for national universities is a strategic and practical initiative that endeavors, through promoting the world’s highest level of education and research, to realize a positive cycle of attracting talented people and strengthening research capabilities while at the same time obtaining evaluations and support from society. The Minister of Education, Culture, Sports, Science and Technology (MEXT) only selects for designated national university status those national universities that can, within a time period specified by themselves, realize with certainty their proposed programs.
Education
By promoting a world-class education, we aim to foster courageous intellectual leaders that can contribute to human well-being. We are changing the relationship between Nagoya University and secondary schools.

• Admitting excellent students
• Improving admission system and establishing admission center
• Reforming three policies
Degree curriculum, curriculum design & student admissions
• Improving international compatibility of educational system
Introducing quarter system and international joint degree programs

Organizational Management

• Reforming structures of Schools/Graduate Schools
Strengthening education and research activities through comprehensive evaluation of the fields of engineering, informatics, humanities & social sciences
• Strengthening financial base
Raising 10 billion yen fund by 2021, increasing competitive funding, promoting joint research projects through industry-academia collaboration & strengthening hospital activities

Research
Inspired by our Nobel laureates, we are committed to the creation & discovery of knowledge through research.

• Supporting frontier research led by:
  • Institute for Advanced Research (IAR) for basic research
  • Institute of Innovation for Future Society (IN2St) for practical research
  • ITbM for VPi program

• Establishing new research centers
i.e. VPi-Next

• Recruiting, retaining & supporting most talented faculty & fostering world-class researchers
Greater support for women, non-Japanese & early-career

International
We are developing a university that attracts the best students, faculty & staff from around the world & contributes to creating a more sustainable society. In particular, we seek to work closely with countries in Asia.

• By 2020
  • Increasing number of international students to 3000
  • Increasing internationally experienced faculty members to 850
  • Increasing domestic students studying abroad to 1000

• Increasing international students enrolled in English-taught curriculum & number of English-taught courses
i.e. G30 NEXT

• Implementing strategies with focus on Asian countries
i.e. Asian Satellite Campus & ASEAN Net PLUS

University-Industry Collaboration
As a core university located in one of the world's most dynamic industrial clusters, we conduct research and pursue innovation that contributes to value creation for betterment of society.

• Establishing a new "industry-academia-government collaboration" to implement open innovation
Establishing new research center on gallium nitride (GaN) & "Future Integrated Electronics Research Center"

• Fostering people who contribute to society
Increasing entrepreneurial education & industry-academia collaboration

• Increasing regional resilience for safety & disaster relief
Establishing Disaster Mitigation Research Center & new model for industry-academia-government-civil society collaboration

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Welcome to the new DII-Cooperation Program designed for graduate students of the School of Engineering. This is a coordinated program designed to cultivate people who can shorten the time to realize innovations, which has conventionally taken 30 years, to within 10 years.

In this program, three different kinds of students, namely those aiming to become entrepreneurs, industrial engineers, or researchers, will be developed. In this program, we refer to entrepreneurs as deployers, industrial engineers as innovators, and researchers as investigators. In many previous programs for graduate students of the School of Engineering, the purpose of their education has mainly been to develop researchers. These previous programs were not sufficient to nurture people who can realize innovations within 10 years. Cooperation among investigators, innovators, who can establish mass-production technologies of the state-of-the-art research outcomes, and deployers, who can generate social values of the products for commercialization, will shorten the time to realize innovations.

One of the characteristics of this program is that not only the Faculty of the School of Engineering, but also researchers of private companies and national institutes will join as mentors of the students. People working at entrepreneurial support companies will join as mentors for students who are seeking to become deployers. Also, for students seeking to become innovators, people working at manufacturing companies will assist them in this program as mentors. Faculties of different research fields will cultivate students who are seeking to become investigators. These three different kinds of students will cooperate and experience doing research, development, and business. A new degree different from a PhD will be given to students who finish the DII-Cooperation Program. Students who do not belong to the School of Engineering and are interested in this program may join a one-year DII-Cooperation project.

Faculty of the School of Engineering has high expectations that peoples with the DII degree will become world leaders and contribute to solving global issues and improving people’s lives.
Graduate Program of Transformative Chem-Bio Research (GTR)

Our new graduate program, GTR (Graduate Program of Transformative Chem-Bio Research), aims to train scholars who will pioneer interdisciplinary frontiers in the areas of chemistry and life science. In order to achieve sustainable development of society, many challenges must be overcome, including environmental and energy problems, stable food production, the development of materials leading to industrial and technological innovations, and life science research that contributes to health. To address these issues faced by science and society, the roles of chemistry and life science research are becoming increasingly important. To breakthrough these issues, both advances in research in each field and promotion of interdisciplinary research is necessary.

To bridge the gaps between traditional disciplines, we need outstanding “research power to break through,” which consists of two elements: “the power to overcome” and “the power to connect.” The former is based on experience, confidence, and solid practical skills that can be fostered through promoting and accomplishing high-quality research on important topics. On the other hand, the latter leads to the creation of innovative ideas through free and vigorous discussions across research fields.

The GTR program provides a practical course for acquiring these important research capabilities through challenging and exciting interdisciplinary research in diverse research environments in which each student benefits from the guidance of two mentors.
Since entering the 21st century, 17 researchers from Japan have received a Nobel Prize. Among these, six are graduates of or have been affiliated with Nagoya University as faculty members during their career. This number of Laureates is the highest in Japan.

It is said that the main reason for Nagoya University’s surge of progress in this area is its free and vibrant academic culture. Of the seven former imperial universities, Nagoya University was founded last. Faculty at that time came to Nagoya from all over Japan; they helped students and young researchers pursue their research freely, and this academic culture has been inherited by today’s generation.

We will now give an introduction of each Laureate as follows.

**Nobel Prize in Physics, 2014**

In October 2014, the Royal Swedish Academy announced its awarding of the Nobel Prize in Physics to Dr. Isamu Akasaki, Dr. Hiroshi Amano and Dr. Shuji Nakamura for the invention of the efficient blue light-emitting diode (LED), which enables bright and energy-saving white light sources. In the spirit of Alfred Nobel, the Prize rewards inventions of great benefit to mankind and, indeed, the blue LED has led to the revolution of indoor and outdoor lighting by making this kind of white light possible. With the advent of LED lamps, lightbulb technology has made a quantum leap not only in energy efficiency but also in durability.

Dr. Akasaki began his career in academia as a Research Associate at the Nagoya University School of Engineering in 1959, eventually advancing to Associate Professor while working on his PhD from Nagoya University, which he obtained in 1984. Following this, he worked in the private sector before returning to Nagoya University as Professor of Engineering in 1981. Dr. Akasaki moved on to the neighboring Meijo University in 1992, but in December 2004 was reappointed by Nagoya University as a Distinguished Professor.

Dr. Hiroshi Amano graduated from the Nagoya University School of Engineering in 1983 and, after obtaining his PhD in 1988, was appointed Research Associate at Nagoya University, advancing to Assistant Professor. He then joined Dr. Akasaki as a Professor at Meijo University, before returning to Nagoya University’s Graduate School of Engineering.

Dr. Shuji Nakamura graduated from Nagoya University in 1972. In 1973, he joined the Daini-Gifu University, advancing to Professor in 1981. Dr. Nakamura moved on to the neighboring Meijo University in 1992, but in December 2004 was reappointed by Nagoya University as a Distinguished Professor.

**Nobel Prize in Chemistry, 2001**

In October 2001, the 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 catalyzed hydrogenation reactions, and to Dr. K. B. Sharpless (USA) for his work on chiral catalyzed 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 preferentially 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.

Presently, Dr. Noyori is an organic chemist based at Nagoya University and Director-General of the Center for Research and Development Strategy (CRDS), Japan Science and Technology Agency (JST) and continues to realize remarkable achievements in the field of organic chemistry through his collaborations with numerous researchers worldwide.

