

5. AY2017 Progress

Common Indicators and Targets

Internationalization

1. Study abroad at partner universities

Study abroad at partner universities surpass 1500

Results (no. of students)					Target (no. of students)		
H 25	H 26	H 27	H 28	H 29	H 28	H 31	H 35
895	954	1057	1381	1570	1090	1560	2500

A total of 1570 students studied abroad in 2017, an increase of 189 students from the year before, accomplishing the target set for 2019 two years early.

Measures were taken to increase the number of students sent abroad, such as the creation of new university-wide programs and ramping up promotional events for current students. In addition, the quality of study abroad programs improved too, with unique discipline-specific mobility programs being added at respective Undergraduate and Graduate Schools. Thus, the number of department-specific programs increased by 35% from 2016, bringing the total number to 46.

2. Incoming student mobility

Similar to outgoing mobility, incoming student mobility increased to 1243 in 2017, accomplishing the milestone set for 2019 two years early.

As part of the expansion of incoming programs, a new Summer School has been developed that focuses on the study of Japan and East Asia, in preparation for the launch in 2018.

In addition, two new faculty members have been appointed in 2017 who are dedicated to international student education and developing subjects that integrate Japanese and international students. At the same time, extra-curricular subjects are also being prepared.

International student numbers

Results (no. of students)					Target (no. of students)		
H 25	H 26	H 27	H 28	H 29	H28	H31	H35
913	920	1052	1115	1243	1020	1200	1500

3. Strengthening English language streams

A university-wide placement test based on the Global Test of English Communication (GTEC) has been implemented for all new students admitted in 2017. This allows students to be allocated into streams based on their English ability. In the past university-wide English subjects have only been open to upper level students, but from 2017, newly appointed faculty have begun courses aimed at lower level students as well. This initiative allows each department to focus on the middle level students while at the same time lifting the level of those at the bottom end.

KGU's Top Global University initiative aims to increase the number of students at the prescribed level of English ability (School of International Studies: TOEFL ITP® 550; School of Humanities/Policy Studies: 540; Other Schools: 520) two fold from the 2013 number of 1,027. This number reached to 1868 in 2017, significantly higher than the 1,381 from the year before.

Governance reform

The "Kwansei Grand Challenge 2039" super long term strategy

In 2017, the long-term vision for 2039, called the "Kwansei Grand Challenge 2039" was drafted to establish the strategy of the university leading up to its 150th anniversary. This laid out the principles and direction of what Kwansei Gakuin should be and look like in 2039, as well as the long-term strategy for the first 10 years of the plan from 2018-2027. It was created under the principle of "Nurturing human beings that can solve the world's problems with grace and resilience" and was formulated based on predicted learning outcomes and a concerted effort from each and every department, junior college and university of the Kwansei Gakuin system. It brings together organizational management and educational excellence into one integrated strategy.



Educational reform

1. University-wide portfolio system begins trial

In 2017, testing begun on a KGU-designed e-Portfolio system that integrates each student's course progress, study abroad, extra-curricular and career-seeking activities. As for April 2018, the mobile application has been downloaded 11,000 times, making up around 90% of all new entrants in 2017 and 2018.

As the system prepares for its official launch in 2019, students will continue to be reminded to take advantage of the system and review their academic activities, through cooperation with various departments, planned upgrades and new functions.

2. New co-learning space at Nishinomiya Seiwa Campus Establishment of a new "Learning Commons"

In 2017 a new Learning Commons called "Rippla" was established at Nishinomiya Seiwa Campus which houses the Undergraduate and Graduate Schools of Education. Various events aimed at fostering a co-learning habit among students have been offered throughout the year. KGU is proud to announce that all three campuses now have learning commons facilities which increases the space allocated for active learning.



◀ One of the interactive events held at the new Learning Commons ▶

University's own indicators and targets

1. Dual Endeavor Program's Away-ground participation

The cumulative number of graduates who have completed Away-ground Programs under the Dual Endeavor Program reached these numbers in 2017: International Program, 868; Hand-on Learning Program, 1213; Minor Program 150. This totals to 1962 students.