**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 Toshifile Masakawa, 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.

**Nobel Prize in Chemistry, 2008**

In October 2008, 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 discover and successfully refine GFP in luminous jellyfish. Using this GFP as a marker, it is now possible to directly observe protein behavior in living cells. This significantly contributes to the development of molecular biology and biosciences.
New Flagship Research Initiatives

Institute of Materials and Systems for Sustainability (IMaSS)

About IMaSS

In order to contribute toward the realization of a safe and sustainable future society amidst global-scale environmental and resource-related restrictions, the Institute of Materials and Systems for Sustainability (IMaSS) promotes research ranging from materials and electronics science to systems technologies.

IMaSS consists mainly of 2 research centers and 2 research divisions, along with several other funded and collaborative labs.

Center for Integrated Research of Future Electronics (CIRFE) focuses on the development of power devices for reducing electric power consumption, and research consortia are steadily being arranged throughout Japan. Nagoya University is well known for the achievement in gallium nitride semiconductor technology, and collaborations with various research groups within and beyond country boundaries are being strongly promoted.

Advanced Measurement Technology Center (AMTC) specializes in research and development of basic sciences using the electron microscope technologies and also other advanced facilities. The center aims to explore and develop novel measurement techniques, operate multi-user instruments, provide opportunities for collaborative research, and train highly skilled scientists and engineers.

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Division of Materials Research (DM) carries out research on advanced materials that are applied to devices for future energy systems, while Division of Systems Research (DS) is engaged in developing systems technologies toward practical deployment in the society.

New Flagship Research Initiatives

Institute of Transformative Bio-Molecules (ITbM)

The Institute of Transformative Bio-Molecules (ITbM) was launched at Nagoya University in December 2012 and is supported by the World Premier International Research Center Initiative (WPI), the flagship program of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT).

ITbM aims to create a new interdisciplinary field of research through the collaboration of cutting-edge molecular synthetic chemistry, animal/plant biology, and theoretical science, and to deliver bio-molecules to solve urgent problems, such as environmental issues, food production and medical technology that have a significant impact on the society.

ITbM has set up “Mix Labs”, which are lab spaces where synthetic chemists and animal/plant biologists work next to each other, along with theoretical scientists situated nearby to enable interactive discussions. This has led to effective mixing of research areas by integrating researchers from different disciplines, and many collaborative research projects have emerged in a bottom-up manner.

“Combating Striga”

ITbM has been engaging with high priority on the project “Combating Striga”. Striga is a parasitic plant that causes drastic damage to agriculture in Africa. Striga is a major threat for food crops, leading to huge yield losses (worth over 10 billion US dollars) and affecting over 100 million people. Striga recognizes strigolactones (SLs), which are plant hormones released by plants, and this hormone initiates germination of Striga seeds and parasitization towards the host plant.

ITbM’s chemists and plants biologists have worked together, and have rapidly developed a molecule “Yoshinulactone green (YLG)”, which exhibits green fluorescence upon binding to the receptor associated to the germination process of Striga. This achievement resulted in the identification of the unrevealed SL receptor of Striga, and led to the development of the exceptionally active biomolecule sphynolactone-7 (SPL7). The SPL7 acts as an agonist for the SL receptor of Striga to induce germination in a femtomolar (10^-15) range. ITbM’s research team is planning to extend the discovery to the field trial of SPL7 in Kenya in collaboration with International Center for Research and Education in Agriculture (ICREA), Nagoya University.

Human Machine Harmonization System (HMHS) Consortium

Differences from Conventional Joint Research
(1) Open platform collaboration across a variety of industries
(2) "face-to-face" operation by graduate students implementing practical application of their developments in society
(3) Research acceleration made possible by government funding
(4) Support for a wide range of research projects

HMHS Key Technologies
This consortium provides a platform to consider a society in which humans and intelligent machines live harmoniously with one another. Self-driving vehicles are one example of intelligent machines we can think of today. The software used in these cars, "Autoware," is an open-source basic software developed for self-driving vehicles. To develop "Harmonware," We will utilize various kinds of intelligent machines to create another basic software that can provide services in which these machines can work harmoniously with humans. This new harmonization service platform will be able to detect human conditions, reference databases to understand human actions, and work accordingly. In this consortium, our research will progress under the following four pillars.

(1) Development of human sensing technology to detect human conditions by downsizing and integrating technologies of chemical sensors, etc.
(2) Development of technology to protect intelligent machines and their data from malicious attacks.
(3) Development of technology that responds to human actions while maintaining a harmonization of relations between humans and intelligent machines.
(4) Creation of databases and modeling of situations that will serve as reference for evaluating human conditions in changing environments.

National Composites Center (NCC)
On April 1, 2012, the National Composites Center (NCC) was established at Nagoya University. Although the carbon fiber (CF) manufacturing industries in Japan are considered to be one of its strongest fields, holding a 70% share of the world market, we cannot necessarily state that Japanese carbon/polymer composite processing industries are sufficiently strong when compared with their European counterparts. In order to energize these composite processing industries and promote the innovation of related technologies, a budget for Nagoya University from the Ministry of Economics, Trades and Industries (METI) was approved in 2011, and installation operations for NCC began. NCC activities focus on automotive and aerospace industries, which are based in the Greater Nagoya Area and which lead the world in their respective fields.

Disaster Mitigation Research Center (DMRC)
The Disaster Mitigation Research Center (DMRC) was founded in December 2010. Nagoya City and the surrounding Chukyo area are vulnerable to natural hazard risks due to the high possibility of large earthquakes along the Nankai Trough plate boundary. The Japanese government estimates the probability of the occurrence of the next large earthquake during the next 30 years at 70% to 80%, and the worst-case scenario predicts that economic losses will reach as much as 220 trillion yen. The area also has a history of destructive floods and storms. Since this area is the center of industrial production in Japan, these natural hazard risks may cause a serious crisis at a national level. The DMRC, which brings together experts with various backgrounds such as engineering, earth science, social science and humanities, promotes cooperative multidisciplinary research for developing a state-of-the-art disaster mitigation model and applying it to ensure safety and security of the local community. The DMRC provides a cooperative framework for local government, companies, and citizens to improve the preparedness of the local community for future natural hazards. In addition, the DMRC offers disaster mitigation training courses for local public officers and volunteers. The Gensaiinka Building, where the DMRC is located, has an exhibition hall and a library, which are open to the public for self-learning about natural disasters and their mitigation.
New Flagship Research Initiatives

Mobility Innovation Center (Nagoya University COI)
- Empowering an aging society through advanced mobility -

Japan has already shifted to become a super-aging society. In order to retain and enhance the sustainability of our society, it is important to encourage activities that can prevent the mental and physical depression of seniors. Mobility is not only limited to transportation or automobiles, but also represents the ability to move freely and safely. To make a sustainable aged-society a reality, it is essential that seniors are able to lead active lifestyles regardless of age, region, or individual situations.

To empowering an aging society through advanced mobility, we implements innovative technologies with three pillars of 1) Driving Assistance System and Autonomous Cars for safe and reliable mobility, 2) Physical Conditions and Mental Inspiration to stimulate going outside, and 3) Participatory Society to foster mutual aid and self-esteem.
Nagoya University: The Next 10–20 Years

World-Class Research University
Asian Hub University

- Top Global University Project
- Expanding Academic Network in Asia
- Developing Joint Degrees with Top Universities
- Supporting World-Class Research Centers (WPI) Initiative
- Cultivating Globally-Minded Leaders

The environment surrounding Japanese higher education is entering a transition phase, with a decrease in working-age people due to declining births and the ageing population, and the increasingly speedy globalization of economic and social activity. Japan’s universities, which must live up to society’s expectations as intellectual bases that drive the growth of the nation, are strongly expected to gather outstanding researchers and work to rank alongside top universities worldwide.

Based on the Nagoya University ideals, NU is to implement the Top Global University Project; in terms of research its goal is the "enhancement of cutting-edge research at a world-class level," while in terms of education it aims to "become an attractive and global Nagoya University." Achieving these goals in the field of Asia, it is determined to become an “Asian hub university.” By realizing these three goals, NU intends to play a role as a key university in Asia, which is working hard to build a sustainable world, and, by providing the strong spirit and ability needed to actually make a contribution to the twenty-first-century human society, to be fully worthy of being called a top, world-class university. The project concept is as can be seen in the figures above and below.

The Development of Joint Degree Program

Nagoya University continuously aspires to improve the international compatibility of our education system with the aim of fostering global talent.

As part of such efforts, the Graduate School of Medicine, in collaboration with the University of Adelaide, Faculty of Health Sciences established Japan’s first joint degree program through which a single degree is awarded jointly with an overseas university ("International Collaborative Program in Comprehensive Medical Science between Nagoya University and University of Adelaide") in October 2015.

Shortly thereafter, in October 2016, the Graduate School of Science also established an international collaborative program with the University of Edinburgh College of Science and Engineering named the "International Collaborative Program in Science between the University of Edinburgh and Nagoya University." In addition, in April 2017, the Graduate School of Medicine collaborating with the Lund University, Faculty of Medicine established a joint degree program titled the "International Collaborative Program in Comprehensive Medical Science between Nagoya University and Lund University." Furthermore, two joint degree programs have been established in 2018: the Graduate School of Bioagricultural Sciences in collaboration the "International Collaborative Program in Agricultural Sciences between Nagoya University and Kasetsart University" with the Faculty of Agriculture of Kasetsart University in April, and the Graduate School of Medicine in collaboration the "International Collaborative Program in Comprehensive Medical Science between Nagoya University and University of Freiburg" with Spemann Graduate School of Biology and Medicine of University of Freiburg in October.

Also, the Graduate School of Bioagricultural Sciences collaborating with the University of Western Australia, Faculty of Science will be launching the "International Collaborative Program in Agricultural Sciences between Nagoya University and the University of Western Australia" in April 2019. Each school has begun accepting talented applicants to enroll in these programs.

In the joint degree program, students receive a single diploma with the names of both universities upon completion of the program and spend a predetermined period of time studying in both universities without extending their period of enrollment. This program strives to offer students high-quality educational opportunities by providing a mutually complementary education program that cannot be created within a single university or country.

Nagoya University’s objective is to establish approximately 20 other international joint education programs with leading Western and Asian universities, and is currently pursuing the expansion of international joint education program partners primarily with top international universities who have a history of exchange with Nagoya University. By pursuing the establishment of joint degree programs and international joint research projects, Nagoya University aims to increase the number of international joint research articles produced and international faculty, establish an international joint research center, and rank within the top 100 of well-known ranking lists such as THE and QS.

International Joint Program in Medical Education between Adelaide and Nagoya University System & Future Vision

Nurturing Future Global Leaders
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 one or two semesters. The program aims to foster friendships that extend beyond borders, internationalize through education, and motivate overseas students to pursue more extensive studies in Japan. The NUPACE academic year runs on a semester basis, and students can choose one of two admission periods: Mid-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, including those available through the G30 International Programs. 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. Guided research for graduate students is also available. Moreover, whilst a fully-developed, comprehensive English language program is provided, those students proficient in Japanese are eligible to register and earn credits for any course offered to degree-seeking students at Nagoya University.

NUPACE has hosted a total of 2,164 international students from 145 institutions in thirty-six countries. The programme is renowned, in both domestic and international arenas, for its quality and leadership in exchange student education.

University-Wide Student Exchange Program

Over 180 universities/institutions are possible exchange partners
Three internal selection rounds per year (June, November, January)
Duration of Exchange is one semester or one year
Participants join local students in taking classes in their field of study or other related areas of interest. As a representative of Nagoya University, participants must engage in their academic studies with a sincere attitude and are required to periodically submit a report during their exchange. Participants must plan ahead and consider their future plans. Those wishes to transfer credits must follow each departments’ rules accordingly.

Merits

☉ Support from Study Abroad Office
Study Abroad Office support students participating in exchange by helping them choose their destination, preparing them for language requirements, providing various orientations and risk managements. Office can also advise students while they are on the program through e-mails.

☉ Tuition waiver
Nagoya University has established a mutual tuition fee waiver with most partner institutions. As long as students pay tuition to Nagoya University, they do not have to pay tuition at the destination university. Therefore, the costs of their exchange are less than a self-funded study abroad.

Short Term Program

We also offer various short-term programs. Please refer to the website:
http://ieec.iee.nagoya-u.ac.jp/ja/abroad/program/tanki-tokubetsu.html

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, including those available through the G30 International Programs. 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. Guided research for graduate students is also available. Moreover, whilst a fully-developed, comprehensive English language program is provided, those students proficient in Japanese are eligible to register and earn credits for any course offered to degree-seeking students at Nagoya University.

NUPACE has hosted a total of 2,164 international students from 145 institutions in thirty-six countries. The programme is renowned, in both domestic and international arenas, for its quality and leadership in exchange student education.
Established in February 2016, the Nagoya University Short-Term Japanese Language Program (NUSTEP) is an academic exchange program in which international students enrolled at Nagoya University’s partner institutions study intermediate-level Japanese language in an intensive two-week program. Its purpose is to provide participants with the opportunity to improve their language skills and also learn about the culture and society of Aichi Prefecture. Some who enjoy their experience may return to Japan later either through a longer-term exchange program, like NUPACE, or enroll as a graduate student. During the program, participants study in the classroom from 8:45 am to 12:15 pm each day. In the afternoon, they join activities to experience local society and culture including dressing in a kimono, writing Japanese calligraphy, attending a social event with Nagoya University students, and touring an automobile plant. Nagoya University faculty members also lecture participants on specialized subjects, host a workshop on exploring career options in Japan, and welcome participants to see some of the research conducted in on-campus laboratories. This program will not only encourage cooperation between Nagoya University and its partner institutions, but also provide a new generation of students a small taste of what it is like to study in Japan.

Schedule: July 11-25, 2019 – February 6-20, 2020

With support and cooperation from the Japanese automotive industry and related enterprises, the Graduate School of Engineering offered a 6-week summer program entitled “Latest Advanced Technology & Tasks in Automobile Engineering,” from June 13 to July 19, 2018 in which 36 overseas students and 9 Nagoya University students participated. Conducted entirely in English, the program was aimed overseas students and Nagoya University students in engineering-related fields. The program’s greatest feature was its exciting lectures from various viewpoints on state-of-the-art technologies in areas such as hybrid automobiles, fuel cells, environmental strategies, accident prevention, and expressway traffic. The lectures were conducted with support from some of the industry’s leading technologists and researchers, as well as Nagoya University faculty members. Although of short duration, the program’s objectives enabled 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 enabled Nagoya University students to improve their English and communication skills and broaden their international horizons in conjunction with studies in their specialist fields. 
(Refer to: http://www.engg.nagoya-u.ac.jp/en/nusip/index.html)
The Nagoya University Global 30 International Programs offer undergraduate and graduate full-degree programs taught in English. Since 2011, we have introduced 10 Undergraduate, 10 Master’s, and 7 Doctoral programs to give students the chance to follow their academic interests, improve their language abilities, and hone their communication skills. All faculty teaching in the G30 programs are experts in their field. Small class sizes mean that instructors can provide students with individual attention. The first and second years of the undergraduate curriculum includes Liberal Arts and Science courses that expose students to subjects outside their field. The first year students also enroll in Japanese language classes. The second and third years offer laboratory courses, seminars and specialized courses to prepare students for their fourth year when they will study, research, and write their graduation thesis.