2. United Nations and Foreign Affairs minor begins

The graduate minor course in "United Nations and Foreign Affairs" begun in 2017 with the aim to foster future officials in the UN and other international organizations. Students who are studying Masters or a professional degree from various graduate departments can opt to take this course as a minor subject alongside their main discipline and obtain 23 credits from the course.

The English-only course has attracted 8 students from Japan and abroad for its first year in 2017 and has enrolled 9 students for the second year starting spring semester in 2018.

3. Establishment of the Hands-on Learning Center

The Hands-on Learning Center was established in 2017 to serve as a center for the development and administration of this form of education. Dedicated faculty have promoted more and better experiential programs into the curriculum that take students out of the campus to learn from real-life problems. In total, 33 hands-on learning courses are now being offered, enrolling about 500 students.

These initiatives that take place throughout Japan have been featured by the media as innovative examples of active learning, and have attracted much attention outside the university.

< Case Study 1 > : Under the topic "Nuclear energy post-Fukushima", students undertook fieldwork in Fukushima to study the situation of the Fukushima No.1 Reactor. They spoke with officials from Fukushima prefectural office as well as experts in the energy sector, and presented a policy recommendation based on the results of their fieldwork.

< Case Study 2 > : As part of the "Asago and Takeda Castle Town Revitalization Project" in partnership with the Hyogo Prefecture Asago City Chamber of Commerce, etc., students interviewed tourists and proposed a solution that includes a tourism promotional plan, as well as bus advertisements and a social-media strategy.



< Students presenting for the Asago and Takeda Castle Town Revitalization Project >

Initiatives based on the distinct characteristics of the university

1. Promoting secondary and tertiary education linkage – the Akashi School for Future Global Leaders

Continuing from 2016, the Akashi School for Future Global Leaders was held for the second time with former Under-Secretary General of the UN, Prof. Yasushi Akashi, as head of the school. This forms part of the initiative to link secondary and tertiary education, as 20 students who were selected from Super Global High Schools around Japan took part in the 4-day program between August and November.

Students listened to lectures led by Prof. Akashi and faculty with rich field experience in the UN and foreign affairs, as well as practicing UN officials from around the world. Using research they had done beforehand, the students then tackled various issues facing the UN in the limited time they were given.



< Secondary school students receiving encouraging remarks from Headmaster Prof. Yasushi Akashi on the first day of the Akashi School of Future Global Leaders.>

2. Internship at international organizations for first year students in the UN and Foreign Affairs Course

As part of the requirements of the graduate minor course in "UN and Foreign Affairs", two students took part in an internship program for three months at the UN Development Programme (UNDP) in Thailand and Nepal. The two students visited project sites, took part in interviews and data analysis, and promoted the Sustainable Development Goals (SDGs) under the internship, as they accumulated valuable field experience by working alongside UN officials and local inhabitants.



< Student and locals at the project site during their internship with UNDP in Nepal. >

Free description

UN and Foreign Affairs event with Director General of the International Atomic Energy Agency (IAEA), Mr. Yukiya Amano

To commemorate the launch of the UN and Foreign Affairs Course, a forum on the topic of "Atoms for Peace and Development: the work of the IAEA and how it relates to you" was held on April 13 at the Nishinomiya Uegahara Campus. The talk in English was led by Director General of the IAEA, Mr. Yukiya Amano.

Director General Amano spoke about measures being taken at the IAEA and various issues related to the prevention of the militarization of nuclear technology, as well as the peaceful use of nuclear energy, and supported it with concrete examples. Afterwards, he took part in a workshop with the first year cohort from the UN and Foreign Affairs Course.

In addition, several other events that promote Japan's drive to increase participation in international organizations were held throughout the year. For example, a public seminar commemorating the launch of the UN and Foreign Affairs Course was held, along with several career guidance events in collaboration with the Ministry of Foreign Affairs' Recruitment Center for International Organizations.