Global 30 International Programs (Undergraduate)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Affiliated Schools</th>
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<tbody>
<tr>
<td>Automotive Engineering</td>
<td>• School of Engineering</td>
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<tr>
<td>Physics</td>
<td>• School of Science</td>
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<td>Chemistry</td>
<td>• School of Science • School of Engineering</td>
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<tr>
<td>Biological Science</td>
<td>• School of Science • School of Agricultural Sciences</td>
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<tr>
<td>Social Sciences</td>
<td>• School of Law • School of Economics</td>
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<tr>
<td>Japan-in-Asia Cultural Studies</td>
<td>• School of Humanities</td>
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Global 30 International Programs (Graduate)

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<tr>
<th>Programs</th>
<th>Affiliated Schools</th>
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<tbody>
<tr>
<td>Automotive Engineering</td>
<td>• Graduate School of Engineering</td>
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<tr>
<td>Civil and Environmental Engineering</td>
<td>• Graduate School of Engineering • Graduate School of Environmental Studies</td>
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<tr>
<td>Earth and Environmental Sciences</td>
<td>• Graduate School of Environmental Studies</td>
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<tr>
<td>Engineering Physics</td>
<td>• Graduate School of Engineering</td>
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<tr>
<td>Physics and Mathematics</td>
<td>• Graduate School of Science • Graduate School of Mathematics</td>
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<tr>
<td>Chemistry</td>
<td>• Graduate School of Science • Graduate School of Engineering</td>
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<tr>
<td>Biological and Bioagricultural Sciences</td>
<td>• Graduate School of Science • Graduate School of Bioagricultural Sciences</td>
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<tr>
<td>Biological and Bioagricultural Sciences</td>
<td>• Graduate School of Medicine</td>
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<tr>
<td>Medical Science</td>
<td>• Graduate School of Medicine</td>
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<tr>
<td>Economics and Business Administration</td>
<td>• Graduate School of Economics</td>
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<tr>
<td>Linguistics and Cultural Studies</td>
<td>• Graduate School of Humanities</td>
</tr>
<tr>
<td>Japan-in-Asia Cultural Studies</td>
<td>• Graduate School of Humanities</td>
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What is Special about the Global 30 International Programs?

- **Academics**
  - **English-taught Curriculum**
    - Nagoya University offers undergraduate and graduate programs fully taught in English. No Japanese language ability is necessary for admission.

- **Teaching and Training in Research Skills**
  - Nagoya University is one of Japan’s top research universities. Our faculty bring recent discoveries in their fields straight to the students. Small class sizes and laboratories emphasize critical thinking, hands-on research skills, and communication abilities.

- **Japanese Language Education**
  - Although the G30 curriculum is in English, Nagoya University offers a Japanese language program for students from beginner to advanced.

- **Admission**
  - **Online Application**
    - Candidates for the G30 program apply online. Nagoya University evaluates applicants through document screening followed by interviews via video conference.

- **Finances**
  - **Non-discriminatory and Affordable Tuition Fees**
    - International students at Nagoya University pay the same tuition fees as domestic students.

- **Scholarship for Selected Students**
  - Nagoya University offers a limited number of scholarships covering tuition fees and a living allowance.

- **Student Life**
  - **Housing**
    - Students in the G30 programs are housed in one of the university dormitories during their first year.
  - **On-Campus Cafeterias**
    - On-campus cafeterias and cafes offer foods that satisfy different tastes and dietary needs.
  - **Academic Advising and Counseling**
    - Specialized faculty, teaching assistants, research assistants and tutors help incoming students adjust to academic and daily life.
  - **Social Events**
    - Throughout the academic year, Nagoya University provides opportunities for students, faculty, and the local community to meet and talk.
  - **Career Support**
    - The Career Services Office provides counseling and career path guidance for international students. Students may also join internship programs, corporate information sessions, company-student mixers, and job fairs.
  - **Graduate Destinations**
    - **Companies**
      - Toyota Industries Corporation, Daimler, Idemitsu(Singapore), Mizuho Financial Group, NEC, Softbank
    - **Graduate School**
      - University of Oxford, MIT, Imperial College London, ETH, The University of Chicago, University of Pennsylvania, Duke University, UC Berkeley, University of Michigan, University of Toronto

http://admissions.g30.nagoya-u.ac.jp/en/
Asia Satellite Campuses Institute

- Transnational Doctoral Programs for Leading Professionals in Asian Countries -

Table: Programs Offered at a Glance

<table>
<thead>
<tr>
<th>Programs Offered</th>
<th>Graduated School of Education and Human Development</th>
<th>Graduated School of Law</th>
<th>Graduated School of Medicine</th>
<th>Graduated School of Environmental Studies</th>
<th>Graduated School of International Development</th>
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<tr>
<td>Vietnam</td>
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<td>Cambodia</td>
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<td>Mongolia</td>
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<td>Laos</td>
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<td>Uzbekistan</td>
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<td>Philippines</td>
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<td>Myanmar</td>
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Up to now, Nagoya University has been actively nurturing talented young professionals from Asian countries through initiatives such as legislation-related professional development programs at the Center for Asian Legal Exchange (CALE), and the Young Leaders’ Program (YLP) at its Graduate School of Medicine. Students graduating from NU have gone on to play active roles in their home countries in Asia as senior or potential government officials in positions such as vice minister and director-general of bureau.

Among those graduates who already hold master’s degrees, some wish to study for a doctoral degree at an overseas university, so that they can further develop their policy-making skills in order to tackle the various issues facing Asian countries. However, many graduates find it difficult to study abroad while remaining in their current jobs. In response to their requests, NU has utilized its great achievements and experience in the Asian region to date, and, from 2014, began the “Transnational Doctoral Programs for Leading Professionals in Asian Countries,” aiming to enable senior officials from various Asian countries to pursue a doctoral degree without leaving their workplace for an extended period of time.

In these Programs, students are enrolled in a Nagoya University doctoral program (Final Three-year Program), and work towards a doctoral degree by receiving education both in Japan and at one of NU’s Satellite Campuses. For the majority of the time they learn skills such as academic writing and receive research guidance at the Satellite Campus established in their home country in Asia, as well as receiving long-distance guidance using ICT by their academic advisor in Japan. In addition, there are fixed periods of “schooling,” during which students will travel to Japan to receive intensive teaching and research guidance directly from their academic advisor. Through this system of education, students are able to enjoy the same high standard of education as they would on Nagoya University’s home campuses, without having to be absent from their workplace for long periods of time.

These Programs are offered in seven countries, namely Cambodia, Laos, Mongolia, Myanmar, Philippines, Uzbekistan and Vietnam by six graduate schools: Education and Human Development, Law, Medicine, Bioagricultural Sciences, International Development and Environmental Studies.

International Development and Cooperation Course (Master/Doctoral)

The program aims at equipping students with knowledge of a wide range of issues of developing countries. By imparting knowledge and understanding of the realities of the developing world, students will be equipped with skills to work in a variety of related professional fields. Drawing on Japanese development experience, it provides alternative perspectives which differ from the conventional development theories of the Western model.

In this program, a traditional curriculum in law and politics is complemented by social activities, student mentorship arrangements, and private internships. Students may take advantage of language instruction through the International Language Center, annual participation in the Japan Inter-Collegiate Negotiation Competition, and a set of student-driven cross-national seminars (the Peer Support Initiative). The extended features of our environment supplement the academic program, creating additional opportunities for cross-border and cross-cultural teaching and learning.

Young Leaders’ Program (Master)

The Young Leaders’ Program at Nagoya University is a one-year Master’s degree course in Healthcare Administration. The Young Leaders’ Program (YLP), which aims to foster the development of future national leaders in Asian and other countries, is one of the Japanese Government Scholarship Student systems and it should help form a network among national leaders, contributing to the establishment of friendly relationships and improved policy planning among Asian and other countries including Japan. (Not open for general admission)

Nagoya University Global Environmental Leaders Program (NUGELP) aims to foster future environmental leaders who can propose concrete solutions to various environmental problems around the world, particularly in Asia and Africa. NUGELP is interdisciplinary and covers various research fields such as Civil Engineering, Environmental Systems Analysis, Transportation Planning, Land Use Planning, Architecture, Economics, and Policy Studies.

The objective of the Forefront Studies Program is to develop international civil engineers who have advanced expertise, ability to make comprehensive judgement and deployment capabilities for sustainable co-development of Japan and foreign countries in civil engineering field. This Program offers the financial aid of the Japanese Government Scholarship Program.

Forefront Studies Program (Master/Doctoral)

The program aims at offering students with knowledge of a wide range of issues of developing countries. By imparting knowledge and understanding of the realities of the developing world, students will be equipped with skills to work in a variety of related professional fields. Drawing on Japanese development experience, it provides alternative perspectives which differ from the conventional development theories of the Western model.

In this program, a traditional curriculum in law and politics is complemented by social activities, student mentorship arrangements, and private internships. Students may take advantage of language instruction through the International Language Center, annual participation in the Japan Inter-Collegiate Negotiation Competition, and a set of student-driven cross-national seminars (the Peer Support Initiative). The extended features of our environment supplement the academic program, creating additional opportunities for cross-border and cross-cultural teaching and learning.

Other International Programs (Graduate)

<table>
<thead>
<tr>
<th>Programs Offered</th>
<th>Affiliated Schools</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Development and Cooperation Course</td>
<td>Graduate School of International Development</td>
<td>Master</td>
</tr>
<tr>
<td>Department of the Combined Graduate Program in Law and Political Science</td>
<td>Nagoya University</td>
<td>Master</td>
</tr>
<tr>
<td>Department of the Combined Graduate Program in Law and Political Science</td>
<td>LL.M. (Comparative Law) Program and LL.D. (Comparative Law)</td>
<td>Master</td>
</tr>
<tr>
<td>Young Leaders’ Program (YLP)</td>
<td>Graduate School of Medicine</td>
<td>Master</td>
</tr>
<tr>
<td>Nagoya University Global Environmental Leaders Program (NUGELP)</td>
<td>Graduate School of Environmental Studies</td>
<td>Master</td>
</tr>
<tr>
<td>Forefront Studies Program</td>
<td>Graduate School of Environmental Studies</td>
<td>Master</td>
</tr>
</tbody>
</table>

Nurturing Future Global Leaders
This enterprise, which has been implemented since 2011 by MEXT, aims to cultivate globally active leaders; to this end, it gathers together first-class teaching staff and students from both inside and outside Japan and supports projects at universities which are forming and developing five-year unified doctoral programs that will be of use globally.

**Integrative Graduate Education and Research Program in Green Natural Sciences**

This program aims to find lasting solutions to problems relating to the environment and energy, through the development of green natural sciences. While improving the level of dissertations and research, doctoral students will cultivate their “scientific ability and social skills I order to look upon challenges from a broad perspective”, as well as their “ability to extract practical results from fundamental research”, and their “international experience in order to play an active role in the world” through internationalized education. Through this program, which stretches across science, engineering and bioagriculture, many students work together in competition and raise the ability of each other. The students who graduate from this program will be able to contribute to the development of a sustainable society as leaders.

**The Program for Cross-Border Legal Institution Design**

This program develops leaders who can organize international teams working on enterprises to plan and design legal institutions for cross-border transplantation. Transplanted institutions will form the foundations of social operations in various countries. The Program fosters networks of international leaders with a strong awareness of Asia through joint research on comparative law and comparative politics by Japanese and international students.

**PhD Professional: Gateway to Success in Frontier Asia**

For Japan to regain its former vitality, it is essential to regenerate manufacturing industry by more expanding the operation into the global markets. Under these circumstances, this program aims to cultivate next-generation leaders who play active roles in developing and implementing new growth strategies by collaboration with Frontier Asia including Vietnam, Cambodia and Indonesia. Through the collaboration, we believe it is important for both parties to build win-win relationship while each party plays a respective role; namely Frontier Asia as production bases and Japan as expert and investor in technology. This program is intended to train young talents from all-round graduate schools (integration of arts and sciences) to become global leaders strengthening the ties between Japan and Frontier Asia.

**Leadership Development Program for Space Exploration and Research**

This program aims to expand the utilization of the space environment, the final frontier for humankind, by fostering world-class leaders who can integrate advanced technologies and knowledge with broad perspectives and utilize them in industries, and by creating a network of leaders who will improve people’s daily lives through wider use of space technologies and infrastructures. A flagship of this program is the ChubuSat project management skills through the hands-on experience of instrument development. One of the projects proposed by our students was launched as ChubuSat-2 in 2016.

**Graduate Program for Real-World Data Circulation Leaders**

The field of real-world data circulation aims to integrate the acquisition, analysis, and implementation of data in engineering, information science, medicine, and economics. Data acquisition involves observing digital data from real-world phenomena, while data analysis involves evaluating this data using information science. Data implementation then follows by developing innovative products and services using the analysis results. This Program will foster leaders in industrial technologies, who can generate effective data circulation to create positive social values.

**Women Leaders Program to Promote Well-being in Asia**

This program focuses on problems in the Asian region consisting of multicultural societies in various stages of development. These problems include poverty, diverse health problems, and gender gaps. With a focus on food, health, environment, social systems, and education, we aim to foster women leaders who will work in a global context to achieve well-being in Asia. Well-being refers to a situation in which the rights and personal fulfillment of individuals are guaranteed and to a state characterized by good physical, mental, social, and economic conditions. This program is jointly undertaken by four graduate schools: International Development, Education and Human Development, Medicine (including Health Sciences), and Bioagricultural Sciences, as well as the International Cooperation Center for Agricultural Education and the Center for Gender Equality.
ASSIA is a new institute launched in April of 2017. To begin, let us explain the circumstances leading to its establishment. In 2015 Nagoya University released the “Nagoya University Matsuo Initiatives for Reform, Autonomy and Innovation 2020” (NU MIRAI 2020), which set forth several medium-term objectives that the University will endeavor to achieve in the future. Central among the challenges introduced is the goal of growing Nagoya University into a world-leading research university, with “the establishment of research institutes for the sustained creation of human knowledge” provided as one of the concrete policies toward achieving this goal.

“The creation of human knowledge” implies, in other words, the integration of knowledge and expertise possessed by the diverse research personnel belonging to Nagoya University as a comprehensive research university. In the past, Nagoya University has prioritized the establishment of interdisciplinary research organizations in the natural sciences, however it has become apparent that finding solutions to many global challenges requires incorporating the knowledge and expertise of the social sciences. To this end, Nagoya University decided to create a new research organization for the integration of the social sciences: the Applied Social System Institute of Asia (ASSIA). While there are many research institutes for specialized fields in the social sciences at national universities in Japan, ASSIA is unique in that it is composed of research personnel who themselves work across a number of fields in the overall sciences.

NU MIRAI 2020 takes as another of its policies “the cultivation of personnel motivated to learn with Asia and challenge the world”. ASSIA develops human resources and facilitates creative research by utilizing as its foundation the international collaborative networks that each researcher and graduate school at the University have been building in the past. Furthermore, ASSIA contributes to the restructuring of Nagoya University into a “hub university in Asia” by showcasing researches that fuse disciplines and open up new areas of study to the world.

A. Environment
1. Sustainable development with decarbonization (Graduate School of International Development, Graduate School of Economics, and Graduate School of Environmental Sciences)
2. Strengthening food security and community development in Asia by interdisciplinary approaches (Graduate School of Bioagricultural Sciences, Graduate School of Environmental Sciences, and Graduate School of International Development)

B. Institutions
3. Legal research into ASEAN through field studies and theoretical analysis (Graduate School of Law, Graduate School of International Development, and Graduate School of Environmental Sciences)
4. The governance of AI networking - Mainly from social, ethical, economic, and legal viewpoints - (Graduate School of Law, Graduate School of Informatics and Graduate School of Economics)

C. Human Resources
5. Skills and knowledge for youths in developing countries (Graduate School of International Development, Graduate School of Humanities, and Graduate School of Education and Human Development)
6. Construction of an international network for Lesson Studies and development of a teacher education program in Asia (Graduate School of Education and Human Development)
CALE was established in 2002 as a research base for Asian Law and a coordinating center for Japanese research and practice on legal assistance in Asia. It has been expanding its cooperation activities into several countries in Asia, and remains the only center within a Japanese university to be professionally involved with legal assistance research and implementation projects. The Center is committed to playing a major role in carrying out legal assistance projects centering on Asia, disclosing research outcomes related to those projects, disseminating research and legal information on countries in Asia, and expanding the network of specialists within this field.

The Center’s legal assistance activities include cooperation with developing countries which are making the transition to a market economy, to assist them in promoting the necessary reforms of their legal systems and enable them to achieve a working market economy, the rule of law, human rights, and democracy. Activities in the field include the following:
- Cooperating in the drafting of laws and promoting judicial system reform
- Cooperating in the consolidation of legal infrastructure such as the improvement of maintenance and access to legal and judicial information.
- Cooperating in human resources development in the judicial sector

Establishment of centers for research and education in the field of law

Eight centers have been established jointly by Nagoya University and partner universities in seven Asian transitional countries – Uzbekistan, Mongolia, Vietnam, Cambodia, Myanmar, Indonesia, and Laos, where the Japanese government is implementing legal assistance projects, and where local legal experts with sufficient knowledge and understanding of Japanese law and language are becoming indispensable. Some of these centers provide law students in partner universities with knowledge of Japanese Law through the Japanese language, to foster experts who can contribute to their own country’s legal development in the future by benefiting from Japanese knowledge and experience.

These centers are designed as a central point of dissemination of information about Japanese Law and as a hub for the collection and sharing of information about the laws of these countries. They are also aimed at facilitating research on both comparative and country-focused topics, and to coordinate joint research projects between academic and professional institutions of the two countries in order to enhance deeper mutual understanding between professionals and to promote expert knowledge on the law and society of these Asian countries.

Since 2013, Nagoya University has been collaborating with the Mongolian National University of Education (MNUE) on research and support activities for the mental health and development of Mongolian children. In September 2016, the NU/MNUE Child Development Support Center (hereinafter “the Center”) was established at MNUE. It is expected that the Center is not only carrying out research and supporting children with developmental disabilities in Mongolia, but also making regional contributions and functioning as a base for human resource development.

The Center’s projects are as follows:

1. Consultations on developmental or psychological issues suffered by Mongolian children

We have begun to provide guidance on child development and mental health issues through the Center’s dedicated counseling room. Clinical psychologists and a child psychiatrist from NU meet with children and their families directly in the past, but now MNUE’s experts conduct the interviews themselves, and by consulting with NU staff via Skype, the level of expertise in their clinical care is being taken to new heights. Through these activities, we are contributing to the local community and conducting human resource development in Mongolia.

2. Creation of new testing tools for evaluating the development of children in Mongolia

We aim to improve the methods for evaluating children’s cognitive ability in Mongolia by developing a Mongolian version of the “Tanaka-Binet Intelligence Scale V”, an intelligence test used extensively in Japan.

In 2017-18, approximately 1200 children living in Mongolia were individually tested with a test used extensively in Japan.

We are now standardizing the test, which we plan to finalize in 2019.

3. Training for child development and psychological care experts in Mongolia

For the advancement of specialized knowledge in child development support, we will carry out activities to raise awareness, such as organizing workshops and publishing specialized books.

4. Circulation of research findings

Findings of the research involved in these activities will be presented at international conferences and published in academic journals.
ICREA aims to promote basic research and overseas field surveys that are directly geared towards finding solutions of existing problems in agricultural communities. As global food demands rapidly diversify, particularly in developing countries, the role of field science is becoming increasingly important. Specifically, the findings of basic research that have been accumulating in developed countries are expected to be efficiently utilized and applied in actual community to promote sustainable agricultural production that is based on food security, nutrient improvement, and environmental conservation.

For these reasons, our center was reorganized in April 2018, from the International Cooperation Center for Agricultural Education to ICREA, reflecting revisions to our original 1999 mission statement, and made a new start to advance international research collaboration in agricultural development, to strengthen the function of international agricultural education based on such research, and to contribute more to global agricultural sciences by deepening coordination between relevant departments at Nagoya University and core research centers in Japan and abroad.

**Research Activities**
- Improving rice productivity in unfavorable environments in Asia and Africa:
  1) Genetic improvement of rice to secure stable rice production
  2) Development of cultivation techniques to increase rice productivity
  3) Development of flood-adaptive rice cultivation technology
- The International Sago Palm Project for strengthening food security
- Improving educational and research conditions at agricultural universities in Cambodia
- Introducing biogas production from livestock manure for forest conservation in Nepal

**Publication**
To provide a platform for circulating the findings produced by the above research, ICREA publishes a peer-reviewed international journal, the 'Journal of International Cooperation for Agricultural Development'.
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 Academic Consortium for the 21st Century (AC21) was established in 2002 on the initiative of Nagoya University, with the aim of founding a new and vigorous global partnership in higher education. Over the seventeen years of its history, the AC21 network has steadily grown, currently with 17 member universities from 11 countries in five continents. With the ambitious vision “The Global University — Architect of the New Century”, the consortium has conducted an array of initiatives and programs through which the member institutions can develop collaborations and contribute to addressing global issues of the 21st century.

Towards “The Global University — Architect of the New Century”

The Academic Consortium for the 21st Century (AC21) was established in 2002 on the initiative of Nagoya University, with the aim of founding a new and vigorous global partnership in higher education. Over the seventeen years of its history, the AC21 network has steadily grown, currently with 17 member universities from 11 countries in five continents. With the ambitious vision “The Global University — Architect of the New Century”, the consortium has conducted an array of initiatives and programs through which the member institutions can develop collaborations and contribute to addressing global issues of the 21st century.

AC21 Activities

AC21 is a dynamic consortium that fosters collaboration amongst members through the following programs and activities:

— International Forums (IF)
Held every two years, the International Forums provide the AC21 members with the opportunities to reassess the role of higher education in society, through keynote addresses by prominent public figures, presentations and panel discussions.

— Special Project Fund (SPF)
The AC21 Special Project Fund, launched in 2009, endeavors to promote research and educational exchanges among the member institutions.

— Student World Forums (SWF)
The Student World Forums are conferences where students from the member institutions are invited to exchange ideas on issues of international concern. The SWF facilitates international friendship, encourages students to develop a global mindset and strengthens the AC21 network.

— International Graduate Schools (IGS)
While the SWFs target mainly undergraduate students, a new program was launched in 2013 in order to inspire graduate students of the member institutions. Lectures in the IGS are offered by leading scholars with outstanding credentials in their respective fields.

Programs for Students

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The Student World Forums are conferences where students from the member institutions are invited to exchange ideas on issues of international concern. The SWF facilitates international friendship, encourages students to develop a global mindset and strengthens the AC21 network.

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While the SWFs target mainly undergraduate students, a new program was launched in 2013 in order to inspire graduate students of the member institutions. Lectures in the IGS are offered by leading scholars with outstanding credentials in their respective fields.

Industry-Academia-Government Collaboration

Taking advantage of its international network, the AC21 facilitates collaboration among academia, industry and government at a global level.

9th AC21 International Forum 2018 at Jilin University, China

The 9th AC21 International Forum (IF) 2018 was organized by Jilin University, China from July 4 to 7, 2018, under the theme of, "University Innovation and Social Development", with its three sub-themes of; “Interdisciplinary Research and International Cooperation”, “Reform in Higher Education and MOOCs” and “Innovation and Entrepreneurship”.

Over 100 representatives of 30 universities and educational institutions from 10 countries participated in this forum. The 16th annual AC21 Steering Committee (STC) Meeting and the 9th biannual General Assembly (GA) were also held during this time.

In the meetings, the key activities of AC21 from the previous year as well as future event plans beyond 2019 were shared with the member universities. Following the financial report from 2017 and the announcement of plans for 2018, policies and strategic directions for future AC21 activities were discussed. At the closing ceremony of the forum, the next AC21 Presidency was passed on from Jilin University to Kasetsart University, Thailand, which will host the next IF in 2020. President Seiichi Matsuo, Nagoya University, delivered a closing address that emphasized, “Diversity and inclusiveness are the key to contribute to the happiness and sustainable development of human kind, in the era of digital revolution”.

AC21 Member Institutions

As of April 2019

- Australia
  - The University of Adelaide
- China
  - Jilin University
  - Nanjing University
  - Northeastern University
  - Shanghai-Jiao Tong University
  - Tongji University
- France
  - University of Strasbourg
- Germany
  - University of Freiburg
- Japan
  - Nagoya University
  - National University of Laos
  - University of Canterbury
- Laos
  - National University of Laos
- South Africa
  - Stellenbosch University
  - University of Cape Town
  - University of Freiburg
- Indonesia
  - Gadjah Mada University
- Thailand
  - Chulalongkorn University
  - Kasetsart University
- New Zealand
  - University of Canterbury
- USA
  - North Carolina State University
  - University of Minnesota
Association of Pacific Rim Universities (APRU)
- Linking together the influential research universities in the Pacific Rim region

APRU is a unique association that brings together the leading universities in the Americas, Asia, and Australasia. It was established in 1997 as “the voice of knowledge and innovation” for the Asia-Pacific region. APRU aims to provide opportunities for thought leaders, researchers, and policy-makers to exchange ideas and collaborate toward effective solutions to the challenges of the 21st century. Over 50 universities that represent the Asia-Pacific region are the members of the association, with participation of Nagoya University in 2017. Through cross-border collaboration with multiple universities, Nagoya University will strengthen its involvement in the organization to address the challenges we face and to become one of the world’s best research universities.

MIRAI - Connecting Swedish and Japanese Universities through Research, Education and Innovation

MIRAI is an academic consortium consisting of seven Swedish universities and eight Japanese universities; it was initiated as an outcome of the fruitful discussion at the “Japan-Sweden University Presidents’ Summit” held in October of 2015. To further expand and strengthen academic exchanges and research collaborations between the two countries, MIRAI organizes an annual seminar, where researchers and students from the member universities meet to seek further opportunities for cooperation. MIRAI’s activities include seminars, workshops, short courses for PhD students, and short-term mobility in its target disciplines; Sustainability, Ageing, Materials Science, and Innovation.

MIRAI Seminar 2018 in Tokyo
Following the first MIRAI Seminar in 2017 at Lund University in Sweden, the second MIRAI Seminar 2018 was successfully organized by Nagoya University in Tokyo, Japan, on October 9th-12th, 2018. In cooperation with the other Japanese MIRAI member universities. MIRAI Seminar 2018 also commemorated the 150th anniversary of diplomatic relations between Japan and Sweden. In its Plenary Session held at Yasuda Auditorium, the University of Tokyo, where government officials and funding agencies from both countries also attended, Professor Hiroshi Amano, a Nobel laureate, took the rostrum as one of the keynote speakers. The future of education and research support activities in the framework of MIRAI were also discussed by attendees from the MIRAI member universities, including President Seiichi Matsuo.

Parallel scientific sessions on the MIRAI’s target disciplines were organized at Sophia University, the University of Tokyo and Waseda University, engaging the participants in lively discussions. MIRAI Seminar 2018 welcomed more than 300 participants from both inside and outside of the MIRAI membership and ended on a high note. MIRAI Seminar 2019 will be held at Stockholm University and Uppsala University, concluding the 2017-2019 phase of the current MIRAI Project. The second phase of MIRAI is now being discussed.

Japan - UK Research and Education Network for Knowledge Economy Initiatives (RENKEI)

RENKEI was launched in March 2012, consisting of six Japanese and UK universities to promote strategic multilateral collaboration among academia, industry, government and society through education and research. In April 2018, the second phase of the five-year RENKEI scheme (2018-2022) started with two themes, “climate change” and “health”. A new platform for researchers to initiate collaborations with industry, government and various stakeholders will further be developed. In November 2018, the annual Steering Committee meeting, Forum and Researcher Workshop were held in Kyushu and Tokyo, respectively.

APRU Annual Presidents’ Meeting 2018 © APRU

MIRAI Seminar 2018 in Tokyo

MIRAI member universities
- Japan
  - Hokkaido University
  - Kyushu University
  - Nagoya University
  - Sophia University
  - Tokyo Institute of Technology
  - The University of Tokyo
  - Waseda University
- Sweden
  - Chalmers University of Technology
  - Linnaeus University
  - Lund University
  - Stockholm University
  - Umeå University
  - University of Gothenburg
  - Uppsala University

As of April 2019

MIRAI - Connecting Swedish and Japanese Universities through Research, Education and Innovation

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Our Partner Institutions

Promoting Gender Equality from Nagoya to the World!

Asian

BANGLADESH
- Bangladesh Agricultural University
- Bangladesh University of Engineering & Technology, Department of Physics
- University of Dhaka, Faculty of Social Sciences
- SAARC Metallurgical Research Centre

BHUTAN
- The Centre for Bhutan Studies

CAMBODIA
- Royal University of Phnom Penh
- Royal University of Agriculture
- Royal University of Law and Economics

CHINA
- Nanyang University
- Jilin University
- Haohang University of Science and Technology
- Tsinghua University
- Fudan University
- Xian Jiaotong University
- Zhejiang University
- Dalian Jiao Tong University
- Tongji University
- Northeastern University
- Peking University
- Harbin Institute of Technology
- University of Science and Technology of China
- Chinese Academy of Sciences, the Shanghai Institute of Organic Chemistry
- Dalian University of Technology
- Central South University
- Beijing University of Technology
- Chinese Academy of Sciences, Purple Mountain Observatory
- Chinese Academy of Sciences, National Astronomical Observatories
- Chinese Academy of Sciences, National Natural Science Foundation of China
- Chinese Academy of Sciences, Institute of Atmospheric Physics
- Chinese Academy of Sciences, Institute of Earth Environment
- Chinese Academy of Sciences, Institute of Hydrology and Earthquake Research
- Chinese Academy of Sciences, Institute of Zoology
- Chinese Academy of Sciences, Institute of Geographical Sciences
- Chinese Academy of Sciences, Institute of Geographic Sciences and Natural Resources Research
- Beijing Normal University, School of Energy & Mechanical Engineering
- Dushang University, College of Foreign Languages
- Shanghai International Studies University, School of Japanese Studies and School of Chinese Studies and Exchange
- Beijing Normal University, Faculty of Education
- Institute of Science and Technology for Development of Biodiversity (ISET)
- Xian International Studies University, School of Chinese Culture and Economy
- Renmin University of China, School of Foreign Languages
- Institute of Earthquake, China Earthquake Administration
- Taiyuan University, School of Architecture

HONG KONG
- The Chinese University of Hong Kong
- The University of Hong Kong
- City University of Hong Kong
- The Hong Kong University of Science and Technology, School of Engineering

INDIA
- University of Pune
- Indian Institute of Science, Bangalore
- Tata Institute of Fundamental Research
- Tata Institute of Fundamental Research, National Forensic Sciences Academy
- Indian Institute of Technology Madras
- Indian Institute of Technology Delhi

INDONESIA
- Gadjah Mada University
- The State University of Surabaya
- Institute of Technology Bandung
- Indonesian National Institute of Aeronautics and Space
- Padjadjaran University, Faculty of Letters
- Syiah Kuala University, Faculty of Basic Science
- Sepuluh Nopember Institute of Technology, Surabaya
- Agency for the Assessment and Application of Technology (BPPT), Center for the Assessment and Application of Environmental Technology
- University of Indonesia, Faculty of Engineering
- University of Indonesia, Faculty of Computer Science
- Gadjah Mada University, College of Business Administration
- University of Indonesia, Faculty of Public Administration
- Universitas Indonesia, School of Public Policy

AFRICA

CAMEROON
- University of Yaoundé I
- University of Yaoundé II
- University of Yaoundé III

EGYPT
- Cairo University
- University of Alexandria
- University of Cairo
- Cairo University, College of Agriculture
- Alexandria University, College of Agriculture
- Alexandria University, College of Medicine

ETHIOPIA
- Addis Ababa University
- University of Addis Ababa
- Addis Ababa University, College of Medicine
- Addis Ababa University, College of Science
- Addis Ababa University, College of Education
- Addis Ababa University, College of Information Technology
- Addis Ababa University, College of Business Administration

GLOBAL NETWORK

MONGOLIA
- National University of Mongolia

UNITED STATES
- University of California, Berkeley
- University of California, Los Angeles
- University of Colorado, Boulder
- University of Illinois at Urbana-Champaign
- University of Michigan
- University of Minnesota
- University of Nebraska-Lincoln
- University of Notre Dame
- University of North Carolina at Chapel Hill
- University of Pennsylvania
- University of Southern California
- University of Texas at Austin
- University of Wisconsin, Madison
- University of Washington
- University of Wisconsin, Madison, College of Engineering

Academic Exchange Agreements

UNIVERSITY OF NAGOYA
- Nagaoka University of Technology
- Saga University
- Ryukoku University
- Kwansei Gakuin University
- Ochanomizu University
- Toyama University
- University of Tsukuba
- Waseda University
- Keio University
- Kogakuin University
- Tokyo Medical and Dental University
- Gakushuin University
- Tokyo University of Science
- University of the Ryukyus
- University of the Ryukyus, College of Science
- University of the Ryukyus, Faculty of Engineering

Asia

BANGLADESH
- Bangladesh Agricultural University
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- University of Dhaka, Faculty of Social Sciences
- SAARC Metallurgical Research Centre

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- The Centre for Bhutan Studies

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- Fudan University
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- Zhejiang University
- Dalian Jiao Tong University
- Tongji University
- Northeastern University
- Peking University
- Harbin Institute of Technology
- University of Science and Technology of China
- Chinese Academy of Sciences, the Shanghai Institute of Organic Chemistry
- Dalian University of Technology
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- Chinese Academy of Sciences, Purple Mountain Observatory
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- Chinese Academy of Sciences, Institute of Atmospheric Physics
- Chinese Academy of Sciences, Institute of Earth Environment
- Chinese Academy of Sciences, Institute of Hydrology and Earthquake Research
- Chinese Academy of Sciences, Institute of Zoology
- Chinese Academy of Sciences, Institute of Geographical Sciences
- Chinese Academy of Sciences, Institute of Geographic Sciences and Natural Resources Research
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HONG KONG
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- The University of Hong Kong
- City University of Hong Kong
- The Hong Kong University of Science and Technology, School of Engineering

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- University of Indonesia, Faculty of Computer Science
- Gadjah Mada University, College of Business Administration
- University of Indonesia, Faculty of Public Administration
- Universitas Indonesia, School of Public Policy

Academic Exchange Agreements

As of December 1, 2018

UNIVERSITY OF INTERNATIONAL BUSINESS AND ECONOMICS, School of International Trade & Economics
- Chinese Academy of Sciences, Xishuangbanna Institute of Ecology and Geography
- China Meteorological Administration, Institute of Disaster Meteorology
- Chinese Academy of Sciences, Shanghai Institute of Cereals
- Harbin Institute of Technology, Law School
- Renmin University of China, School of Law
- Shanghai Normal University, Technology
- Ministry of Health, TRK-China/Japan Friendship Hospital
- Soo Yeon-seok University, Legman College
- Beijing Normal University, Academy of Disaster Reduction and Emergency Management, State Key Laboratory of Earth Surface Processes and Resource Exchange
- Xi’an Jiaotong University, School of Law
- Chinese Academy of Sciences, Institute of Theoretical Physics
- Chinese Academy of Sciences, Institute of Geographical Sciences and Natural Resources Research
- Harbin Institute of Technology, School of Energy & Mechanical Engineering
- Donghua University, College of Foreign Languages
- Shanghai International Studies University, School of Japanese Studies and School of Chinese Studies and Exchange
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- Sepuluh Nopember Institute of Technology, Surabaya
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- University of Indonesia, Faculty of Computer Science
- Gadjah Mada University, College of Business Administration
- University of Indonesia, Faculty of Public Administration
- Universitas Indonesia, School of Public Policy

AOF

As of December 1, 2018

UNIVERSITY OF NAGOYA
- Nagaoka University of Technology
- Saga University
- Ryukoku University
- Kwansei Gakuin University
- Ochanomizu University
- Toyama University
- University of Tsukuba
- Waseda University
- Kogakuin University
- Tokyo Medical and Dental University
- Gakushuin University
- Tokyo University of Science
- University of the Ryukyus
- University of the Ryukyus, College of Science
- University of the Ryukyus, Faculty of Engineering
International Exchange

**International Students by Country / Region**

### Asia

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
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<tbody>
<tr>
<td>Afghanistan</td>
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<td>Bangladesh</td>
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<td>China</td>
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<tr>
<td>Uzbekistan</td>
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<td>Vietnam</td>
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### Europe

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### Latin America and the Caribbean

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<td>Cuba</td>
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<td>Trinidad and Tobago</td>
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<tr>
<td>Total</td>
<td>95</td>
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### Africa

<table>
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<td>Benin</td>
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<td>Comoros</td>
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<td>Congo</td>
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<td>Egypt</td>
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<td>Gabon</td>
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<td>Zimbabwe</td>
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**Middle East**

<table>
<thead>
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<th>Country</th>
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</thead>
<tbody>
<tr>
<td>Afghanistan</td>
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<tr>
<td>Bahrain</td>
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<td>Iraq</td>
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**North America**

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**Latin America and the Caribbean**

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**Total 168 Countries - Regions:**

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*Regional classification is based on the standards of the Ministry of Foreign Affairs in Japan.

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**Access**

From Nagoya Station: Take the Subway Higashiyama Line to Tsurumai Station (6 min), then walk 5 min.

From Nagoya Station: Take the Subway Higashiyama Line to Nagoya Dome-mae Yada Station (12 min), then walk 5 min.

From Nagoya Station: Take the Subway Higashiyama Line to Sakae Station (5 min), then transfer to the Subway Meijo Line to Nagoya Daigaku Station (21 min).

---

**The City of Nagoya**

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 2.3 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 hotels, restaurants and leisure activities that cater to any taste, making it an exciting place to live, work and study.